



Helping Neighbors in our Community

One Grocery Trip at a Time



Neighbors in Need

Direct donations to youth at-risk of homelessness

Problem

Youth living in poverty or at-risk of homelessness struggle due to their lack of basic needs such as food, water or hygiene supplies not being fulfilled. Additionally, resources are not organized to be distributed effectively to those in need, and children not being able to plan effectively for the foreseeable future causing them to be stuck in an infinite loop. **How do we find these resources, synthesize them, and provide them to those who need it most?**

Solution

Neighbors in Need caters to at-risk youth's **personalised needs** by providing them with the **basic necessities** on a day-to-day basis. We give donors an opportunity to **connect with the reciever** on a **personal level**; while providing a seamless donation experience that **integrates** with their day-to-day shopping routine.

Key Locker Features



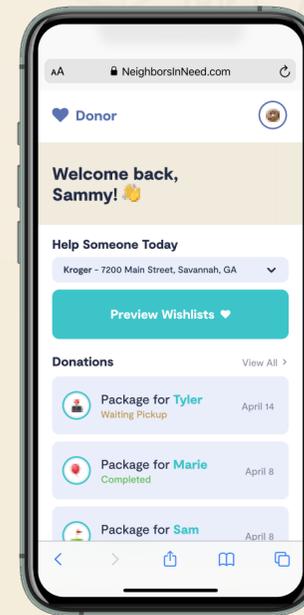
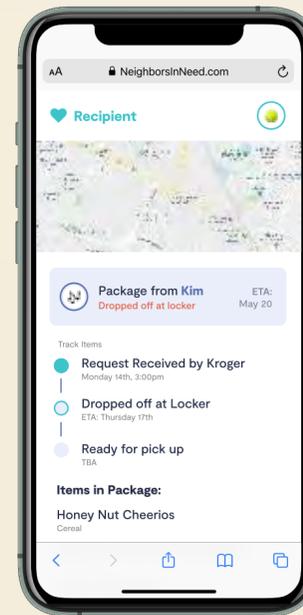
Friendly neighbors donate basic necessities, which can be collected by the recipient after entering a unique code to open the locker.



Smart lockers collect and house donated items, as well as safely distribute them to the recipients.



Item requesting and package tracking for Neighbors in need. SMS messages and reward system for donors.



The Web Portal

The **web portal** allows the **Neighbor in Need** (at-risk youth) to request up to five items they are in need of, prioritized from low to high. They can track the status of their items and receive a unique code once their package is ready to collect.

The **Donor** can select a **wishlist** from which they can pick items to donate. After donation, they receive rewards in terms of grocery store points and discount on specific items.

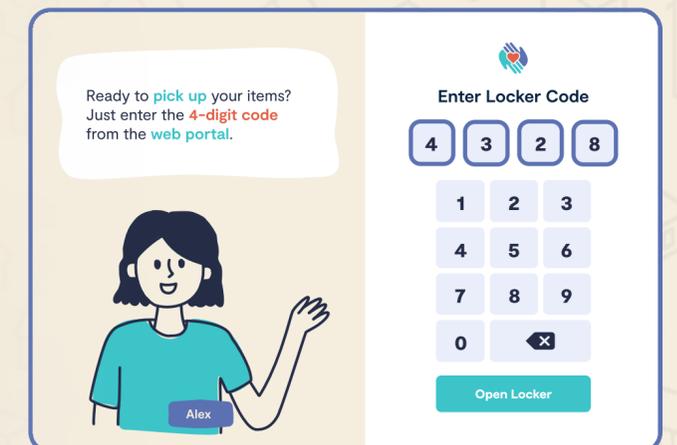
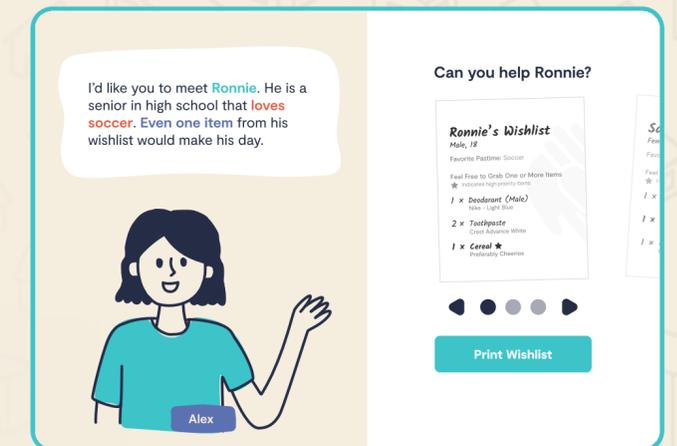


Table of Content

Executive Summary	02
The Team	04
The Prompt and The Big Problem	05-06
About Homelessness	07-09
The Goal	10
The UX Problem	11-12
Expected Outcomes	13
Timeline and Process	17-18
Research Methods	20-35
Research Insights and Mindset Segmentation	36-56
Design Questions	57
Concepting	58-78
Concept Evaluation	79-137
Final Deliverables	138-168
Look Book	169
Poster	170



The Team



Nico Zafarana
Project Lead



Savannah Wilkinson
Project Manager



Varun Khatri
Product Lead



Andrew Goodridge
Visual Lead



Tova Tobrand
Interaction Lead



Simran Kejriwal
Flex Lead



Raymond Wong
Research Lead

The Prompt

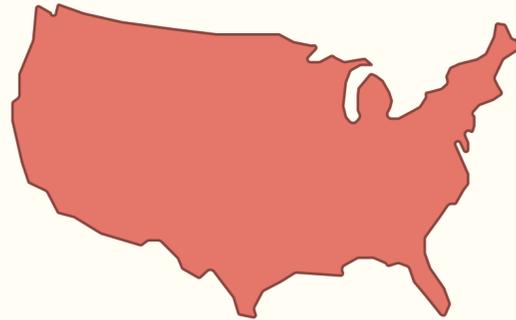
Designing for an issue we're passionate about

The Big Problem

Progress in combating homelessness and poverty has been slow

What can we do about it?

A Quick Look at Homelessness



United States

Every year, **4.2 million** youth and young adults experience homelessness.

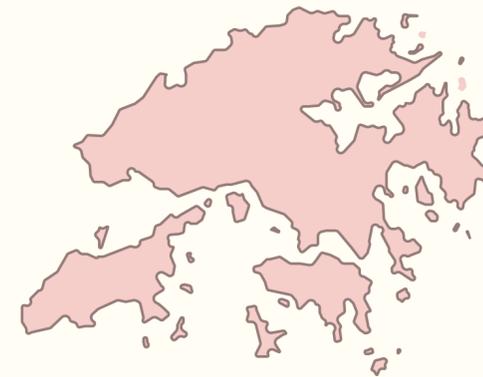
41,000 unaccompanied minors are homeless any given night.



India

Every year, **1.8 million** people are homeless.

73 million families lack access to decent housing.



Hong Kong

200,000 residents live in “coffin homes” and **44%** in subsidised homes.

14% increase in rough sleepers year-to-year.



Sweden

33,250 people in Sweden were homeless in 2017.

Luckily in a decline in recent years.

(‘Global Homelessness Statistics’, n.d.)



Frontline PBS Documentary "Poor Kids"

<https://www.youtube.com/watch?v=HQvetA1P4Yg>

Studio 1

Prof. Sung Jung Park, Prof. Yee Eun Yoon

Premise

8

The Challenge

1 in 6 children in America struggle with hunger. **Thats 13 million children in total.**

17% of all children live in households that lack access to **adequate food and basic necessities.**

The Goal

Preventing Youth Homelessness and Increasing Mobility



*control, autonomy, independence,
movement, flexibility, security*

UX Problem

**How do we find these resources, synthesize them,
and provide them to those who need it most?**

Scale of the Problem

1 in 10 young adults *experience some form of homelessness, unaccompanied by a parent or guardian* over the course of a year.

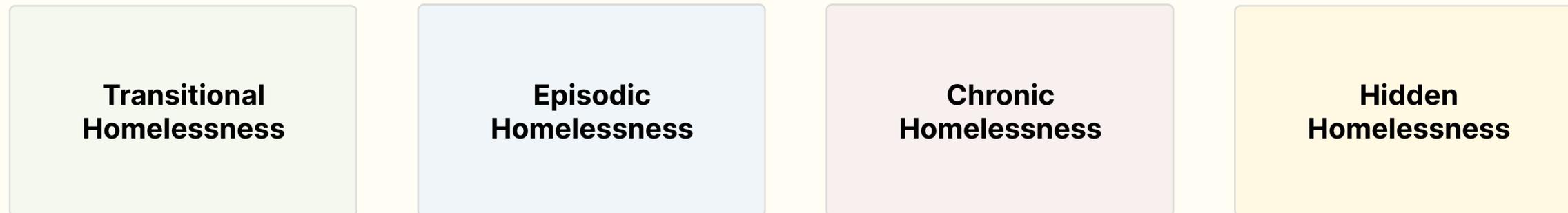
(Morton et al., 2017)

Expected Outcomes

We believe that lower youth homeless rates will be achieved if young adults (aged 14-25) can successfully **access resources** to help them **sustain a lifestyle** where the **threat of homelessness is not impeding**.

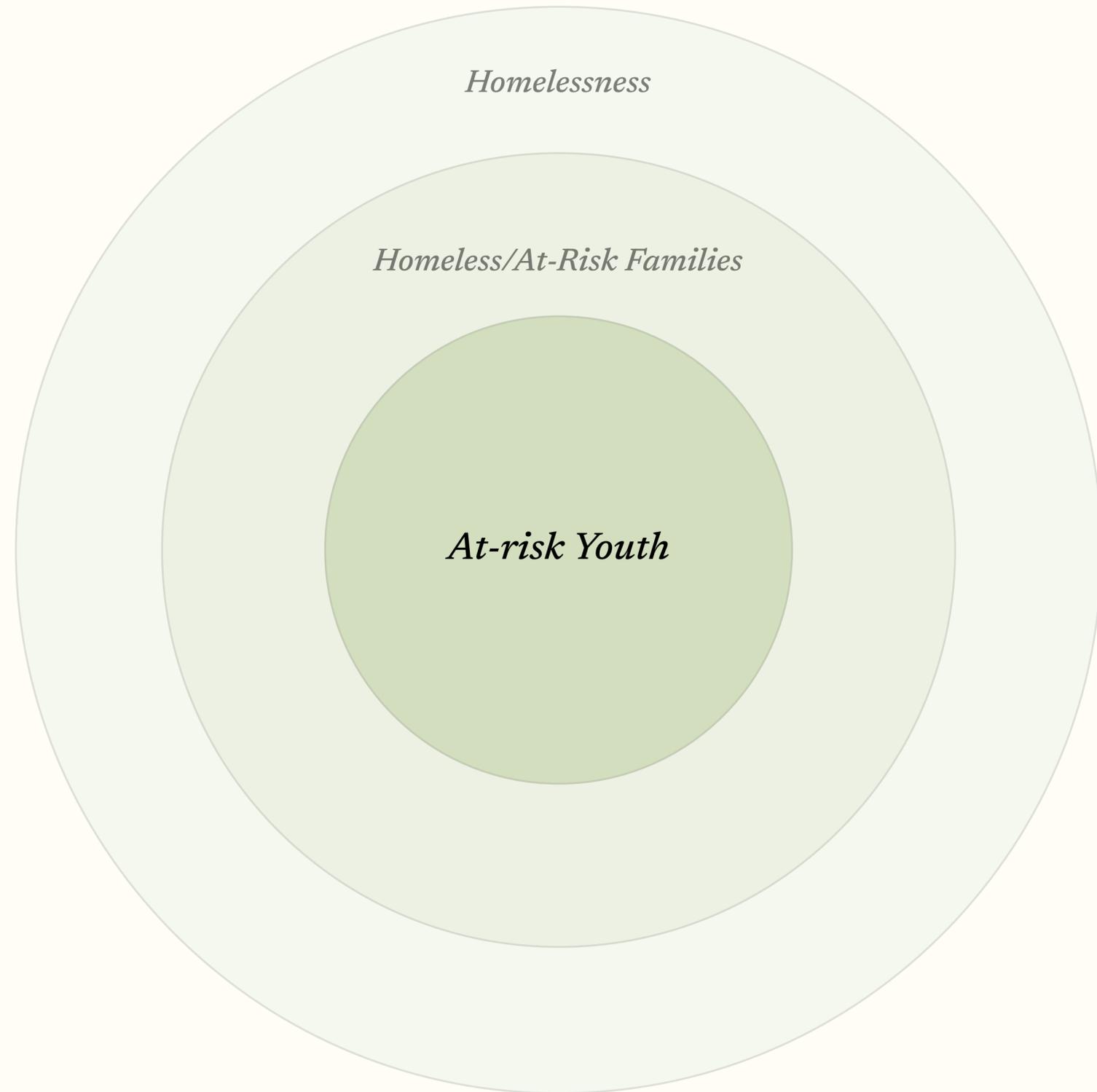
We know we have succeeded if youth feel **reduced perpetual stress** (misery) of falling below the poverty line, they can achieve a **sustainable lifestyle**, and potentially the overall numbers for **youth homelessness decreases throughout the next 5 years**.

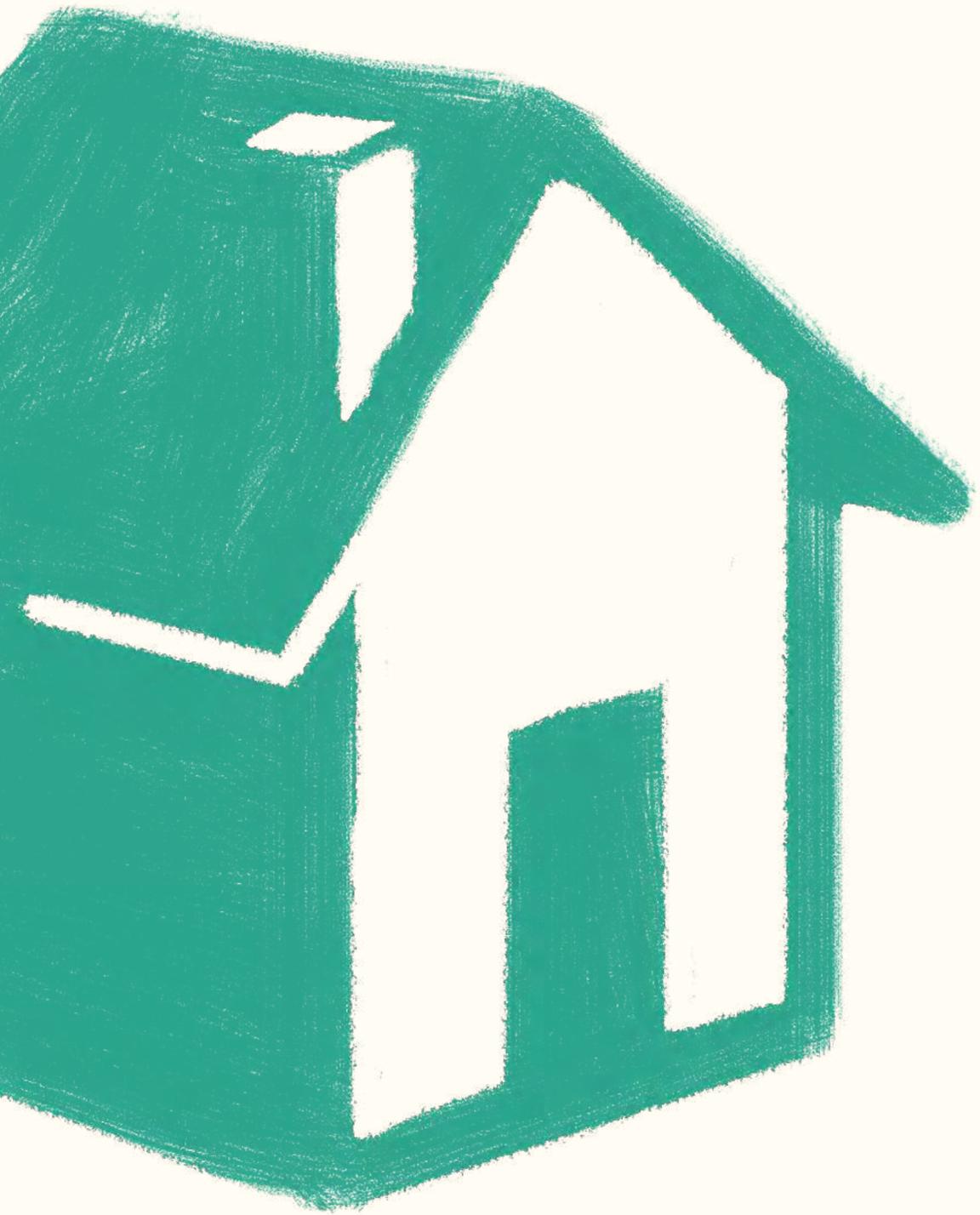
Types of Homelessness



(Kuhn & Culhane, 1998)

We chose to focus on at-risk youth because helping them would bring the **highest impact** on the future of the society

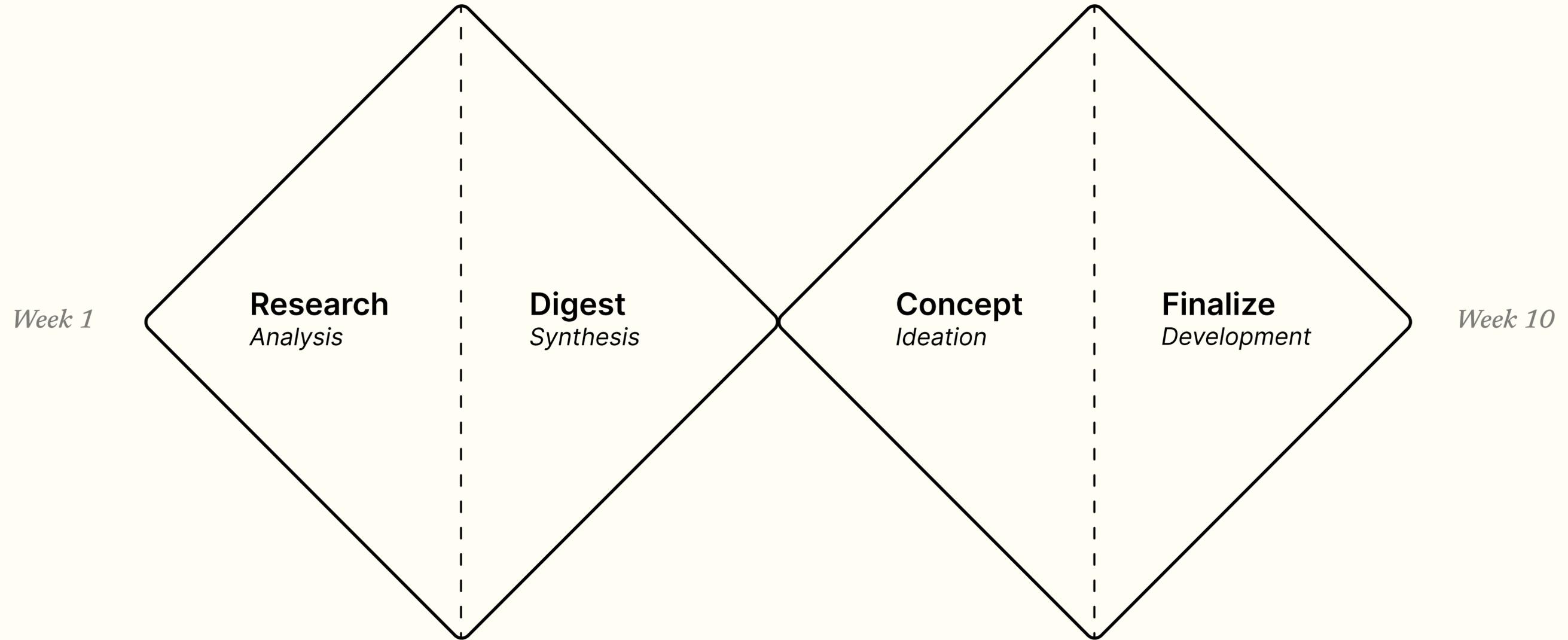




Sections

Research
Concept
Evaluation
Final Deliverables

Timeline and Process



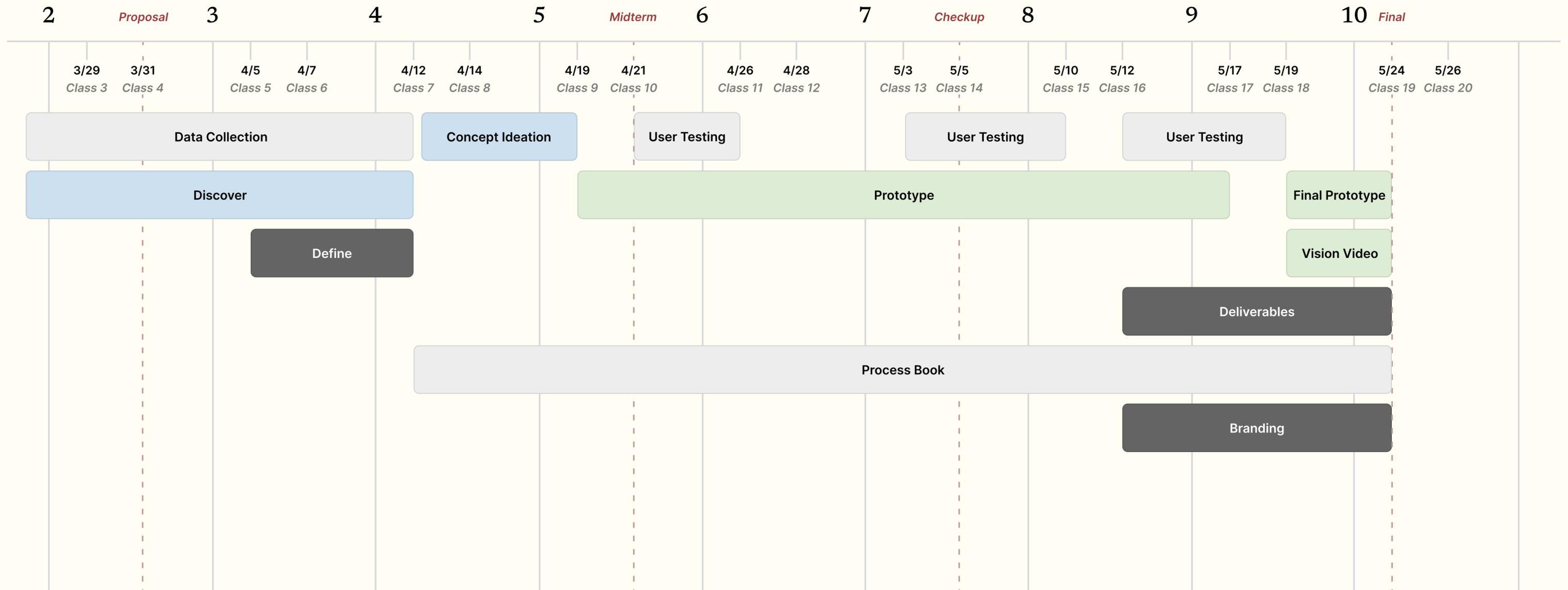
Discover

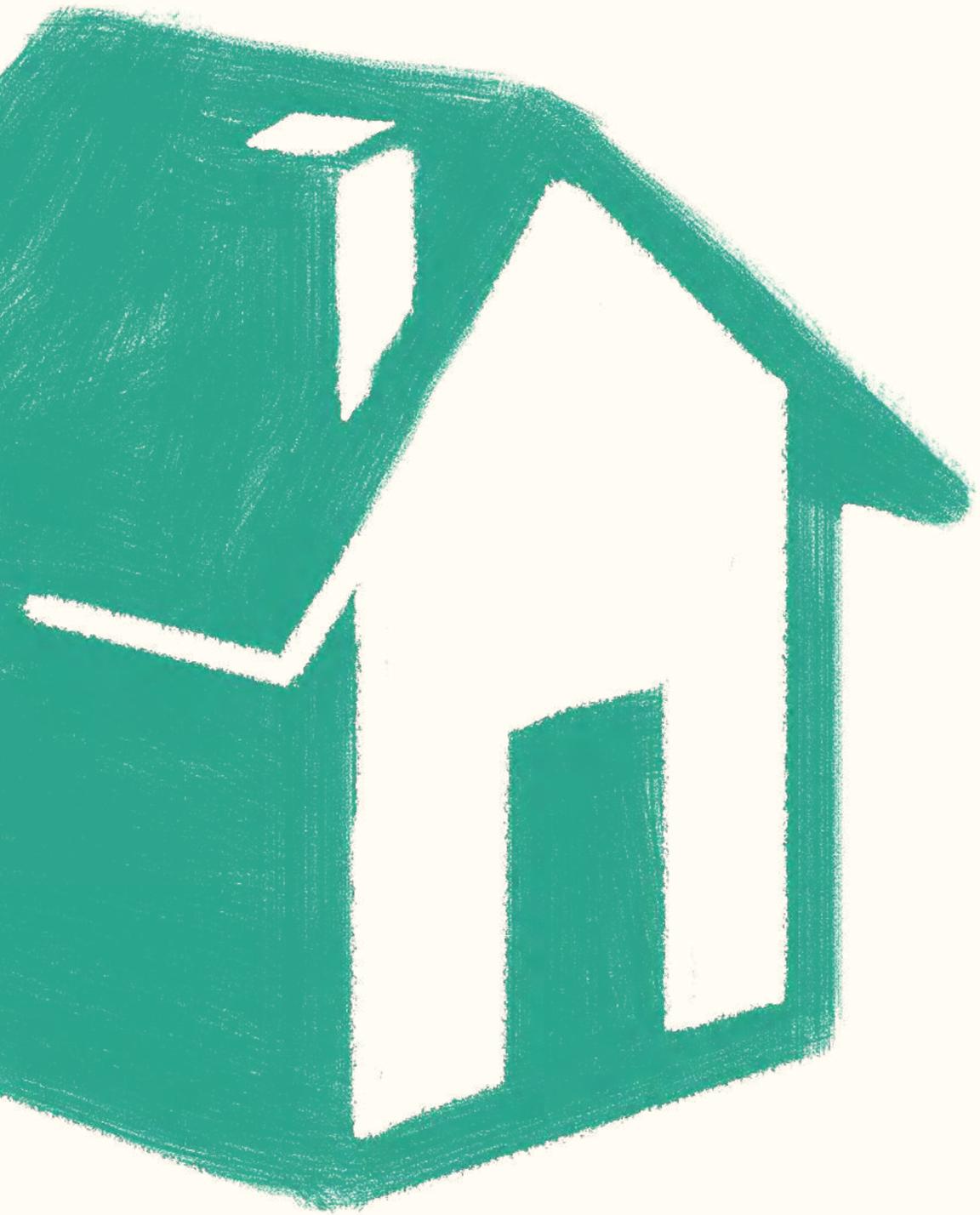
Define

Develop

Deliver

Timeline





Sections

Research

Concept

Evaluation

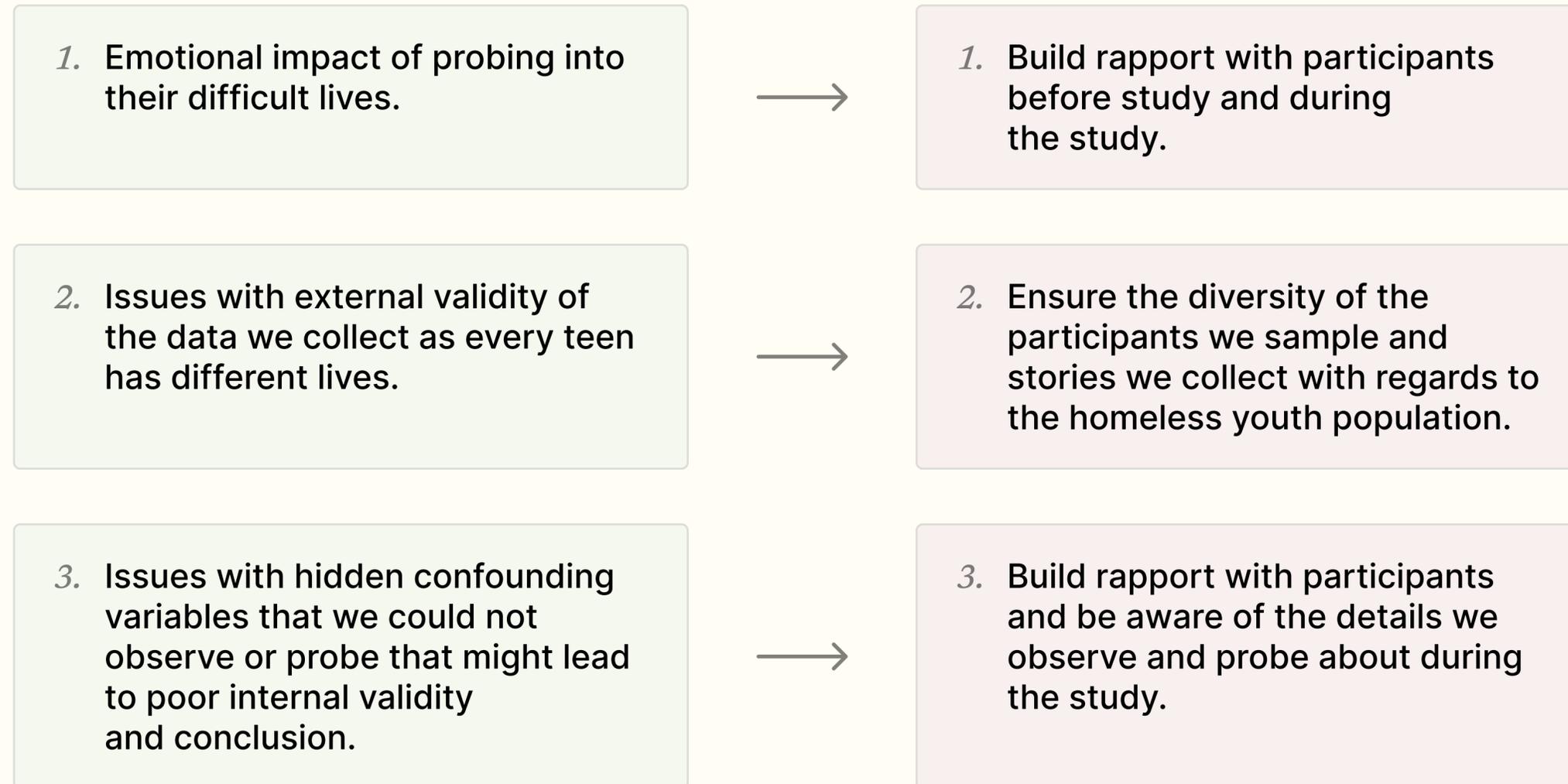
Final Deliverables

Research Questions

1. **What resources were most helpful for creating change?**
2. **What are the human needs, not just financial needs?**
3. **What is the most effective resources and programs right now, how do they access them?**
4. **Why are those resources effective?**
5. **What specific point in their life would be most impactful for receiving help?**



Risks and Mitigation



(Leung, 2015)

Research Methods

First-hand interviews



3

interviews

*semi-structured
emotion focused*

SME interviews



5

interviews

*semi-structured
resource focused*

Online Social Listening



30+

sources

150+

data points

First-hand Interviews

Method:

Conducted 2 interviews over Zoom and 1 in person.

Total Respondents:

3 teens at risk of homelessness.

Goal:

To collect first-hand reports of current and prior experiences to narrow pain points and understand the target users situation, circumstances and needs.

Duration:

30 minutes — 1 hour



SME Interviews

Method:

5 interviews conducted over Zoom.

Total Respondents:

5 experts (social workers, counselors and stakeholders)

Goal:

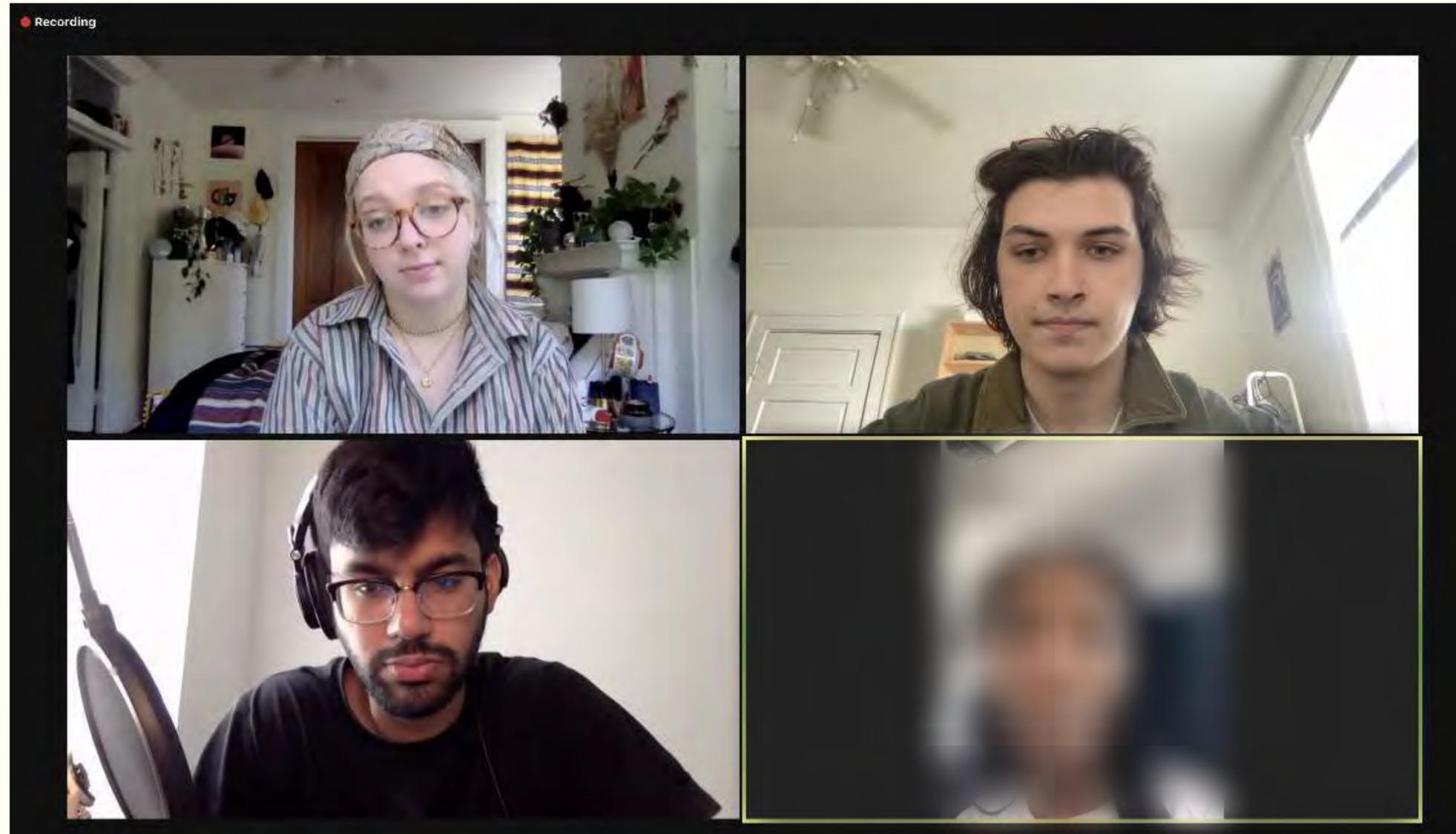
To gather expert level opinion on the current resources available, and understand the experts interaction with the teens to discern a feasible solution.

Duration:

30 mins — 1 hour



Screenshot of one of the virtual in-depth interviews



Online Social Listening

Sources:

30+ Sources

Goal:

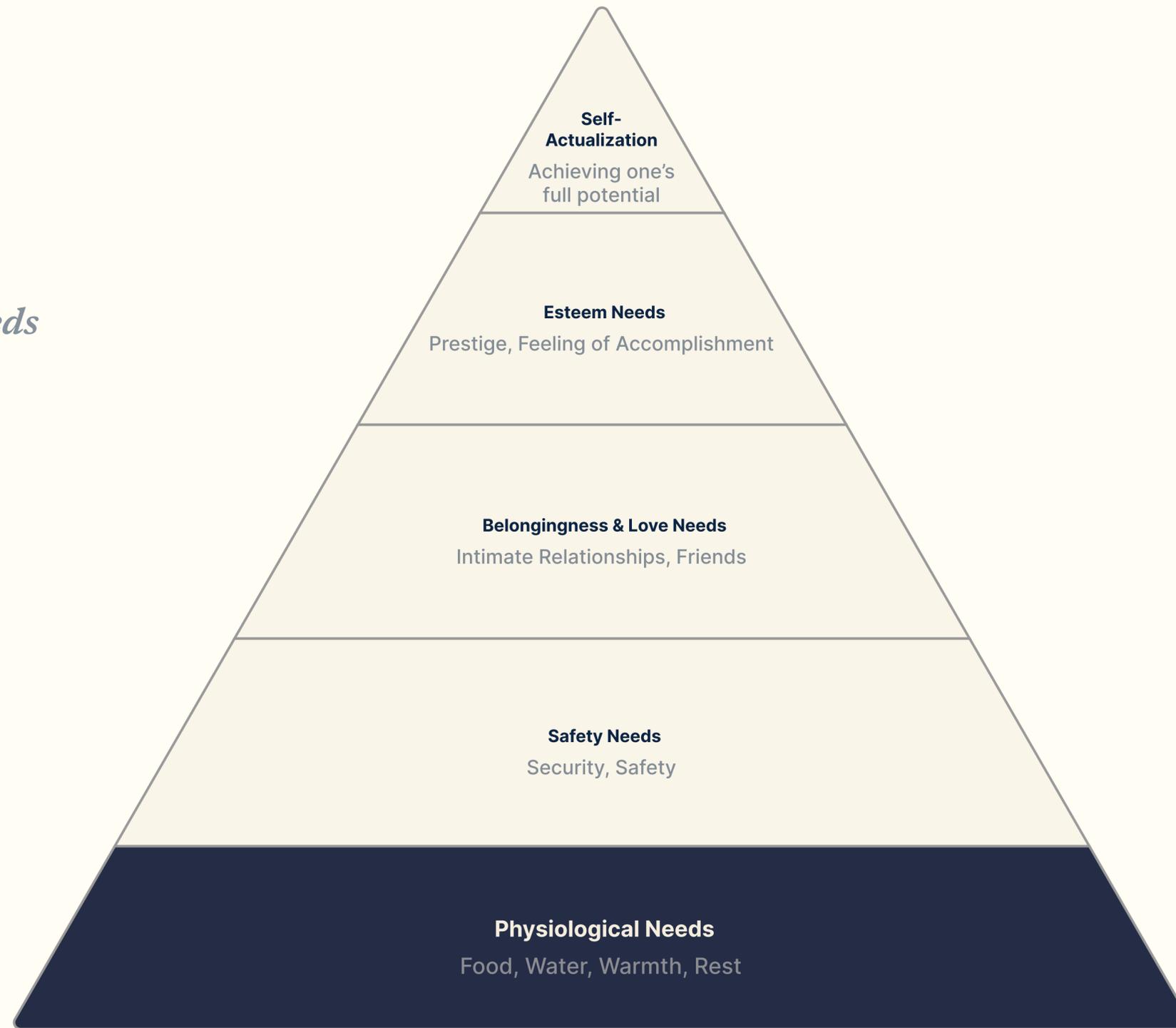
To validate the problem area with a specific user group both quickly and efficiently.

Collected data points

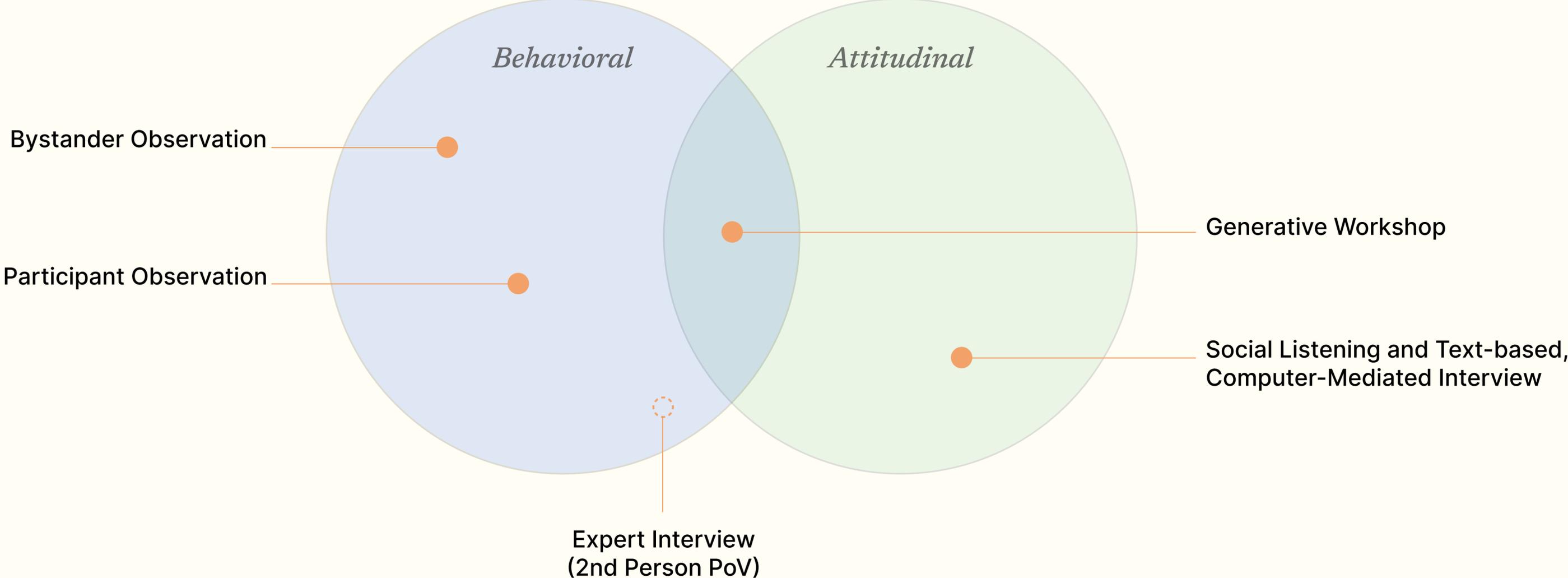
150+ stories, thoughts, and advice



Hierarchy of Needs



Research Methods



Types of Problems

The independent variables - why do teens end up homeless?

Family dysfunction, conflict and rejection

Residential instability & economic hardship

Education, work life and social networks

Involvement with the child welfare system

Discrimination

(Martijn & Sharpe, 2006; Morton et al., 2017)

Impact of Homelessness

How homelessness affects teenagers future?

Hinders their ability to re-assimilate into society

Decreases their motivation and drive

Inhibit their ability to become independent, successful, and contributing members of society

Add to the population of chronically homeless adults

How homelessness affects amongst teenagers affects society?

Young adults have often not learned the essential life skills

Homelessness feeds the criminal justice system

High criminal rates are expensive

(Keevers & Rambaldini-Gooding, 2020; Martijn & Sharpe, 2006; Morton et al., 2017)

Types of Problems

Financial Reasons

- Low income from low-skill jobs.
- Lack of financial and material support from family due to domestic issues or due to low household income.

Social Reasons

- High barriers in applying for aids and grants.
- Lack of continual resources, education and upskill support for youth to uproot.
- Low education leading to low employment.

Employment and Mobility

- Social stigma leading to high barriers in getting a decent-paying job.
- Lack of continual resources, education and upskill support for youth to uproot.
- Low education leading to low employment.

Lack of immediate temporary housing support.

High barriers to get into transitional housing.

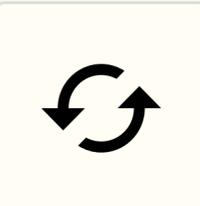
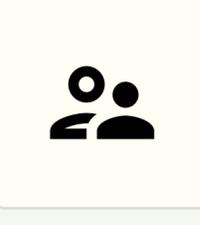
Lack of financial or housing support from the local community.

Lack of continual support that get them out of vicious cycle.

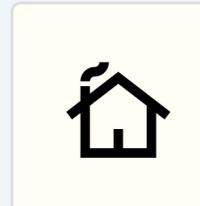
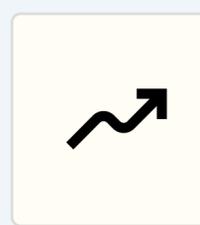
Transitional Homelessness

Current Solutions

Social Security

	Access to Recovery A grantee-run voucher program to expand clinical substance abuse treatment and recovery support services to reach those in need.
	Child Support Enforcement Program A federal/state/tribal/local partnership to help families by promoting family self-sufficiency and child well-being.
	Runaway and Homeless Youth Basic Center Program/Family and Youth Services Bureau: Provides youth up to age 18 with emergency shelter, food, clothing, counseling, and referrals for health care.
	Runaway and Homeless Youth Transitional Living Program/Maternity Group Homes: Provides longer-term housing and services to youth experiencing homelessness ages 16 to 22.

Non-Profit Organizations

	Covenant House Provides holistic care for young people experiencing homelessness, including young families experiencing homelessness and, particularly, young mothers and their babies.
	Larkin Street Youth Services Creates a continuum of services that inspires youth to move beyond the street.
	Harlem Lacrosse Empower the children who are most at risk for academic decline and dropout to rise above their challenges and reach their full potential.
	The Children's Lifesaving Foundation For at-risk youth or in homeless shelters and transitional housing through outdoor education, holiday events, and educational assistance and scholarships.

