

Product





ILLUMILOON has two distinct audiences. The first is the affected population after a natural disaster. This population will use ILLUMILOON as an avenue for lo-tech communication with their surrounding community. Those who are in a position to provide resources such as food, water, or electricity, are willing to do so. However, it is often difficult for community members to determine where help is needed. ILLUMILOON lets them know how they can help their neighbors.

The second audience is first responders surveying community damage, including police, fire, and emergency medical response officials. ILLUMILOON will enable first responders to either target those with immediate need for food, water, or medical attention or to mark them down on either a map or a tablet for later assistance. More importantly, victims who are signalling a need for medical attention will be able to attract first responders immediately and get the help they need and deserve.



Here's what we're thinking:

The goals of ILLUMILOON are two-fold. The first is to facilitate information dissemination during disaster relief; and second, to empower community members to collaborate and be actively involved in efforts to support themselves and their neighbors. ILLUMILOON provides a unique approach to information dissemination by enabling individual households to launch a signal that uses different colored lights and material to indicate a specific need (such as water or medical assistance).

Because of its high visibility and aesthetic appeal, ILLUMILOON encourages neighbors to respond to the illuminated signals launched by members of their community. Community members are able to engage in their own relief effort without waiting for a third party to provide support. This concept revolutionizes current approaches to disaster relief by initiating a highly visible information dissemination system.



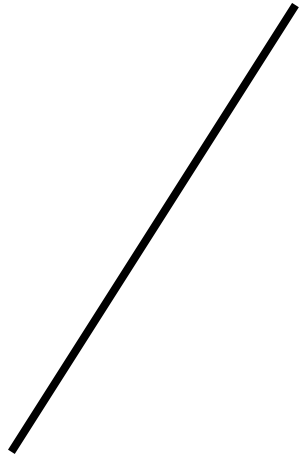




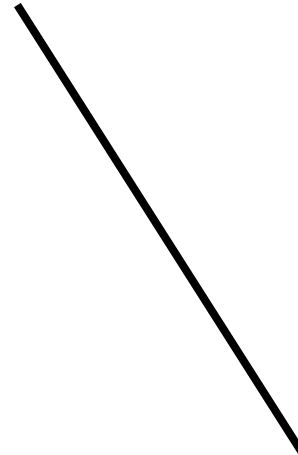
BAND OF BEADS

Beads transfer onto
gender symbol bracelet base

SYSTEM



***SINGLE
INTERVENTION***



***RE-OCCURRING
PROGRAM***

SINGLE INTERVENTION

DFA Virginia Tech – SEE[K]



SINGLE INTERVENTION

Toyota – Andon Cord



SINGLE INTERVENTION

IDEO – TSA Check Point



SINGLE INTERVENTION

DFA Dartmouth – Veteran Deadline



SINGLE INTERVENTION

+ BEHAVIORAL INTERVENTION

Provide information or access

+ SPATIAL INTERVENTION

Change physical space

+ POLICY INTERVENTION

Improve institutional regulation

RE-OCCURING PROGRAM

NYC SBS – Neighborhood Challenge

BEDFORD-STUYVESANT
RESTORATION CORP.
&
BEDFORD-STUYVESANT
GATEWAY BID

DUMBO
IMPROVEMENT DISTRICT

FITNESS STATIONS

URBAN UPBOUND

COMMUNITY-DRIVEN
BUSINESS
DEVELOPMENT

DUMBO
CIRCUIT

OUT-
DOOR
GYM

ICE-SKATING RINK

RESTORATION PLAZA
AMPHITHEATER

NEW HARLEM EAST
MERCHANTS ASSOCIATION

UPTOWN
GRAND CENTRAL

WAYFINDING INSTALLATIONS

**Neighborhood
CHALLENGE**
2013 AWARD WINNERS

NYC
Small Business
Services

FULTON AREA
BUSINESS ALLIANCE

ACTIVATE
PUBLIC
SPACES

WHEDCO

MUSIC LISTENING
STATIONS

URBAN
DESIGN

ARTS
HISTORY

LIGHTING

REOPEN SUBWAY
ENTRANCE

RE-OCCURRING PROGRAM

DFA BC – Manhattanville Community Arts & Employment Initiative



RE-OCCURRING PROGRAM

Boston Snow Crew



RE-OCCURRING PROGRAM

+ ANNUAL EVENT

A re-occurring event to further a mission

+ COMMUNITY CURRICULUM

A training / learning / employment opportunity

+ SERVICE DELIVERY

An on-going service available to community

Report

Condense | Create | Distribute

Condense

- Even {DFAilures} have valuable lessons to be learned
- You can still impact the lives of others through future projects by sharing your findings
- What did you learn? What problems did you run into? Who did you connect with? What directions should others take your work?

Create

- Attractive, informative document
- At least 2-4 pages, plus any relevant attachments
- Digital, but printable
- Organize your findings to both document your process and serve as a resource for others who might work on your issue in the future

Distribute

- We will hold on to your findings for future DFA teams
- Your findings are valuable to others too!
- Send them to local government offices, to mentors, community partners, or other stakeholders
- Even just a demonstration that your issue deserves concern is valuable

Example | Youth Voting Team

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- 7. Reframed Questions

Preface

Hey,

We are the Youth Voter Team from the Design for America Barnard/Columbia Studio. Inspired by the fast approaching 2012 Presidential Election, we have been tirelessly scoping and researching the differing aspects of getting out the youth vote. Based on peer interviews, team member's personal registration processes, data collection, and interviews with experts and campaign managers, we have identified five reframed questions that we believe could help address youth civic engagement:

- How can we improve access to or knowledge of local issues? (p. 7)
- How can we channel energy that already exists within the youth to encourage envisioning voting? (p. 8)
- How can we increase personal political accountability? (p. 10)
- How can new voters be familiarized with the voting process before their first election? (p. 12)
- How can we influence campaigns to focus on youth voters? (p. 14)

These questions along with related research, interviews, user profiles, and resources will be summarized in this ideation guide, which we hope will serve as a great resource to help you engage with this issue!