Source for Raw Qualitative Data

All the data can be read from:

<https://docs.google.com/spreadsheets/d/1TM09zdol1jEUJonwa2yuNz29BWlZgVcKu47UnhkBcfc/edit?usp=sharing>



Discussion Guides Used

Interview Guides for In-Depth Interview:

https://docs.google.com/document/d/1WrGQLxxy4YCNLPPpI01u92xYRxm96_-ftftI2ZrApiw/edit?usp=sharing

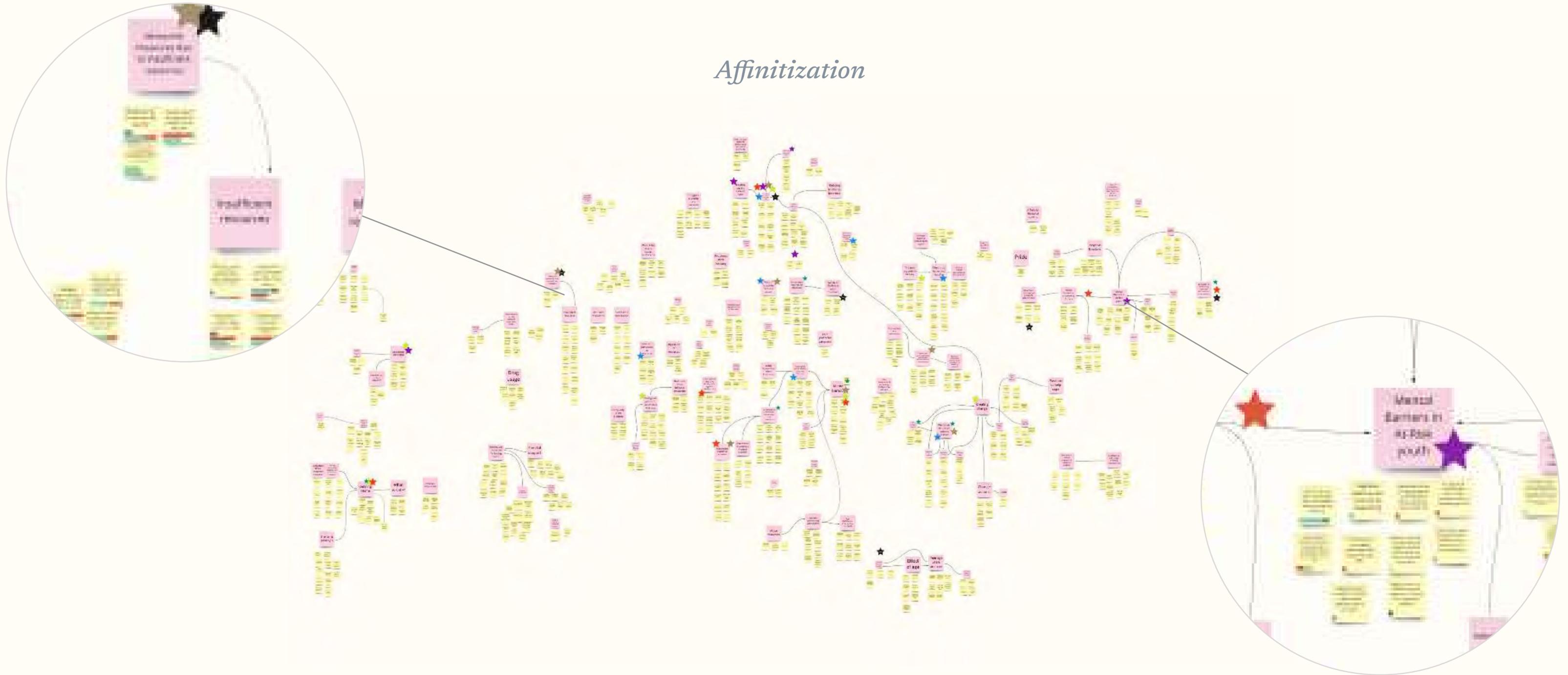
https://docs.google.com/document/d/1cWzFrTnsMu_MWL0fM1IER2CK1jpjbN5ilapxx-VnGd0/edit?usp=sharing

Social Listening Guide:

https://docs.google.com/document/d/1p4OytO-UWENKbWYHCsVPguMiCQdwBWmZbF-DugbFt_Q/edit?usp=sharing



Affinitization



We drew relationships between the data and generated **prioritized insights** from them.

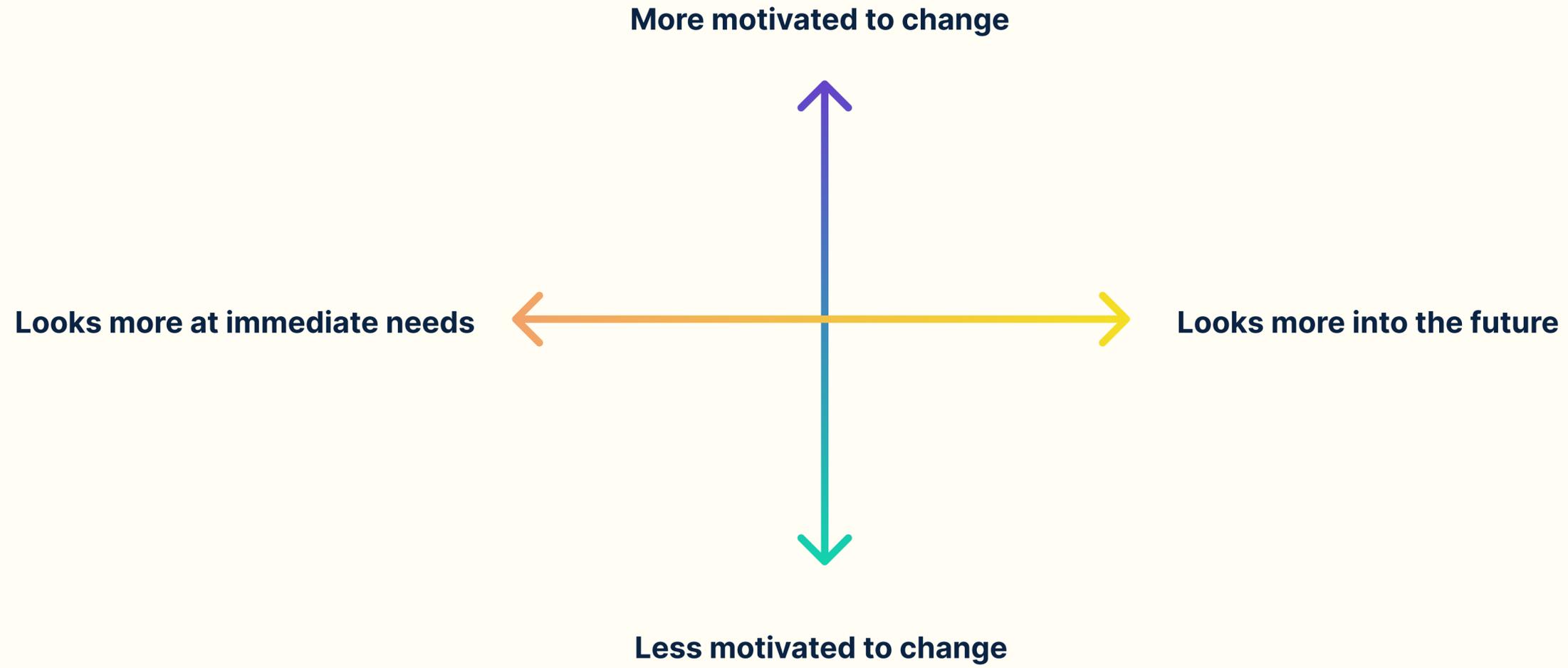


Mindsets

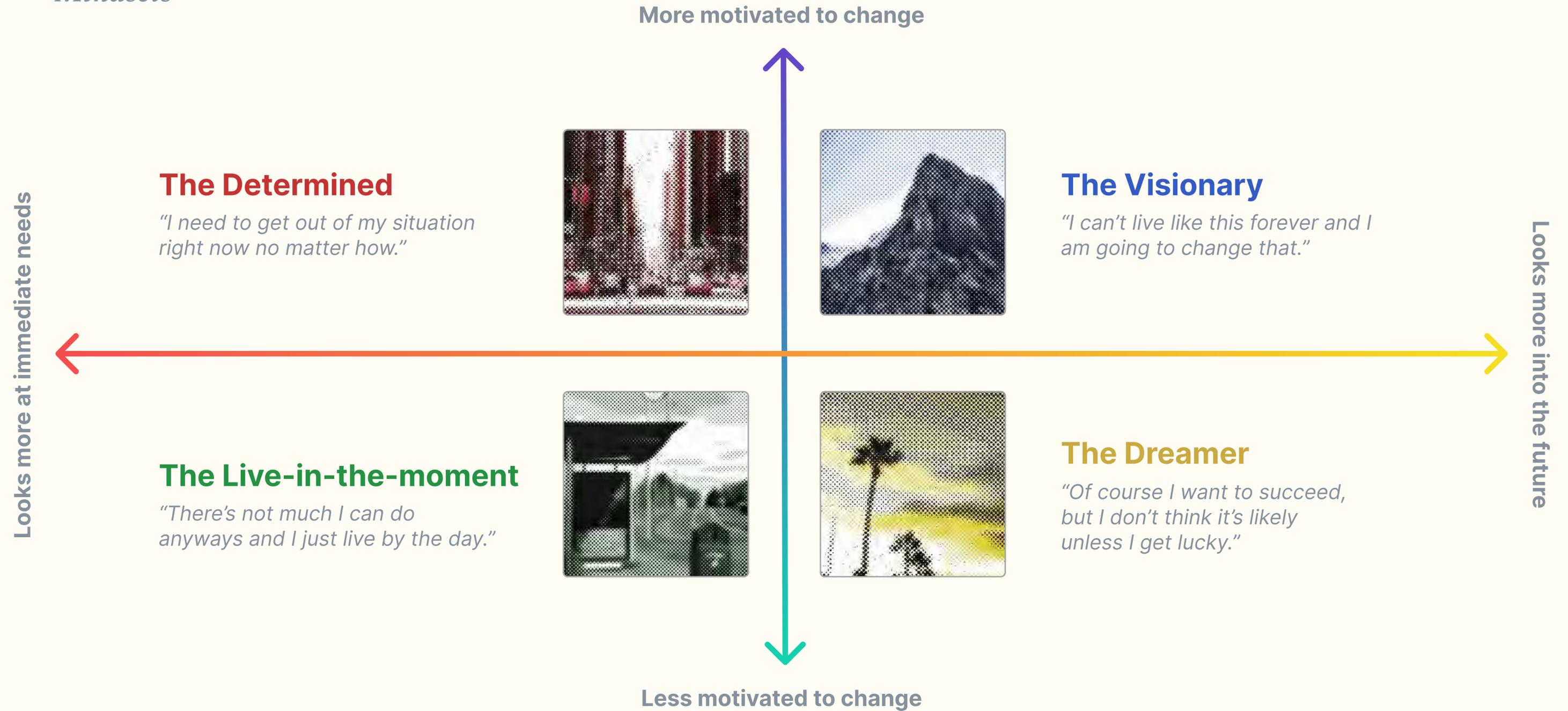
Segmenting the teens

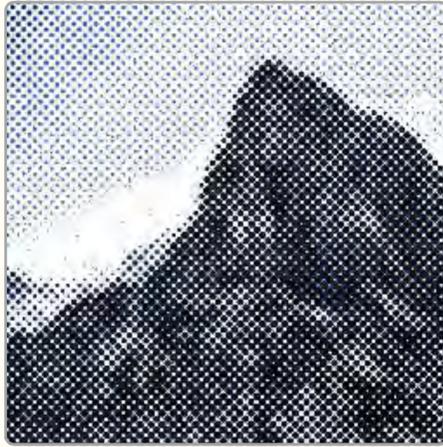
We identified and segmented the attitudes into **4 mindsets**, each mindset represents an attitudinal segment and they help us better understand the beliefs, motivations, and needs of the teens, to better design for teenagers who go through different mindsets over time.

Mindsets



Mindsets





The Visionary

More motivated to change

Future-oriented

Key Behaviors

Work hard and long hours, even take loans to make more money and resources.

Try to turn my life around at a pivot point (i.e. high school, college)

Tend to try to overcome the uphill struggle they face

Key Attitudes

I worry about my current actions leading to bad consequences in the future.

I couldn't imagine living like this forever and I don't want to.

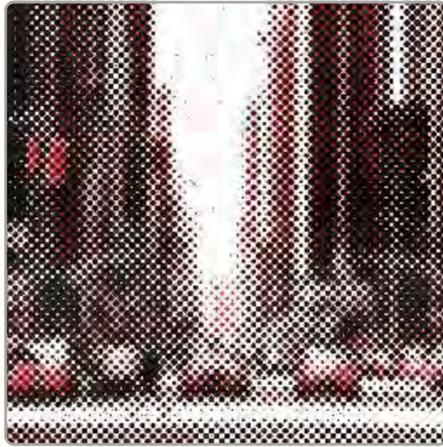
I don't want to live like this forever and I want to change but don't know how.

Key Needs

I need some luck to pull myself out of the current situation.

I need someone to help guide me out of this cycle.





The Determined

More motivated to change

Now-oriented

Key Behaviors

Try to access all the resources in their power to help change their situation immediately.

Try to pursue their short-term goals to the best of their ability

Key Attitudes

I might not necessarily know where I am or how I need to change but I would try.

I prioritise short-term needs over my future goals.

I will cross the bridge when I come to it.

Key Needs:

I need to have access to the resources I require to turn my situation around.

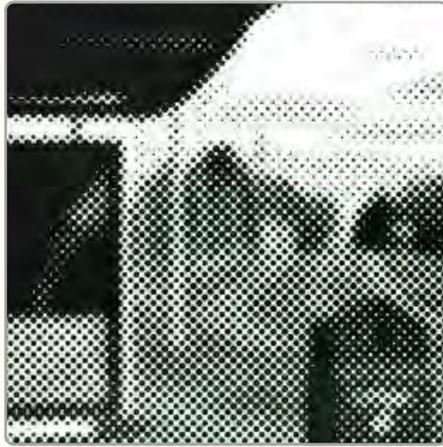
I want to understand my options better and what I can do next.



The Live-in-the-moment

Less motivated to change

Now-oriented



Key Behaviors

Stick with whatever they have to make ends meet.

Tend to use desperate measures to live another day.

Unlikely to make major routine changes unless needed.

Key Attitudes

I take one day at a time.

I am more pragmatic and I think short term.

I don't think I am talent enough to make a success of myself.

Key Needs:

I need to be able to have consistent access to resources that help me live a better day that does not force me to take desperate measures.

I want to understand my options better and what I can do next.



The Dreamer

Less motivated to change

Future-oriented

Key Behaviors

Tend to wait for opportunities and be passive about change

Tend to follow similar kind of life their parents have lived

Tend not to pursue further education or training

Key Attitudes

I am already trying but what else can I do?

I feel frustrated that nothing supports me even though I tried

I hope that I get lucky and suddenly get rich

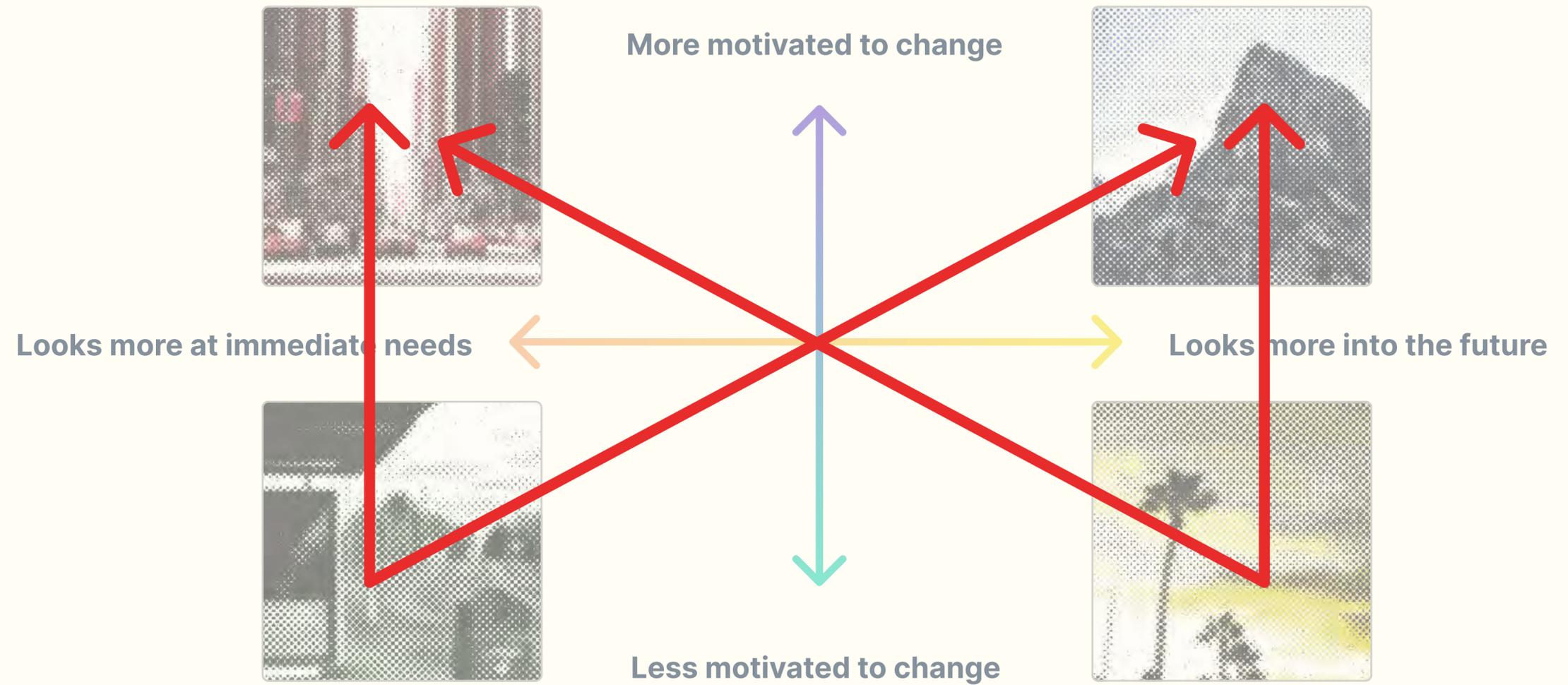
Key Needs:

I need to be aware of how I can change my situation gradually.

I need to understand the importance of education and pursue it till the end.

Mindsets

Our goal is to design for the mindsets mindfully and facilitate mindset shifts ultimately



Research Insights and Themes

These insights and themes provide us with a human view of the issues teenagers face, and the roadblocks in solving them.

1. Resources are not organized to be distributed effectively to those in need.

Human Themes

Basic needs are still not fulfilled.

Social workers are often the only bridge between the teens and the resources

Cocktail therapy works better than a single resource but is very difficult to implement

2. Change isn't impossible, but it is bloody difficult.

Human Themes

"It's not my fault" — The difficulty of breaking generational poverty

Change is hard and therefore avoided.

3. At-risk youth are unable to plan effectively for an already uncertain future.

Human Themes

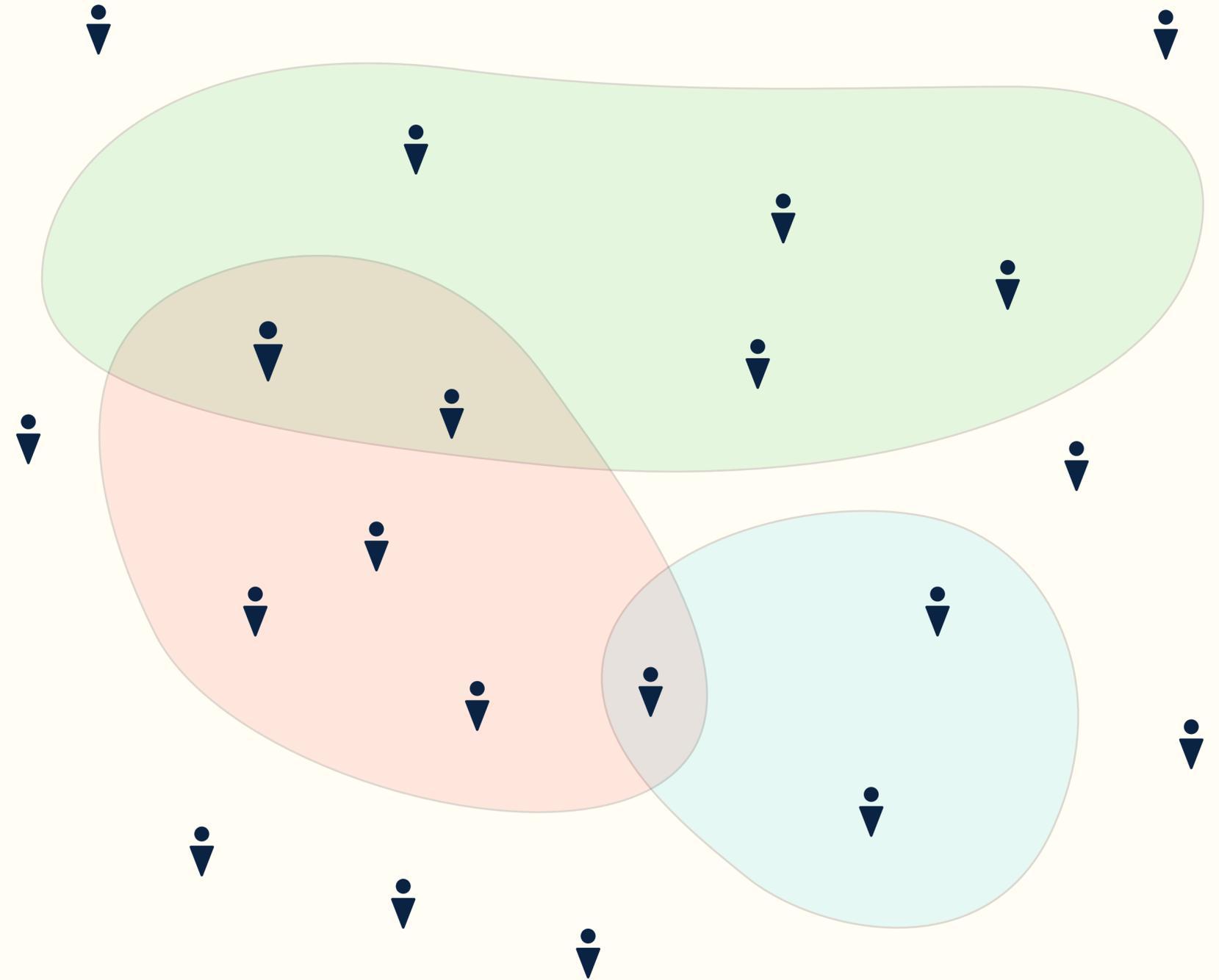
The daunt of growing up without learning life skills

Lack of awareness towards the need to change

Research Insights and Themes

1. Resources are not organized to be distributed effectively to those in need.

Poverty is a complex issue that cannot be solved with a single solution, and existing resources are not in the hands of those who need them most. Different types of teens and archetypes need to be catered to in order to address their particular needs and situations.



Research Insights and Themes

1. Resources are not organized to be distributed effectively to those in need.

Basic needs are still not fulfilled

“I would love to have access to organizations that can help with the things important to the kids — basic necessities, ways they can get their clothes clean, food, medicines...”

— A Public School Teacher, GA

“It’s really nice to have somewhere secure for the night.”

— A Reddit User

“... just wanna have somewhere I can call my own.”

— Another Reddit User

1. Resources are not organized to be distributed effectively to those in need.

Basic needs are still not fulfilled

Social workers are often the only bridge between the teens and the resources

“Social workers become real lazy when they are really tired. They won’t always expand their network of resources... I have a coworker who I asked if she had an APA therapist, and she didn’t know that was a resource she could use.”

— A Social Worker, SC

We hear heartwarming stories about how teachers and social workers build relationships and connections with students but how many students actually get that relationship?

1. Resources are not organized to be distributed effectively to those in need.

Basic needs are still not fulfilled

Social workers are often the only bridge between the teens and the resources

Cocktail therapy works better than a single resource but is very difficult to implement.

“You want to incorporate things like different programs, resources like that instead of just government assistance that's available. It takes support from the community.”

— A Social Worker, NC

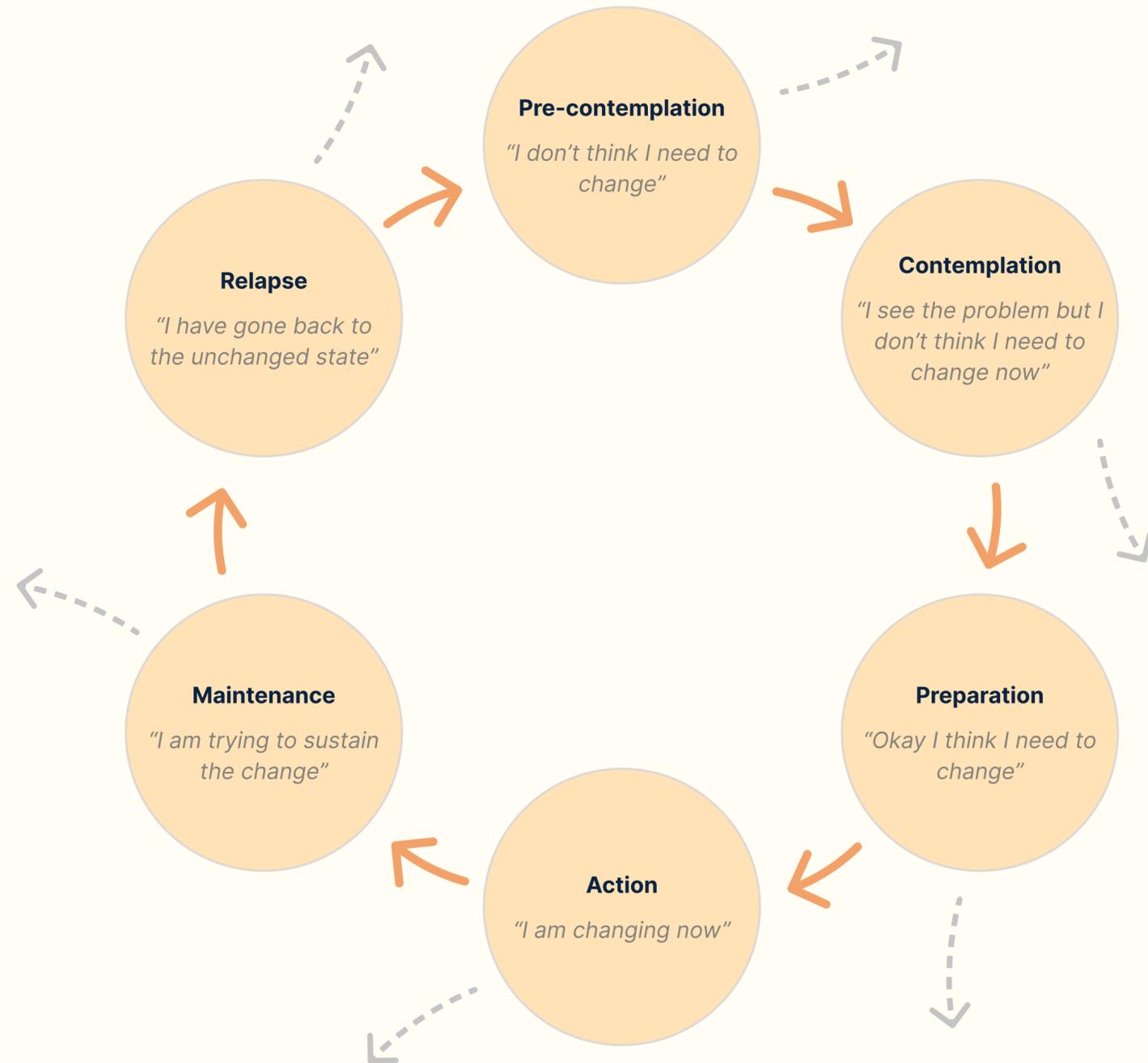
“Every need is circumstantial and depends on what they need at the time... School social workers are able to provide better resources and better help which counsellors can't provide on their end.”

— A Counselor, GA

Research Insights and Themes

2. Change isn't impossible, but it is bloody difficult.

Improving one's situation requires more than a person's help. Teens face issues beyond their control, and the internal and social struggles in improving oneself undermine the effort and the results of change.



Adapted from Prochaska & DiClemente (1983)

**2. Change isn't impossible,
but it is bloody difficult.**

**“It's not my fault” - The difficulty of
breaking generational poverty**

In order to break it, more than change is needed. Not just lifestyle change, perspective change, attitude change, but also extra help that clears up the generational issues (i.e. recurring debt from family)

We see teens trying hard to try to get out of their situation, even selling plasma and blood to make some money. We learnt from documentaries that some teens and children in the US would try to make money in their own way by collecting cans.

**2. Change isn't impossible,
but it is bloody difficult.**

**“It's not my fault” - The difficulty of
breaking generational poverty**

Change is hard and therefore avoided

“School work is harder to focus on because I'm constantly thinking about my home life.”

— P2 & P3, middle schoolers

“There is an internal struggle that happens when you're homeless, that also inhibits your ability to succeed, because you are at that moment the one thing society says you should never be.”

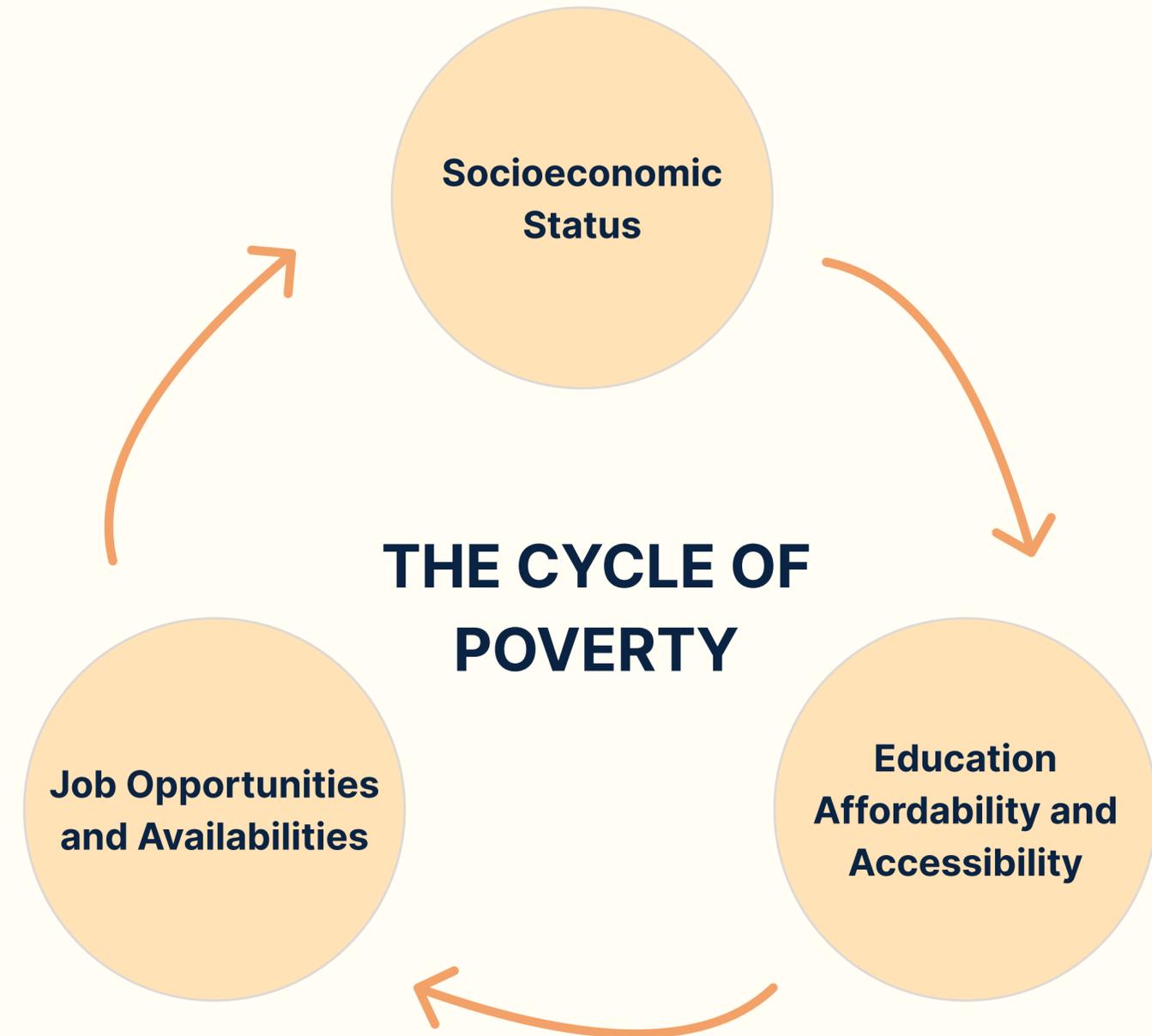
— A Reddit User

“Lack of empathy and understanding harms the situation because some people are trying and they don't choose to live the way they are. It hurts their progress to recover and holds them back.”

— A Social Worker, SC

3. At-risk youth are unable to plan effectively for an already uncertain future.

Life is already difficult enough for at-risk teens that even if they want to plan for the future, it is difficult to know where to start, what to do, and how to plan.



3. At-risk youth are unable to plan effectively for an already uncertain future.

The daunt of growing up without learning life skills

"It was hard to manage money when you had never had money before."

— A Reddit User

"...no one is going to listen to you when you are so young in a homeless shelter."

— Another Reddit User

3. At-risk youth are unable to plan effectively for an already uncertain future

The daunt of growing up without learning life skills

Lack of awareness towards the need to change

“Opportunities like schooling and college are simply not a priority.”

— A Social Worker, NC

“Sometimes they can't feel the way they may want to because their environment won't support it.”

— A Social Worker, SC

“Students that are not academically inclined don't understand the basic requirements of success in life without the basic education.”

— A Public School Teacher, GA

Research Insights and Themes

1. Resources are not organized to be distributed effectively to those in need.

Human Themes

Basic needs are still not fulfilled.

Social workers are often the only bridge between the teens and the resources

Cocktail therapy works better than a single resource but is very difficult to implement

2. Change isn't impossible, but it is bloody difficult.

Human Themes

"It's not my fault" — The difficulty of breaking generational poverty

Change is hard and therefore avoided.

3. At-risk youth are unable to plan effectively for an already uncertain future.

Human Themes

The daunt of growing up without learning life skills

Lack of awareness towards the need to change

Refined Target Users

Target Users 1

Aged 14-19
Living in poverty
Seeking a way out of poverty

Why?

Optimal age to help them climb out of poverty, with lasting impact.

Target Users 2

Aged 30+
Social Workers
Seeking ways to help those at-risk

Why?

Gateway for at-risk youth to access and obtain resources.



HMW Questions

With the insights and user segments, we formulated many design questions and prioritized them into our top **4 questions**.

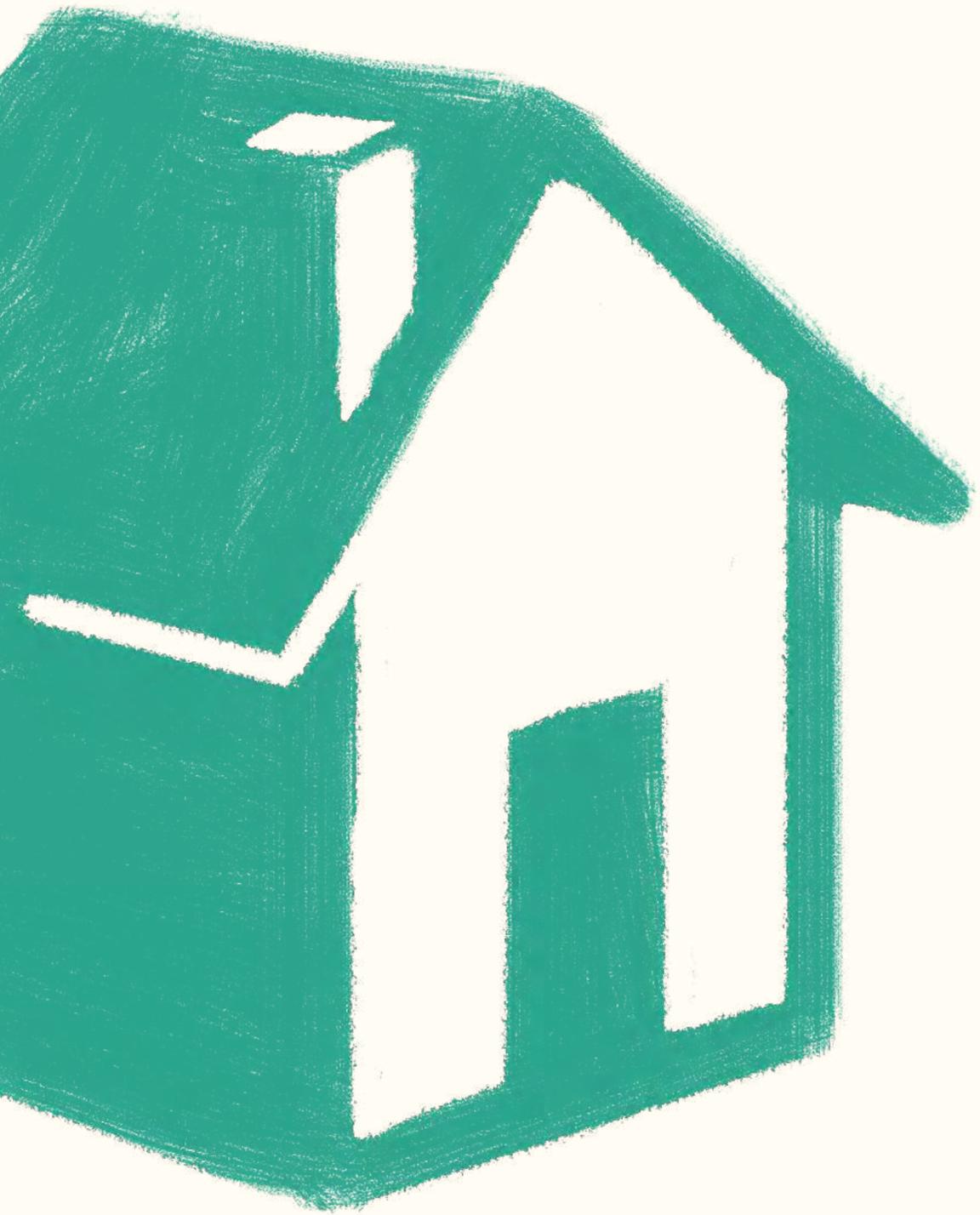


1. How might we streamline the process of looking for resources and distributing them to teens and their families?

2. How might we help young students learn soft skills they otherwise don't learn in school to help them out of poverty or at-risk situations?

3. How might we help at-risk youth perceive their future more positively and take actions towards it?

4. How might we make changing so alluring that not changing looks like a stupid option?



Sections

Research

Concept

Evaluation

Final Deliverables



Preventing youth homelessness in our communities.

by Nico, Raymond, Varun, Andrew, Simran, Savannah, & Tova

Project Brief

Children living in poverty or at a threat of homelessness who want to get out of their situation.

Preventing homelessness and increasing mobility.

Secondary Research Findings:

Types of problems:

Financial Reasons

- Low income from low-skill jobs.
- Lack of financial and material support from family due to domestic issues or due to low household income.

Social Reasons

- High barriers in applying for aids and grants.
- Lack of continual resources, education and upskill support for youth to uproot.
- Low education leading to low employment.

Employment and Mobility

- Social stigma leading to high barriers in getting a decent-paying job.
- Lack of continual resources, education and upskill support for youth to uproot.
- Low education leading to low employment.

our focus!

Methods

Subject Matter Expert Interview (Counsellors, Social Workers, Etc.)

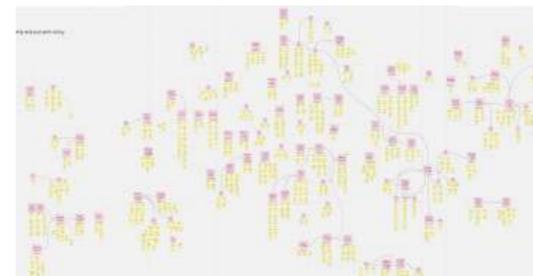
User Interviews

Digital Ethnography/Social Listening (User Focused)

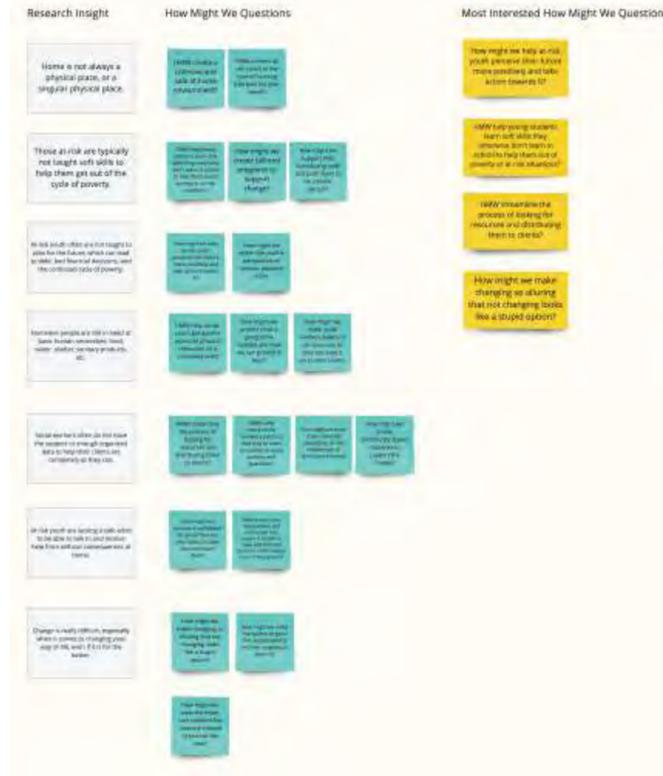
Problem area

- Stress and Mental Health of Social Workers,
- Insufficient resources,
- Appearance & Stigma,
- Stuck in system (vicious) cycle,
- School is a happy space and not home,
- Debt is a barrier to getting out of the cycle of poverty
- Client trust issues and hostility
- Students are not informed enough to plan for future
- Youth Perception of Achieving Success
- Awareness to change, resources and help
- Finding alternative places to live that is not a house

Our Top/Favorite Insights



How Might We Questions



Worst Ideas Exercise

What's the worst thing we could create?

Make them feel pitied

Make it feel clinical and like therapy

Add tons of unnecessary steps

Subscribe them to unnecessary services

Engulf them in negativity



Ensuring we don't create the worst thing

Support them without feeling condescending

Make it fun, exciting and/or less formal

Streamline the process

Limit resource burden, keep it concise where possible

Engulf them in positivity

Idea Pool

Professional mentorship program for at-risk youth

Large resource hub/social network for social works to collect resources

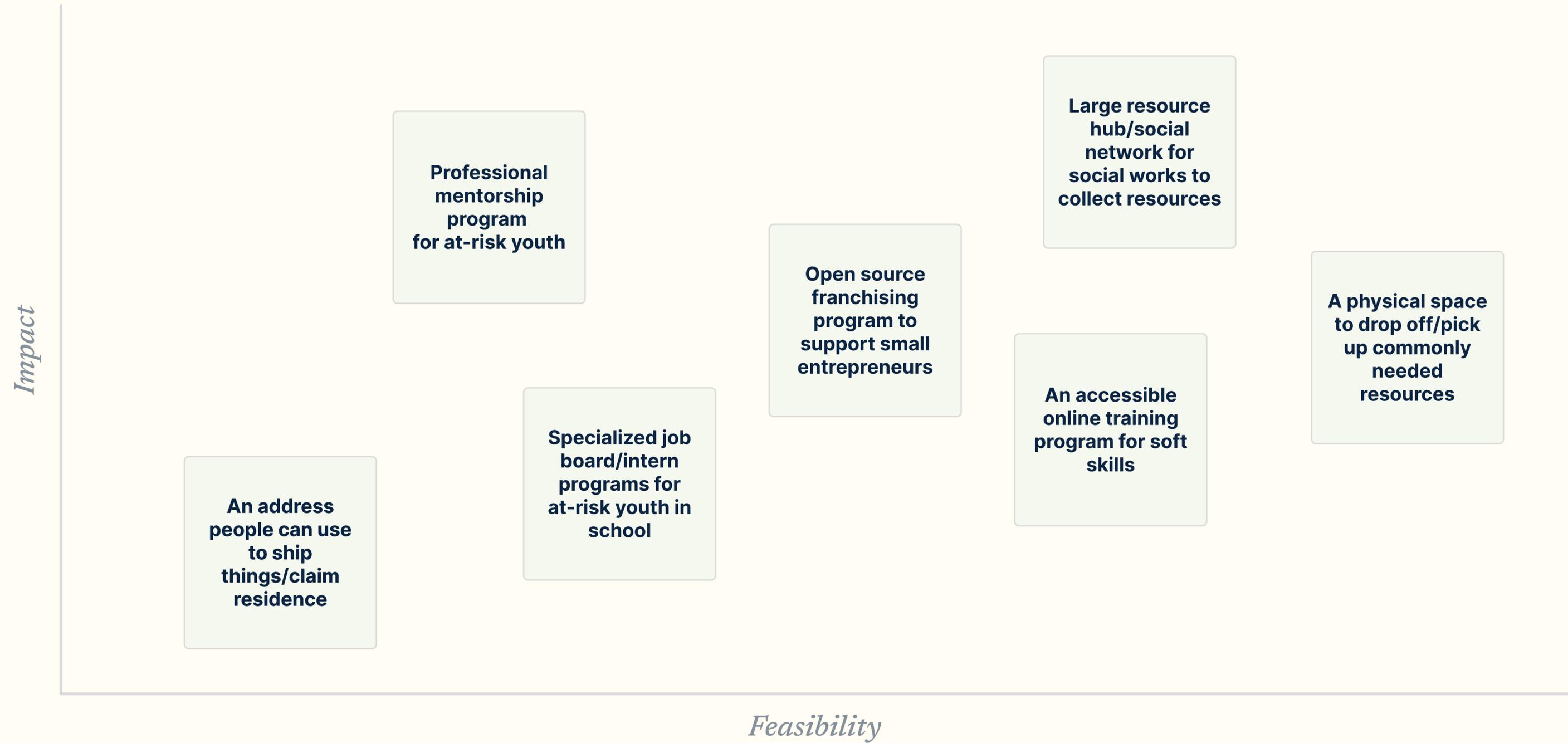
Open source franchising program to support small entrepreneurs

A physical space to drop off/pick up commonly needed resources

Specialized job board/intern programs for at-risk youth in school

An address people can use to ship things/claim residence

An accessible online training program for soft skills



Initial Concepts Overview

Concept #1



Locker Buddies

Concept #2



PackAid

Concept #3



Tune-Up

Concept #1

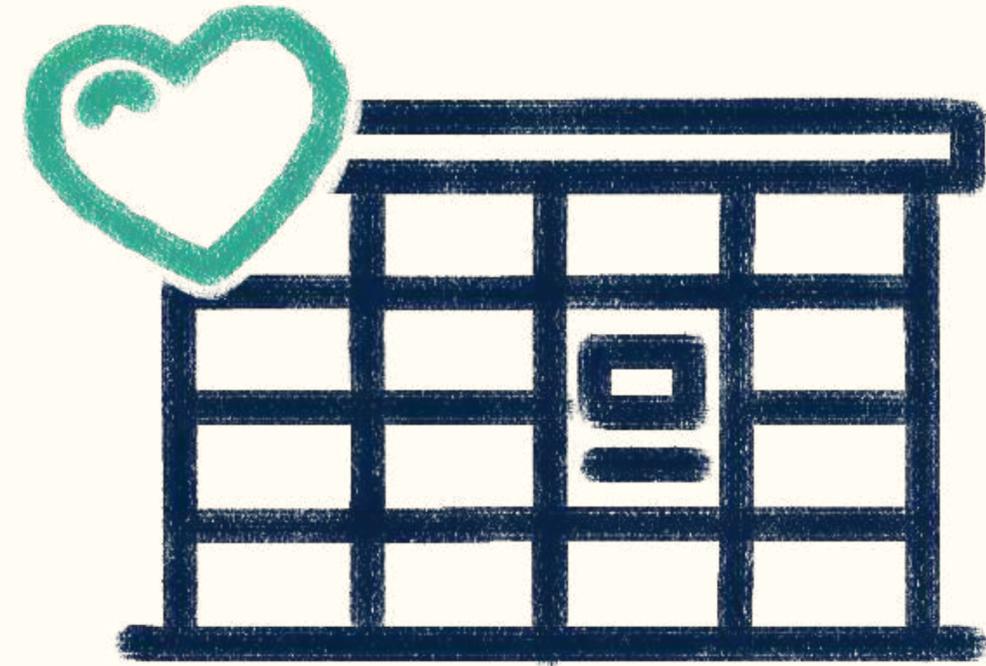
Locker Buddies

Fun and efficient donations of basic goods

Lockers placed in community hubs particularly grocery stores that entice parents and their kids to provide basic good for those in need, while rewarding their effort

Donation is rewarded through contact with the recipients, build-up of points, as well as charitable receipts for tax purposes

Branded with love, positivity, a little more love and a lot more positivity



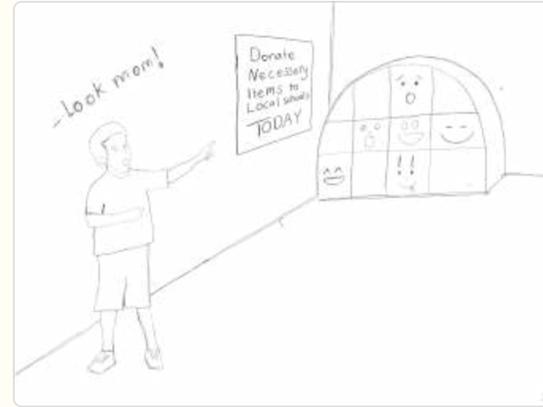
1. How might we streamline the process of looking for resources and distributing them to teens and their families?

4. How might we make changing so alluring that not changing looks like a stupid option?

Concept #1



Jane and her son arrive at the Kroger to shop for their weekly groceries.



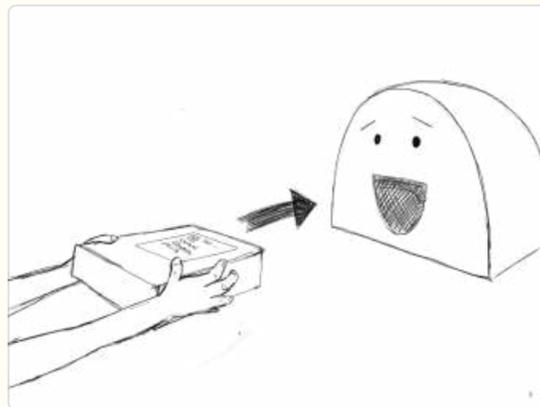
Jane's son, Thomas, sees a brightly colored space, and they read the description of it.



Thomas is excited about interacting with the bright colorful locker and grabs a ticket with some essential goods for Sally.



Jane and Thomas decide to grab cereal for Sally, because they were in the aisle anyway.



After purchasing their groceries, Thomas takes a sticker off the ticket and places it onto the cereal, then deposits it.



The goods are picked up from Kroger and surrounding stores, then is delivered to the local public school.



Upon arrival, Jane is notified of Sally receiving her package and even receives a nice message, she feels great about her contribution.



At the same time, a teacher unpacks the delivery for many kids in her off hour. Then gives Sally her fun carepackage!

Concept 1 — Locker Buddies

Functions

Provide basic needs for at-risk teens, in order to alleviate stress of the now

Streamline the process of receiving donations, and promote a more efficient process of donations, so those donors are not going out of their way

Excite and entice shoppers to participate in a program for those in need



Features

Donation of goods from third party shoppers, who receive rewards and personal messages

Placing lockers in common stores, near the entrance and exit, with accessible and easily understood service information

Bright, colorful and fun locker boxes, targeted towards the kids of parent shoppers, or other youth

Concept #1

Rationale - Why this concept? What is its impact?

Basic needs are still the upmost priority and still underserved for at-risk population

Both reduces stigma and creates connections between those in need and those who can help

Immediate needs being fulfilled opens time to focus on the long term

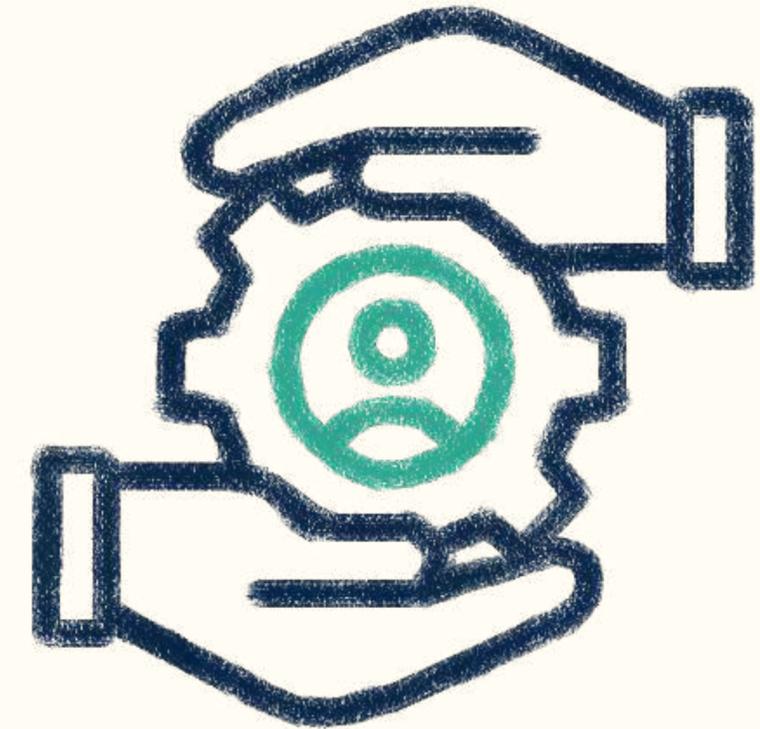
Concept #2

PackAid

Social Worker Case and Resource Management Platform

A digital platform for social workers enabling them to better manage their cases with a thorough understanding of their needs and change mindset to match them with the right set of resources

Social systems enable case workers to see out of their network in order to see all the resources that are available for them



1. How might we streamline the process of looking for resources and distributing them to teens and their families?

3. How might we help at-risk youth perceive their future more positively and take actions towards it?

Concept #2



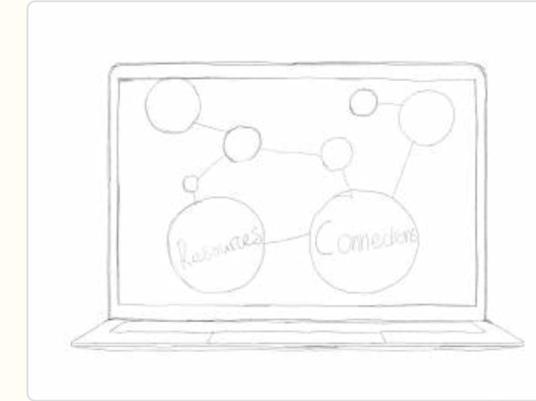
Kayla is a social worker in California who has multiple cases of youth at-risk of homelessness. She keeps track of program directors and various resources by memory.



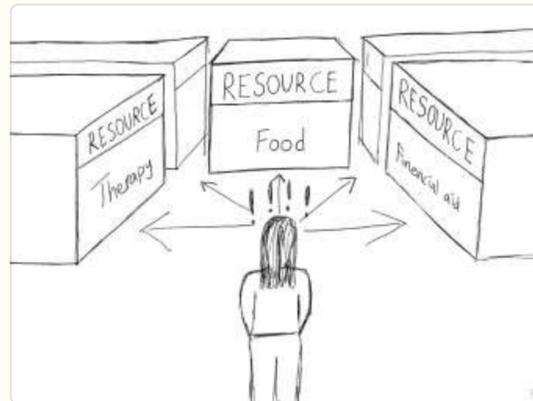
Jaiden, a couch-surfing teen after a fallout in her family, comes to Kayla for help. Kayla can tell that she will need a variety of resources to get Jaiden to solid ground.



Kayla feels overwhelmed in helping Jaiden because she has a chaotic method of organizing her connections to multiple resources.



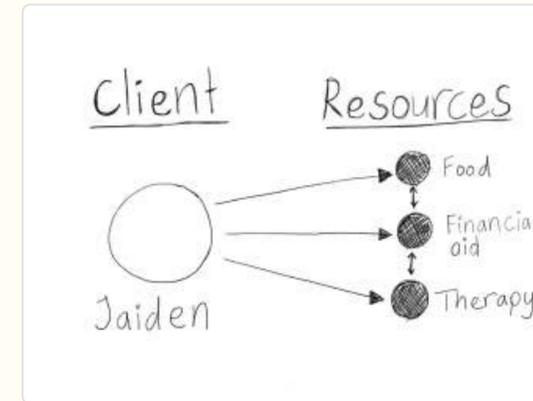
She also realizes that she doesn't have sufficient connections and resources to help Jaiden. She doesn't know where to turn or how to help her clients the best way possible.



She starts transferring her cases into the PackAid system, which immediately helps her organize her resources and manage her cases.



Now Kayla can easily see what aid is available that best suits Jaiden's needs as entered. PackAid also creates connections between resources and puts them into a comprehensive package.



With the package created, Kayla is able to guide Jaiden to the help she needs, including therapy, free financial literacy workshops, aid in finding potential employers as well as food banks in her area.



Jaiden uses her package to get help and feels happier to have control over her future.

Concept #2

Functions

Helps social workers keep track and organize their resources to better manage them.

Enable and empower social workers to discover new connections between resources and implement “packages” for their cases.

Success metrics can be used to gauge how well you are doing and present opportunities to grow rather than show arbitrary conclusions.



Features

View case history and general information about your current cases.

Ability to see connections between resources to create a comprehensive experience, or resource “packages”, based on user-inputted case needs

Track progress and see your success rate with cases.

Concept #2

Rationale – Why this concept? What is its impact?

Decentralizes resources for social workers

Experience between resources is now fluid rather than individual

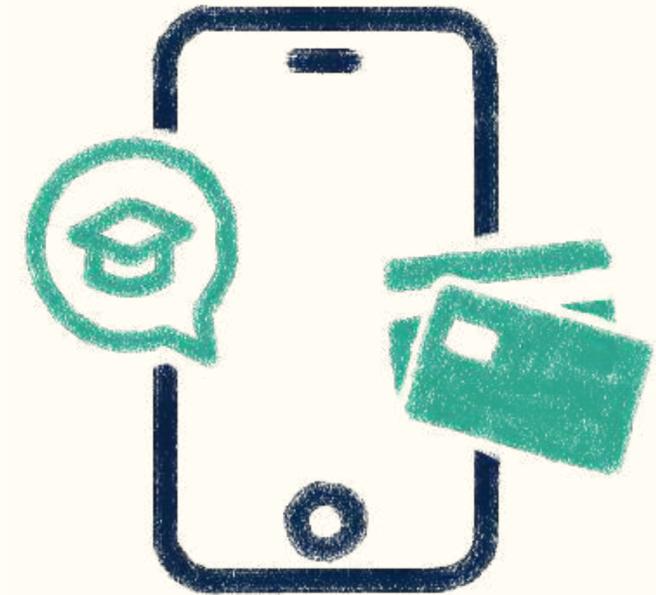
Social worker facing solution that directly impacts at-risk youth

Concept #3

Tune-Up

Training Program Connected to Credit Program

A mobile-first online training program linked to a credit card where high school users can learn soft skills while establishing themselves as responsible spenders and building credit history, all while being financially supported by benefit programs.



1. How might we streamline the process of looking for resources and distributing them to teens and their families?

2. How might we help young students learn soft skills they otherwise don't learn in school to help them out of poverty or at-risk situations?

3. How might we help at-risk youth perceive their future more positively and take actions towards it?

Concept #3

Functions

Provides financial support while prompting the user to learn new skills.

Enable and empower users to learn different job skills, get training certificates, and learn soft-skills that enable them to climb out of poverty.

Automatically builds credit for the user.



Features

Automatic benefit enrollment based on the user's created profile and needs.

Job and soft-skill training within the program, including things like budgeting, cooking, and various job skills.

Enrollment in the program's credit card program, building credit and increasing the limit the more courses the user completes.

Concept #3

Rationale - Why this concept? What is its impact?

Provides a clear, streamlined job-training process

Supports users financially to allow them the time to complete training

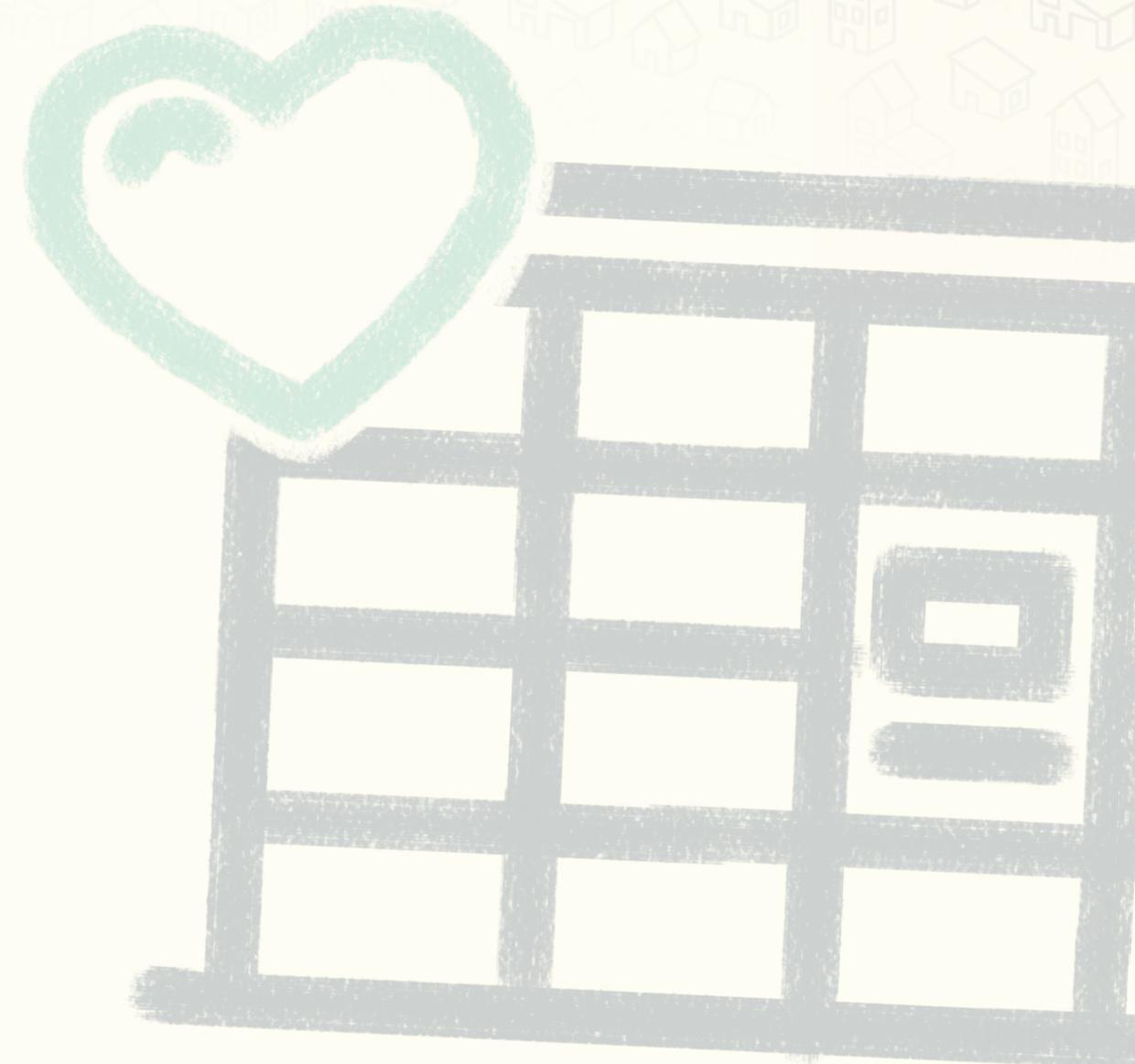
Helps the user build credit to propel them forward and out of poverty

What makes LockerBuddies different?

LockerBuddies caters to an individual's **personalised needs** by providing them with the basic necessities they require on a day to day basis.

We give the donors an opportunity to **connect with the reciever on a personal level**. We provide a seamless donation experience that **integrates with their day to day shopping routine**.

A **post-donation experience** for donors via text message to notify them after they donate and when the child receives the items.



Concept we decided on

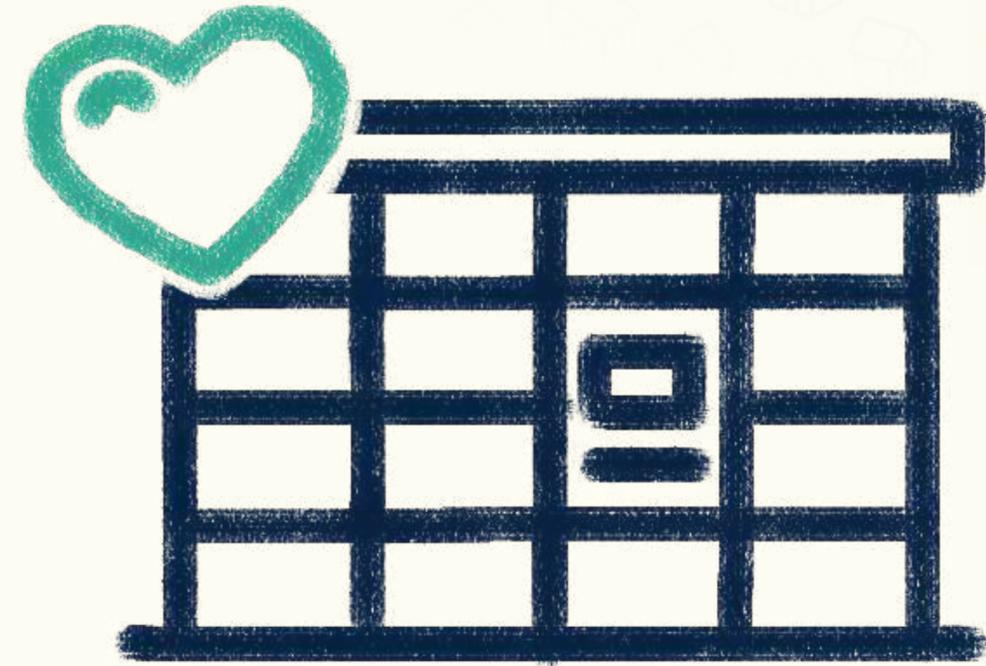
LockerBuddies

Fun and efficient donations of basic goods

Lockers placed in community hubs particularly grocery stores that entice parents and their kids to provide basic good for those in need, while rewarding their effort

Donation is rewarded through contact with the recipients, as well as charitable receipts for tax purposes

Branded with love, positivity, a little more love and a lot more positivity



1. How might we streamline the process of looking for resources and distributing them to teens and their families?

4. How might we make changing so alluring that not changing looks like a stupid option?

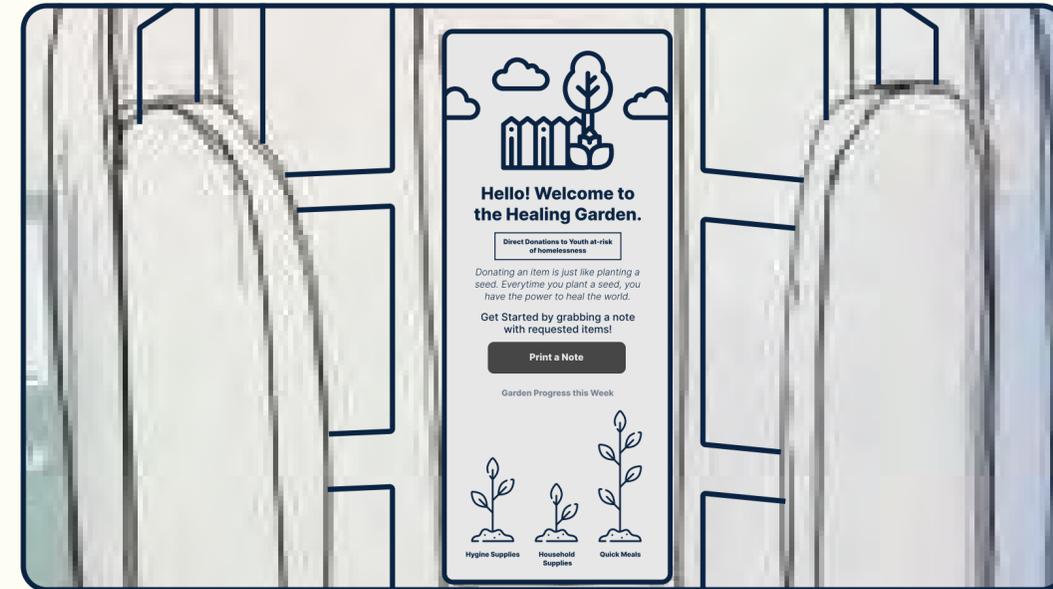
Concept Variations



“Neighbor” Concept

Identifying both donors and recipients as “neighbors” brings them closer together.

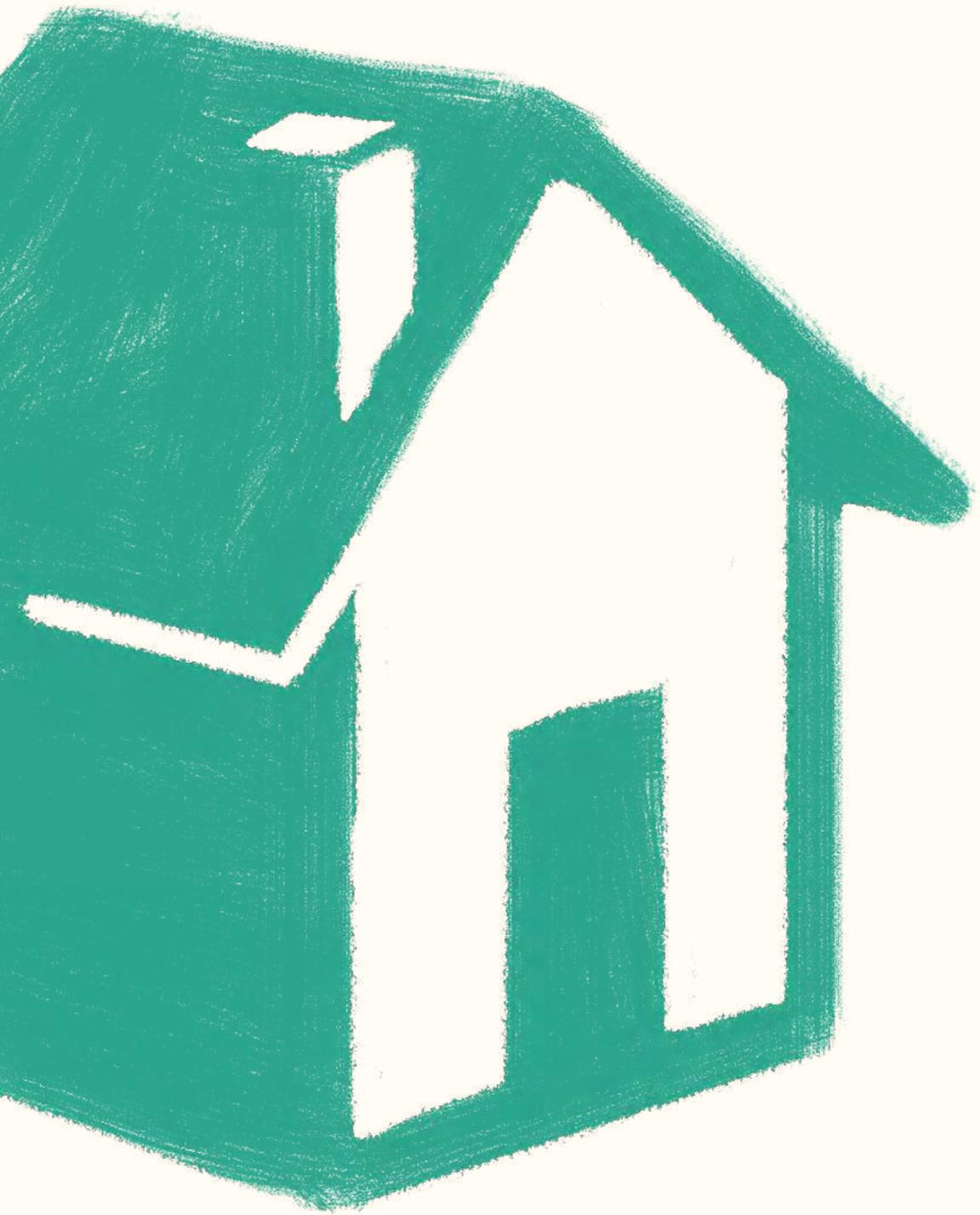
This allows for a better facilitation of a personal connection, as well as continued usage by the donors.



“Garden” Concept

By using a ‘healing garden’ narrative, it allows the local community to come together to watch something grow.

This something being the donation rates, and the kids climbing and growing out of poverty.



Sections

Research

Concept

Evaluation

Final Deliverables

Initial Questions for Concept Testing

How do students feel about the donation they get?

How usable is the system?

Which visualization method would help the consumers understand the goals of the locker best?

What makes people want to donate?

How excited people are about the prospect of donating once they get the ticket?

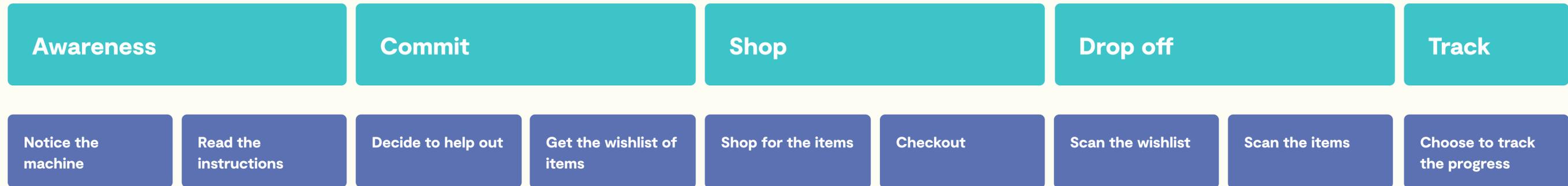
Do the users understand the value of the system?

Would people pause and approach the locker?

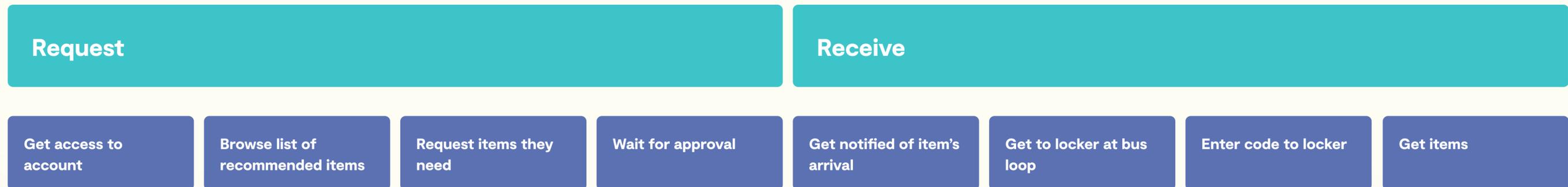
What items are needed most?

In Designing for a Double-sided Market

Donor's Journey Overview

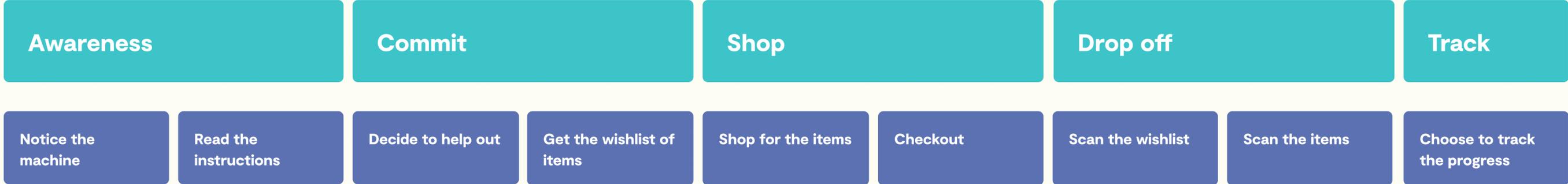


Recipient's Journey Overview

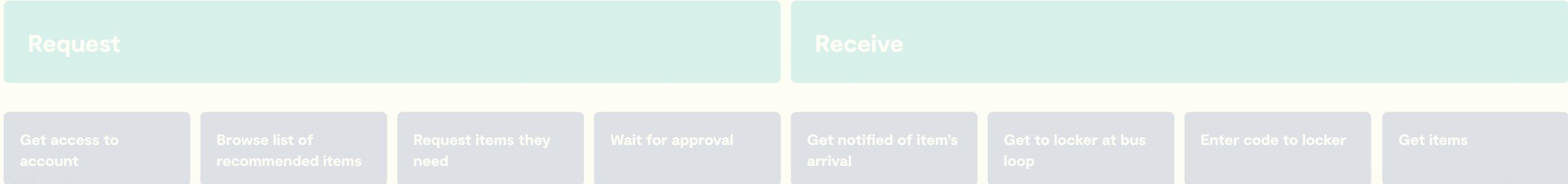


In Designing for a Double-sided Market

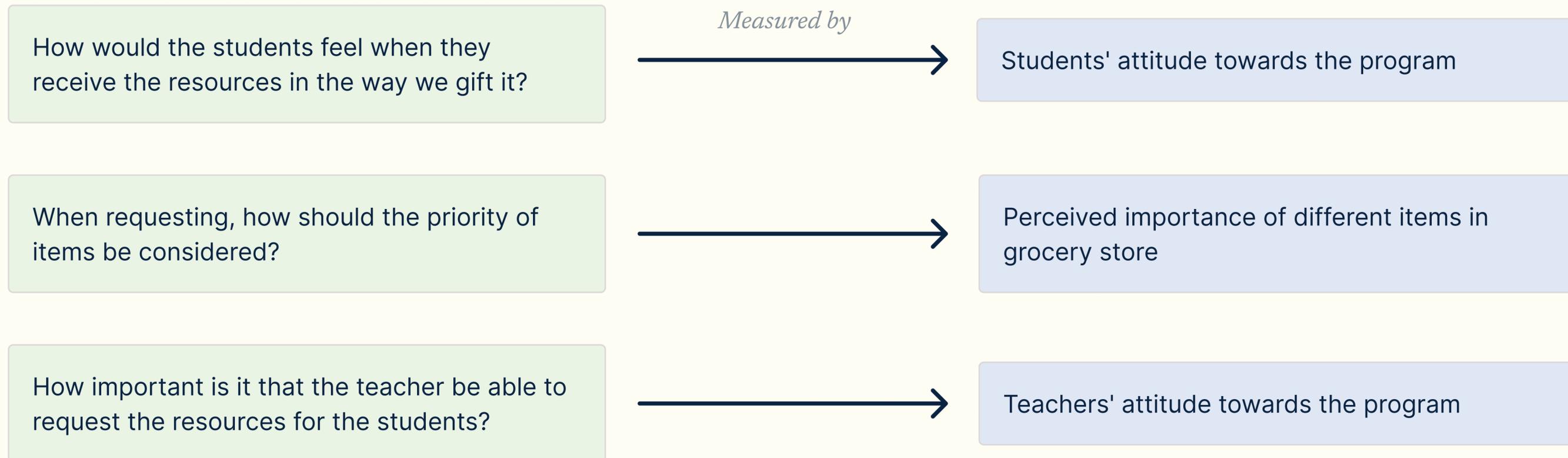
Donor's Journey Overview



Recipient's Journey Overview



Top Questions and Metrics



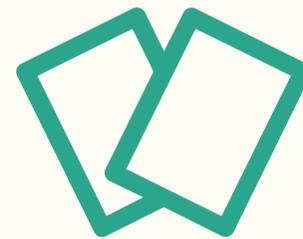
First Round Testing Methods

Role-play exercises



Pretending to be the students and role-playing the item-grabbing experience from the locker.

Closed Card Sorting



Evaluating the priority of different items that students need.

Expert Review



Evaluating the concept with teachers and school workers on its effectiveness and usage.

First Round Testing Methods

Role-play exercises



5

participants

Each are a teacher from a middle school in Georgia

Closed Card Sorting



34

participants

*5 Teachers, 29 Students
Cards randomized for each participant*

Expert Review



5

participants

Each are a teachers from a middle school in Georgia

Evaluative Research - Recipient

Clothing and personal hygiene items are of top priority.

Clothing items

Jackets, T-shirts, Towels, Blankets,
Socks, Shorts, Undergarments

Hygiene Products

Toiletries & First-Aid

Name: Sort by High Priority Freq Range: A1:K79

	Code	Category	Item	Frequency it showed up in High Priority	Frequency it showed up in Medium Priority	Frequency it showed up in Low Priority	Frequency it showed up at all	Percentage it was ranked at highest (# recorded / # of participant)	Percentage it was ranked whatsoever (# recorded / # of participant)
1	A4	Drinks	Water	27	2	0	29	72.41%	79.31%
2	G3	Toiletries	Toothpaste	20	6	1	27	68.97%	93.10%
3	G5	Toiletries	Toothbrush	20	6	1	27	68.97%	93.10%
4	F5	Clothing	T-shirts	18	4	1	23	55.17%	72.41%
5	G19	Toiletries	Deodorant	18	3	0	21	55.17%	65.62%
6	C8	Food	Dinner	15	1	1	17	51.72%	58.62%
7	C7	Food	Lunch	15	3	0	18	51.72%	62.07%
8	C8	Food	Breakfast	15	0	1	16	51.72%	55.17%
9	F3	Clothing	undergarments	10	6	2	18	51.72%	79.31%
10	G14	Toiletries	Shampoo	13	9	0	22	44.83%	75.86%
11	D2	Homegoods	blankets	12	10	1	23	41.38%	79.31%
12	F1	Clothing	Socks	12	3	2	17	41.38%	58.62%
13	G15	Toiletries	Conditioner	12	9	0	21	41.38%	72.41%
14	G16	Toiletries	Body wash	12	4	0	16	41.38%	55.17%
15	B7	First Aid	Tampons	10	3	0	13	34.48%	44.83%
16	B8	First Aid	Tampons/pads	10	3	0	13	34.48%	44.83%
17	F2	Clothing	Jackets	10	4	1	15	34.48%	51.72%
18	F4	Clothing	Shorts	9	2	2	13	31.03%	44.83%
19	G1	Toiletries	Toilet paper	9	3	0	12	31.03%	41.38%
20	C9	Food	Meals to cook	8	2	1	11	27.59%	37.93%

Card sorting result for items (N=29)

Evaluative Research - Recipient

The teachers should not be the only ones responsible to curate the wishlist.

While teachers and social workers will both be involved in the process, the main responsibility to curate the wishlist lies in the hands of the students.

“Even for teachers that want to be helpful, when there is one more thing to do, I push back, now I am being their parent again” (A Middle School Teacher, GA)



Students should not be segregated or feel they are different

During storyboard walkthrough, teachers pointed out privacy issues and issues with comfort of the students when they get the items.

Below are the quotes from 3 different middle school teachers from Georgia

“I think the biggest issue for middle schoolers is that it would need to be discrete, maybe even a reusable shopping bag”

“It was a room off of the counselors, they had a pass a teacher monitoring and they would pick up their book bag”

“If it was a locker system, if there was a draw string bag it could be a great idea”

Insights

- 1. The teachers should not be the only ones responsible to curate the wishlist.**
- 2. Clothing and personal hygiene items are of top priority.**
- 3. Students should not be segregated or feel they are different.**

Iterations

- 1. Distribute responsibility between guardians, teens and social workers.**
- 2. Portal where students and teachers request items can make recommendation on items they likely need most.**
- 3. Adjusted locker location according to the population for at-risk teens; Standardize distribution system for donated items.**

Prototyping Report Card

BUILD & RUN PROTOTYPES
METHOD WORKSHEET

Prototype Name Locker system first test

What is it?
A system where teachers can request items and help students get what they need from a locker in the bus loop

Before Prototyping—Your Learning Plan

Top 3 learning questions this prototype is testing:

- How/should the students feel when they receive the resources in the way we g. T.U?
- When requesting, should priority of items be considered?
- Should the teacher be able to request the resources for the students?

Key Metrics for Success
Ex. number of people who show up, qualitative feedback in exit interview

- Teachers' attitude towards the program
- Students attitude towards the program
- Perceived quality of goods
- NPS of the service

Testing Method
Ex. live tests, role play, storyboard

- Role play
- Storyboard
- Card sorting (needed goods)
- Compare teachers' requests to the list

Assumptions
What would need to be true in order for this to work? Ex. resource availability, law, or policies

- Students should be able to request for resources themselves
- Teachers already heard about it and enrolled in it

After Prototyping—Your Report Card

What We Learned
What answers did we find to our learning questions? Did we see the results we wanted in our key metrics? Did we find out anything about our assumptions?

- It should not be the teacher's responsibility to create the list
- Teachers don't need more workload
- Printing and personalizing products are of the top priority
- Preference and responsibility of the teachers and school matters matter
- Locker has to be in a main school, public, yet discrete place
- Third parties are important but vary per situation
- We have a "standard" who is self-determined but is guided by necessity
- Phone is accessible to students
- Don't use space lists and make them less they're different

Iterations
Based on our learnings, what do we need to change? What are we taking forward from this prototype? What do we need to learn next?

- Items are more difficult to get and more expensive
- Standardized list of items to request, trying to be too expensive
- Timed system for this school vs. lower profit school
- Teachers cannot be the sole providers
- Locker system need to be adjusted according to the population of the school
- Need to be more flexible in the distribution of the items (e.g. original packaging of the product)

Ideas **To-dos**

- Possibility of using the locker for schools or other purposes

Documents and De-identified data

Card sorting aggregated data:

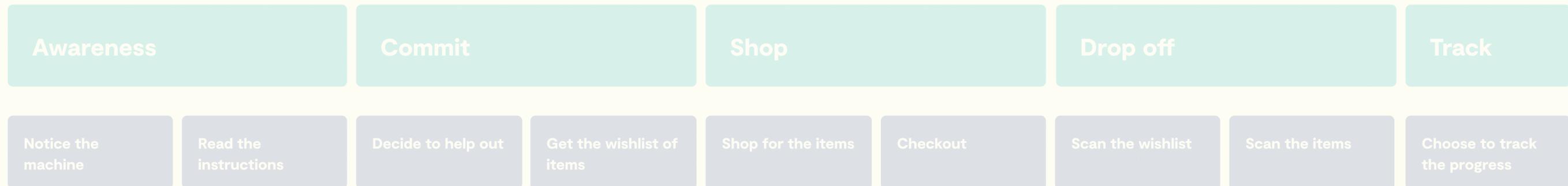
https://docs.google.com/spreadsheets/d/1i1VvZVPa8VXVmx_NERRQraA5eSVeObgcgj04c4Wpc3w/edit?usp=sharing

De-identified notes for storyboard walkthrough and expert review:

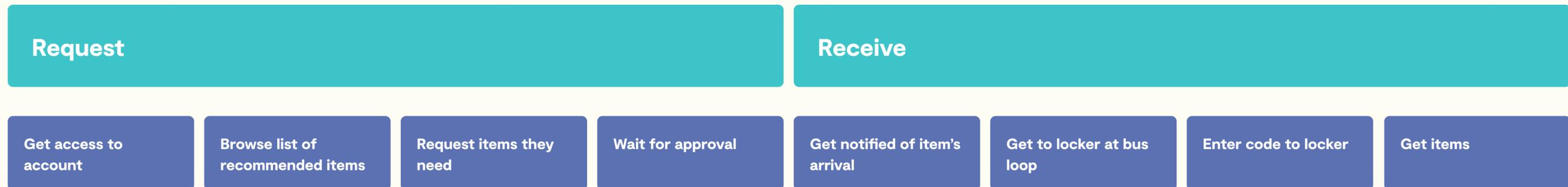
<https://docs.google.com/document/d/1LvgBGa18iC6zlzH61D9j3kSs5cjtUTcze-mR4MLQxu8/edit?usp=sharing>

In Designing for a Double-sided Market

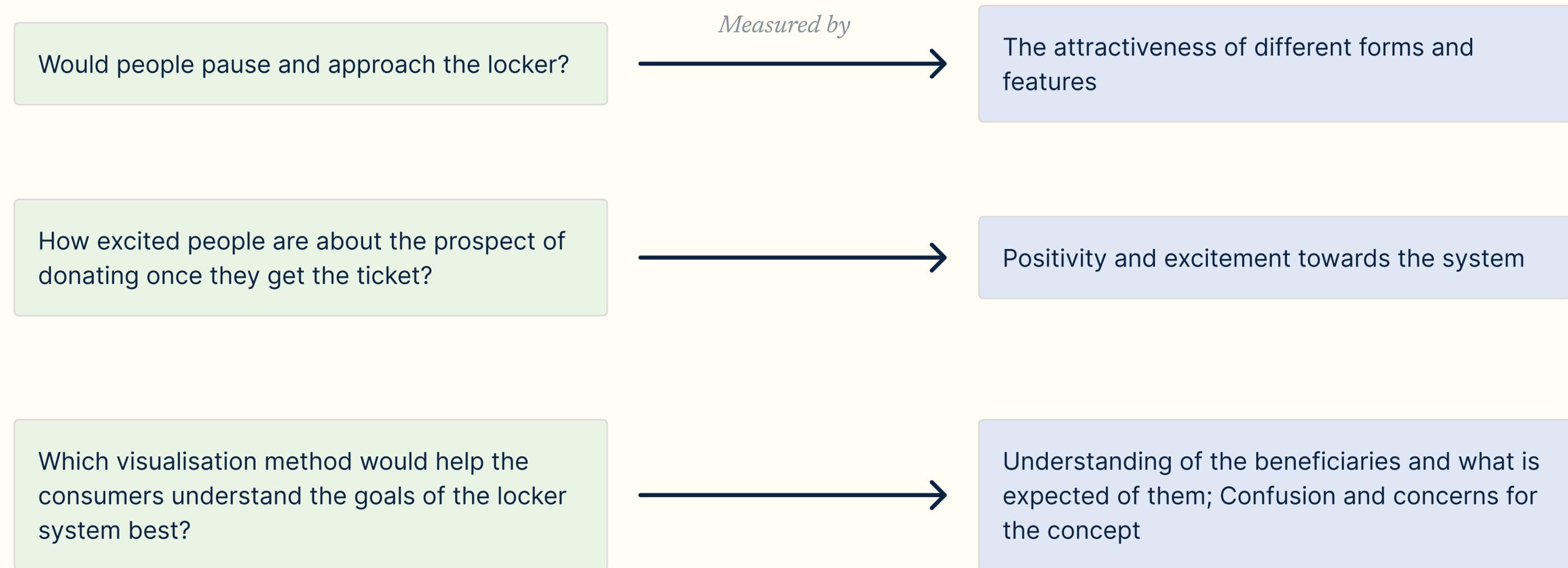
Donor's Journey Overview



Recipient's Journey Overview

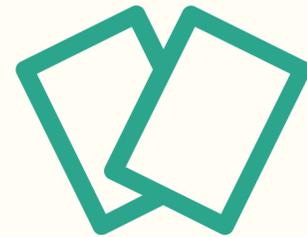


Top Questions and Metrics



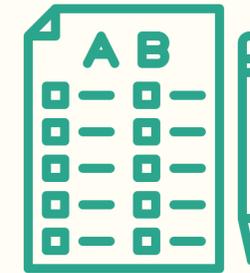
First Round Testing Methods

Sequential Monadic Test



Going through the key journeys in the two slightly different concepts, and evaluating them both.

Conjoint Study



Evaluating the attractiveness of different features and combination of visual features.

** More details of the testing method, including testing discussion guide, protocol, and the materials used can be found in the appendix.*

First Round Testing Methods

Sequential Monadic Test



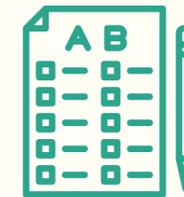
7

participants

Age Range: 21 – 52

Sequence randomized for each test

Conjoint Study



113

respondents

5 categories of binary attributes

12 combinations of visualizations

15 comparisons

** More details of the testing method, including testing discussion guide, protocol, and the materials used can be found in the appendix.*

First Round Testing Methods – Donor’s Journey

We created decks to show the concept in storyboard format, and we probe into how the user understands it, as well as their concerns



First Round Testing Methods – Donor’s Journey

We did conjoint analysis with 113 respondents where 5 of them were labeled as outliers due to excessive missing data.