Cheers,

Lulu, Conan, Andrew, Nicci, Chelsea, Emilia, Christie and Kendall!



Defining the User

ARCHETYPES OF USERS:

OUT OF STATE STUDENT

This user can have confusion about applying for absentee ballots, confusion whether to vote in home state or college state, and can have issues with lack of ID.

YOUTH WITHOUT HIGHER-EDUCATION IN JOB MARKET

The user doesn't benefit from college focused initiatives, is ignored by campaigns, might not have election day off from work, more effected by local issues, can have issues with lack of ID.

UNINFORMED YOUTH

This user can be apathetic because of lack of knowledge, can have no motivation to vote, can have issues with lack of ID

CONFUSED ABOUT THE PROCESS YOUTH

This user has motivation, but doesn't know how to register or vote, deciding whether to register at home or college state is often an issue, can have issues with lack of ID

Example | Youth Voting Team

ABSTRACT

As we look towards increasing youth voter participation, we are finding disparities between how different organizations define "youth". We are discovering more divisions within this wide age range, such as socio-economic and racial gaps, that may require separate re-frame questions. While we originally wanted to focus on college students, many references have lead us to believe that there are demographics more in need of help becoming political involved than the educated student bodies. We still believe that some variation of "youth" is best for us to target, not only because we are personally affected by the issue, but also because new, young voters just aren't being targeted or made a priority by campaigns and voting organizations.

CONCEPTS

- What is youth? Most sources see it as young adults between the ages of 18-24 (some 18-29)
- Half of all youth is not college educated, while those in college appear to be primarily white, with 70% of the total student population of colleges in 2007 identified as white (<http://www.tnr.com/article/politics/100774/young-voters-election-2012>)
- "In 1972, 53 percent of 18-to-29-year-olds went to the polls. By 2000, the figure had fallen to just 36 percent, a historic low. (In contrast, the voting rate among people aged 65 or older rose five percentage points during those years, to 68 percent.) There is no doubt that the Obama campaign of 2008 energized the under-30 crowd, boosting their voting rate to 46 percent."
- "The most likely answer is that young adults do not vote because many are still—in a sense—children, without adult commitments or responsibilities. The data suggest that three factors consistently make a difference in voting rates: money, marriage, and homeownership. Those are the adult commitments that give people a stake in society; to protect and expand their stake, they vote." (<http://www.tnr.com/article/politics/100774/young-voters-election-2012>)
- Studies show that as many as 11% of eligible voters do not have government-issued photo ID (Brennan Center)

Non College Youth

- 36% non-college educated youth (of 18-29 years) voted in last election
- 2008 turnout so high as sharp increase in voting by college-educated youth and record numbers of African-Americans.

College Youth

- 2008 turnout was so high because there was a sharp increase in voting by college-educated youth
- Statistically, college educated youth will eventually become lifelong voters
- 62% college educated youth (of 18-29 years) voted in last election
- Normally, youth don't receive voter guides

Issues

- Don't know if they should register in college state or at home
- Youth voters seem disillusioned with both parties- leads to apathy
- Not targeted by campaigns
- Barrier= time to vote, interrupting of daily schedule
- Bureaucratic issues of absentee ballot process

Minorities

- Low turnout expected from African Americans and Hispanics

- 2008 record numbers for turnout of African-Americans
- 78% of young African American men don't have licenses in certain communities (WI)

Ways to combat issue:

- Information/education – very important to voting
- Can use campaigns to mobilize youth by providing information and inspiration
- Civic education in high school
- Mail sample ballots to voters homes->currently only mailed to households with at least one registered voter
- Photo ID: Student populations->IDs don't say where they live

RESOURCES

<http://www.rockthevote.org/>

Site that helps to register voters.

<http://www.longdistancvoter.org/#.TzUeInJY08>

Helps people register as absentee voters.

<http://www.vote411.org/home.php>

Election information, such as: what candidates and measures will be on the ballot, where your polling location is, and registration information.

<http://www.votemart.org/>

Information about election from a local to national level

<http://generationopportunity.org/what-matters/>

Information on large political issue, such as: education, unemployment, health care.

<http://www.votemart.org/>

Educating the voter.

<http://theleague.com/>

League of youth voters focuses on political engagement of non-college youth

Cheyenne at New York City Campaign Finance Board

Advocates for local NYC campaigns and publish voter guide (comprehensive list of issues and candidate issues)

Eric Friedman – Director of External Affairs

Working on ways to get people engaged with each other focused on neighborhoods (tailoring need to vote to local issues)

http://www.ncsl.org/legislatures/elections/elections/voterid-state-requirements.aspx#State_Req

Information on each states voter ID laws

http://www.brennancenter.org/content/section/category/voter_id

Presents research about effect of voter ID laws presents research about effect of voter ID laws