The 5 categories are:

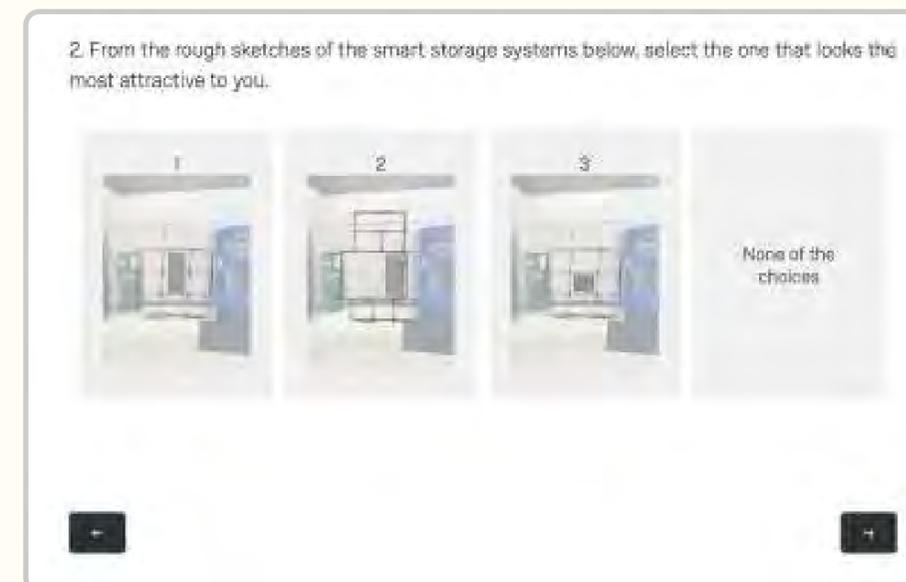
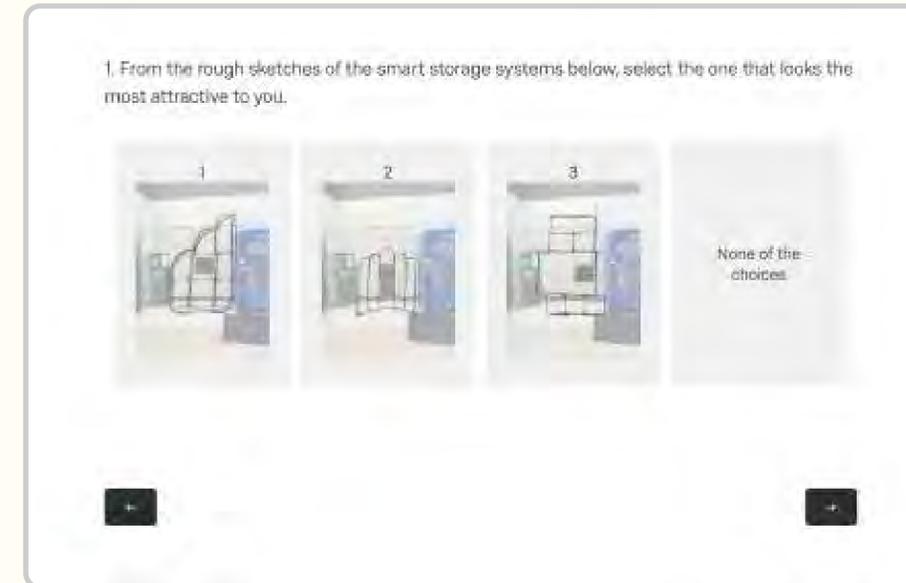
Geometric/Organic form

Large/Small size

Unconventional/Conventional shape

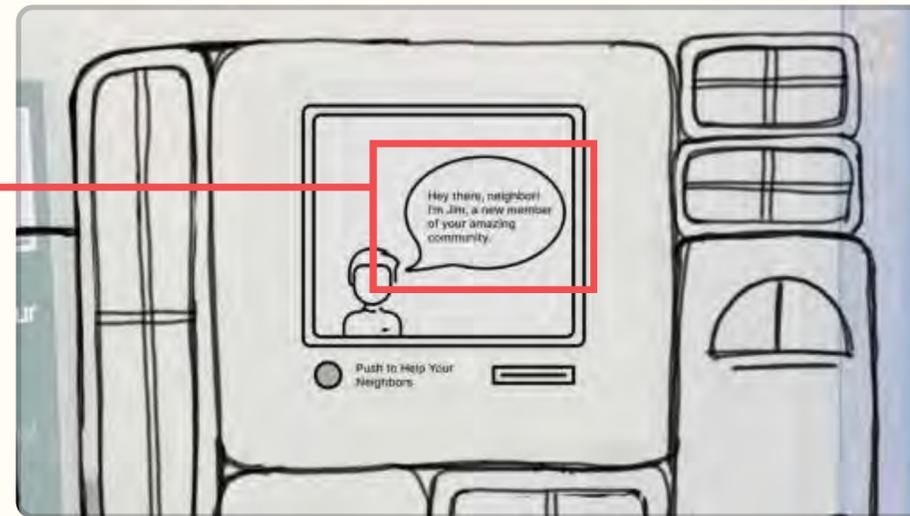
With face on it/Without face

Large screen/Small screen

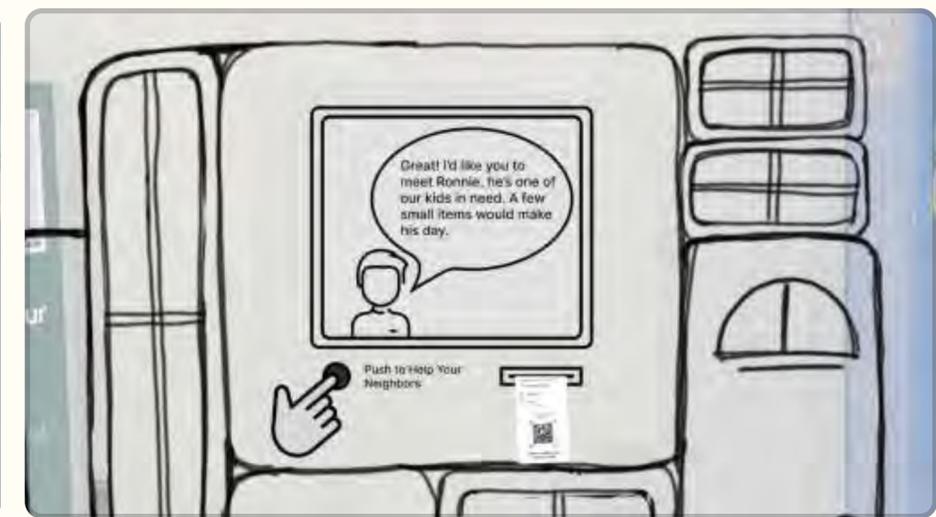
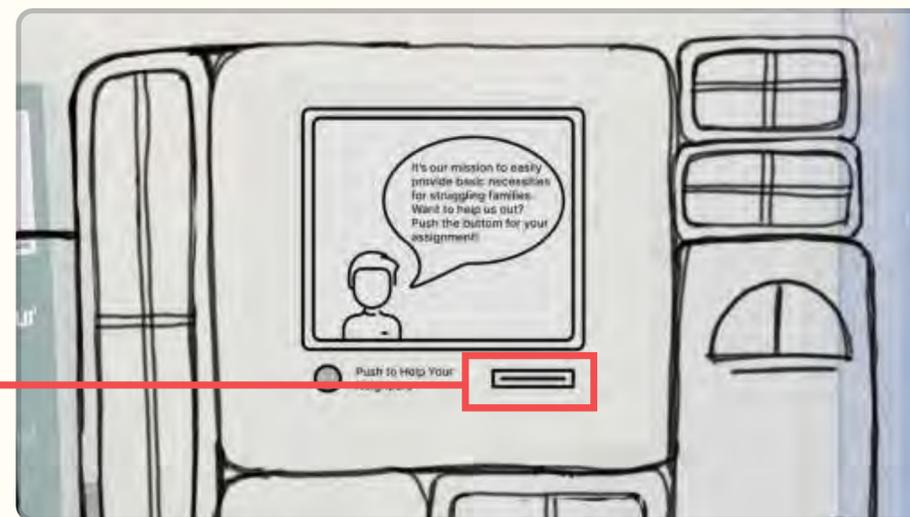


1. The messages and instructions need to be clearer to provide better expectation about what they are expected to do

The messages on the screens tell a story of what this machine is for, but not what actions are needed

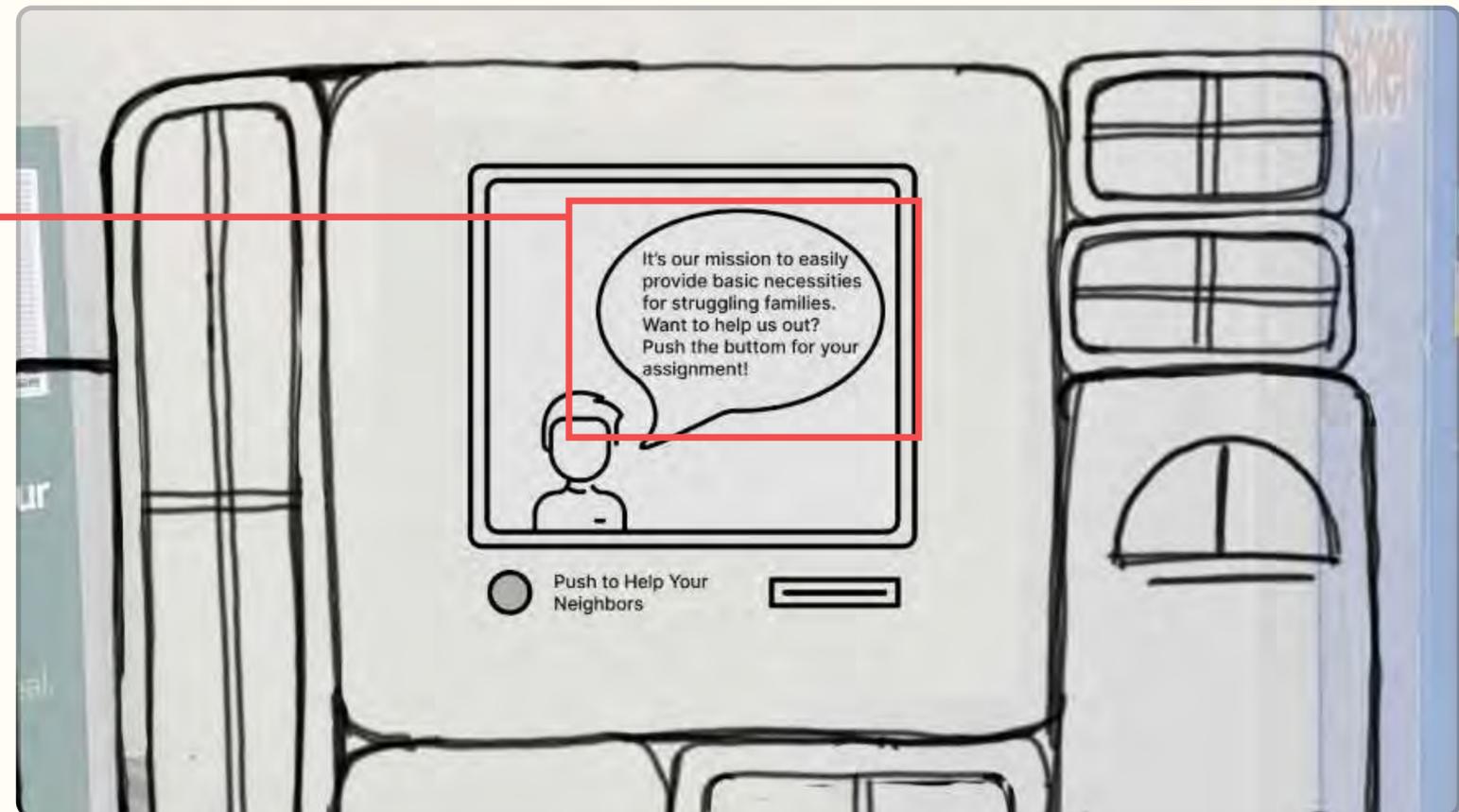


P #6 and P #3 thought the wishlist printer slot was a slot where people can donate money



1. The messages and instructions need to be clearer to provide better expectation about what they are expected to do

“It’s very broad, I don’t really understand what I have to do, what the assignment is, or what way I am helping” (P #7)



1. The messages and instructions need to be clearer to provide better expectation about what they are expected to do

“There should be some form of note or message that tell you where to go to after buying the items” (P #5)

“Assignment’ feels that you're being mandated” (P #5)

“I would wonder what happens if didn't buy all the items on the list” (P #7)



2. Reactions to the design were overall positive with some confusion

What worked well

How the concept works – *“I appreciate how it’s not about “putting money into a jar and it’ll be donated somewhere”, and it connects to tangible goods” (P #3)*

Personal connection – *“Tracking the process and telling me that I did some good would be nice” (P #5)*

What needs to be better

Credibility of concept – *“I don't know who the healing garden is, it's not red cross, or other famous charities” (P #5)*

Understanding of concept – *P #4*

Spent some time thinking about what it is. Maybe slightly confused at first.

Hygiene concerns – *P #6 thinks the physical button is not hygeineic to touch*

3. Empathy with the receiver is still not as powerful as it could be

What worked well

Personal touch of the wishlist – P #4
*said he would like to help Ronnie when
looking at the wishlist*

The “feel good” factor – *“Something like
this would make me feel less guilty
about grocery shopping” (P #3)*

What needs to be better

Trust and confidence – P #5 *pointed
out that he needs to build enough trust
and confidence in donating to them*

Phrasing of messages – *“Your message
has to be very tight and very
compelling” (P #5)*

4. People are willing to donate if it's not a big ask

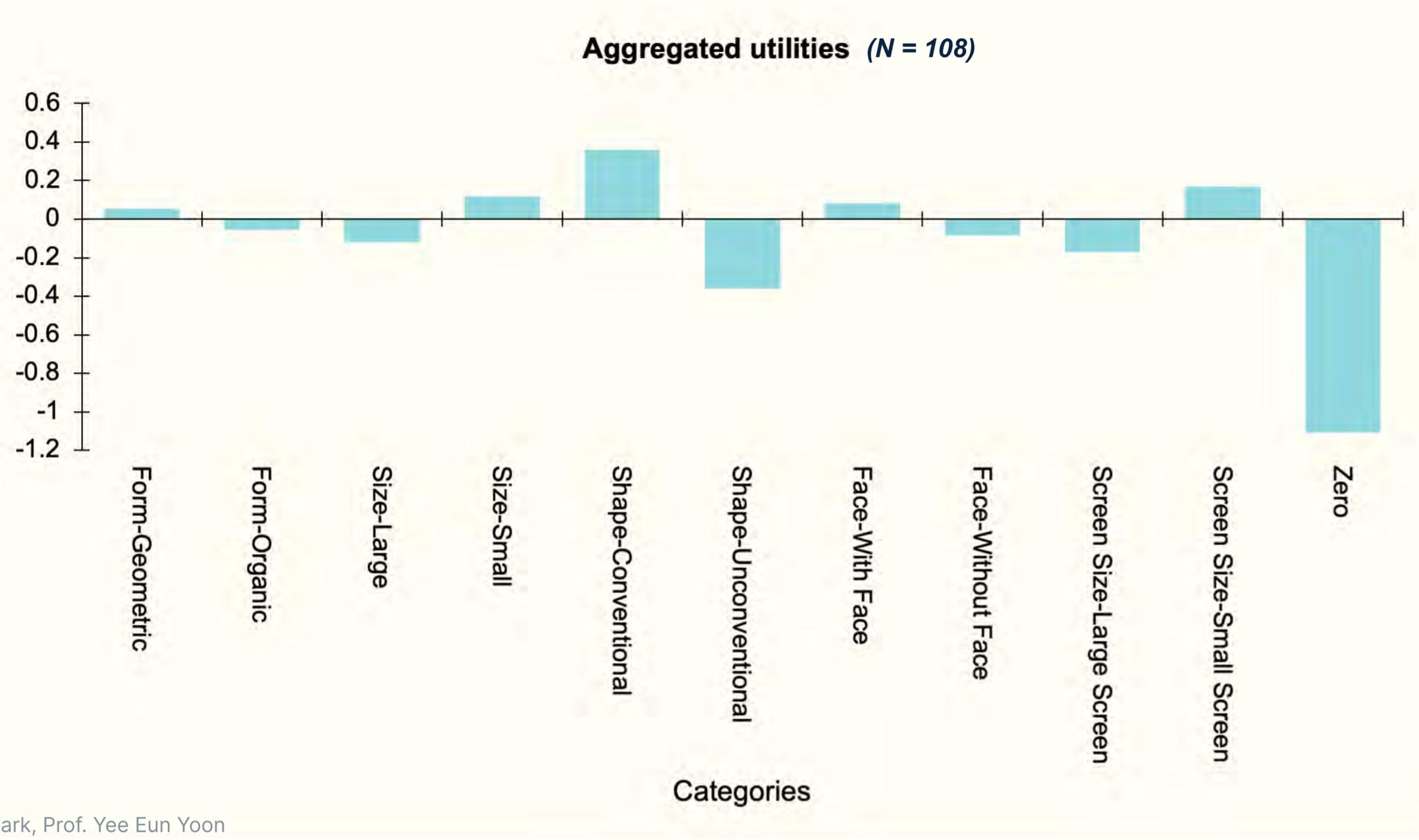
"If i have enough time and a good grocery shop experience I would donate" (P #6)

"The only thing that'll change (my mind of donating) is if the items on there are inappropriate or outrageous" (P #5)

"I would probably get most of these items, since they're all pretty inexpensive" (P #3)



Overall form is the most important element out of all other features



First Round Testing Results

Insights

1. The messages and instructions need to be clearer to provide better expectation about what they are expected of
2. Reactions to the design were overall positive with some confusion
3. Empathy with the receiver is still not as powerful as it could be
4. People are willing to donate if it's not a big ask.

Iterations

1. Make the intent of the machine clearer, communicate the actions of the entire donation process in an easily digestible manner.
2. Make the tasks clearer and more upfront, and communicate the tasks before they begin the donation process.
3. Make the wishlist more personal, spark more empathy from the donors and make the message short and compelling.
4. Communicate clearly that the donors do not have to purchase every single item on the wishlist in order to donate.

Prototyping Report Card

BUILD & RUN PROTOTYPED METHOD WORKSHEET

Prototype Name: Window & Garden
What is it?

Before Prototyping—Your Learning Plan

Top 3 learning questions this prototype is testing:

Key Metrics for Success
Ex. number of people who chose us, number of features in our interface

Testing Method
Ex. Use heuristic, role play, storyboards

Assumptions
What would need to be true in order for this to work? Ex. customer available to use in person

After Prototyping—Your Report Card

What We Learned
What answers did we face to our learning questions? Did we see the results we wanted in our key metrics? Did we discover anything about our assumptions?

Next Steps
Based on our findings, what do we need to change? What are we testing forward from the guidelines? What do we need to learn next?

DEB&EN Formal-Openness Design Resources

Documents and De-identified data

Deck used for sequential monadic test:

https://docs.google.com/presentation/d/1LGs-NKZdwi02ND4riTRHOuxZFMi2dUR_eb8oA9MxB-c/edit?usp=sharing

Discussion guide used for sequential monadic test:

<https://docs.google.com/document/d/1ZIRpQG5WTBjAuBOdZhCZtofyg9ce7vl07npTEFhGKII/edit?usp=sharing>

De-identified data for sequential monadic test:

<https://docs.google.com/spreadsheets/d/1KeEH9p-aaC0Fkpb57ZRbzAN96IN6JIPVSuqTEKDaYi0/edit?usp=sharing>

Conjoint analysis data:

<https://drive.google.com/file/d/1GMgkyBIPQz47jMZcft3rj7tLbF5mLuP/view?usp=sharing>

Neighbors in Need

Uses the metaphor of helping a neighbor out to make a bond between the recipient and donor that creates empathy and drives direct impact

Locker itself acts like a new, named member of the community that wants to help youth in the community and is seeking help from you

Wishlist provides a little bit of insight on the teen that you are helping out (favorite sport, color, hobbies, etc.)



Changes to be made from first round of tests

Donor

Make the intent of the machine clearer, communicate the actions of the entire donation process in an easily digestible manner.

Make the tasks clearer and more upfront, and communicate the tasks before they begin the donation process.

Make the wishlist more personal, spark more empathy from the donors and make the message short and compelling.

Make the wishlist more personal, spark more empathy from the donors and make the message short and compelling.

Recipient

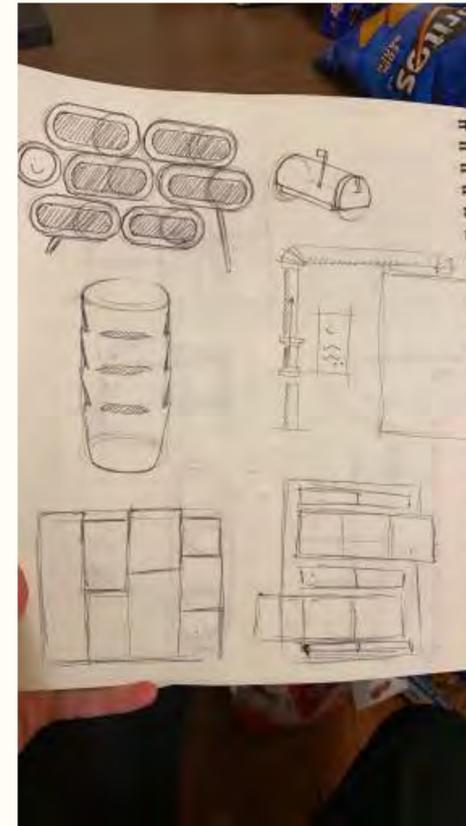
Distribute responsibility between guardians, teens and social workers

Portal where students and teachers request items can make recommendation on items they likely need most

Adjusted locker location according to the population for at-risk teens; Standardize distribution system for donated items

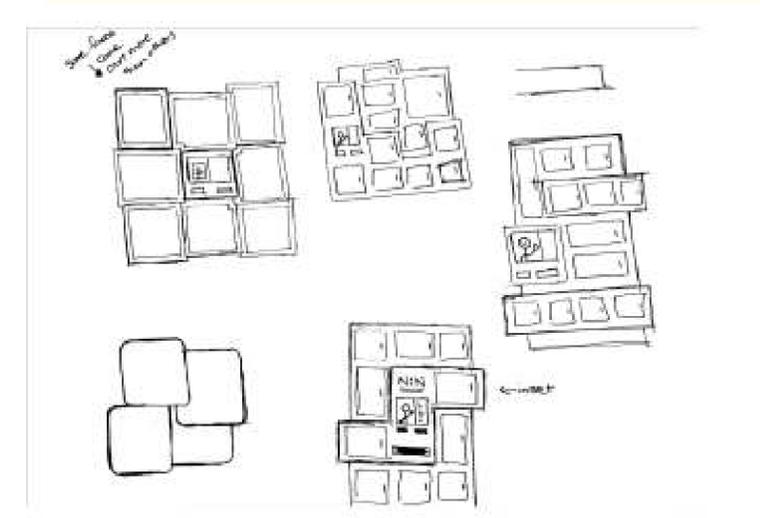
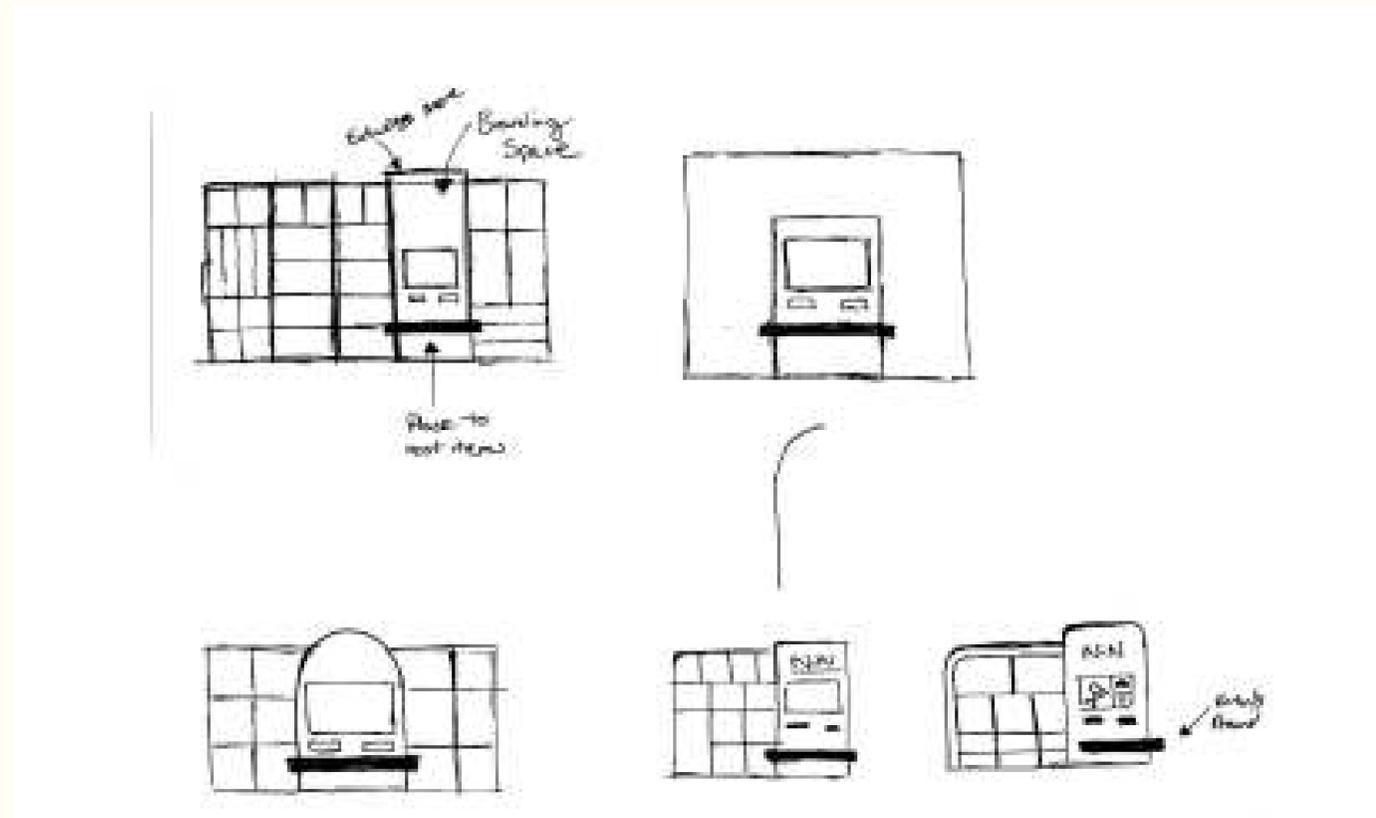
Receivers only have an option to request for a limited list of items based on need.

Designing The Locker



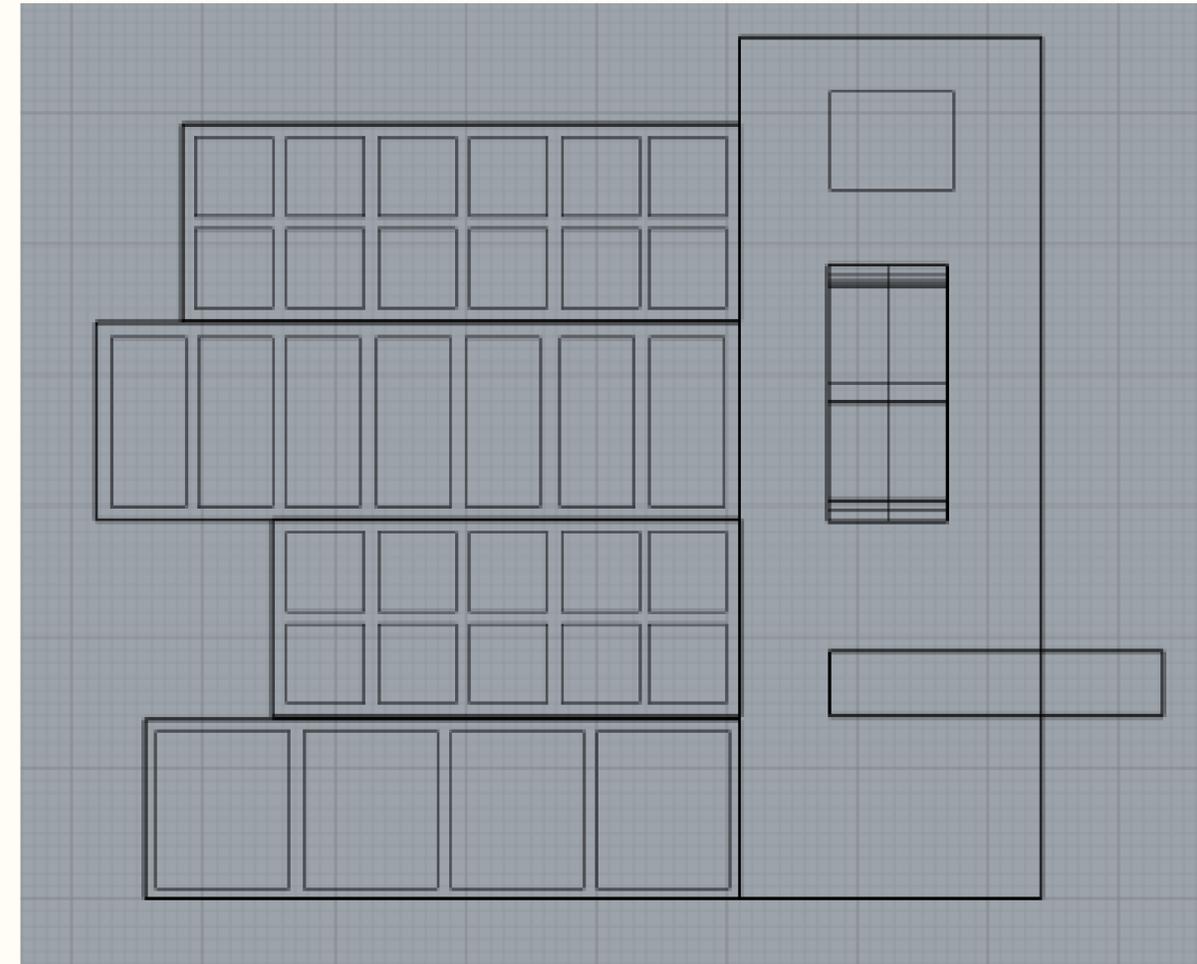
We started with sketches, and used these to test in user testing, but also drew inspiration from places like Amazon locker and architecture.

Designing The Locker



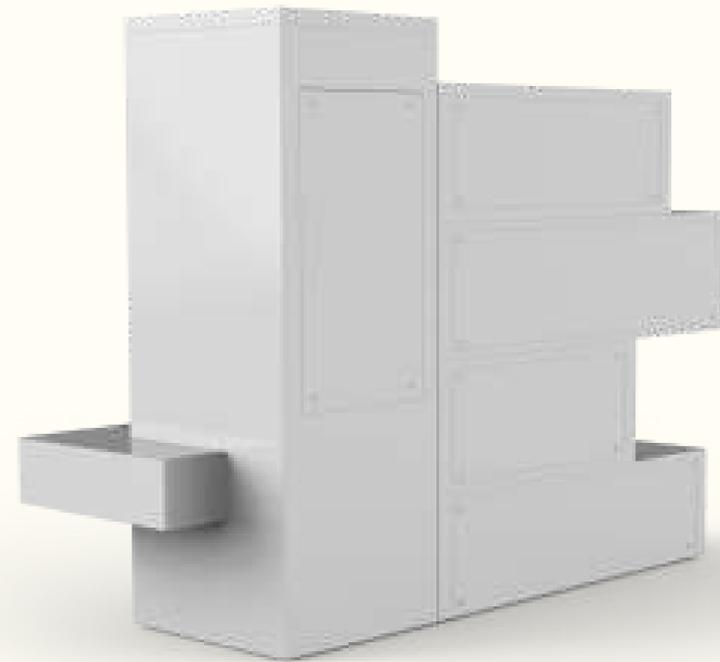
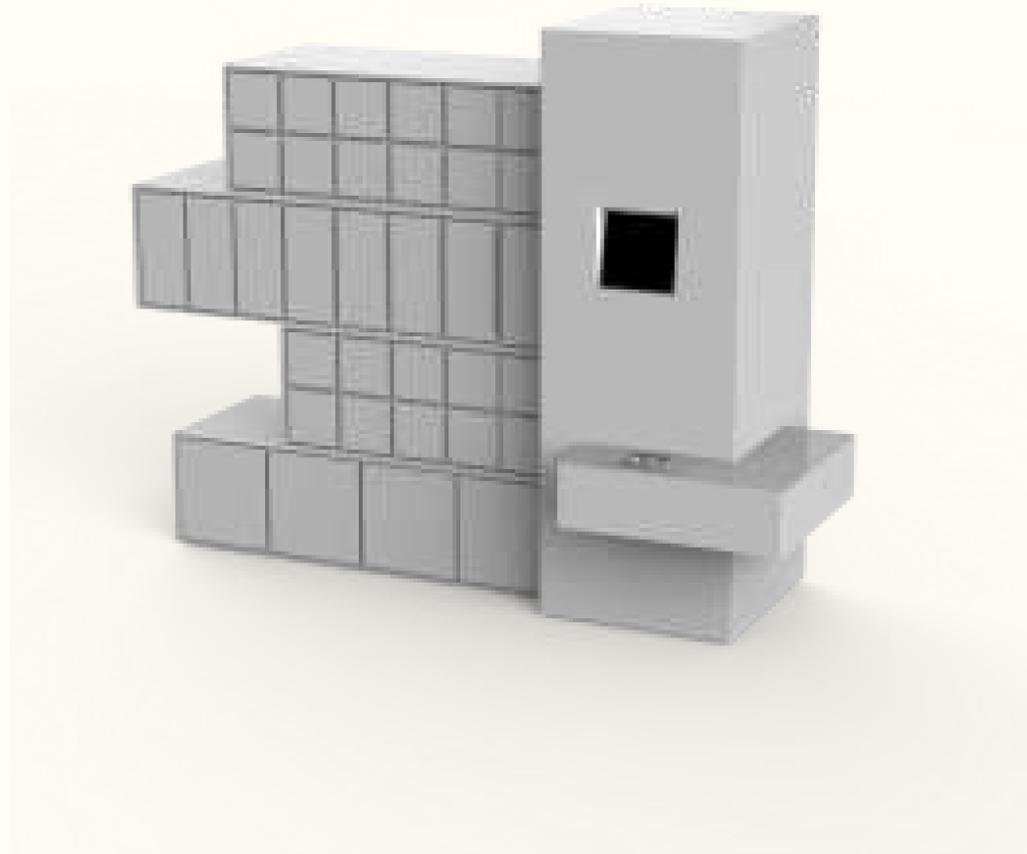
We narrowed in our designs as we got closer to the end of the quarter, and received feedback from user testing.

Designing The Locker



Modeling the locker in Rhino, and transferring it to Keyshot 10.

Designing The Locker



Rendering out a white version of the model while we designed the graphics.

Building the Locker



Using cardboard we created the locker with three opening doors and a space for the tablet screen

Developing the Assets



Kylie's Wishlist
Female, 19
Favorite Pastime: Robotics
Feel Free to Grab One or More Items
★ Indicates high priority items

- 2 × Gummy Vitamins
- 1 × Toilet Paper ★
- 1 × Band-aids

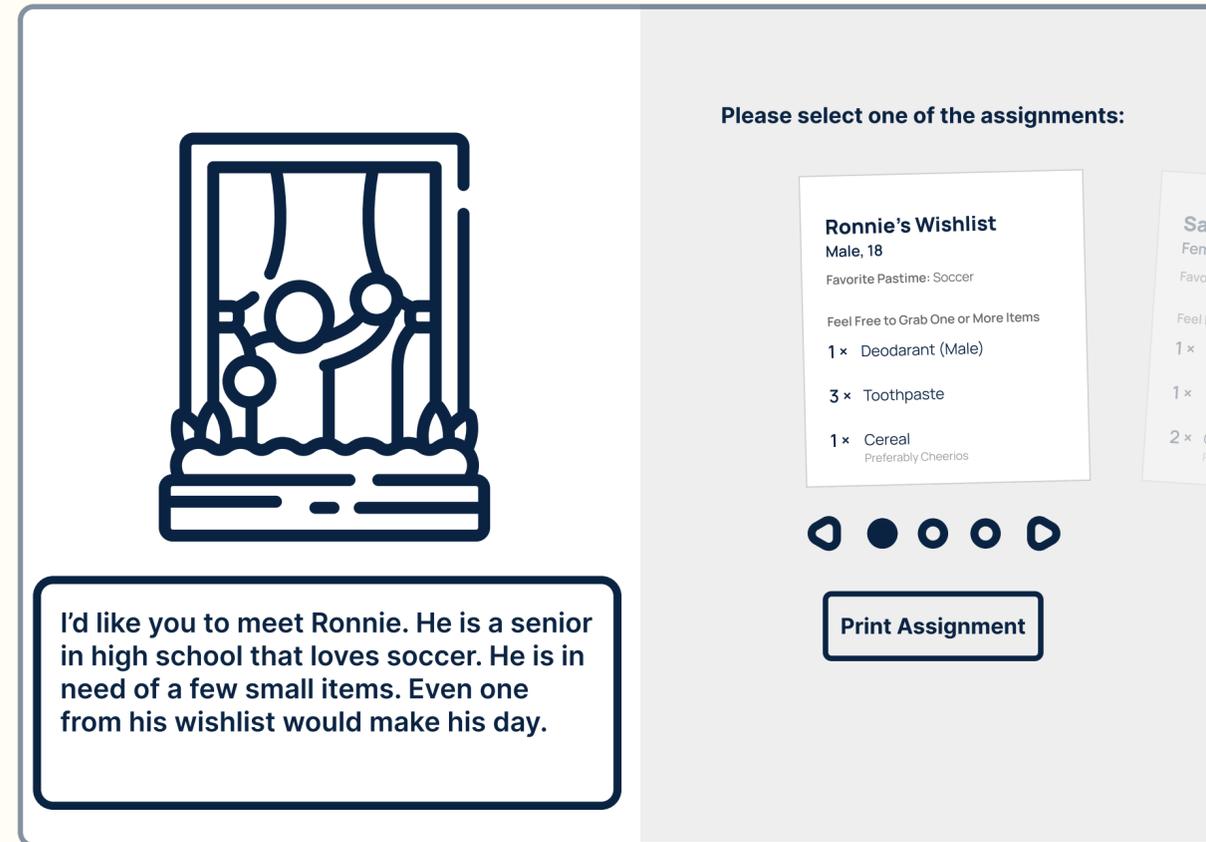
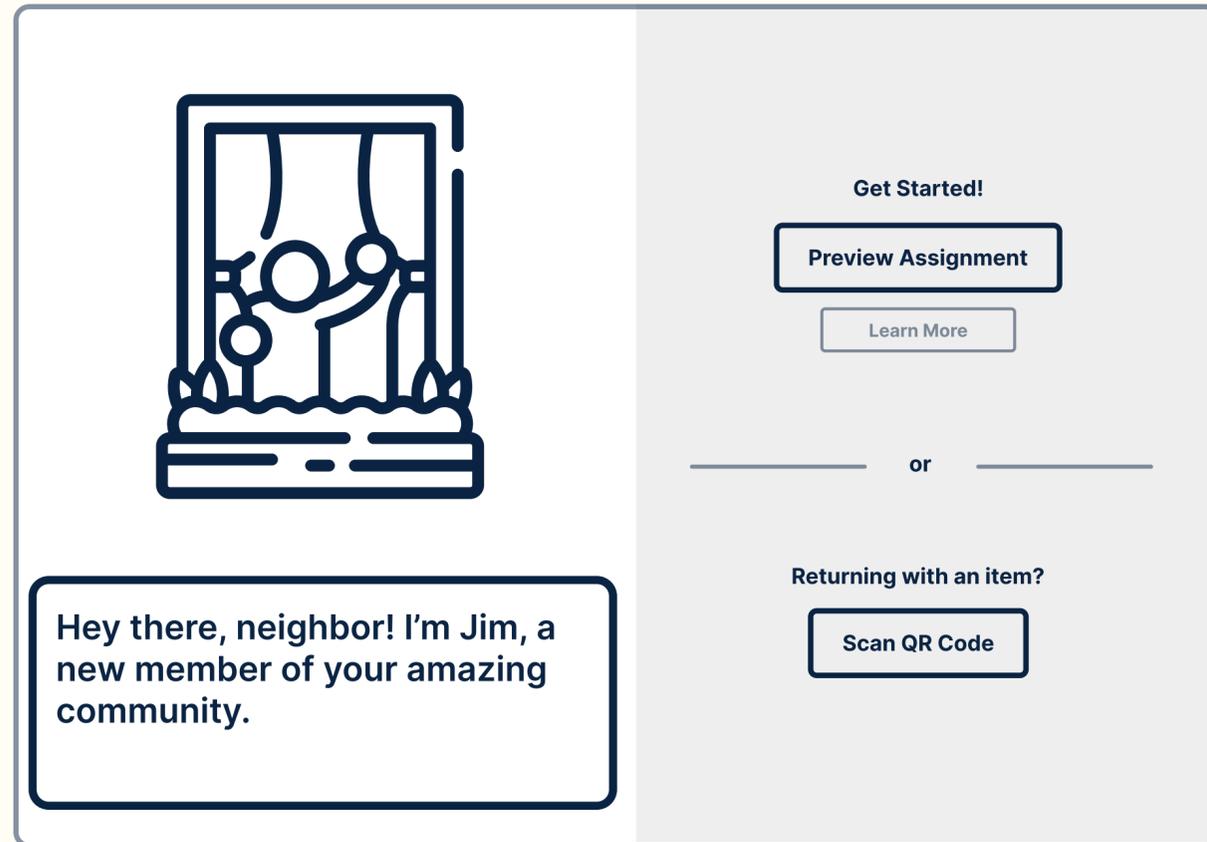
Scan to Unlock Locker & Donate Item(s)



Thank you for helping out a neighbor in need!

In addition to the locker, we had to create a few assets that were directly connected with the locker including a scanner and wishlist prints

Creating Screens

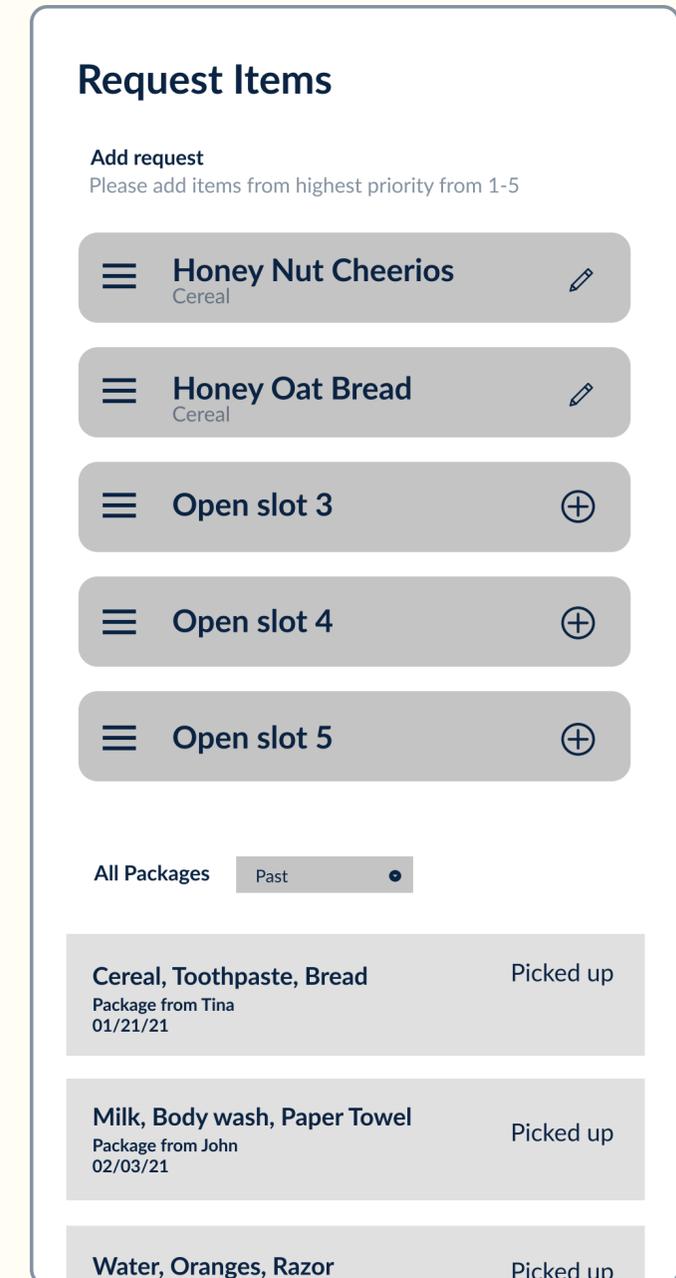
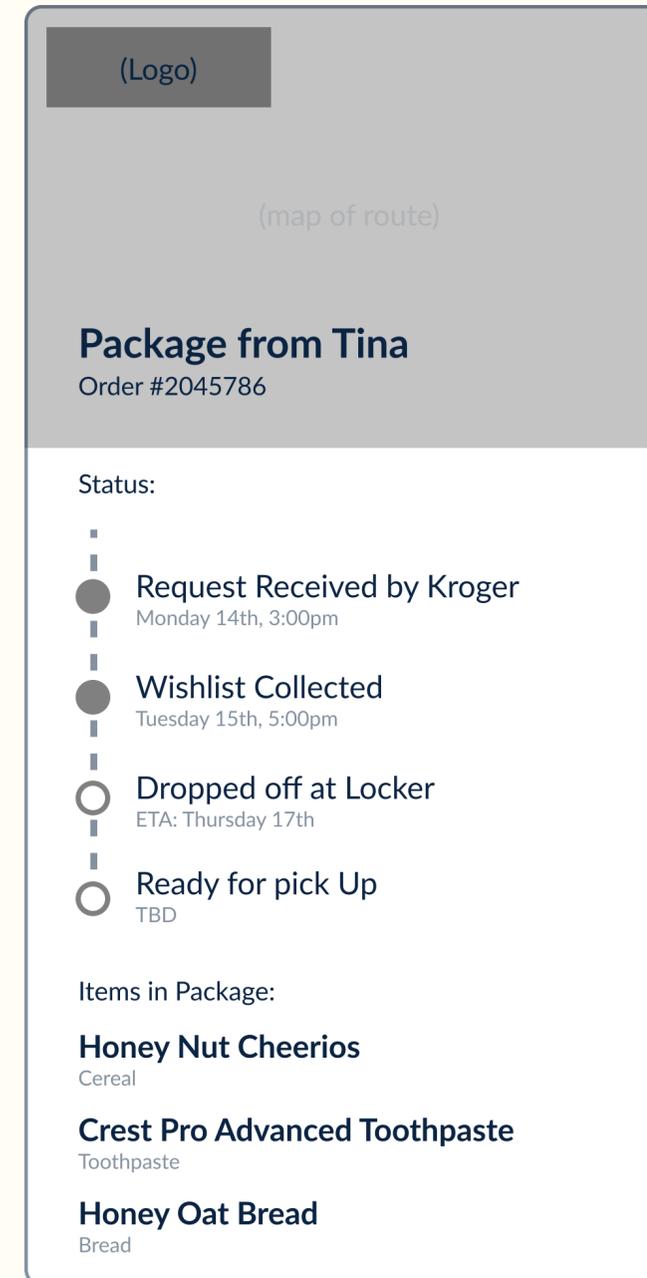
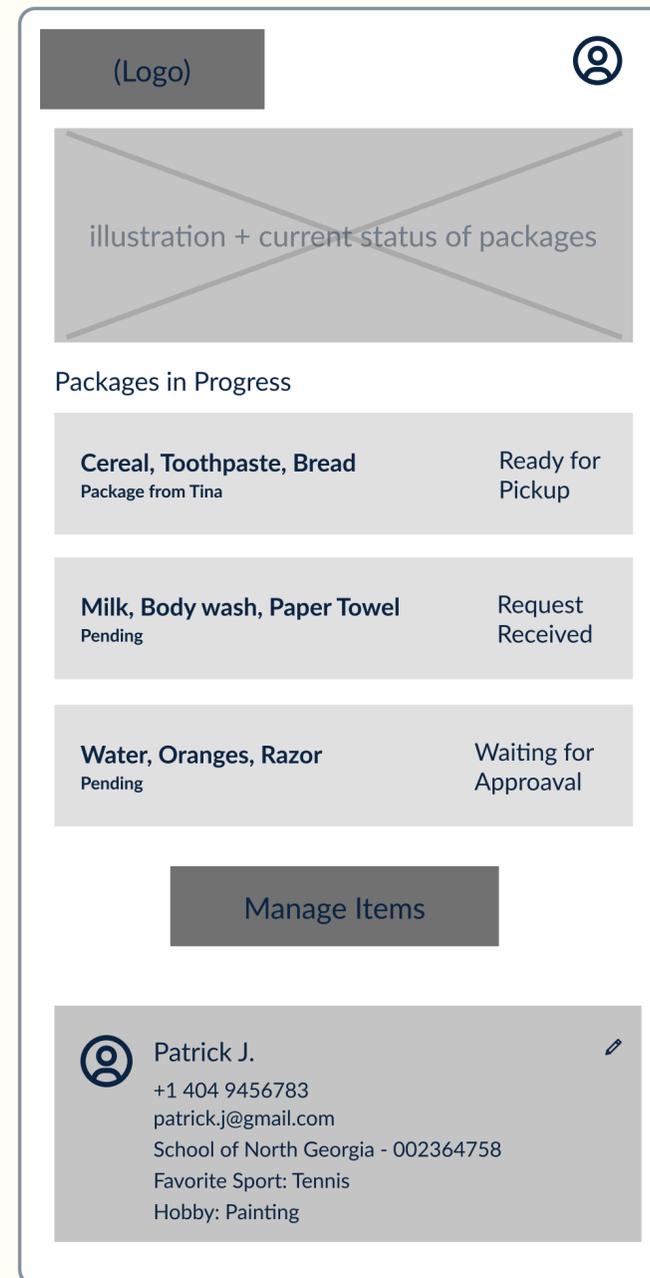


Based on feedback from the concept validation, we created a digital prototype that was more fleshed out. Our dialogue system will be inspired from Animal Crossing and Pokemon.

Moving Forward

Recipient UI

Creating and testing a high-fidelity version of the web-portal for the recipient UI.



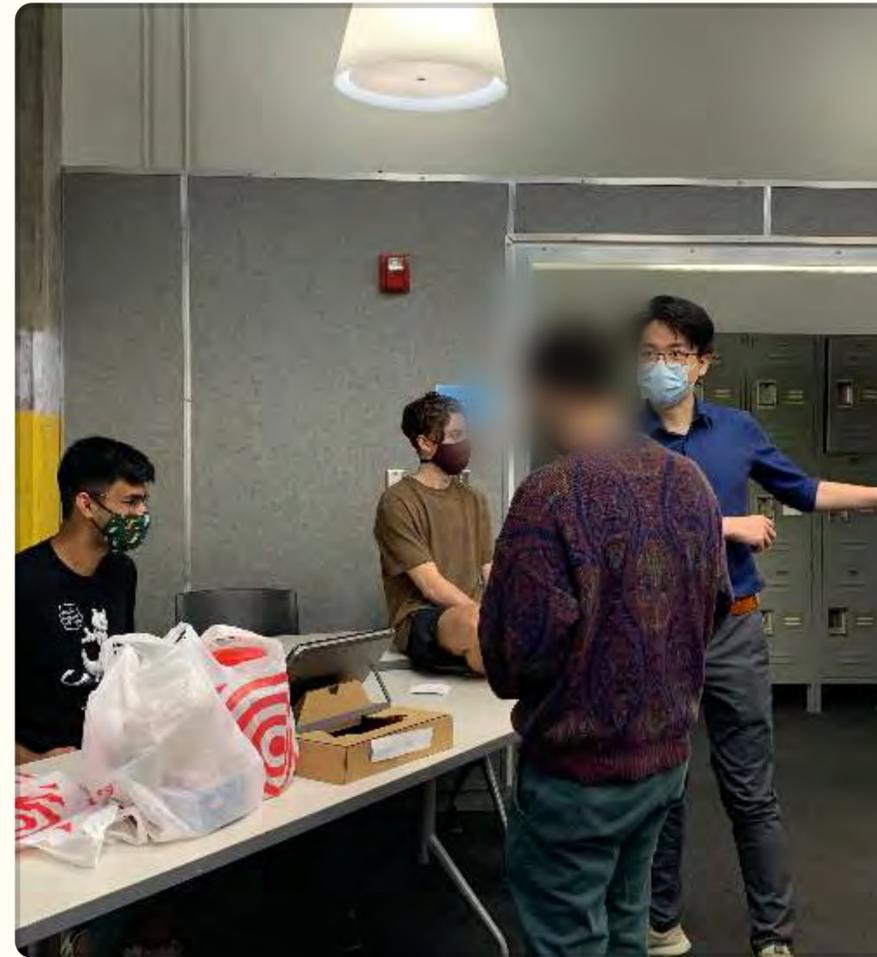
Preparing the Scene



To simulate the environment, we created a fake grocery store with a checkout and aisles for shopping.

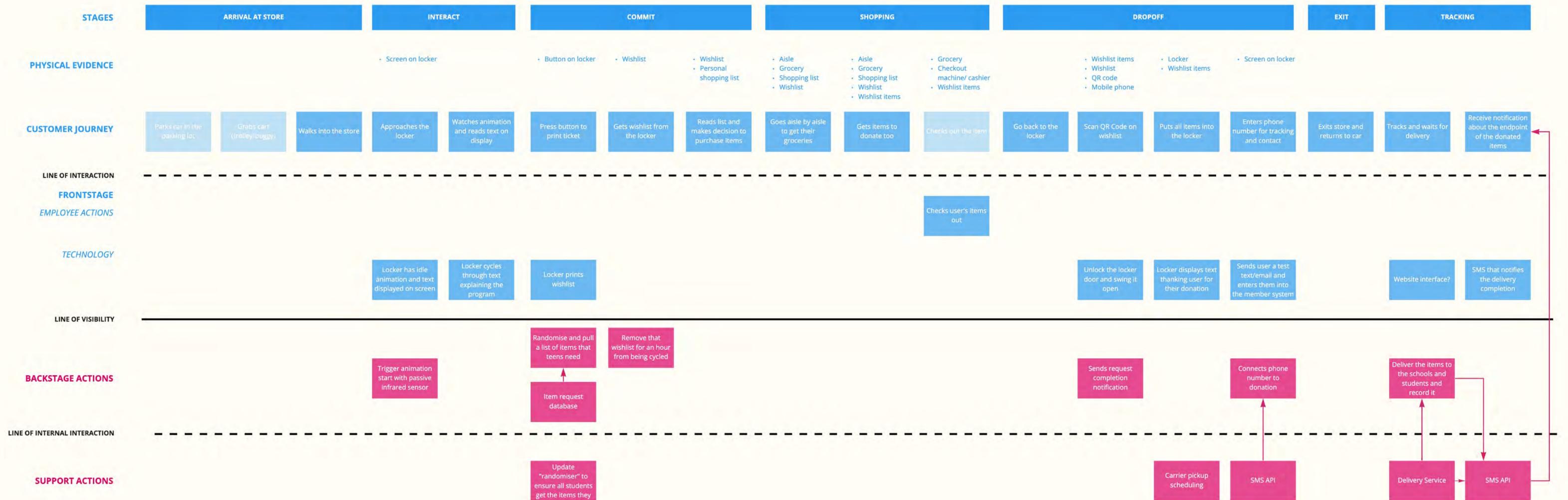
Mid-fi Testing

Testing the Donation

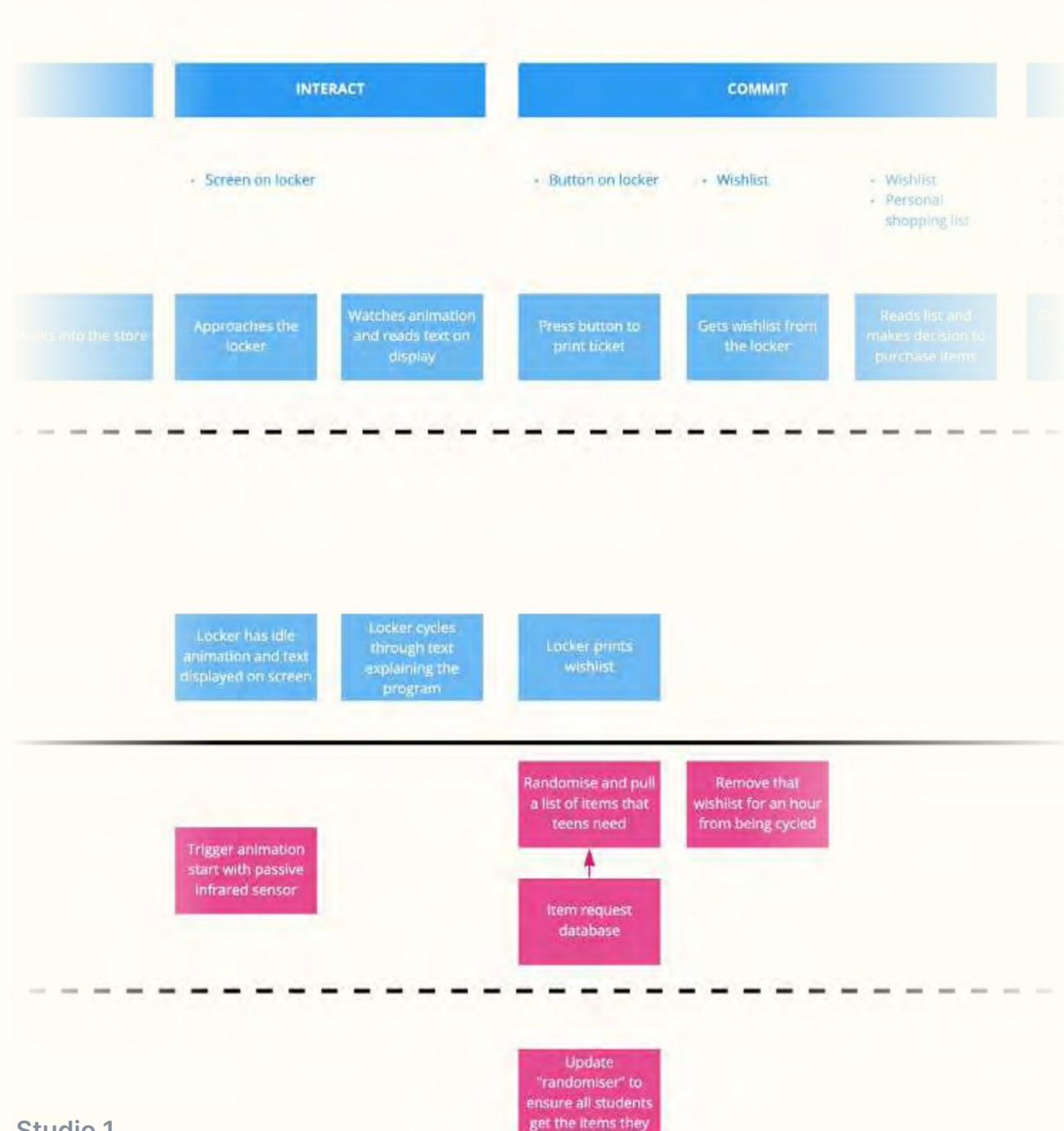


During the role play we got them to purchase items and donate them using our system.

Service Blueprint - Donor Side



Service Blueprint - Donor Side



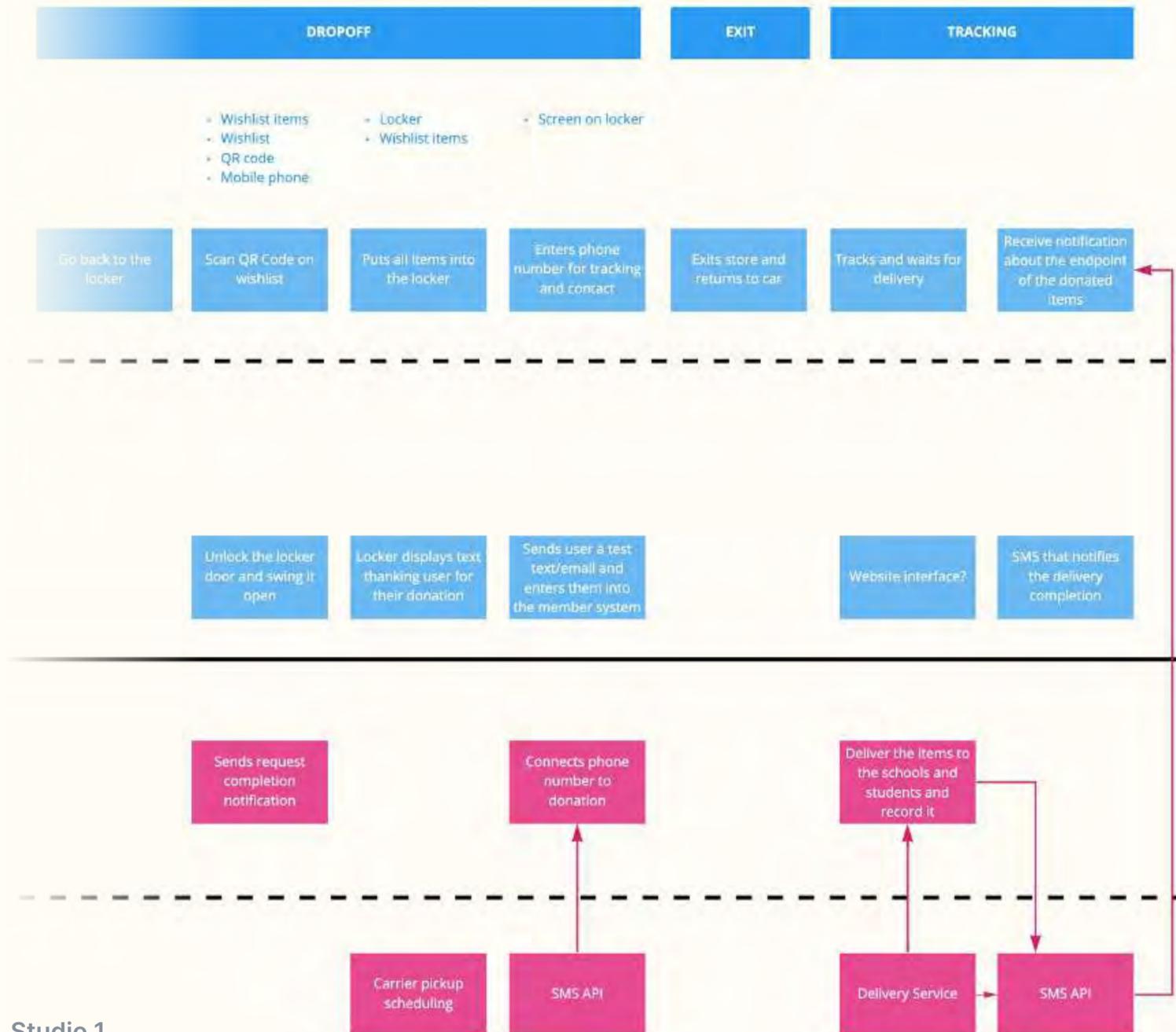
Initial Interaction and Commitment

Reactive to user approaching

Storytelling animation

Wishlist printing from database

Service Blueprint - Donor Side



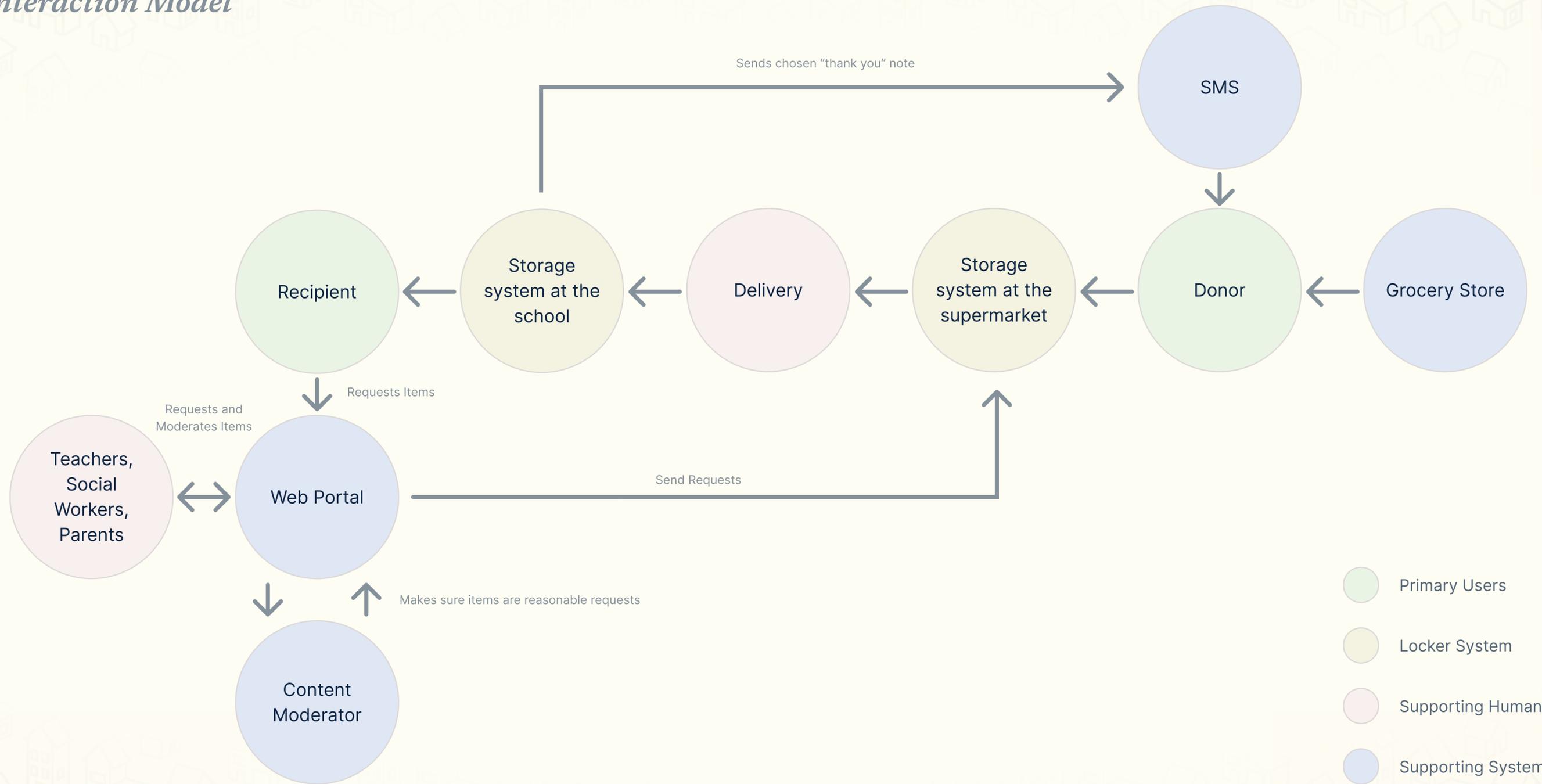
Return for Drop Off & Follow Up

QR code scanning

Dropping items into the locker

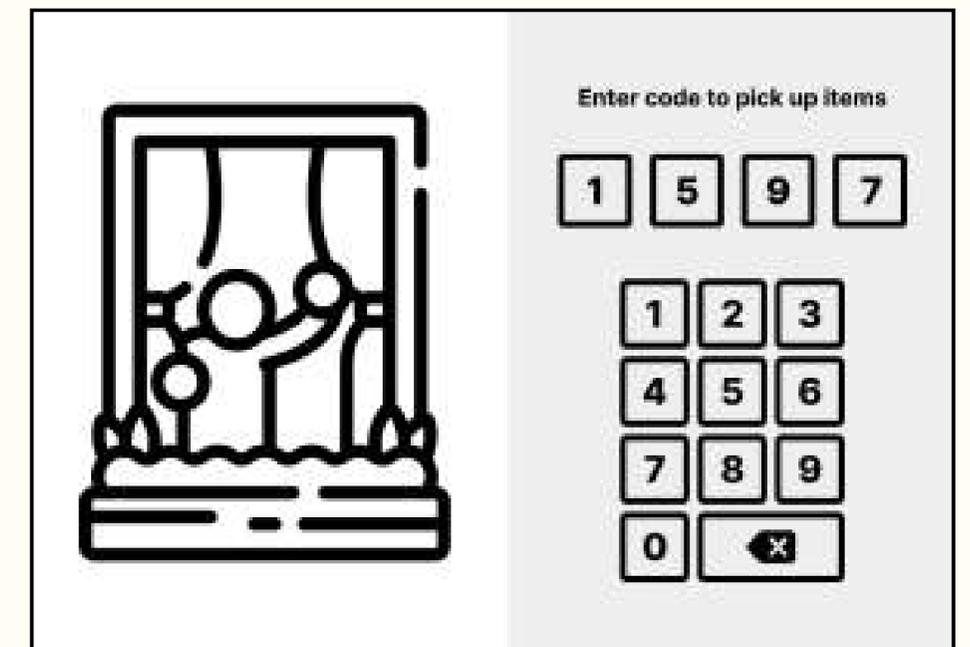
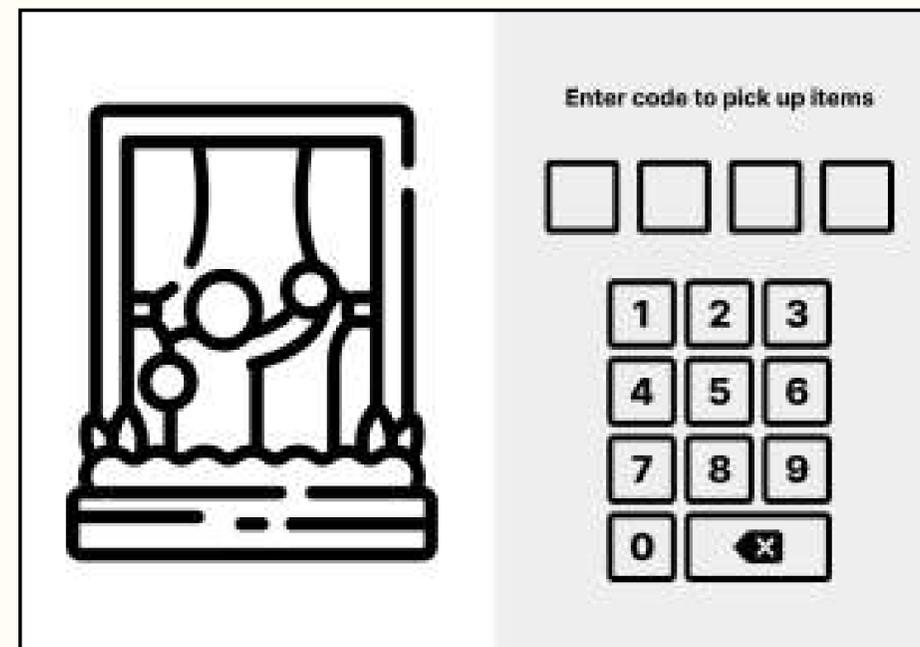
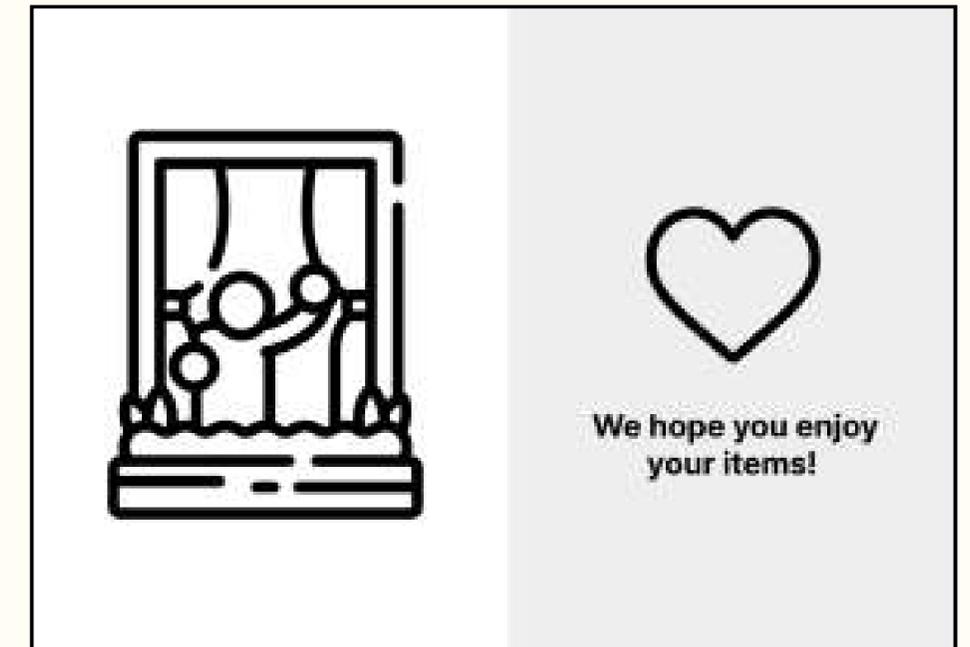
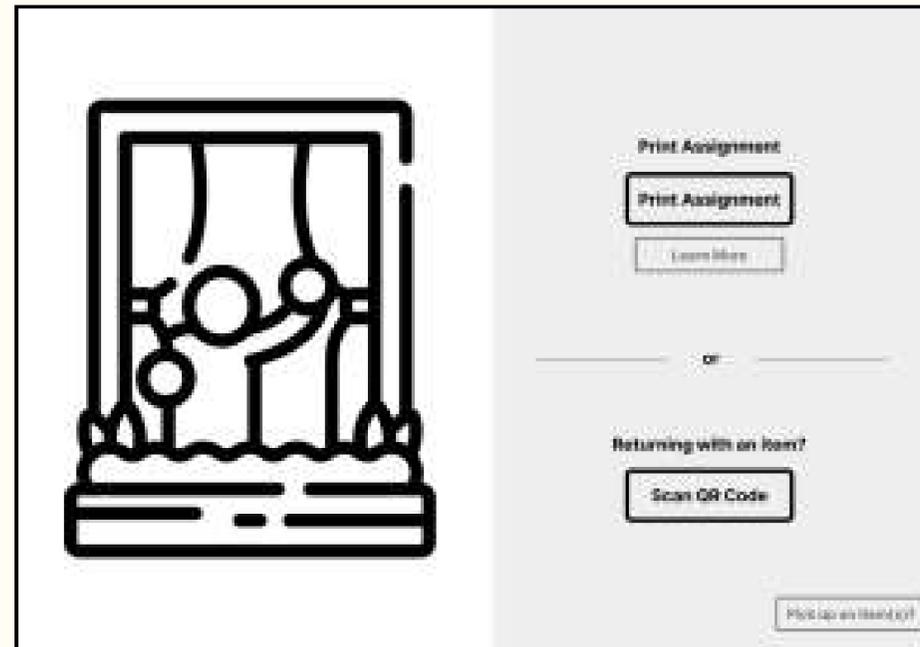
Tracking registration and follow-up

Interaction Model



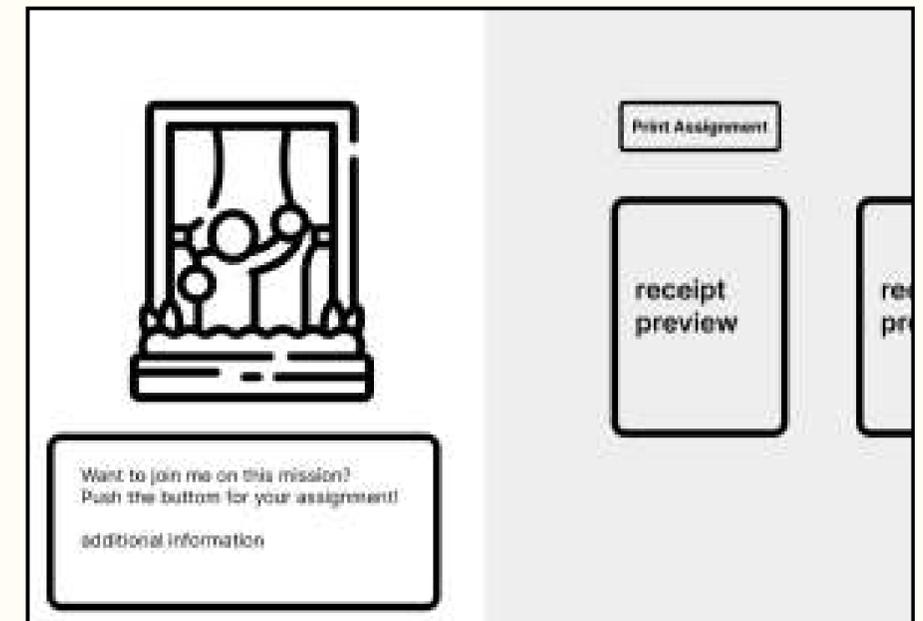
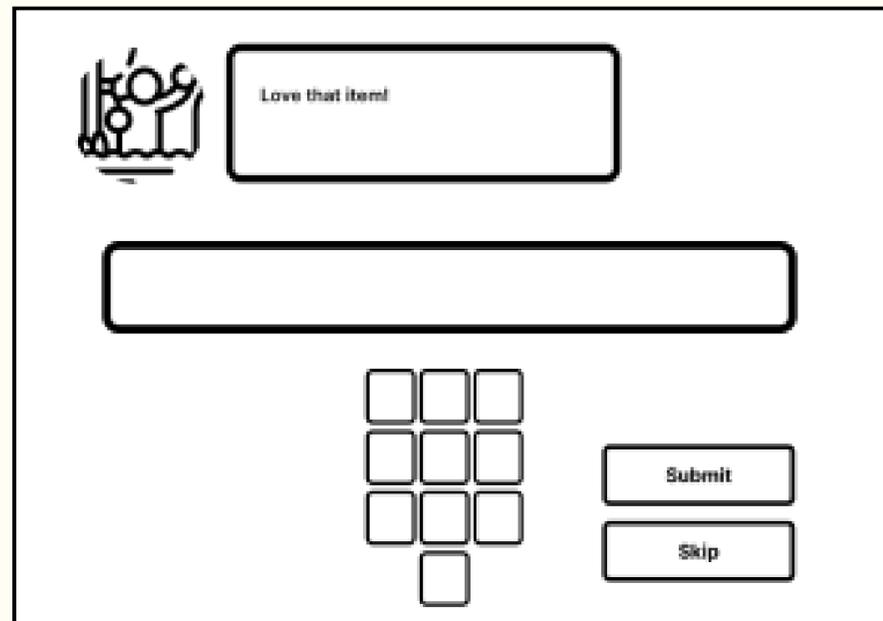
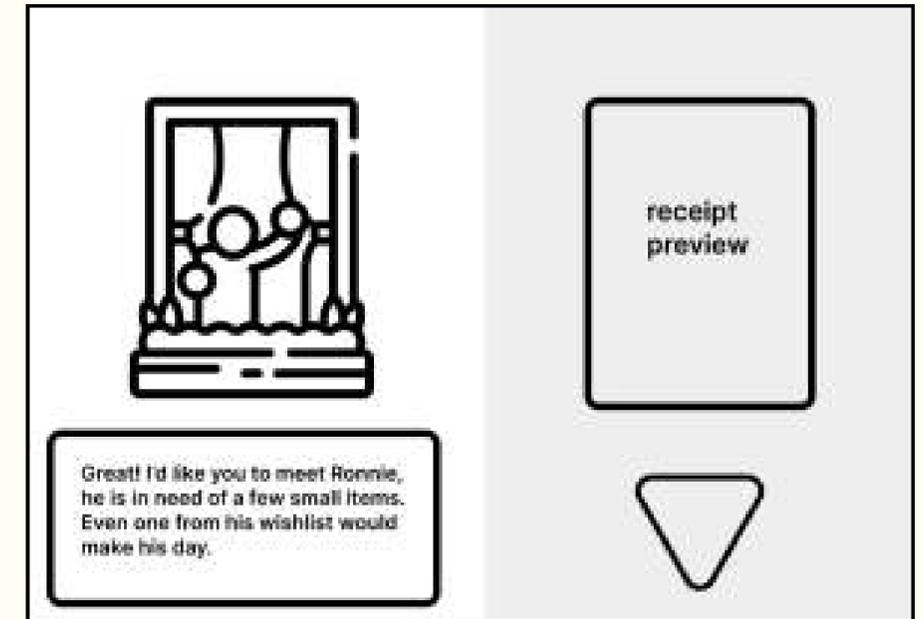
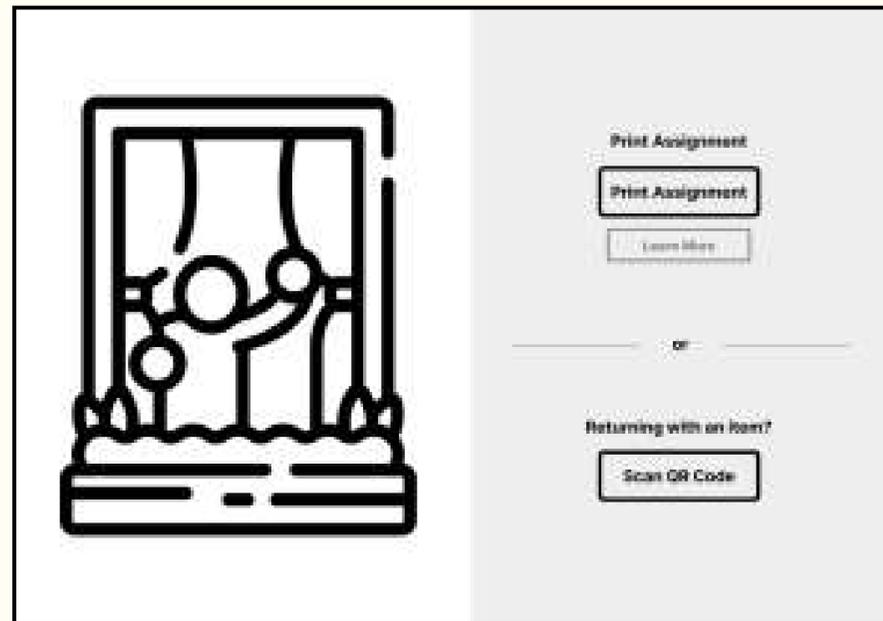
Recipient locker UI

Low-fi

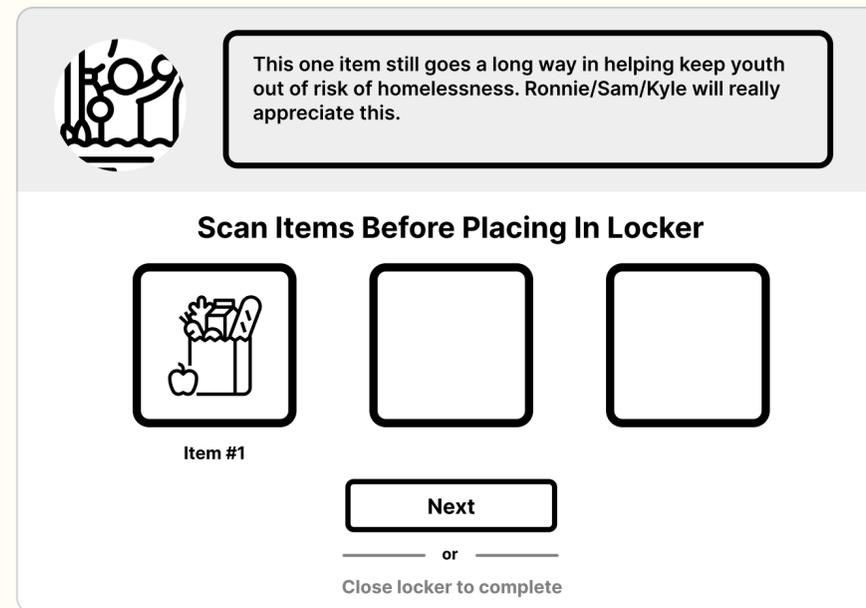
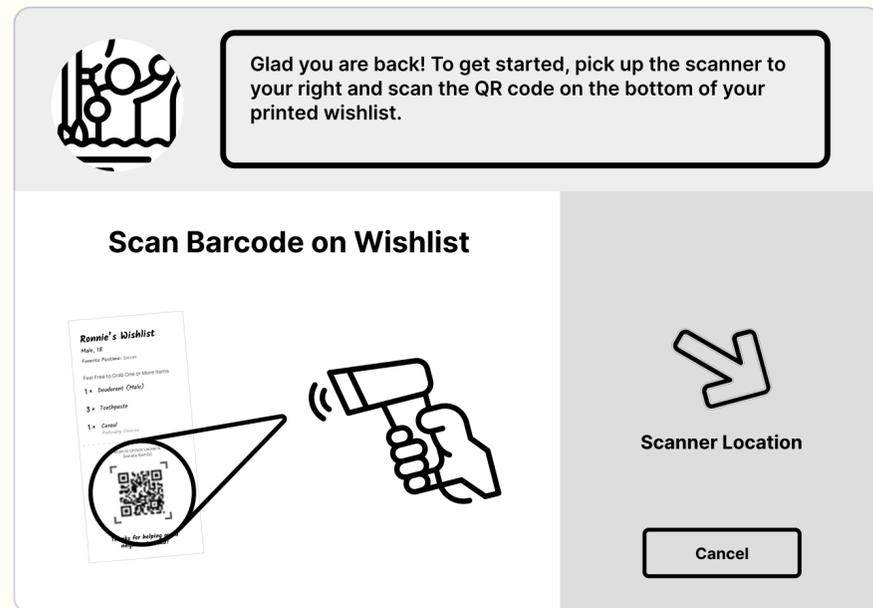
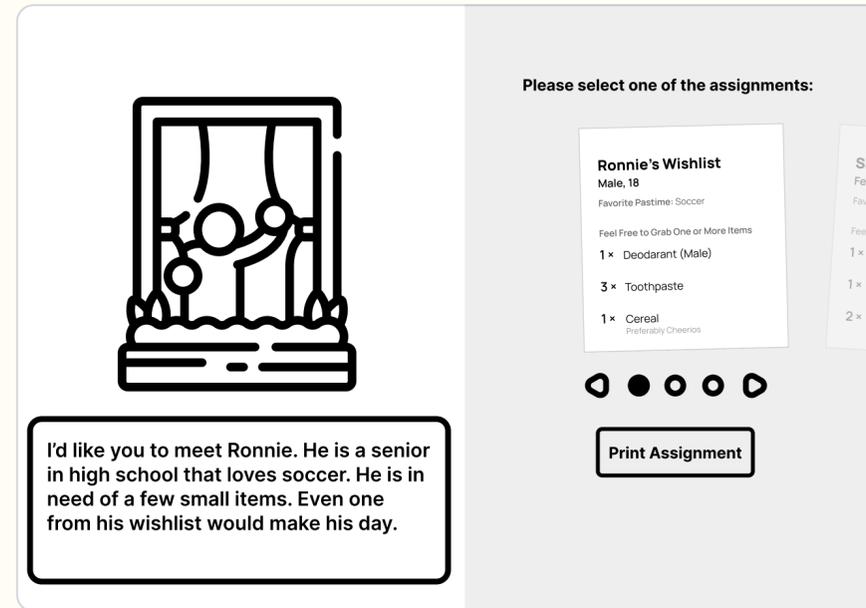
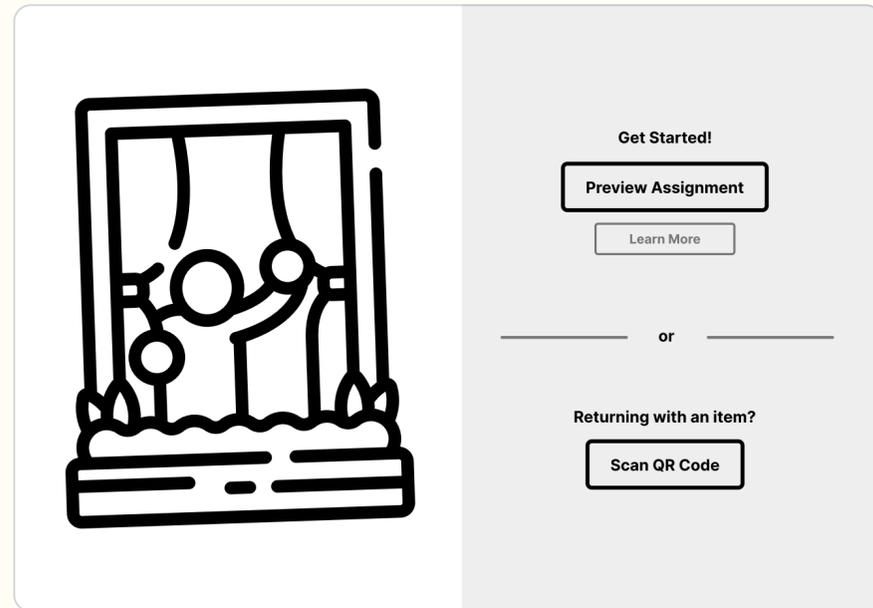


Donor locker UI

Low-fi

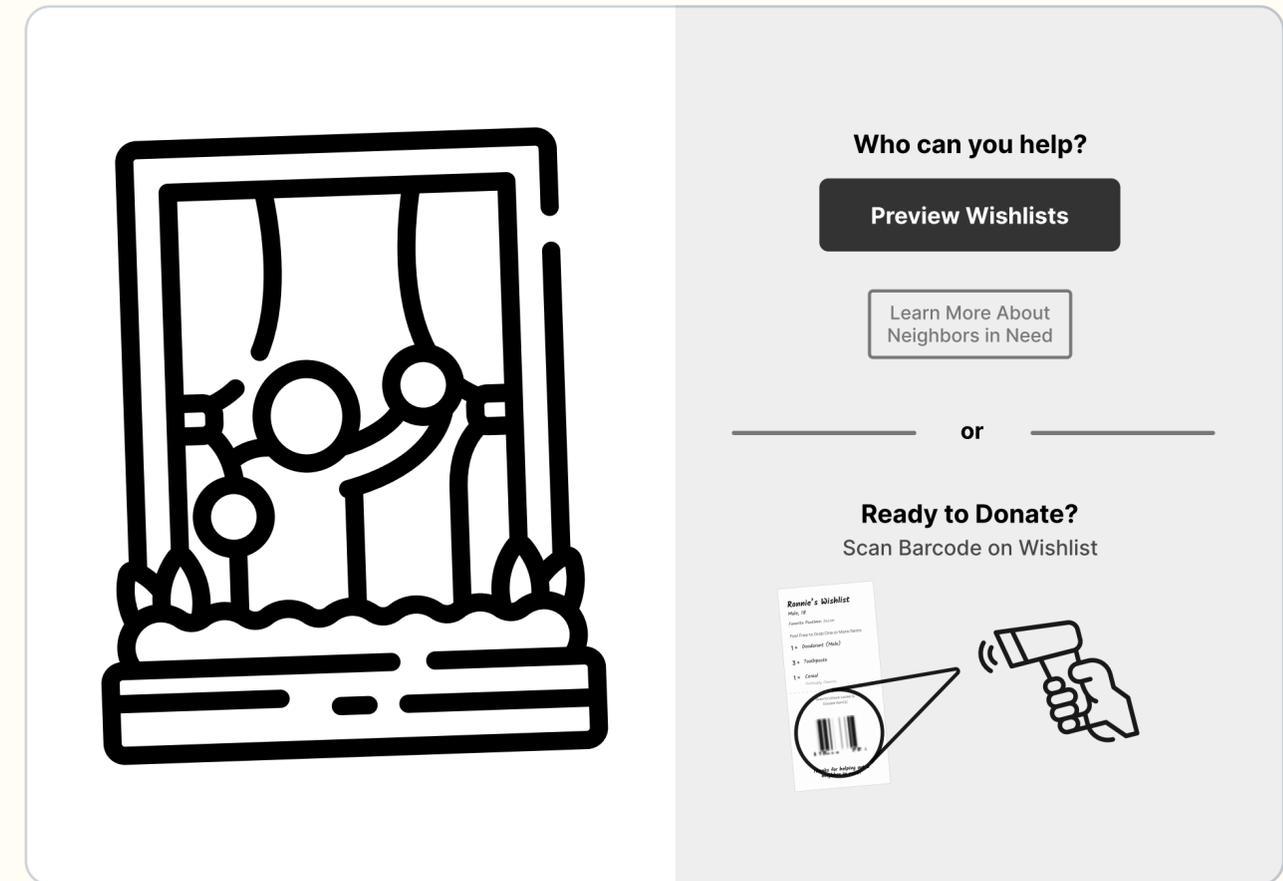
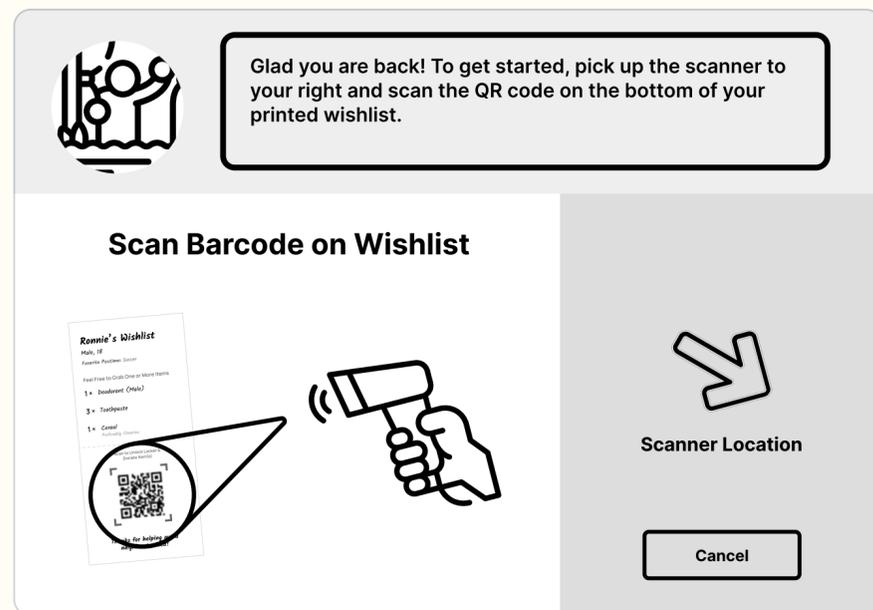
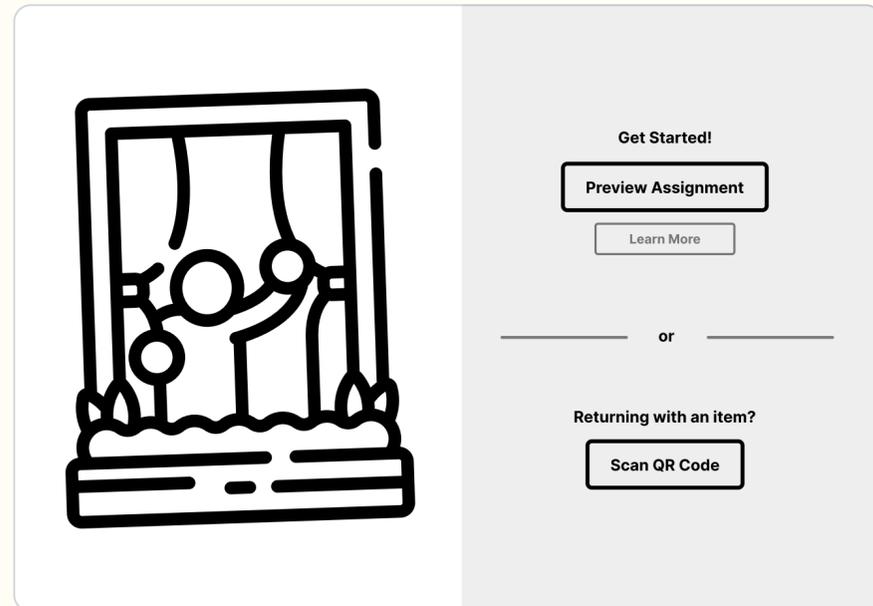


Mid-fi Testing



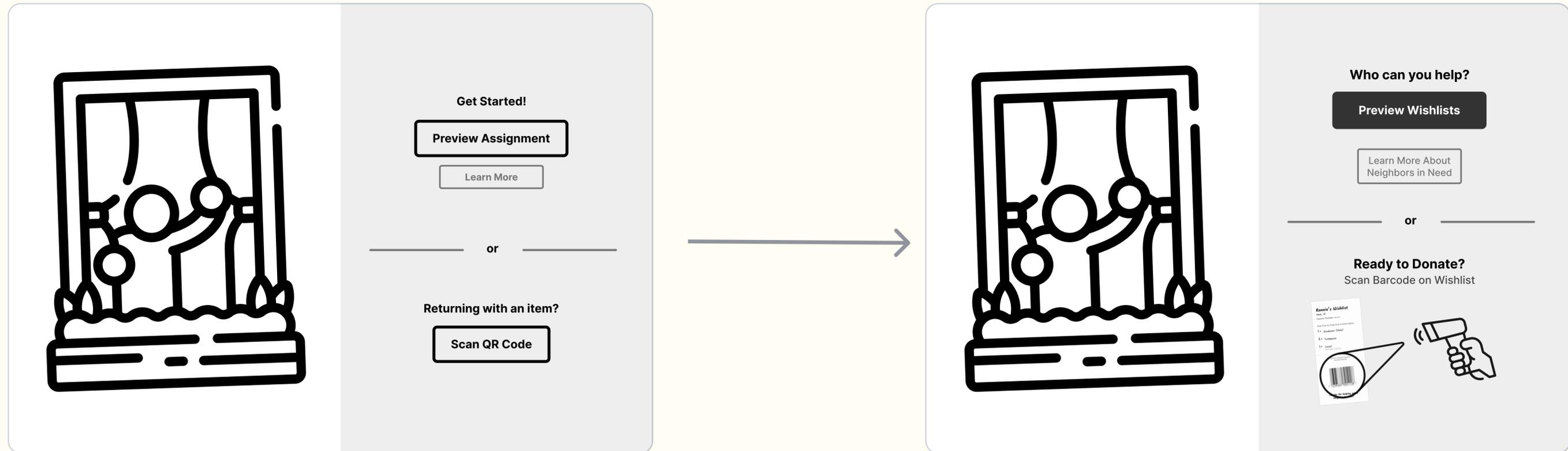
Locker UI was tested in the roleplay scenario and interated on once trends were spotted between tests

Iterating during Mid-fi Testing



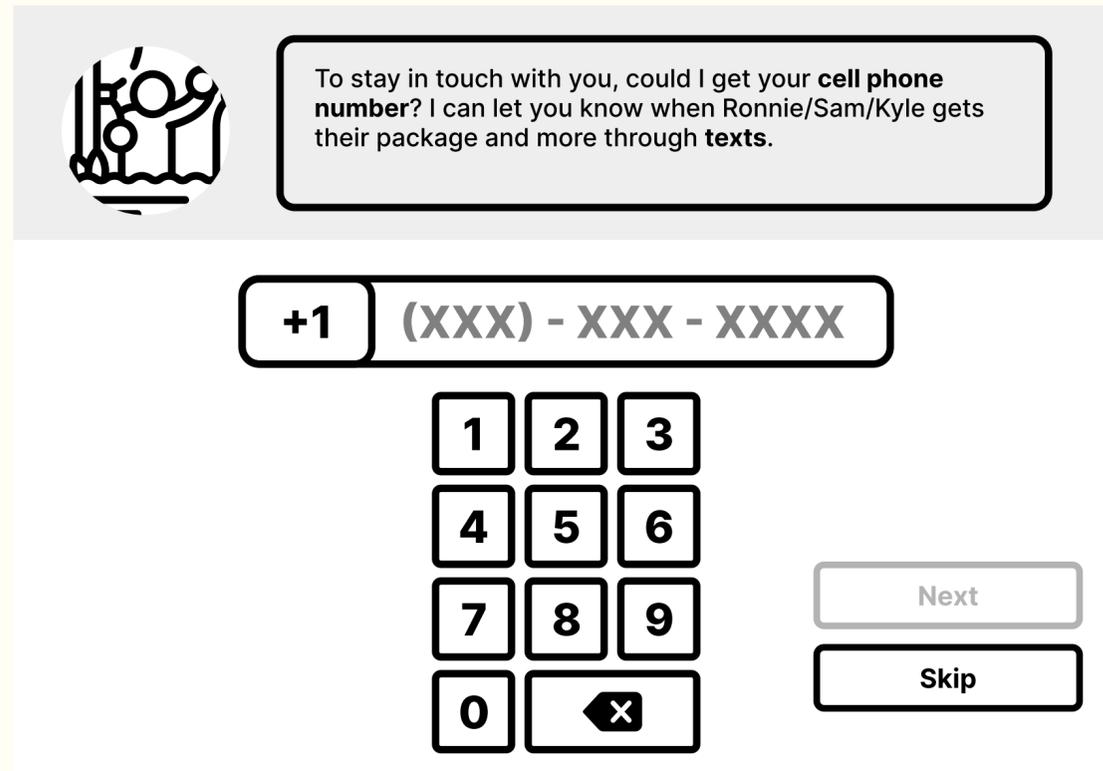
Reduced number of steps by merging screens and created clear button hierarchy

Iterating during Mid-fi Testing

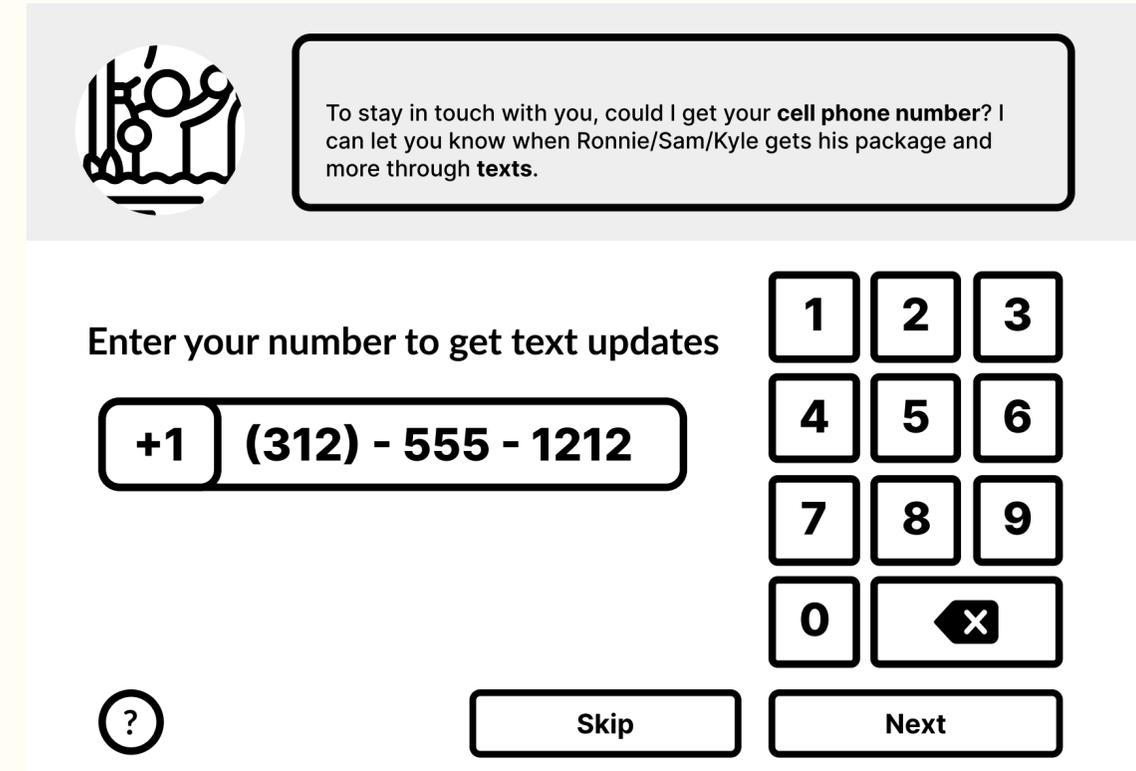


Improved labelling and organization to improve usability and hierarchy of actions it affords. Copy was made clearer and more actionable. Appropriate action-based headings are used more frequently.

Iterating during Mid-fi Testing



The initial design features a header with a logo and a text box asking for a cell phone number. Below this is a single input field with a placeholder "+1 (XXX) - XXX - XXXX". A numeric keypad is positioned below the input field, and "Next" and "Skip" buttons are to the right.



The improved design features a header with a logo and a text box asking for a cell phone number. Below this is a heading "Enter your number to get text updates" followed by an input field with the example "+1 (312) - 555 - 1212". A numeric keypad is positioned to the right of the input field, and "Skip" and "Next" buttons are below it. A help icon (question mark in a circle) is located at the bottom left.

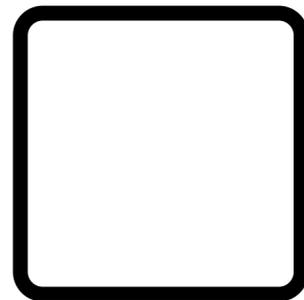
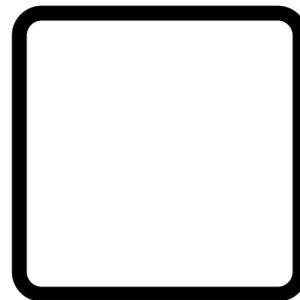
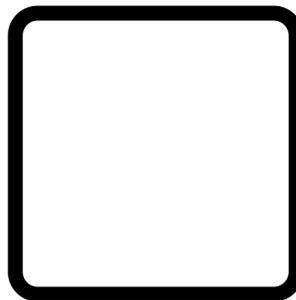
Improved labelling and organization to improve usability and hierarchy of actions it affords. Copy was made clearer and more actionable. Appropriate action-based headings are used more frequently.

Insights and Iterations from Testing



I just opened up the locker that you'll put your items for Ronnie/Sam/Kyle in. Start scanning your items and then place them right in the locker.

Scan Item to Donate



Next

or

Close locker to complete

Donors glanced over the fact that they had to scan items and instead immediately put the item in the locker

Displaying items one-by-one was complicated and didn't show fulfillment of wishlist items

Recipient webportal

Low-fi

(Logo) 

illustration + current status of packages

Packages in Progress

Cereal, Toothpaste, Bread Package from Tina	Ready for Pickup
Milk, Body wash, Paper Towel Pending	Request Received
Water, Oranges, Razor Pending	Waiting for Approval

[Manage Items](#)

 Patrick J.
+1 404 9456783
patrick.j@gmail.com
School of North Georgia - 002364758
Favorite Sport: Tennis
Hobby: Painting

(Logo)

(map of route)

Package from Tina

Order #2045786

Status:

- Request Received by Kroger
Monday 14th, 3:00pm
- Wishlist Collected
Tuesday 15th, 5:00pm
- Dropped off at Locker
ETA: Thursday 17th
- Ready for pick Up
TBD

Items in Package:

- Honey Nut Cheerios
Cereal
- Crest Pro Advanced Toothpaste
Toothpaste
- Honey Oat Bread
Bread

Request Items

Add request
Please add items from highest priority from 1-5

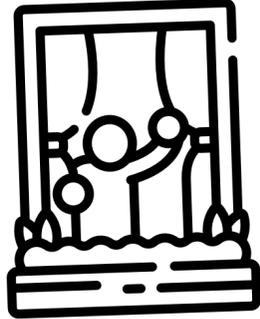
- Honey Nut Cheerios
Cereal
- Honey Oat Bread
Cereal
- Open slot 3
- Open slot 4
- Open slot 5

All Packages Past

Cereal, Toothpaste, Bread Package from Tina 01/21/21	Picked up
Milk, Body wash, Paper Towel Package from John 02/03/21	Picked up
Water, Oranges, Razor	Picked up

Donor webportal

Mid FI



Who can you help?

Returning User

or

New User

Enter your phone number

Enter OTP

Submit

Past donations **New Donation**

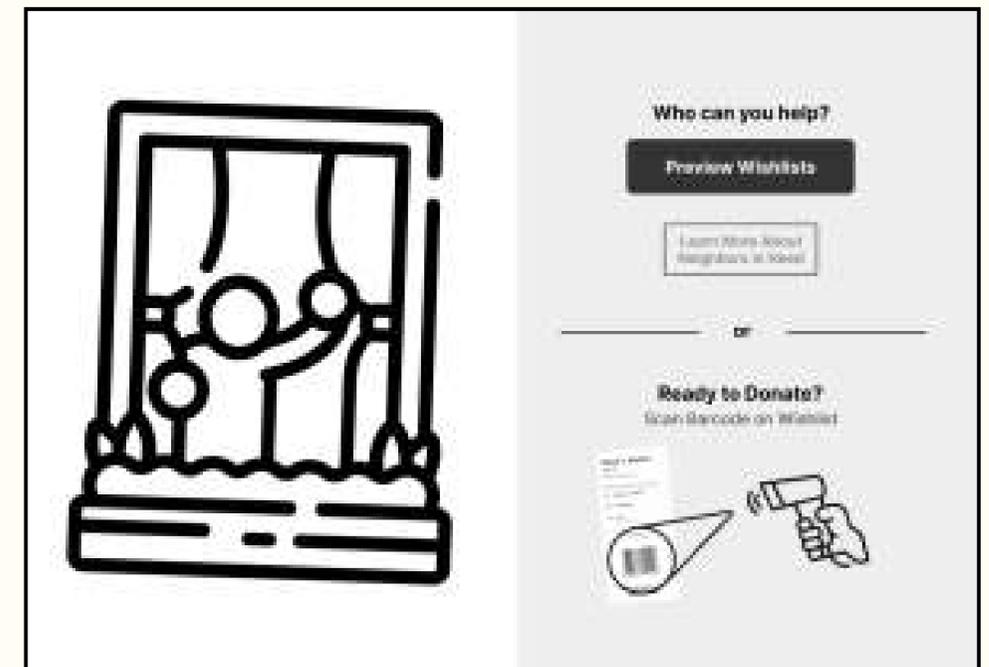
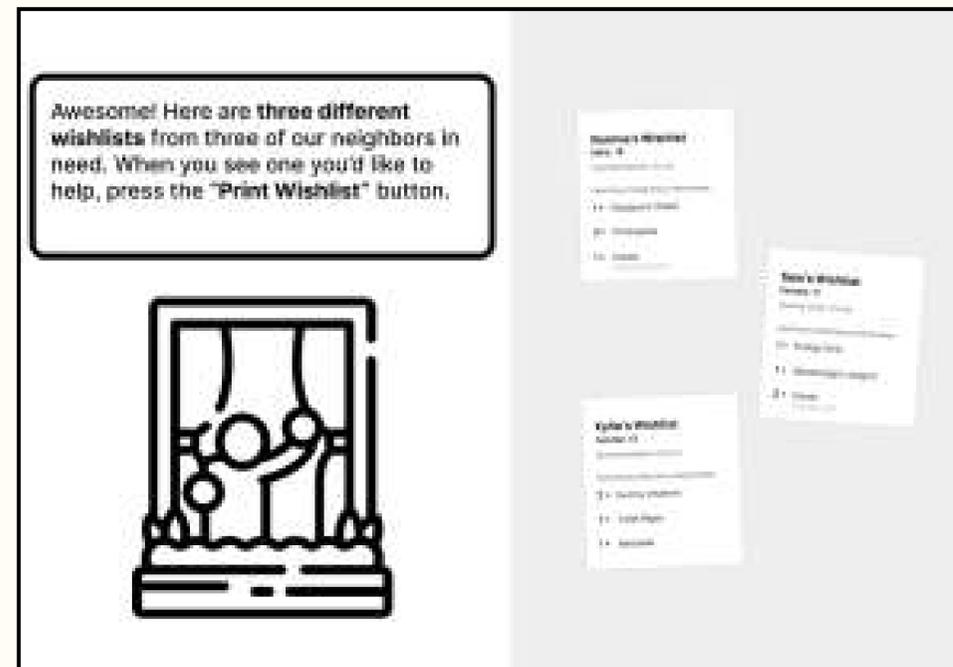
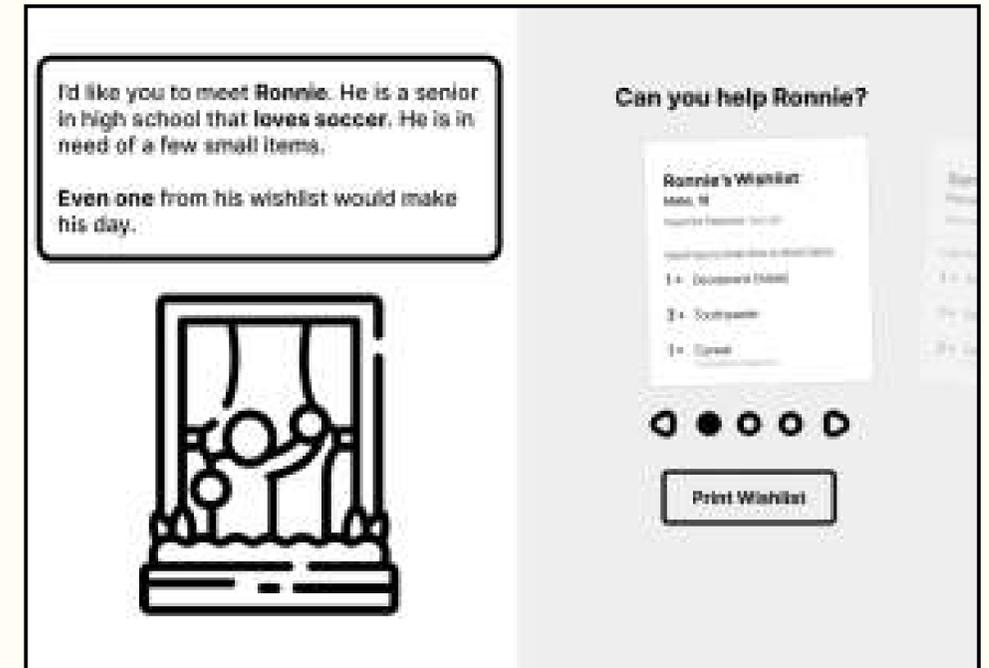
Thank you for choosing to donate!
Please pick one wishlist from the following to proceed.

< >

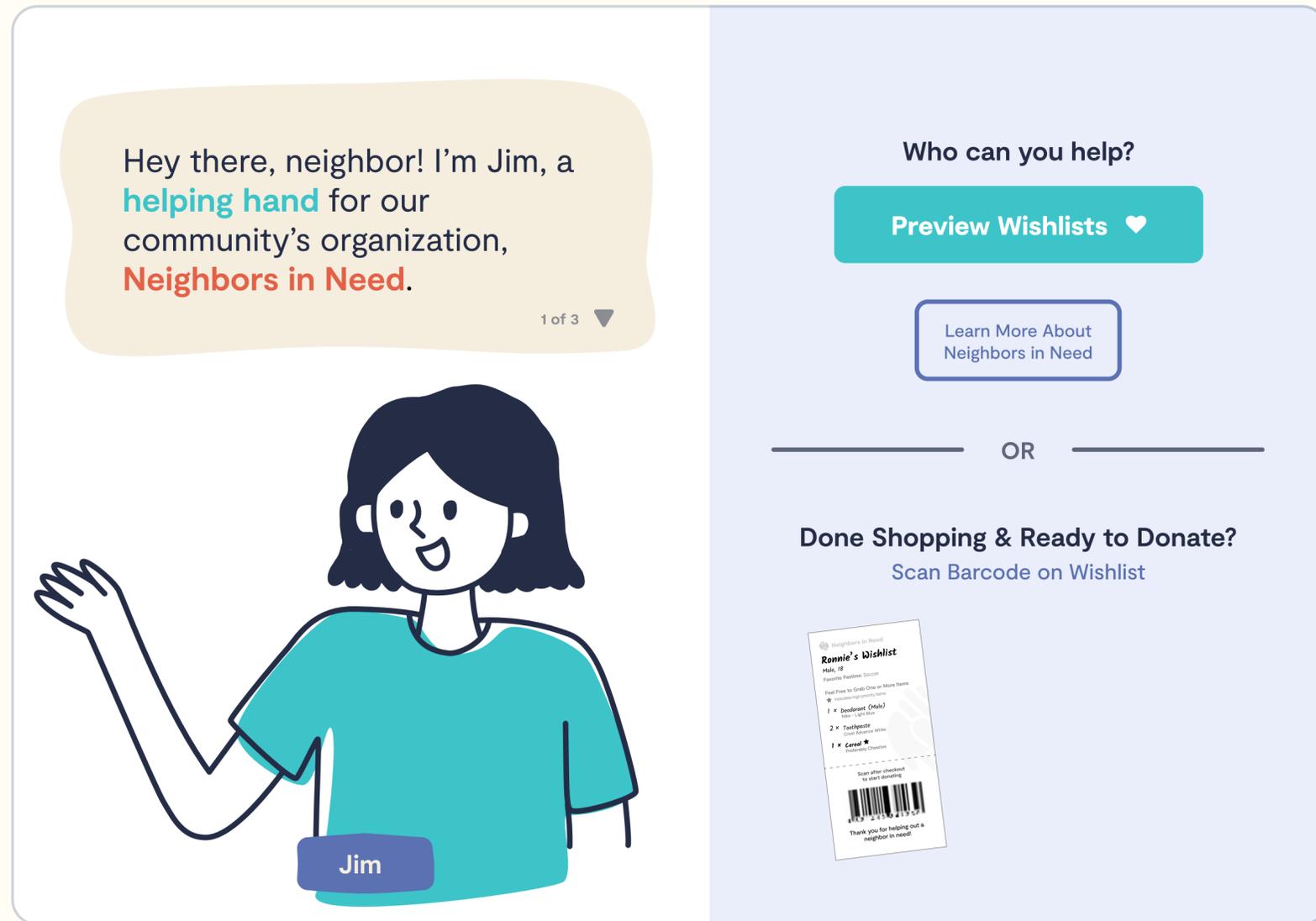
Select Wishlist

Donor webportal

Mid FI



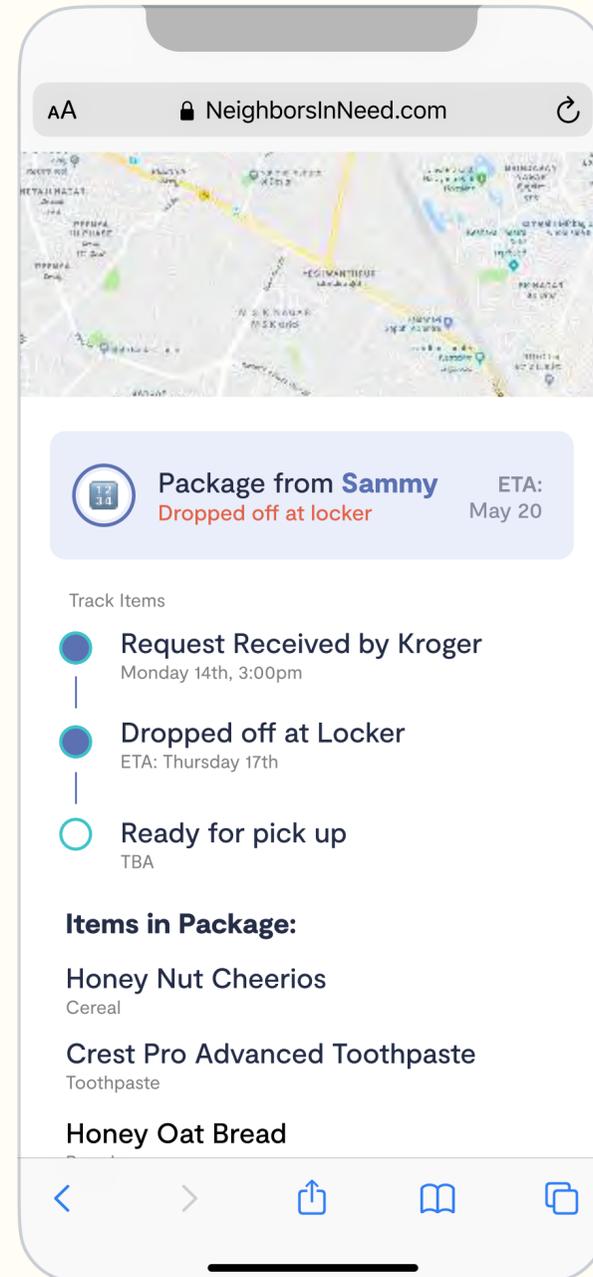
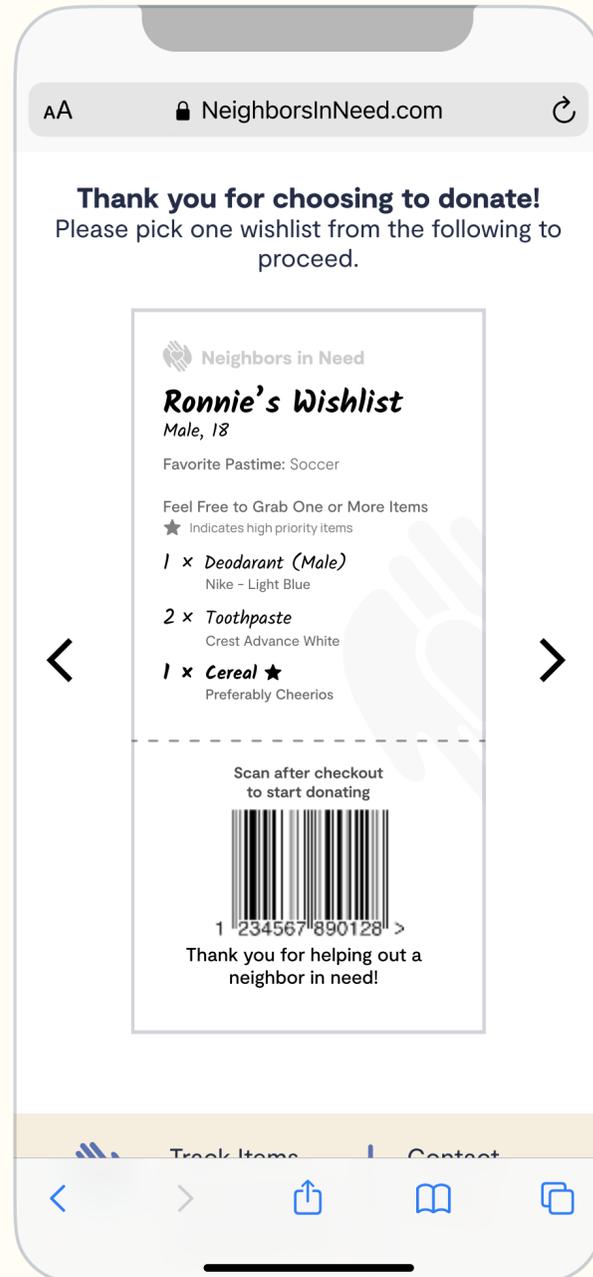
Insights and Iterations from Testing



Expert Evaluation

Color, hierarchy and iconography still needs to be worked on

Insights and Iterations from Testing



Expert Evaluation

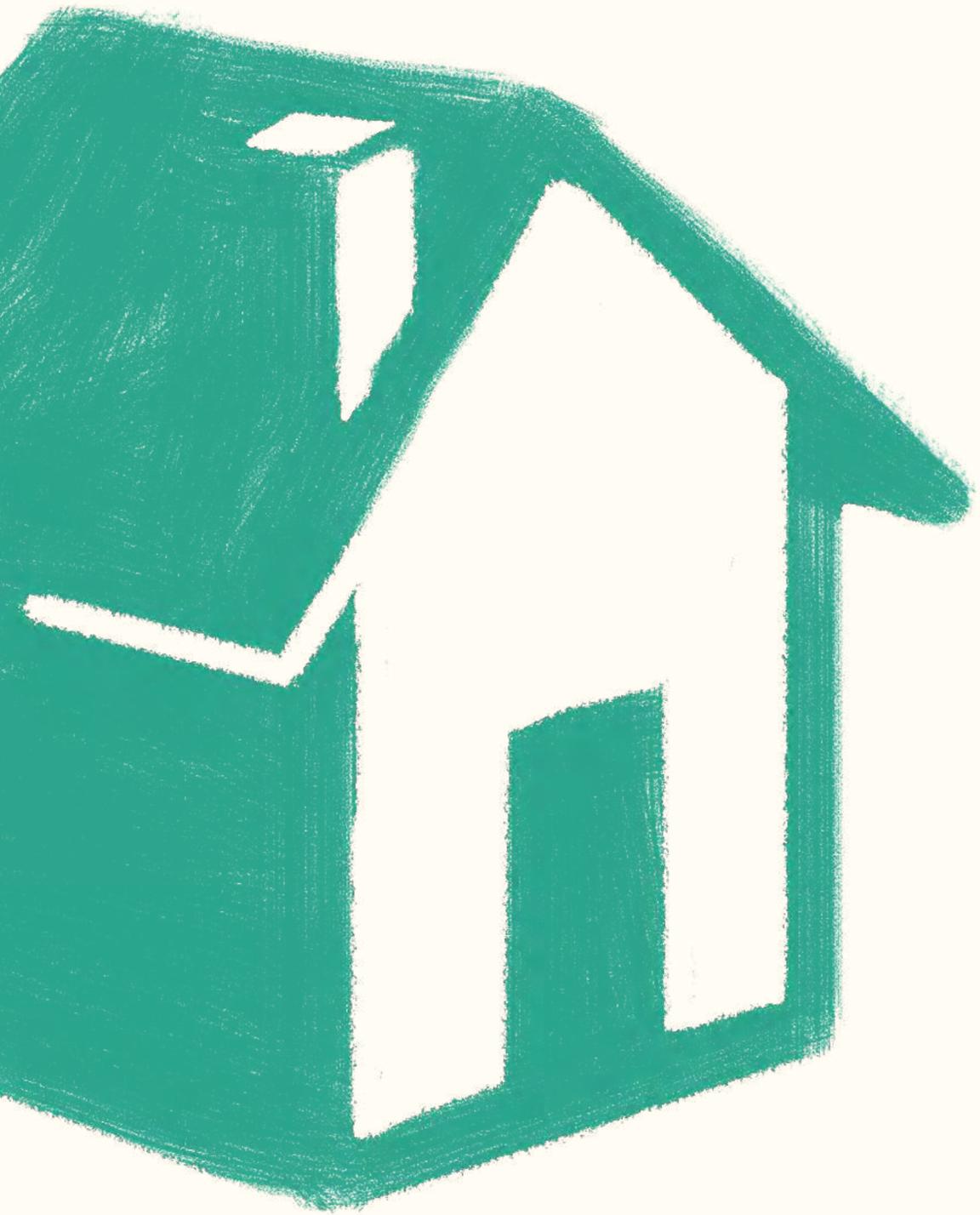
There is a lack of easy navigation - no global navigation present on many screens and a lackluster footer.

Like the higher fidelity locker UI, color and hierarchy still needs to be addressed.

Changes Needed to Adapt to Mental Model



Tasks users need to complete would have to be adapted to their mental model of how they expect to take the wishlist as well as donate. These are drawn from the observations during testing sessions.



Sections

Research

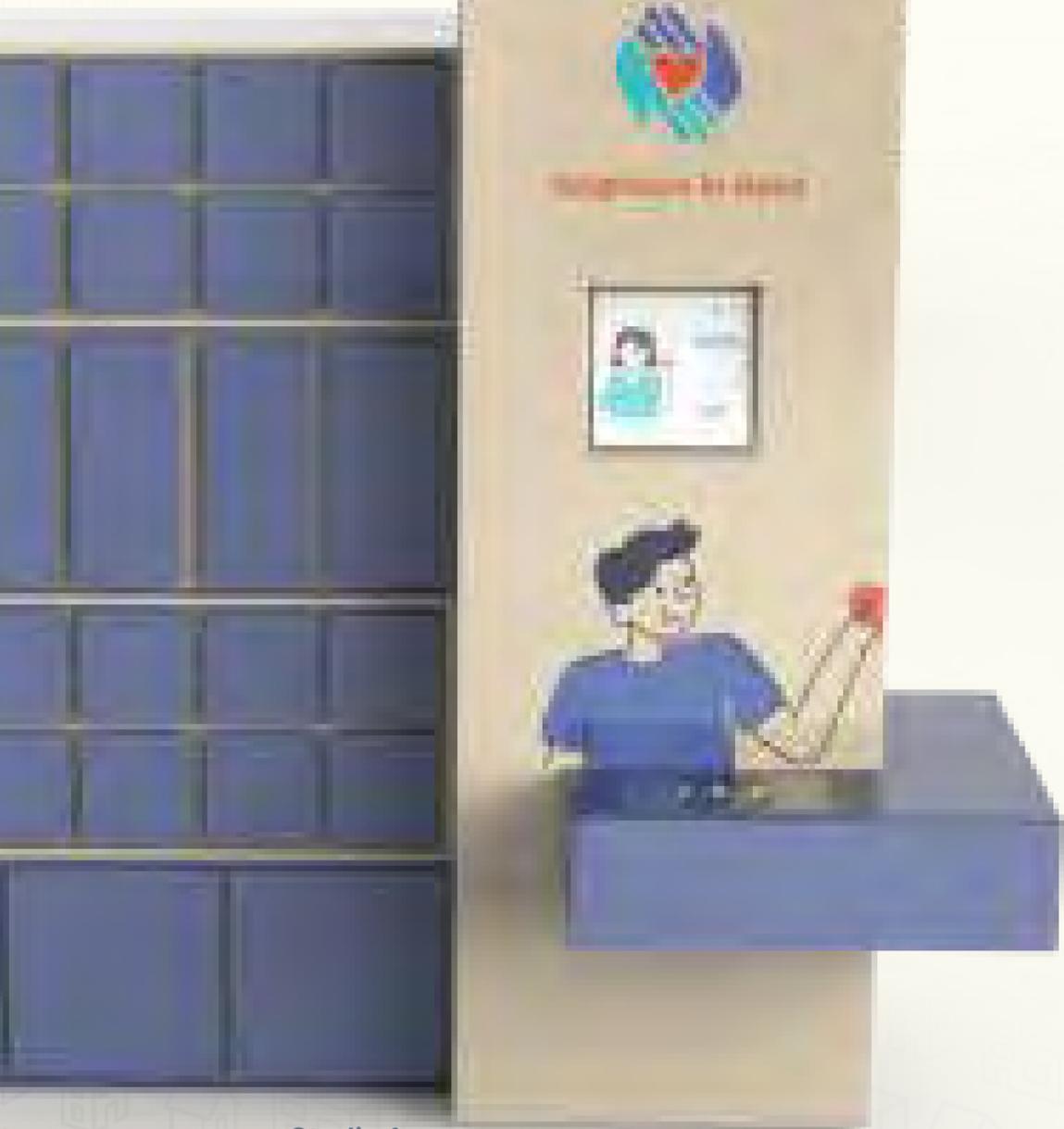
Concept

Evaluation

Final Deliverables



Vision Movie: <https://vimeo.com/554129152>



Helping neighbors one grocery trip at a time.

Neighbors in Need is a program which allows **community members** to make **direct donations to youth** at-risk of homelessness in their area.

Core Features

Positive Branding

Connecting donors with community members in need through easy, accessible, **small-scale donations**

Our Service

Housing the donated items and **distributing** them to schools and community centers

Additional Connections

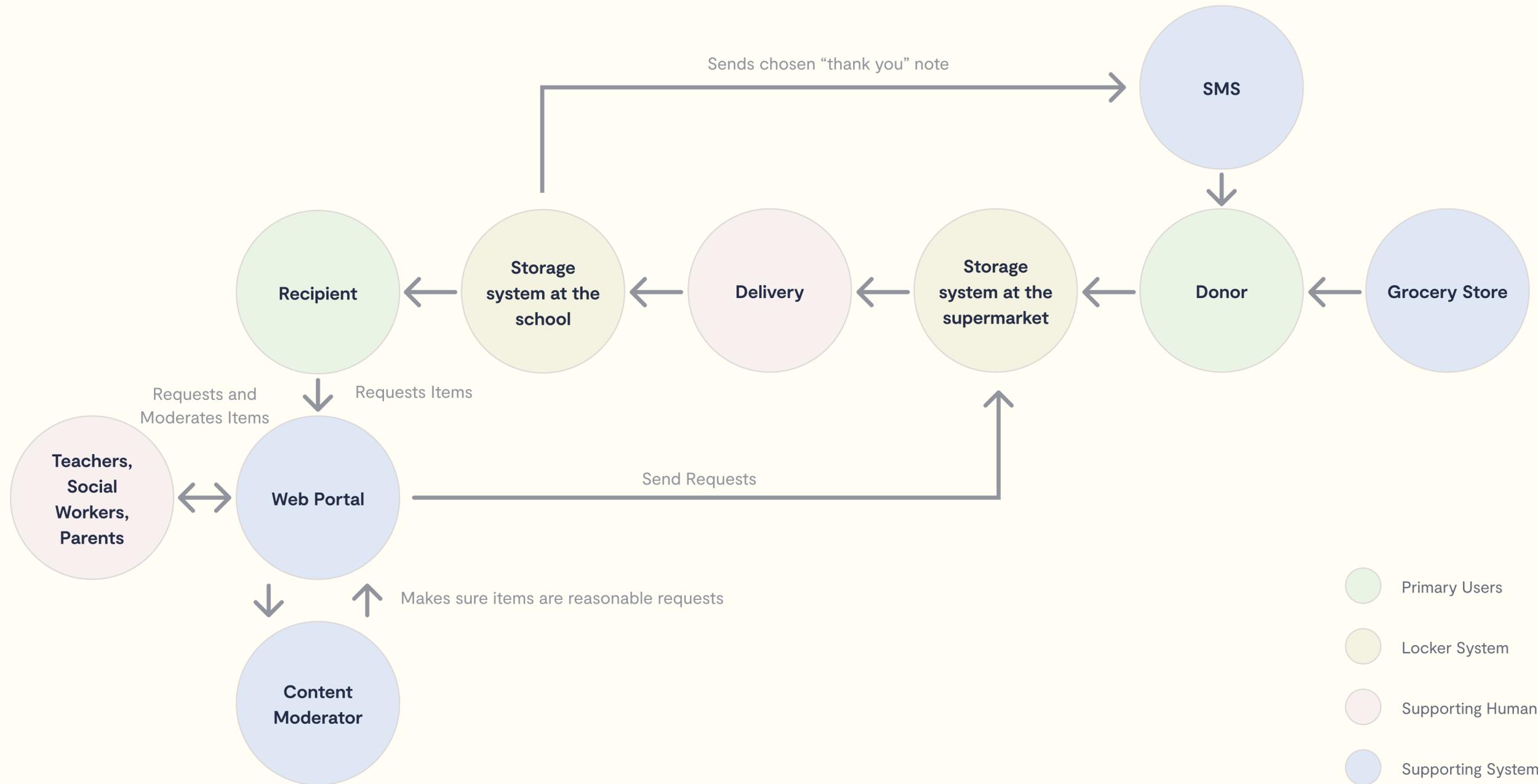
Web portal and SMS messaging for quick and **easy requesting, tracking, and more**

Story Concept

By using the metaphor of helping a neighbor out, we are connecting all community members together, no matter the class standing. Whether you're low, mid, or upper class, you're neighbors.

Humanizing those in need allows for a better empathy connection from community members with disposable income, encouraging them to do their part to help those in need in their own home community.

Interaction Model





Donors
Community Members



Receivers
Youth at-risk of Poverty

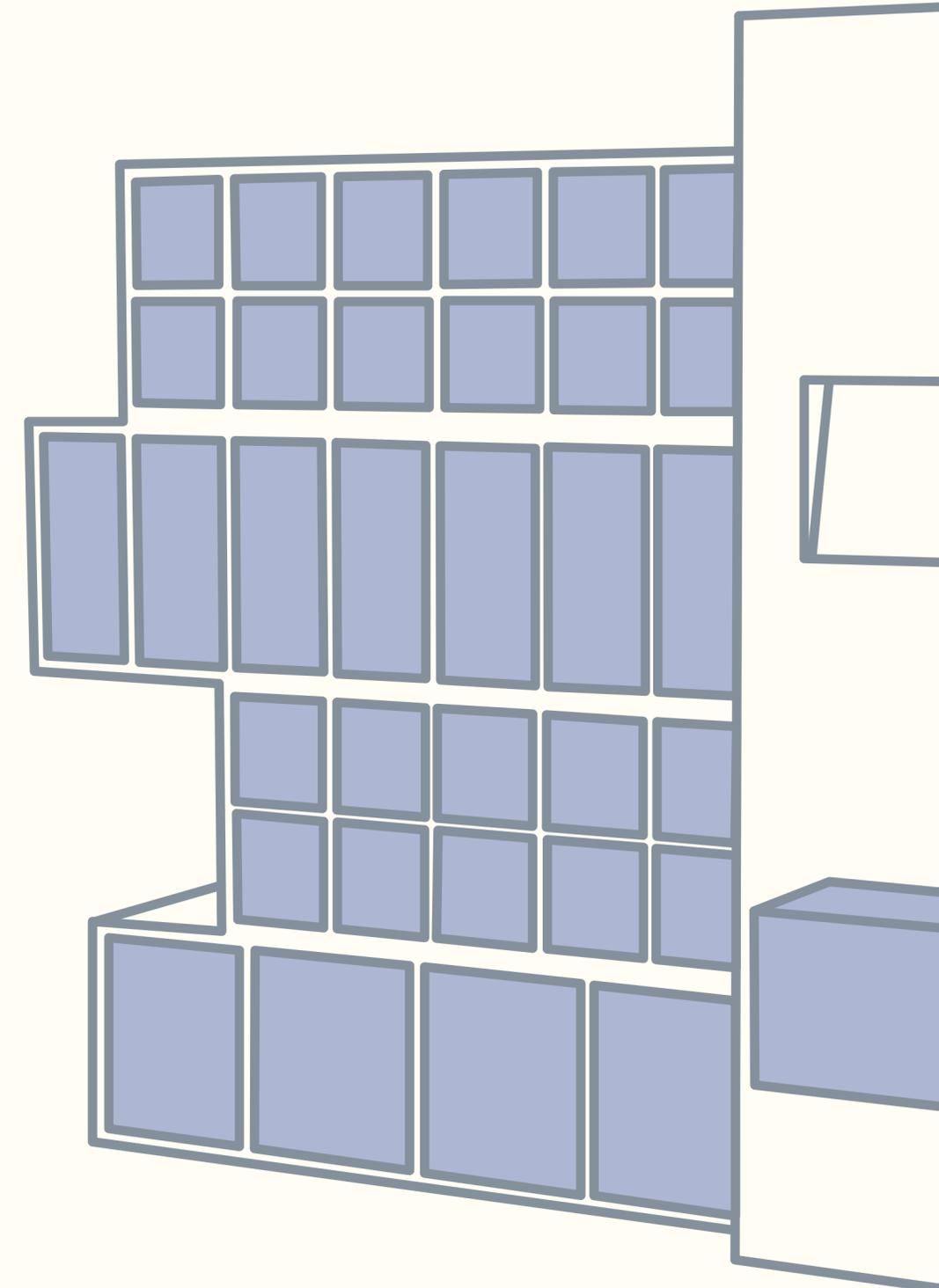
Donors

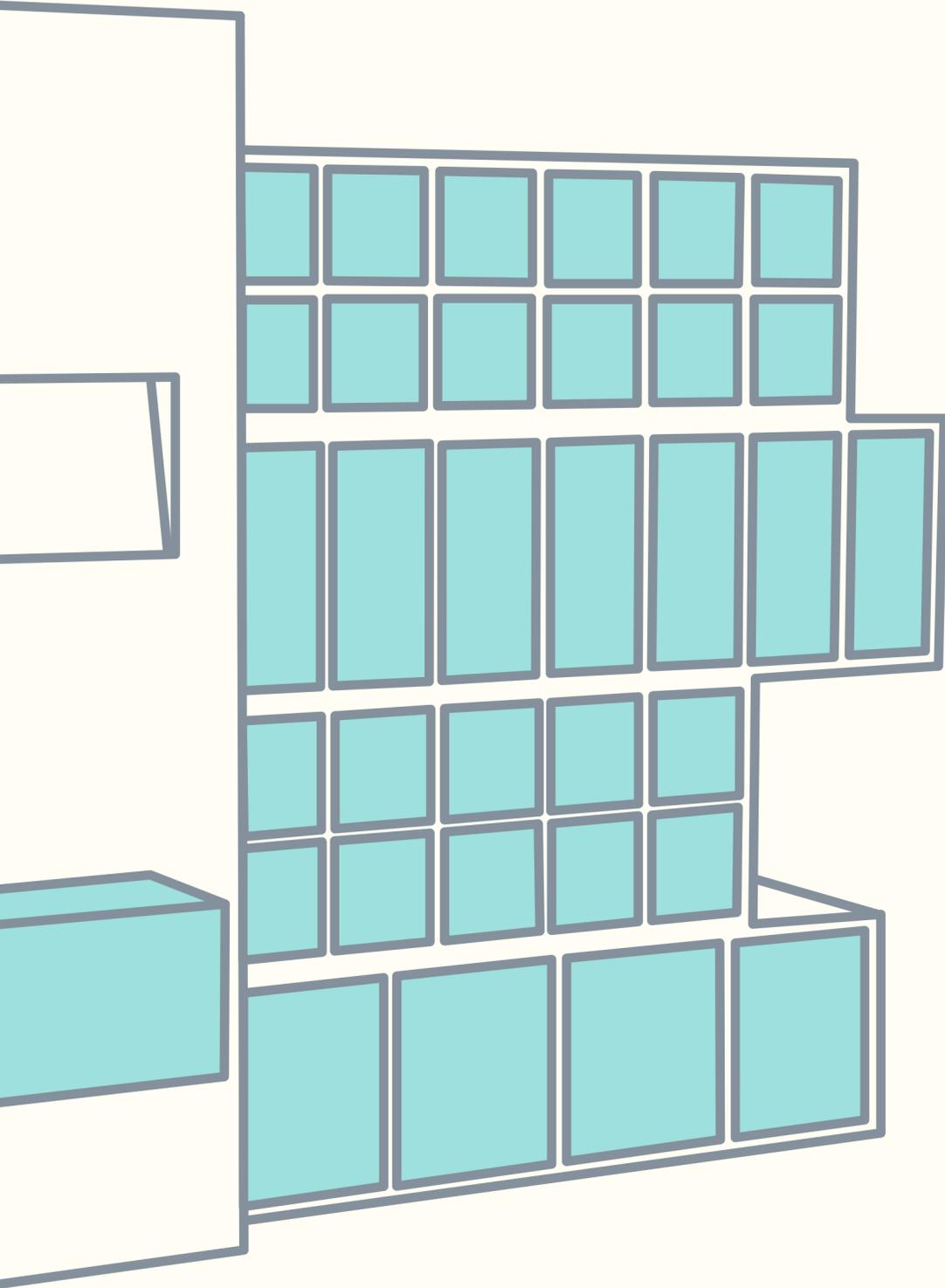
Who?

Anyone in the community with disposable income to help those in need

Needs?

An easy, practical way to give back to their community, where they know their donations are being sent to those in need





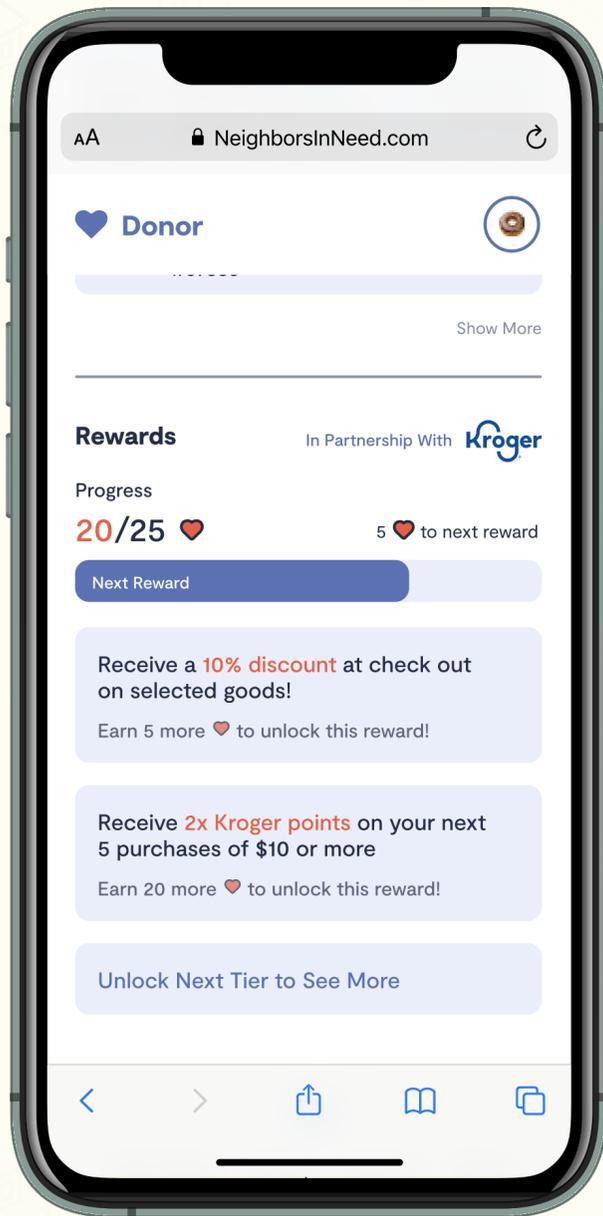
Receivers

Who?

Receivers are anyone student-aged in the community in need. Neighbors in Need runs primarily through middle and high schools, so students 11-18 are able to request items for them and their family

Needs?

An easy, discrete way to request basic items to keep their family afloat during hard times



Donor Benefits

For any grocery store that the donor purchases items from, **benefits** in the form of **white labeled “store points”** for the donor will be collected from the same grocery store. In this case: Kroger Points.

Types of benefits: Discount on specific items & Grocery store points, i.e Kroger Points. Donations are tax deductible, too!



MESSAGES

now

252-80

Neighbors in Need: Hi Mark! It's tax season! And you've donated \$201.46 this year with Neighbors in Need. Follow this link to see how...

Value Proposition

Direct to consumer donations, which are prioritized and curated specifically by those in need.

Provide **greater consumption for businesses**, higher revenue through larger purchases, and as helps move along stock

Personalized approach for donors, who feel that they are making a difference in a real tangible person's life.

With enforced **positivity and ease of use**, it has never been easier to help out those in need with only \$5 and 5 minutes of your time.



Neighbors in Need

Blue signifies our Donor locker



Neighbors in Need

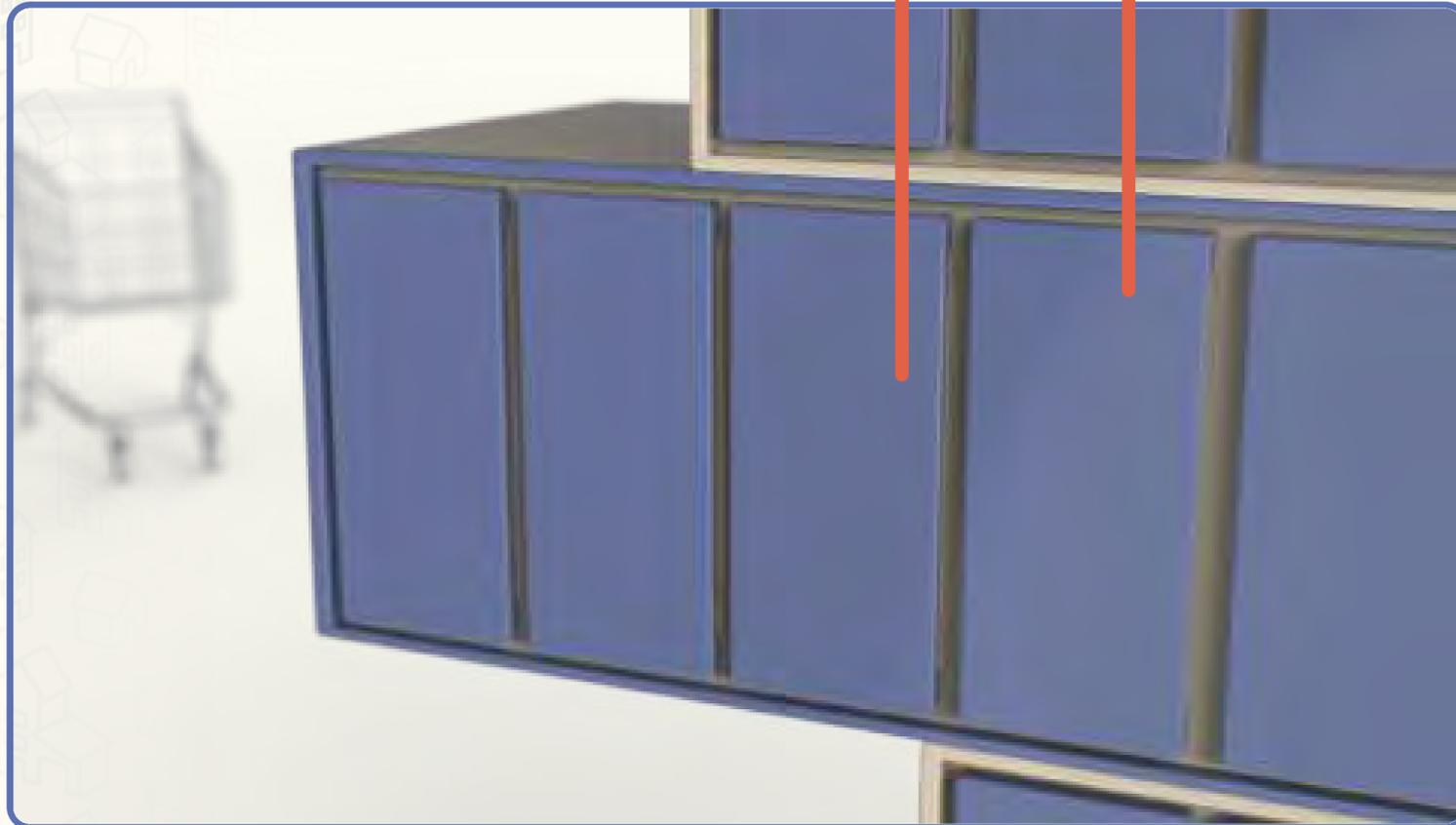


Touchscreen interface

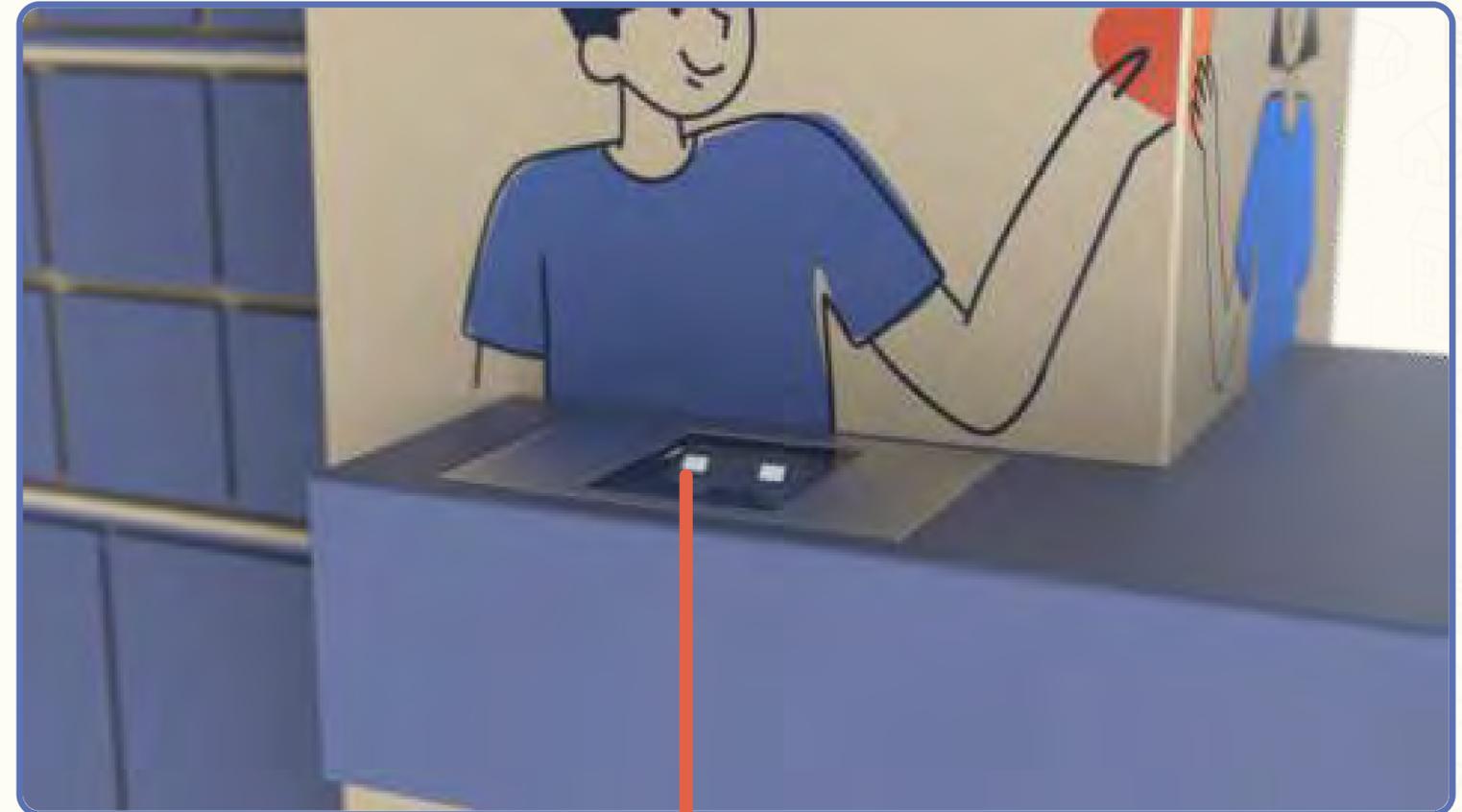
Positivity in branding

Grocery rack and seat

Automatic opening locker

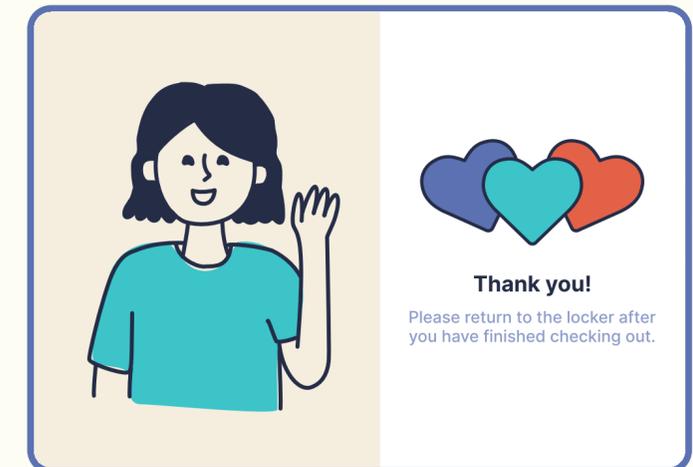
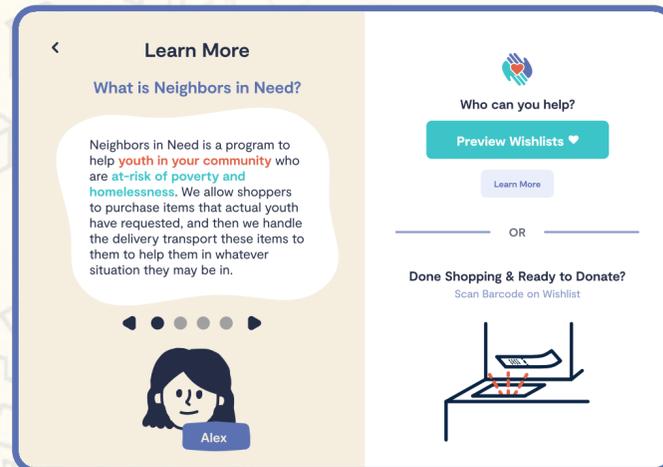
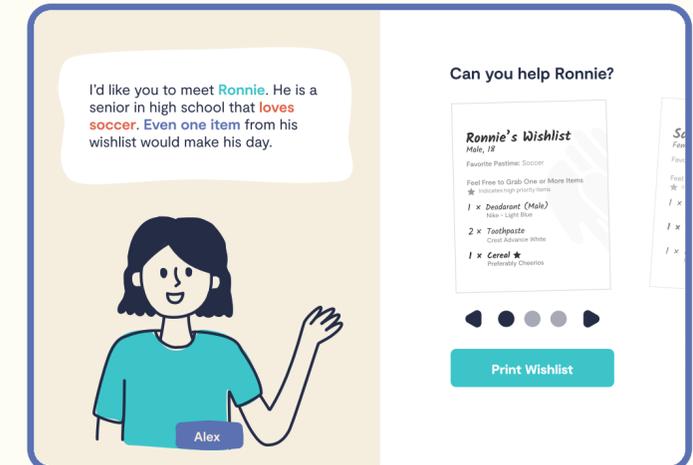
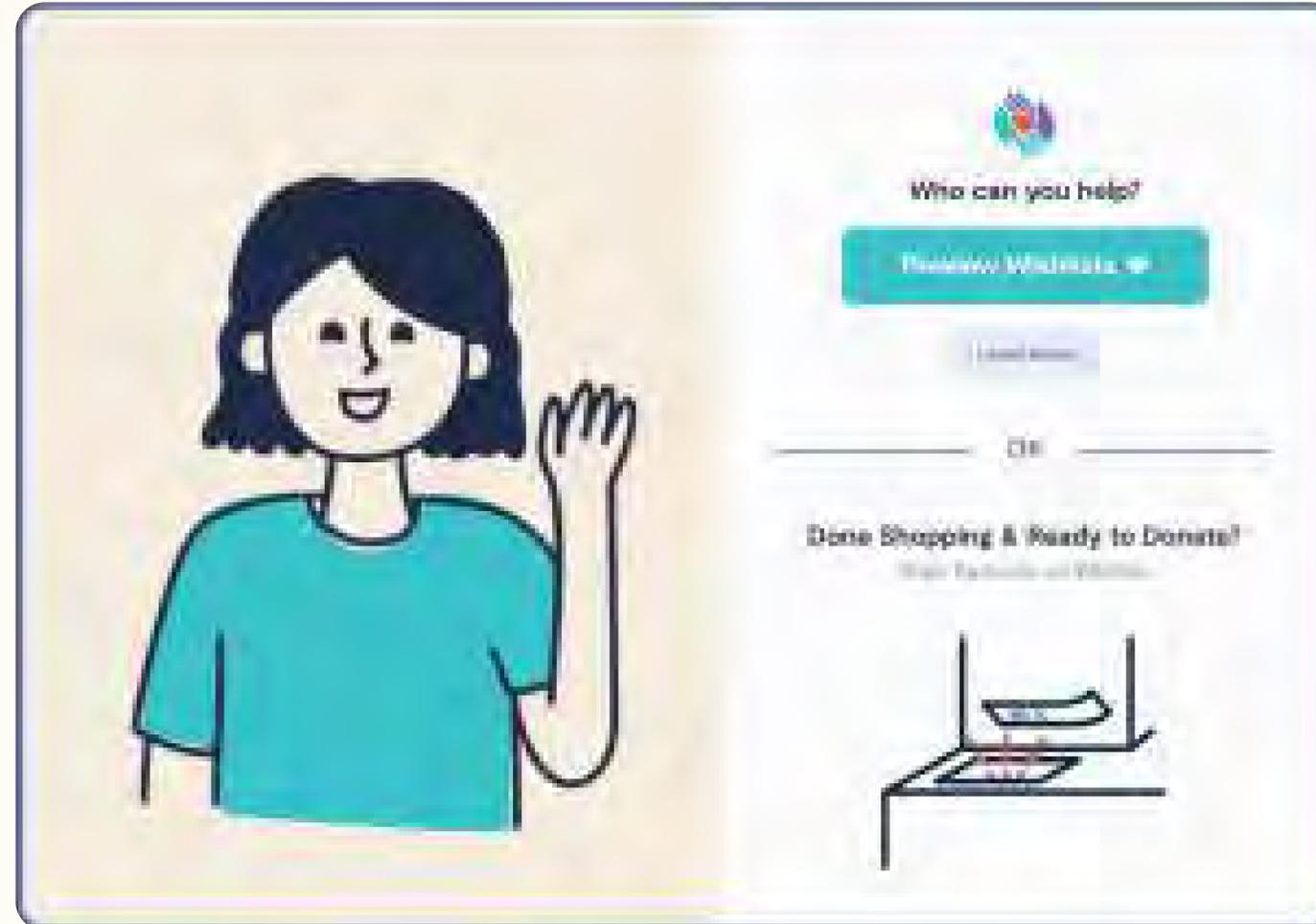
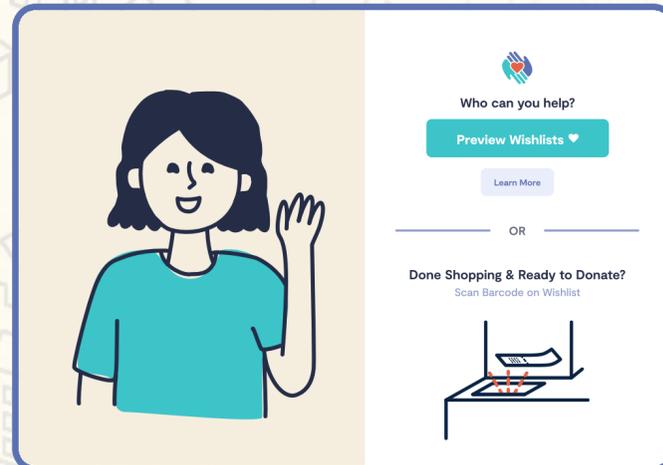


Different sizes for different grocery items



Tabletop scanner

Donor Locker - Receiving a Wishlist



Friendly **micro-animations** make deciding to donate a breeze
Pick one item or multiple to donate to a kid in need

Wishlists

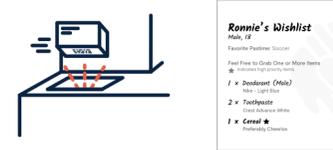
Personalized and humanized while stating requested items with barcode on the bottom to scan



Donor Locker - Scanning your Items

Alex: First things first, go ahead and scan your donatable items using the scanner. Then, I'll open up a locker to your right to place all your donated goods.

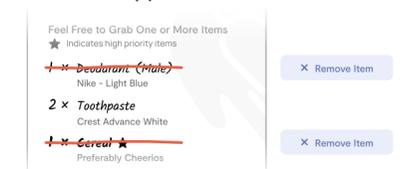
Start Scanning Item(s) to Donate



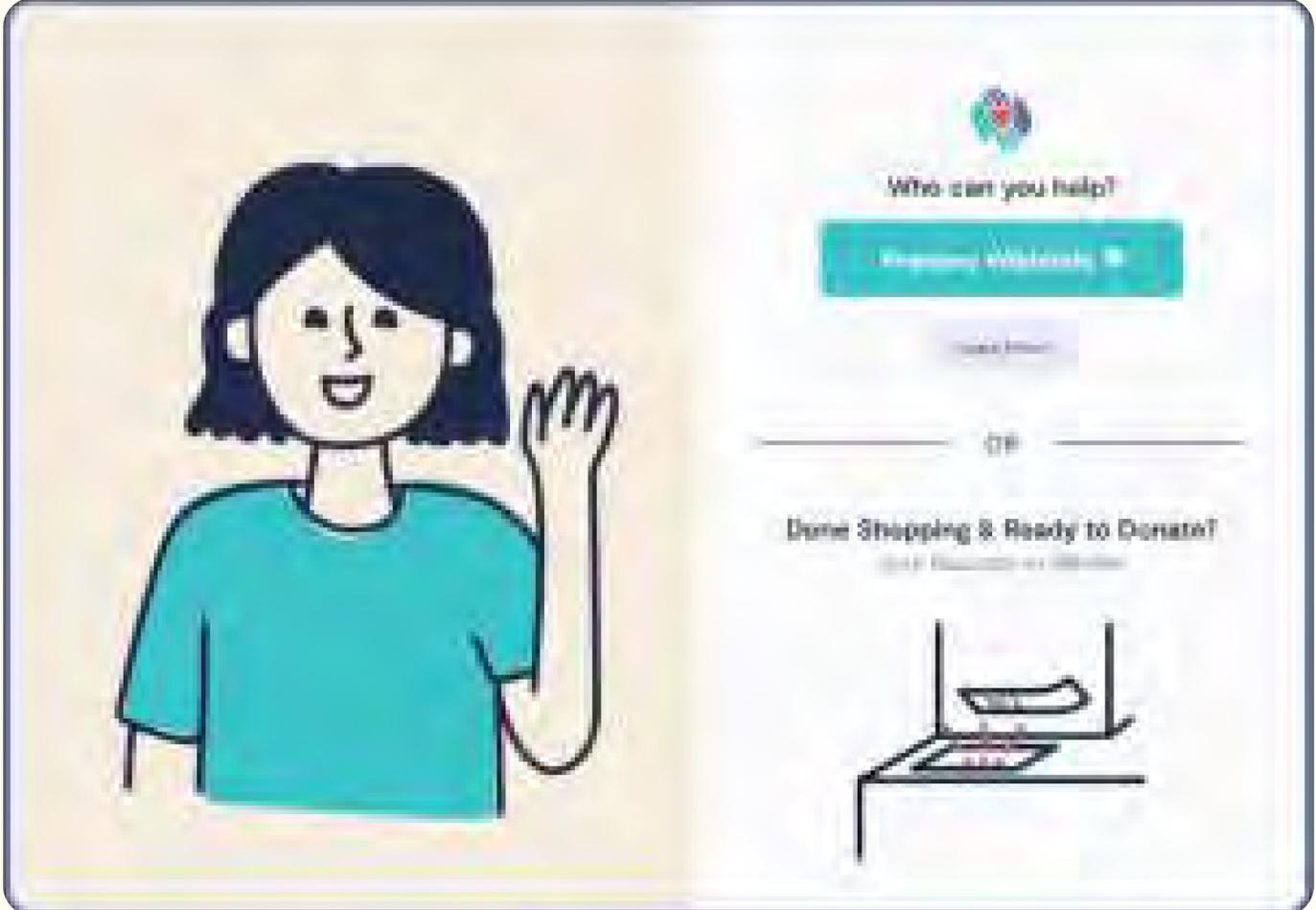
Cancel

Alex: Amazing, two out of three! Generosity has no limits. I can already see the smile on Ronnie's face when he unboxes his package.

Scan Item(s) to Donate

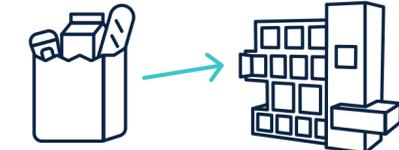


Done Scanning



Alex: I've opened up a locker to your left. Feel free to put the items in. Let me know if it doesn't fit and I can open up a bigger one for you.

Put Items into Locker



Need a Bigger Locker?

Alex: To stay in touch with you, could I get your cell phone number? I can let you know when Ronnie gets his package and more through texts.

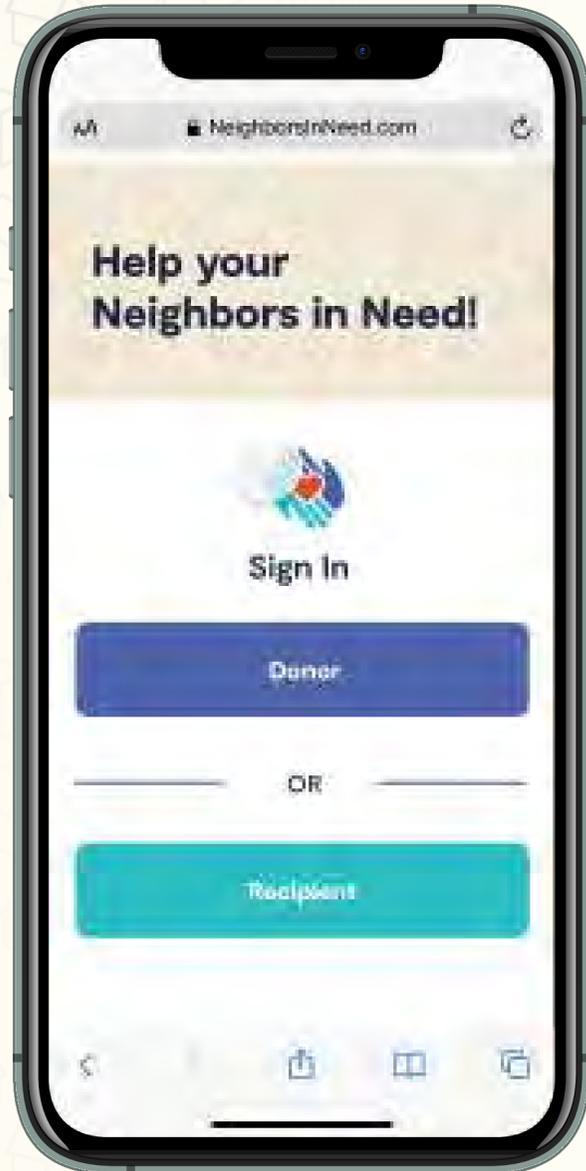
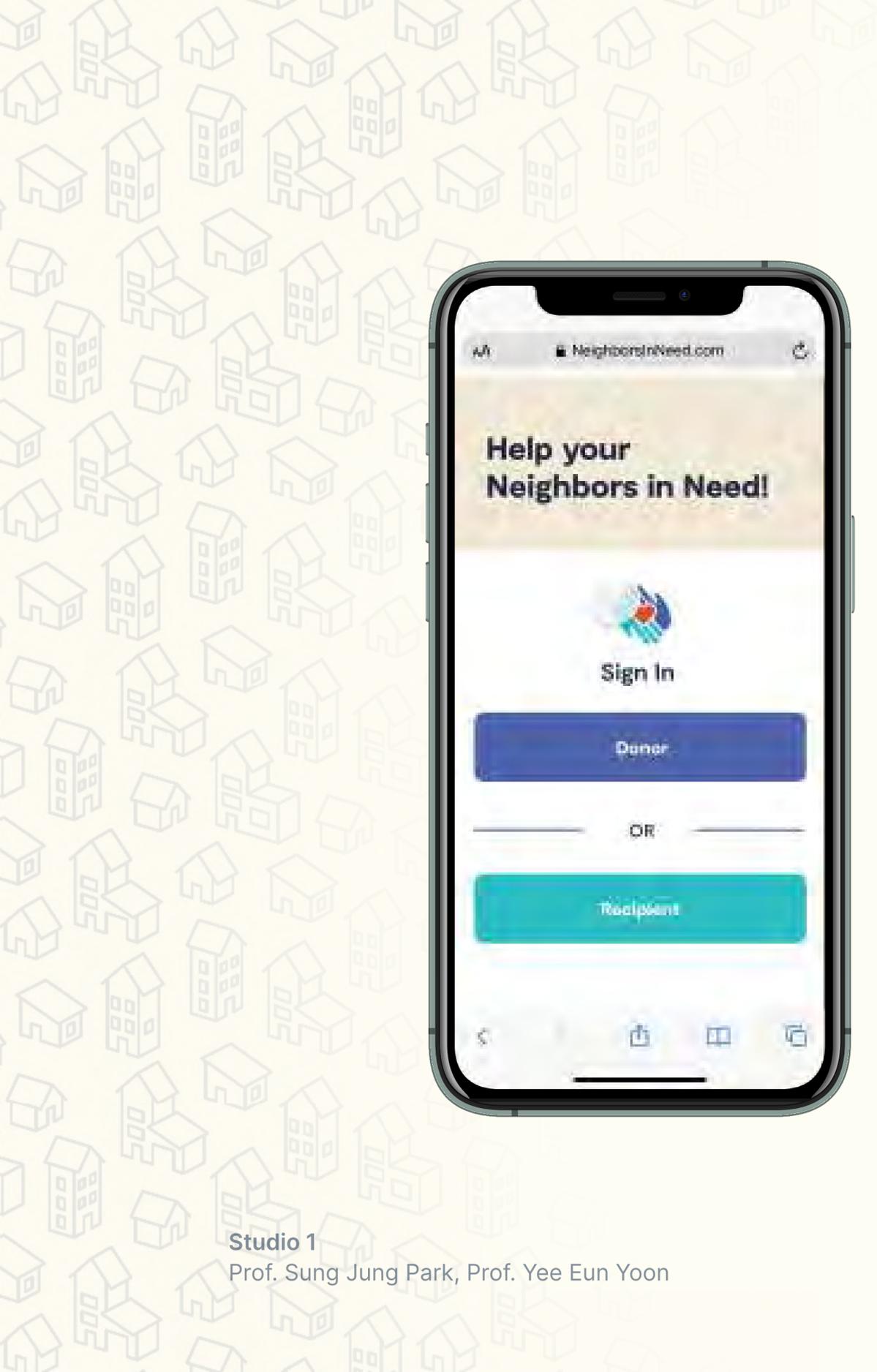
Enter your number to get text updates

+1 (312) - 555 - 1212

1	2	3
4	5	6
7	8	9
0	✕	

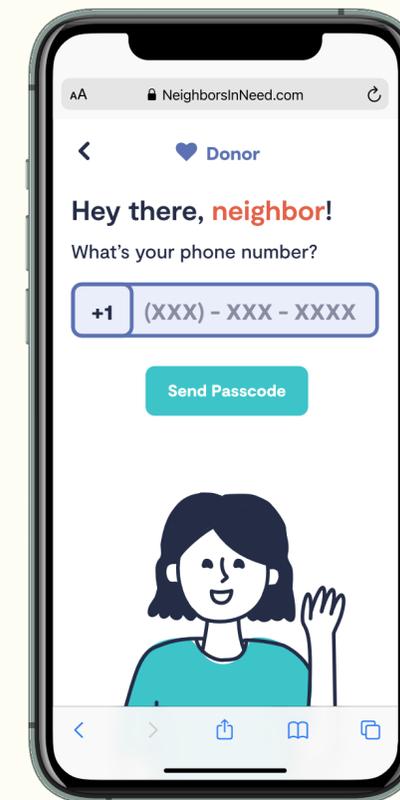
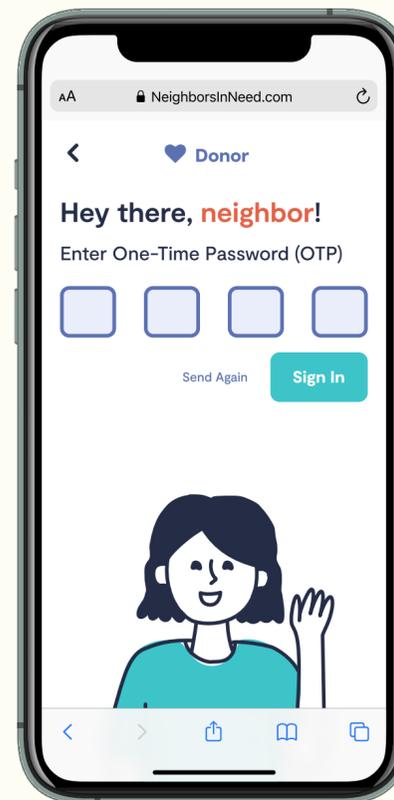
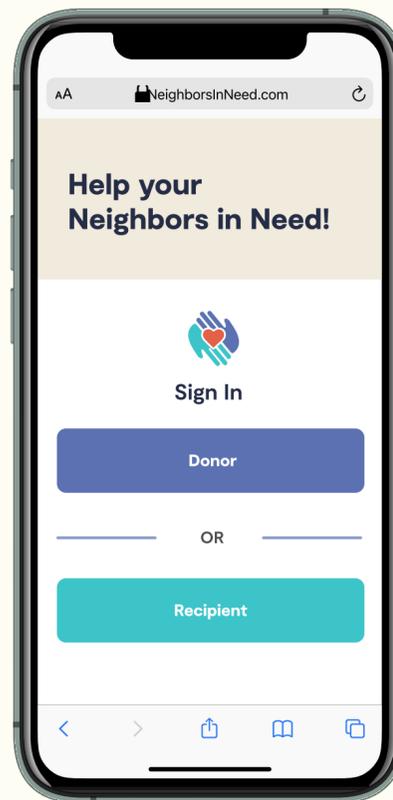
Skip Next

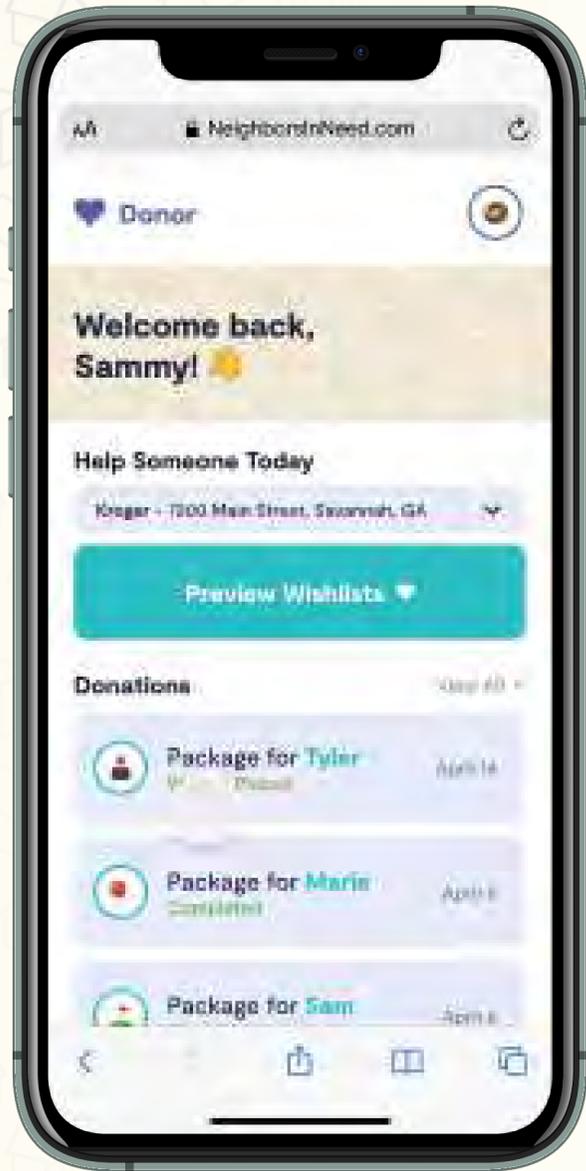
Easily scan items to donate them.
Locker door opens after items have been scanned



Onboarding

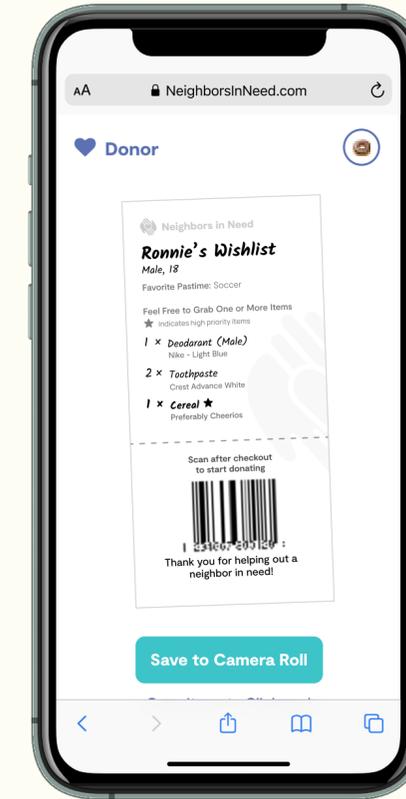
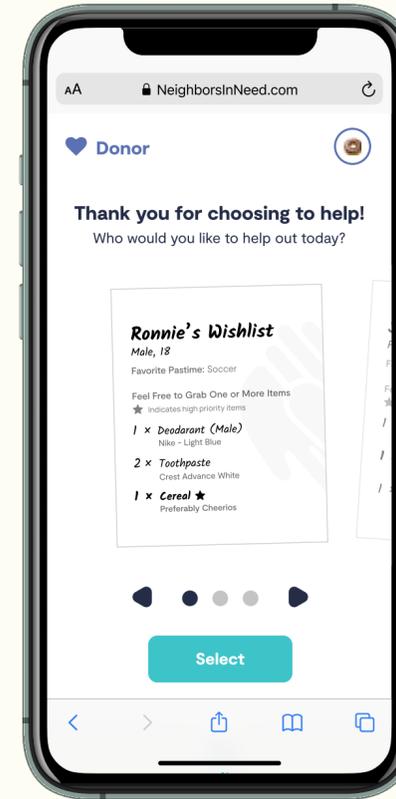
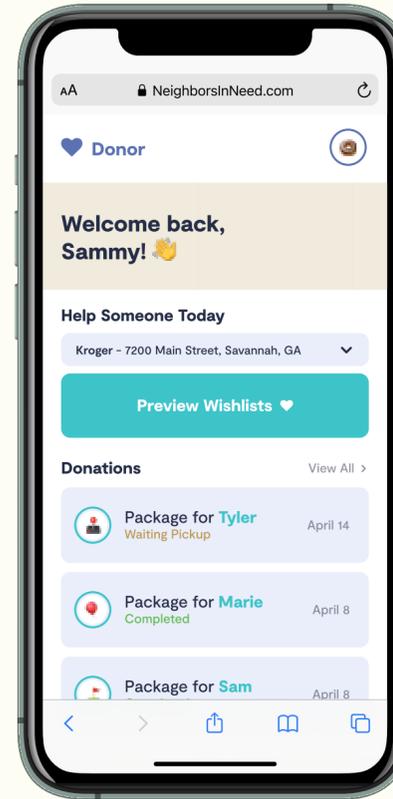
Choose between **Donor** or **Recipient**
One-Time Password for easy login



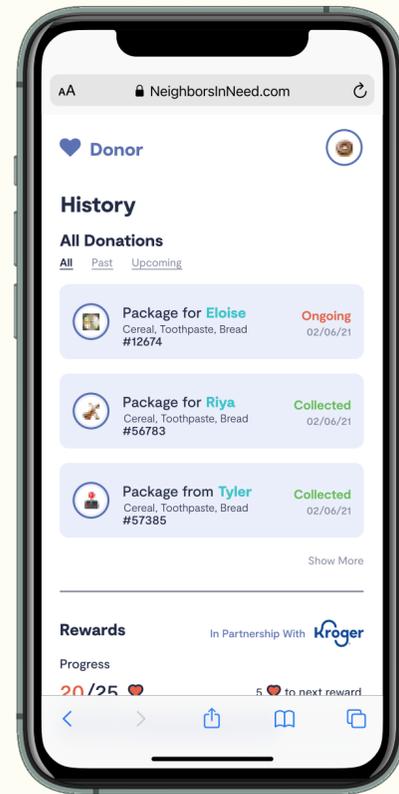


Selecting a Wishlist

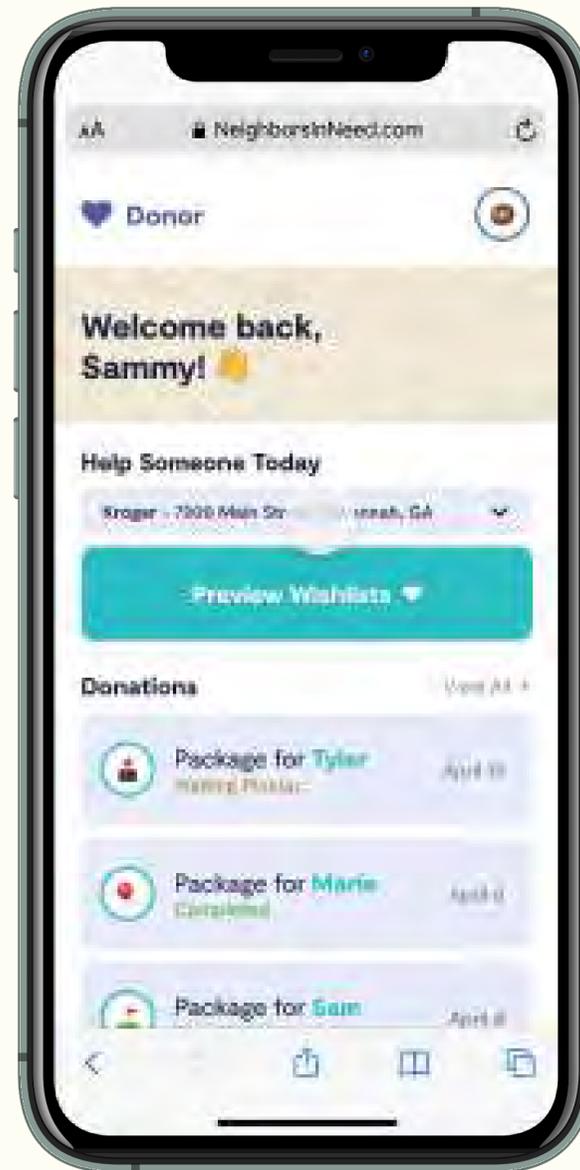
Choose a wishlist from multiple kids in your community
Buy one or all items to donate to the recipients



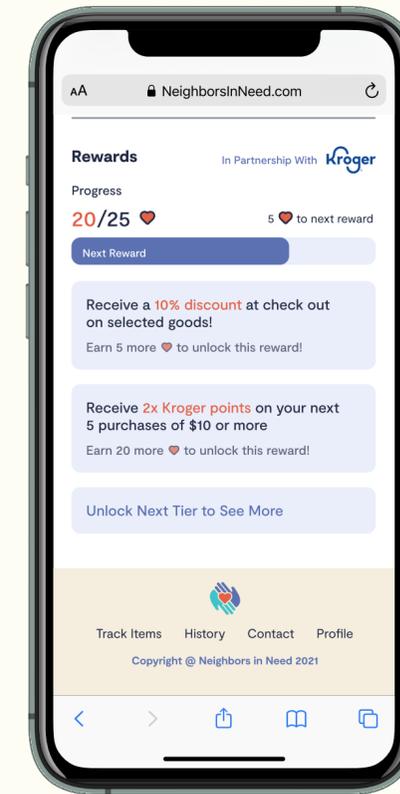
Checking Donation History



See **past donations** and **track delivery**

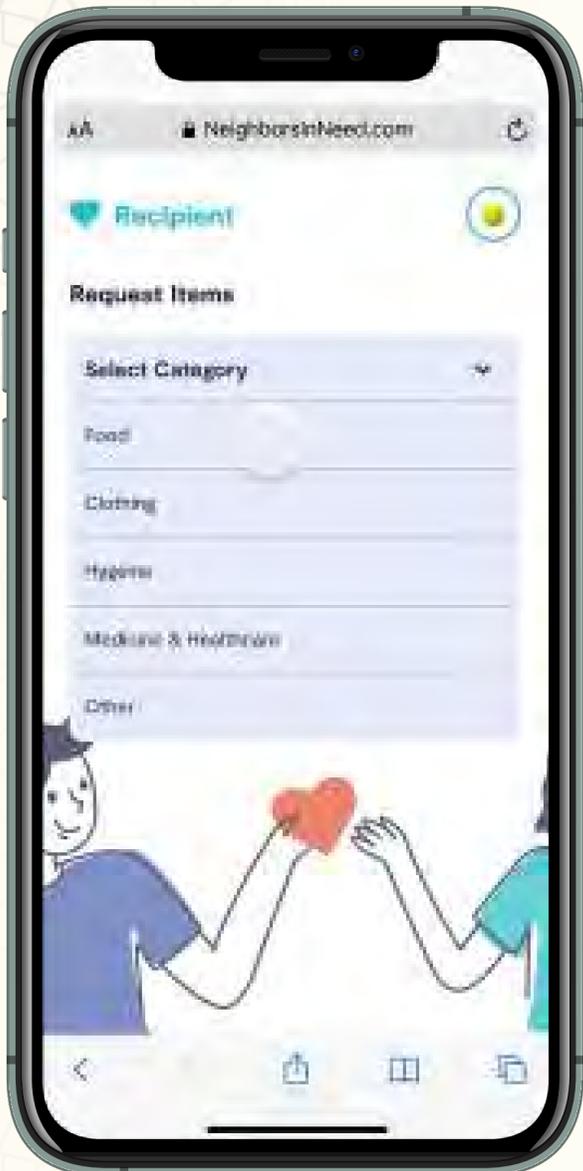
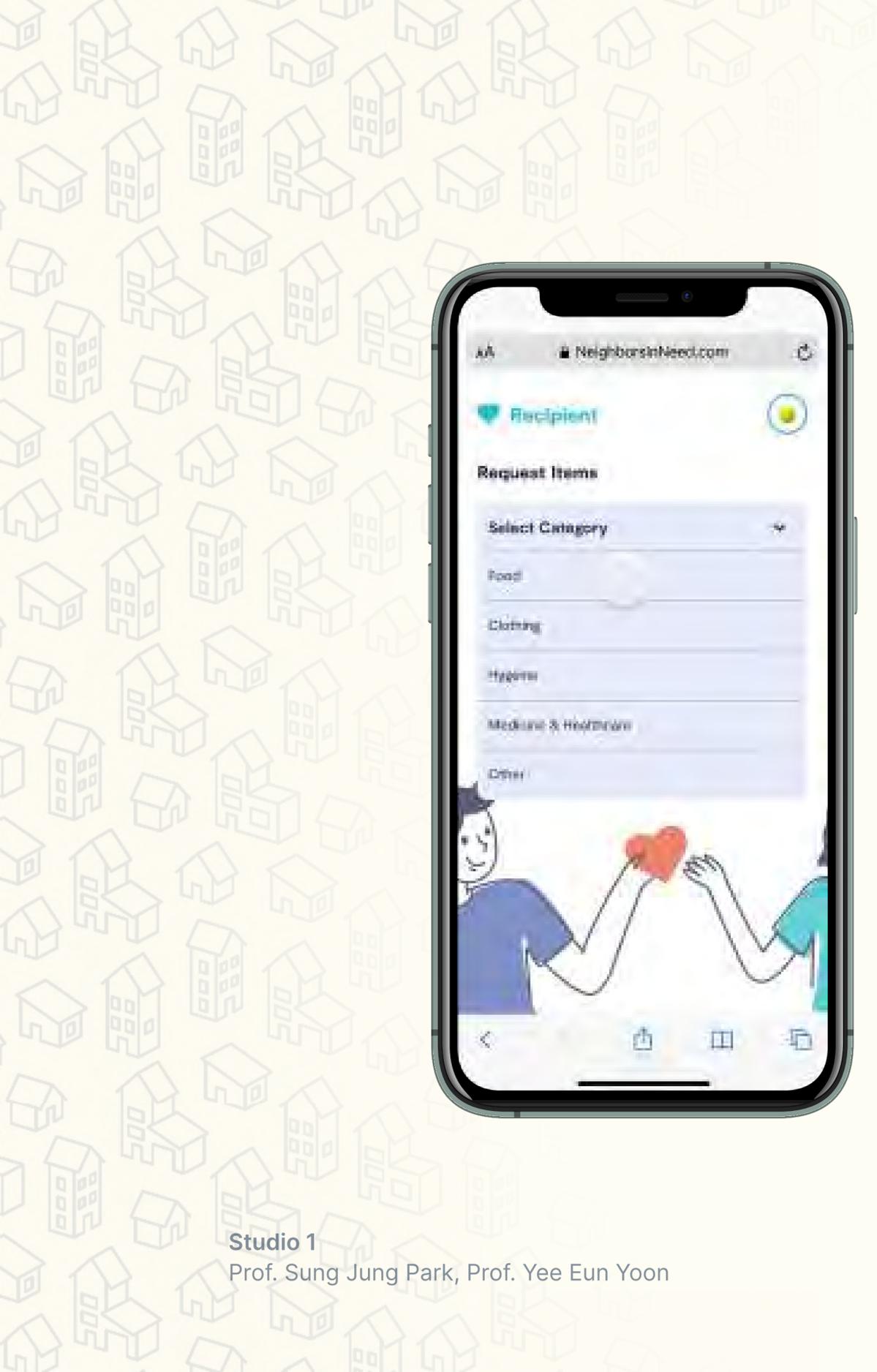


White-labeled rewards incentivizing donations



Item Notification

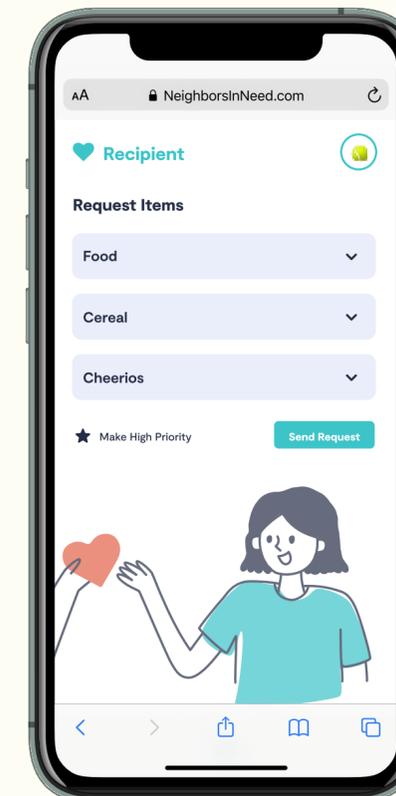
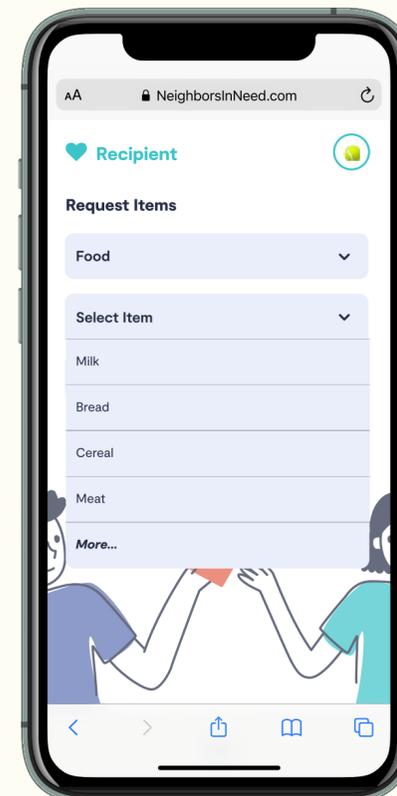
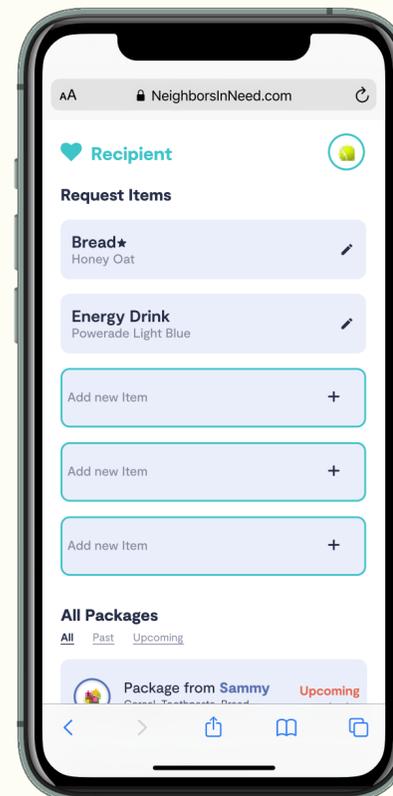




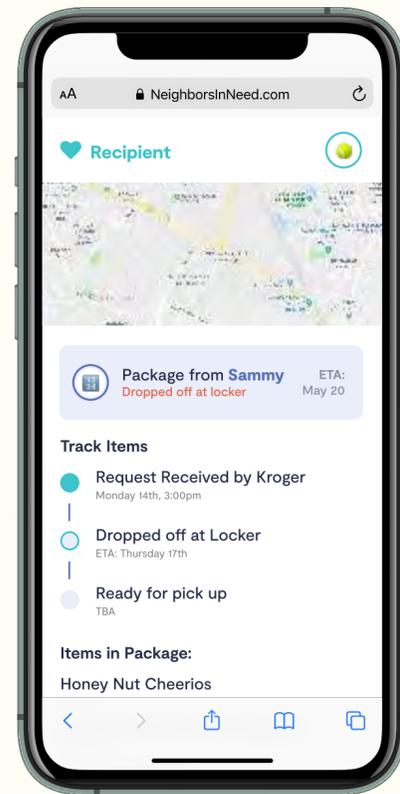
Requesting Items

Choose between **item category**, **item type** and **brands**

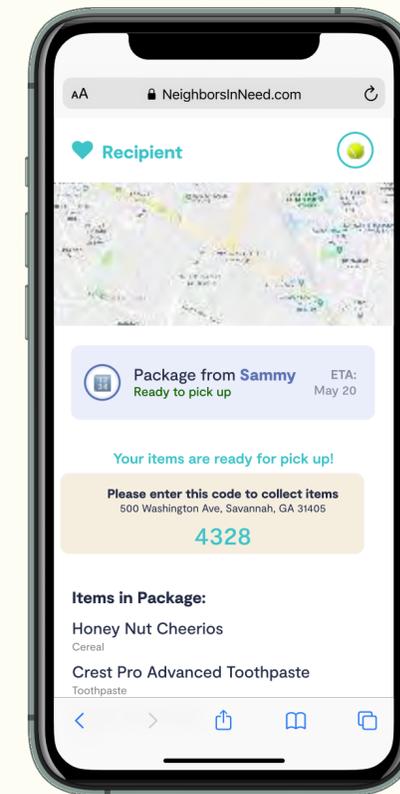
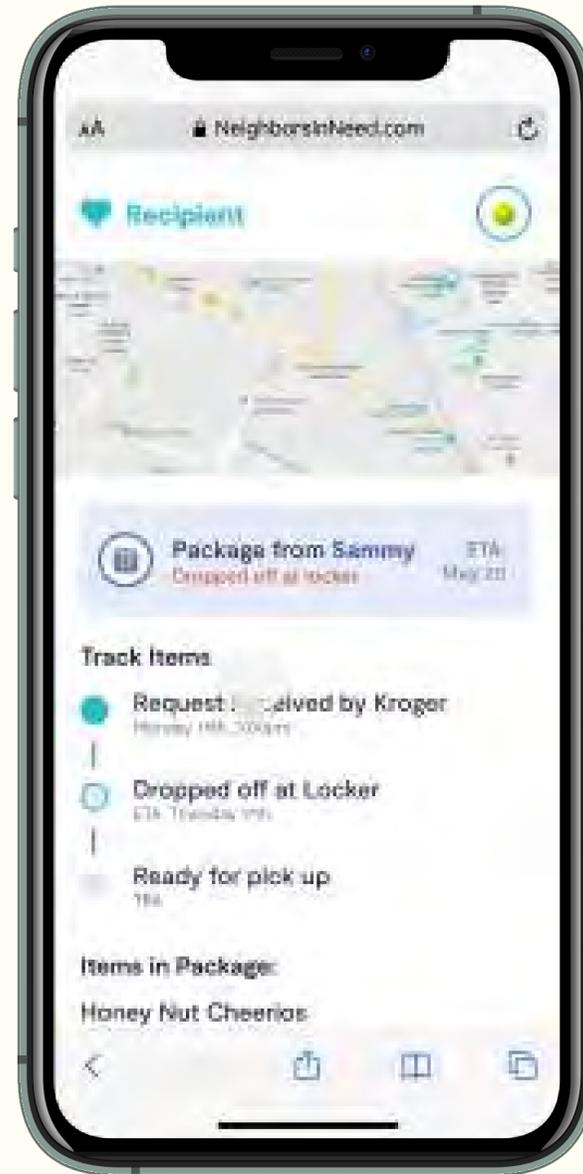
Mark items as **high-priority**



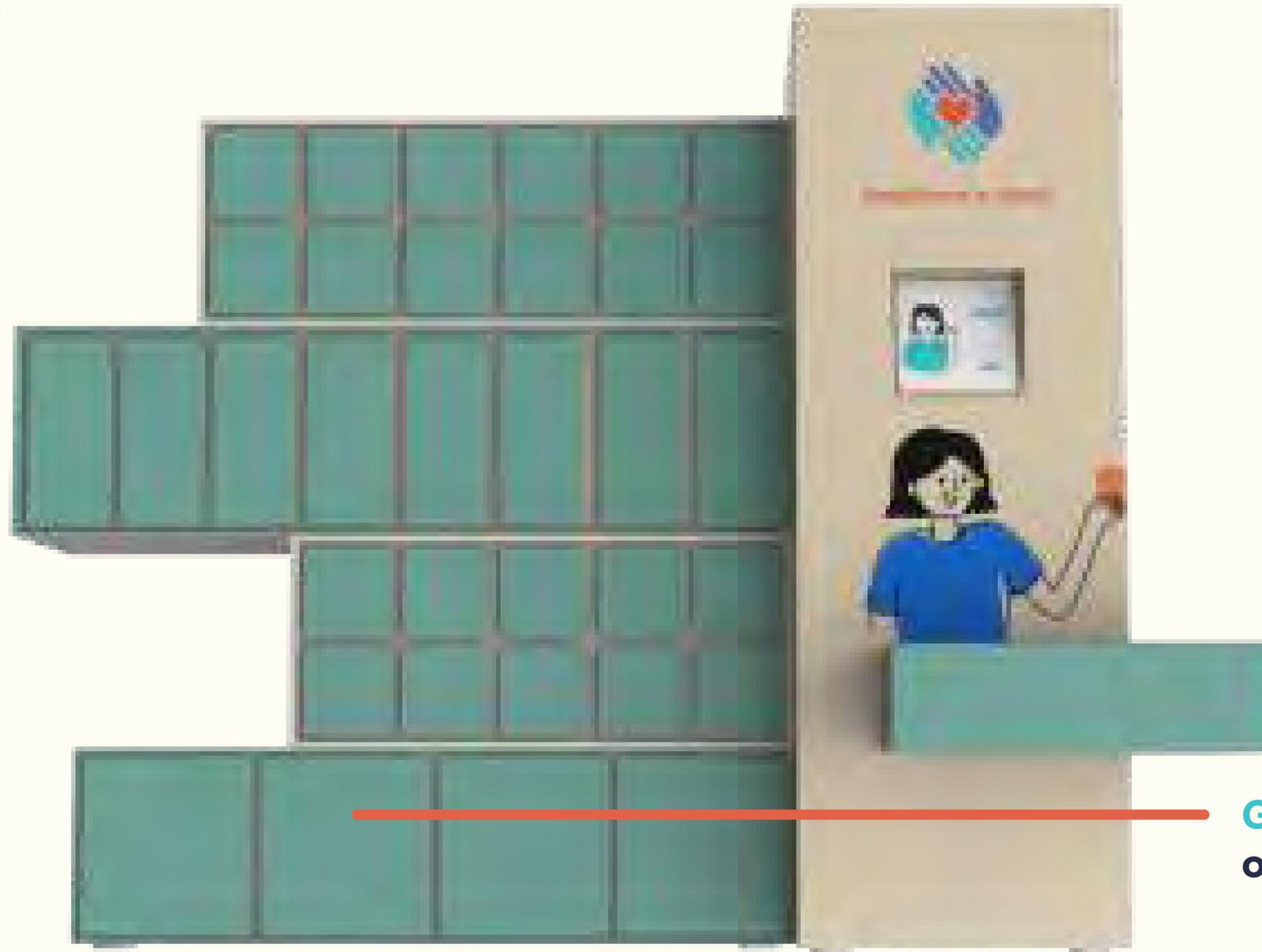
Tracking Items



Check progress on donated items



Provides pickup code for locker

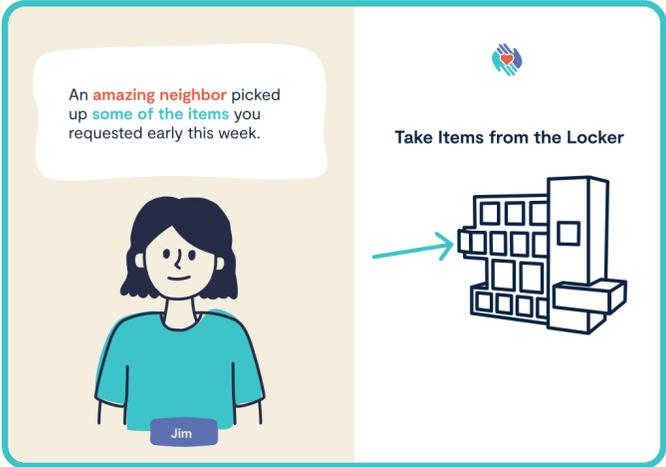
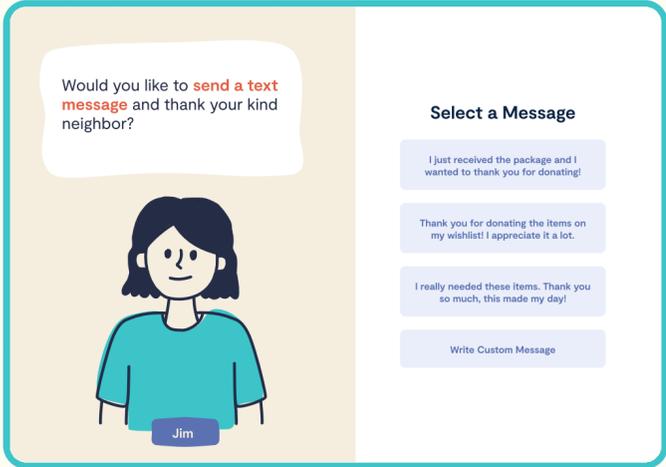
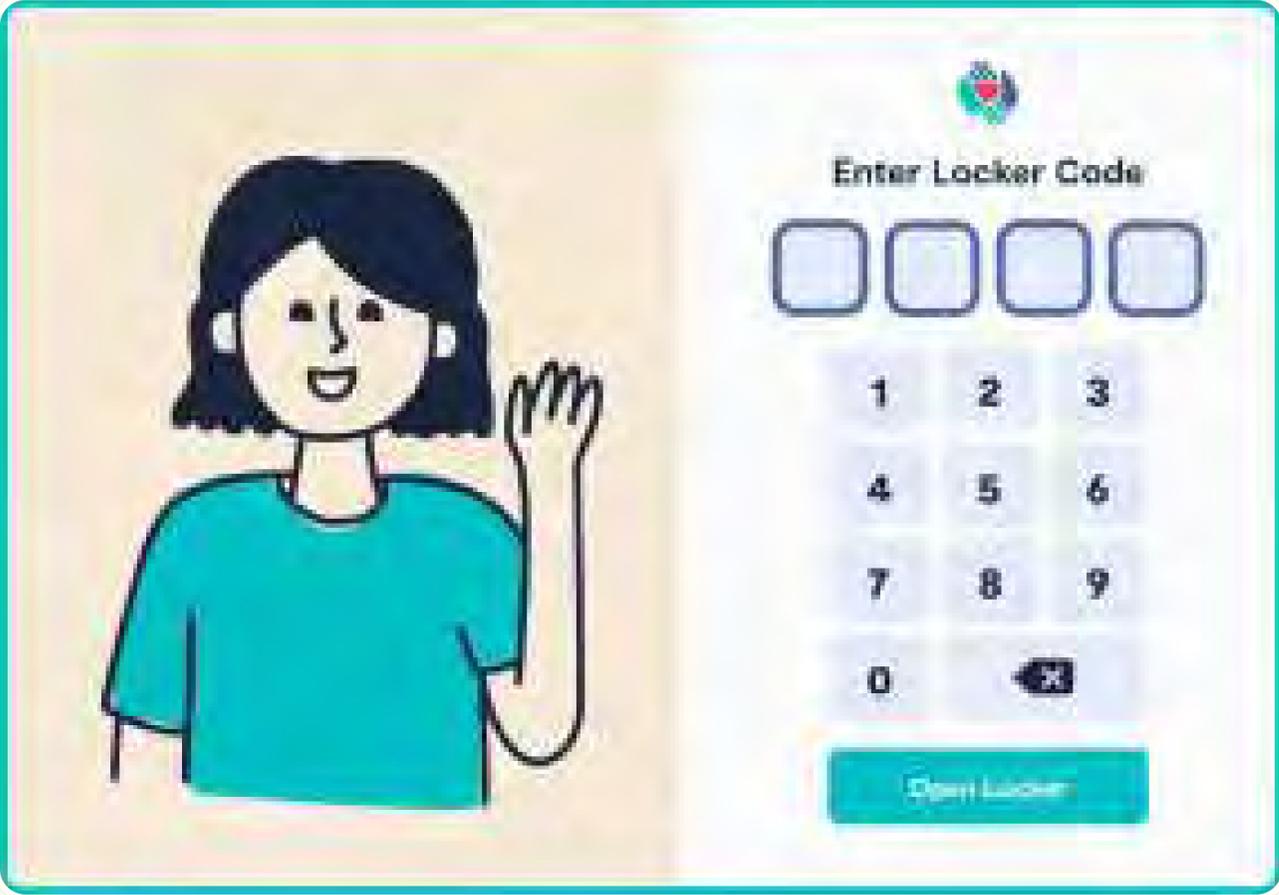


**Green signifies
our Donor locker**



SMS Code input

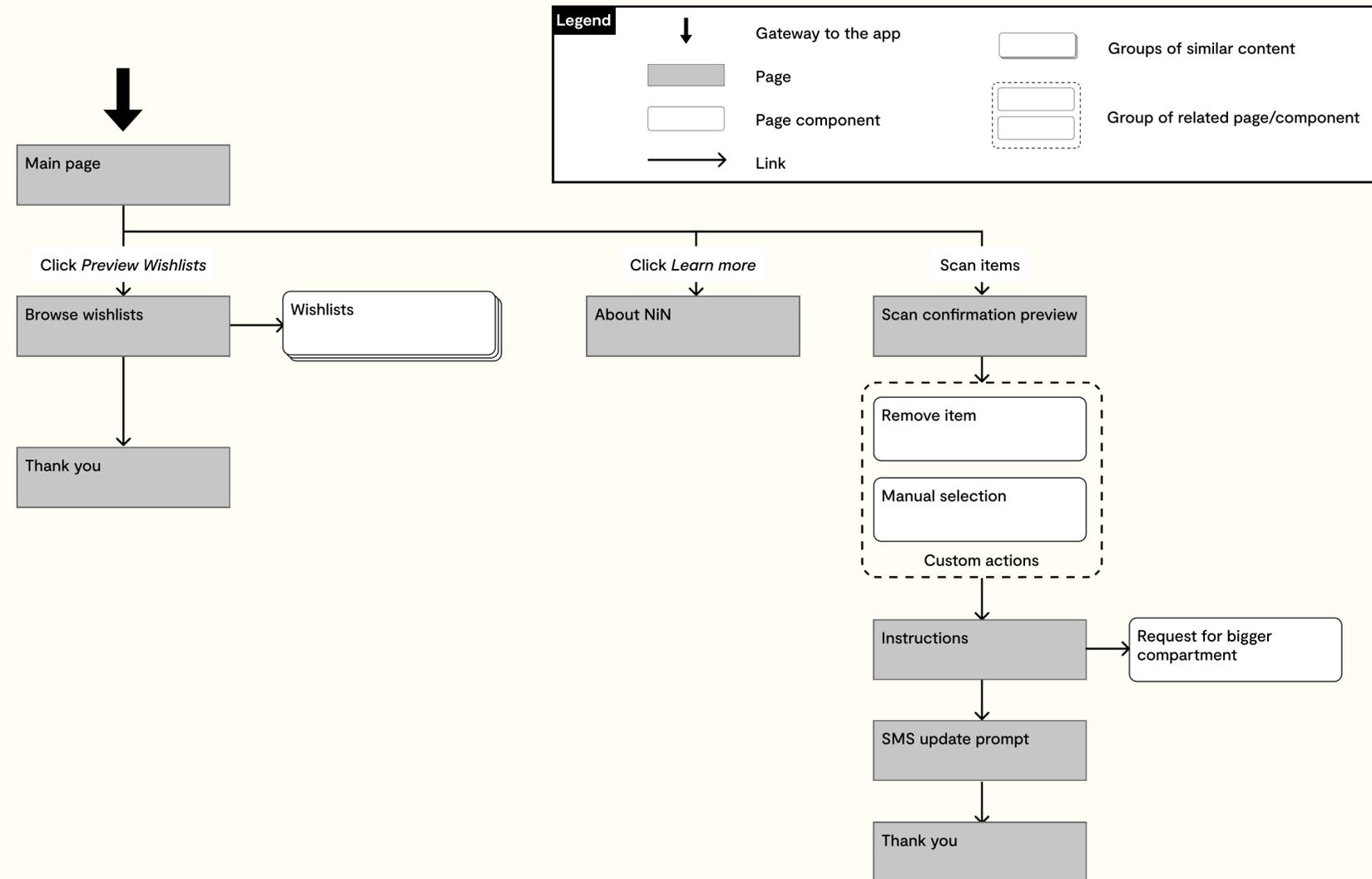
Item Pick Up



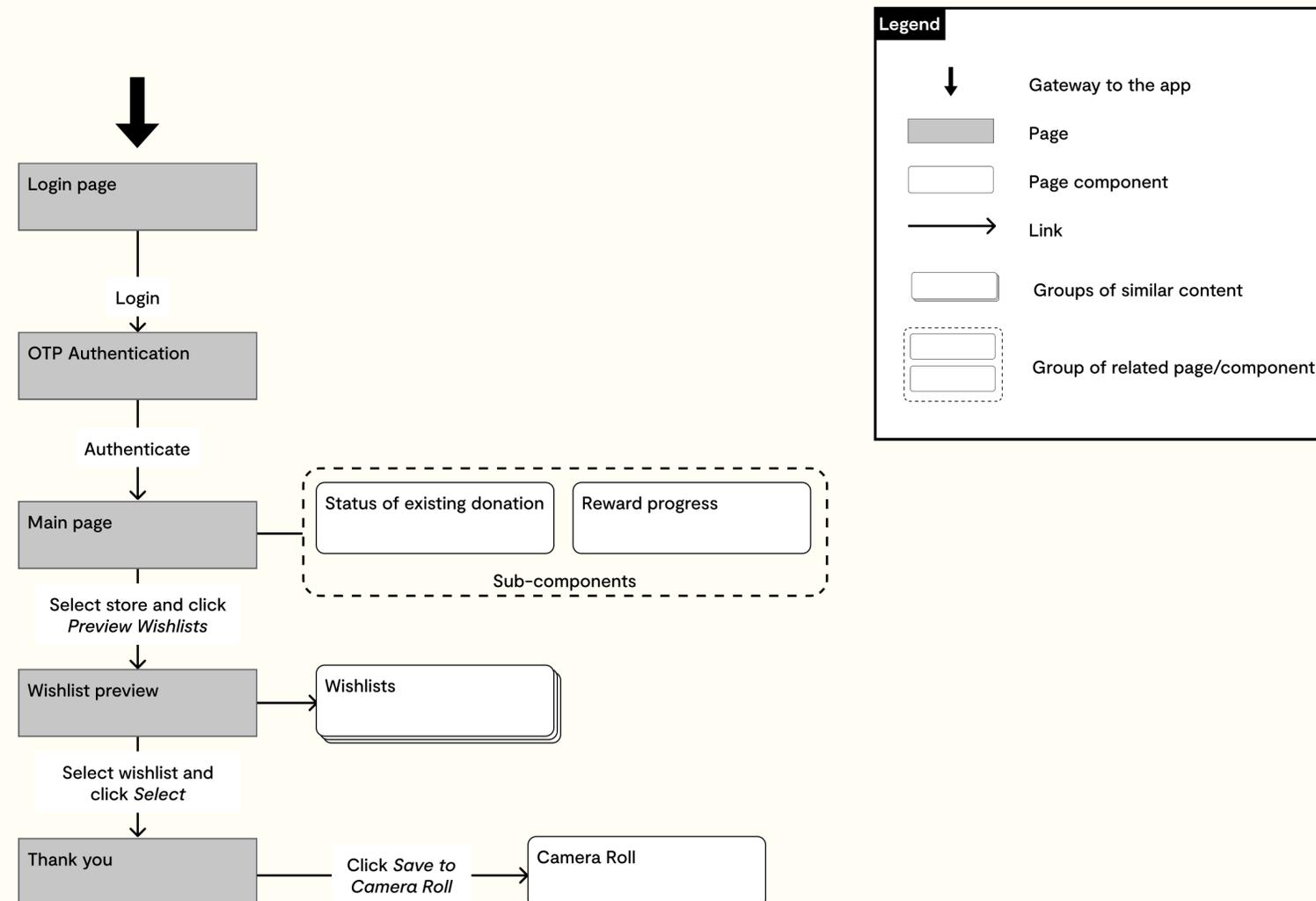
4-digit locker code for pickup

Pre-made or custom note to thank donor

Artifacts / IA Blueprint - Donor Locker



Artifacts / IA Blueprint - Donor Webapp



Mental Model

■ New users ■ Returning users

Plan

- 1. Planning on what to shop
 - 1.1 Reviewing what is needed
 - 1.2 Curating a list of what needs to be bought (in my head or on a physical /digital list)

Travel

- 2. Travel to the store
 - 2.1 Commute to the store
 - 2.2 Take a cart

- 3. Review on what I can donate
 - 3.1 Open webapp
 - 3.2 Preview wishlists
 - 3.3 Select a wishlist
 - 3.4 Save wishlist by photo or by text to notes

- 4. Stop by the locker at the store
 - 4.1 Check out what it is
 - 4.2 Preview wishlists
 - 4.3 Select a wishlist
 - 4.4 Grab a wishlist
 - 4.5 Read and understand the wishlist

Shop

- 5. Buy grocery
 - 5.1 Finds where the corresponding isles are
 - 5.2 Locate the product
 - 5.3 Take the product
 - 5.4 Go to other isles
 - 5.5 Get the items
 - 5.6 Review what else is needed
 - 5.7 Recall the items needed
 - 5.8 Get the items
 - 5.9 Check if all items are grabbed
 - 5.10 Heads to checkout
 - 5.11 Wait in line
 - 5.12 Checks out and pay for items

Donate

- 6. Go back to the locker
 - 6.1 Put items on the bench if it's too much
 - 6.2 Scans the barcode on wishlist (physical/digital)
 - 6.3 Scan item one at a time
 - 6.4 Done scanning
 - 6.5 Put items in locker
 - 6.6 Choose a bigger locker if needed
 - 6.7 Close locker
 - 6.8 Enter number to get update

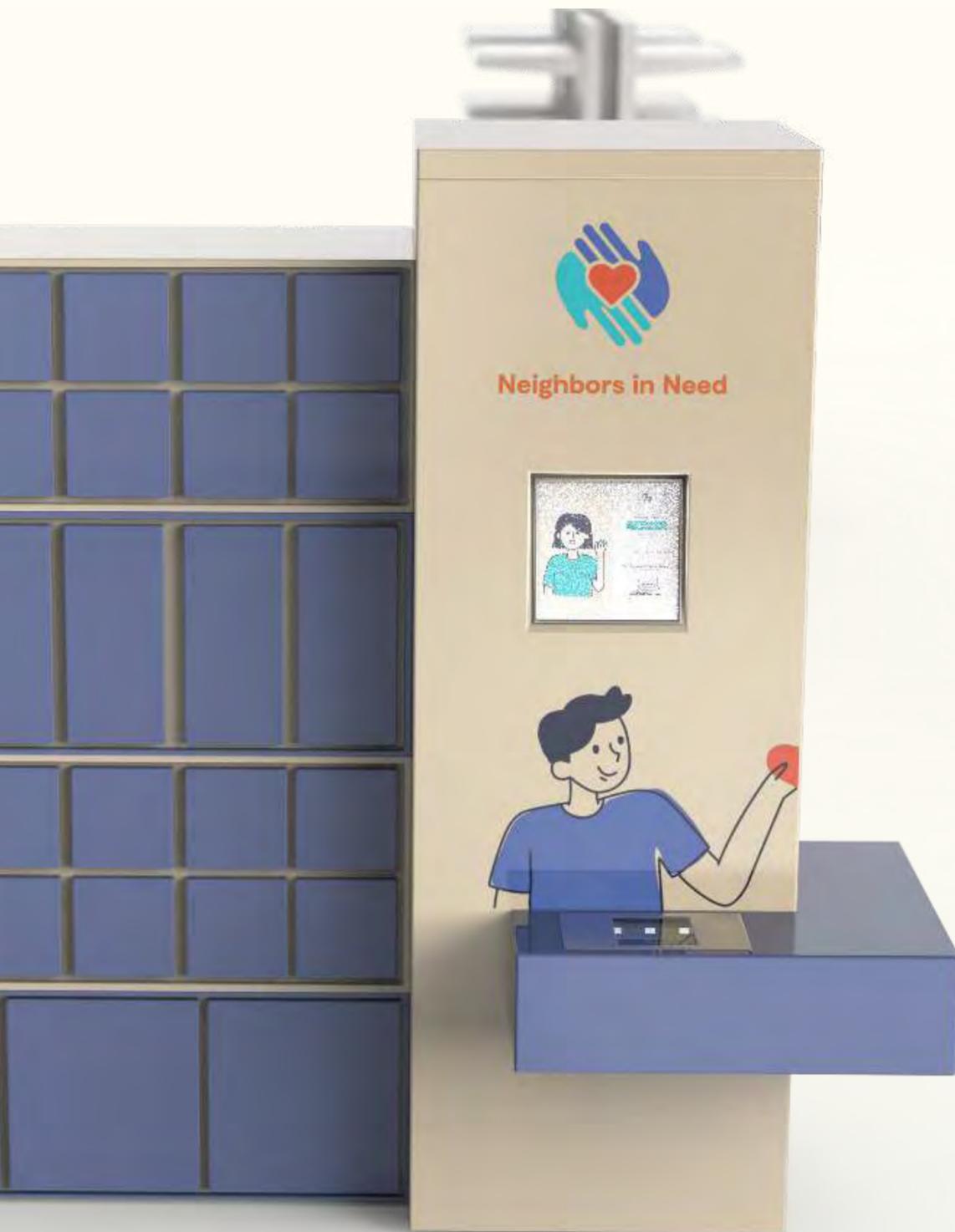
Reward

- 7. Leave the store
 - 7.1 Wait for update
 - 7.2 Check the app for donation update
 - 7.3 Check the app for reward update (tax/voucher)

Expected Impact and Outcome

We believe that lower youth homeless rates will be achieved if young adults (aged 14-19) can successfully **access resources or basic goods** to help them **sustain a lifestyle** where the **threat of homelessness is not impeding**.





Studio 1
Prof. Sung Jung Park, Prof. Yee Eun Yoon

Locker Visualization



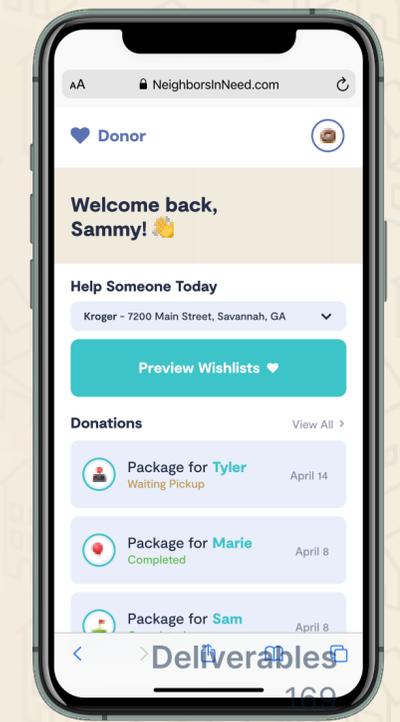
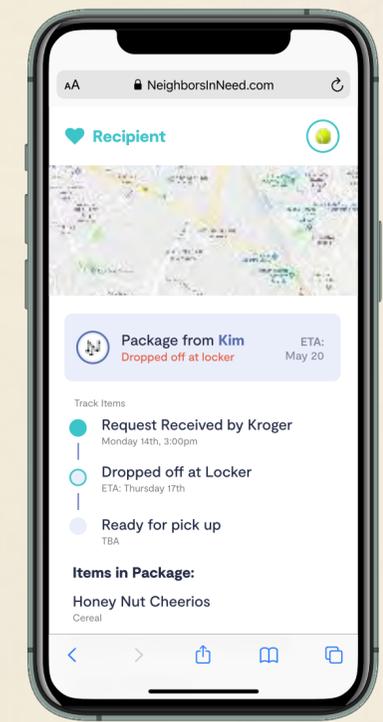
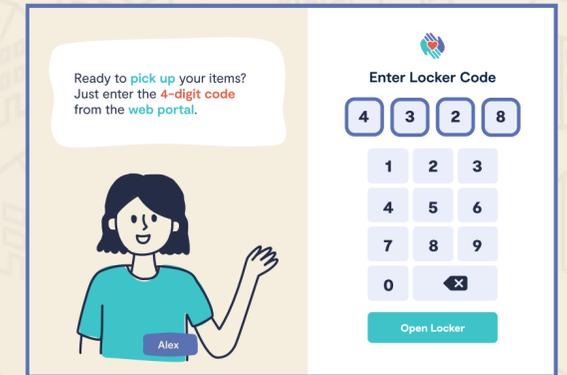
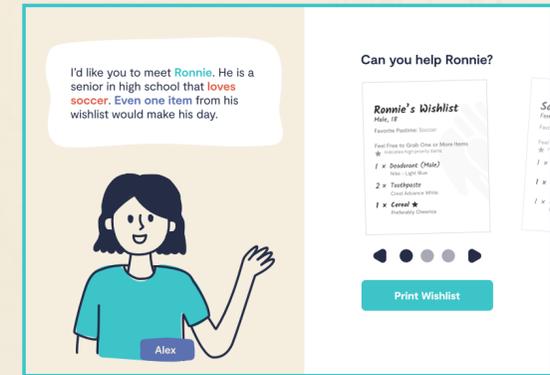
iOS users can scan the QR code above to view a 3D model of the locker in their own room





Neighbors in Need

Direct donations to youth at-risk of homelessness



Studio 1
Prof. Sung Jung Park, Prof. Yee Eun Yoon

Poster



Neighbors in Need

Direct donations to youth at-risk of homelessness



Who are we?

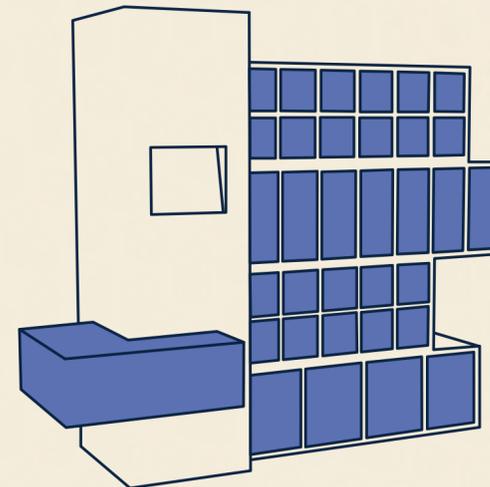
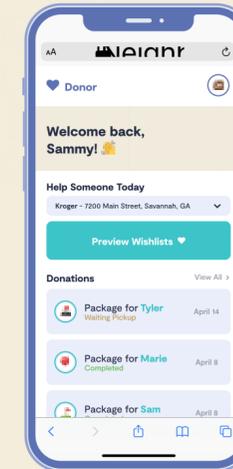
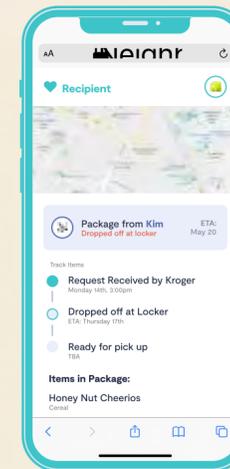
Neighbors in Need caters to an at-risk youth's **personalised needs** by providing them with the basic necessities such as **food, personal hygiene products, clothing and medicine** on a day-to-day basis.

We give donors an opportunity to **connect with the receiver** on a **personal level**; while providing a seamless donation experience that **integrates** with their day-to-day shopping routine.

The Web Portal

The **web portal** allows the **Neighbor in Need** (at-risk youth) to request up to five items they are in need of, listing them from high to low priority. They can track the status of their items and receive a unique code once their package is ready to collect.

The **Donor** can select a **wishlist** from which they can pick items to donate. After donation, they receive rewards in terms of grocery store points and discount on specific items.



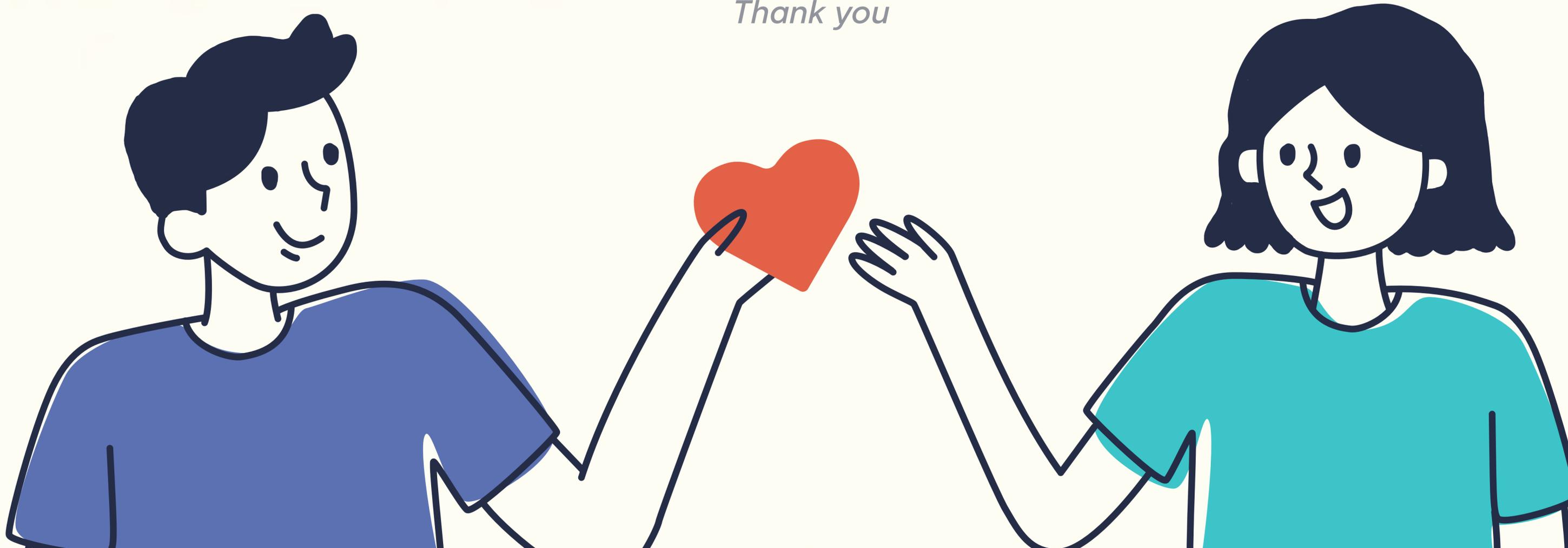
Locker System

The **Donor** drops off the items they purchased for their Neighbor in Need in the locker at the grocery store. After the items are transferred to the recipient locker, the Neighbor can **collect their package** by **entering a unique code** found on their user profile within our web portal.

Then a **post-donation experience**, for donors via text message, notifies them after they donate and when the child receives the items.

fin

Thank you



Works Cited

- Adkins, E. C., Zalta, A. K., Boley, R. A., Glover, A., Karnik, N. S., & Schueller, S. M. (2017). Exploring the potential of technology-based mental health services for homeless youth: A qualitative study. *Psychological Services, 14*(2), 238–245. <https://doi.org/10.1037/ser0000120>
- Burt, M. R. (2010). *Life After Transitional Housing for Homeless Families*. U.S. Department of Housing and Urban Development, Office of Policy Development and Research. <https://www.urban.org/sites/default/files/publication/28046/1001375-Life-After-Transitional-Housing-for-Homeless-Families.PDF>
- Evaluation of the HUD Youth Homelessness Demonstration Program Early Implementation Report. (n.d.)
- Federal data summary School Years 2015-16 through 2017-18. (n.d.)
- Fitzpatrick-Lewis, D., Ganann, R., Krishnaratne, S., Ciliska, D., Kouyoumdjian, F., & Hwang, S. W. (2011). Effectiveness of interventions to improve the health and housing status of homeless people: A rapid systematic review. *BMC Public Health, 11*(1), 638. <https://doi.org/10.1186/1471-2458-11-638>
- FRONTLINE PBS, Official. (2020, December 29). *Poor Kids* (full documentary) | FRONTLINE. <https://www.youtube.com/watch?v=HQvetA1P4Yg>
- Global Homelessness Statistics. (n.d.). Homeless World Cup. Retrieved 30 March 2021, from <https://homelessworldcup.org/homelessness-statistics/>
- Keevers, L., & Rambaldini-Gooding, D. (2020). Practices effective for assisting young people avoid or exit homelessness: Young service recipient's perspectives. *Children and Youth Services Review, 119*, 105492. <https://doi.org/10.1016/j.childyouth.2020.105492>
- Kuhn, R., & Culhane, D. P. (1998). Applying Cluster Analysis to Test a Typology of Homelessness by Pattern of Shelter Utilization: Results from the Analysis of Administrative Data. *American Journal of Community Psychology, 26*(2), 207–232. <https://doi.org/10.1023/A:1022176402357>
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*(3), 324–327. <https://doi.org/10.4103/2249-4863.161306>
- Martijn, C., & Sharpe, L. (2006). Pathways to youth homelessness. *Social Science & Medicine, 62*(1), 1–12. <https://doi.org/10.1016/j.socscimed.2005.05.007>
- Morton, M. H., Dworsky, A., & Samuels, G. M. (2017). *Missed Opportunities: Youth Homelessness in America*. National Estimates. Chapin Hall at the University of Chicago. <https://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf>