



# PARTICIPATORY SOLUTIONS FOR HUMAN FLOURISHING



**OPEN DESIGN PROCESS:** a community driven process, where we co-created with the relevant stakeholders to identify their main problems and implement a relevant, tailored solution to meet their needs.



**SUBTEAMS:** to contribute to human flourishing in Durham and North Carolina, we focused our projects in four areas (Economic, Health, Education, and Community) to increase impact.

## NECESSITY-DRIVEN ENTREPRENEURSHIP

Team members: Anish Kottu, Arpita Dutta, Kevin Hoch, Liza Rodler, Rachael Granger, Sami Meyers, Susanna Miesel

What if... *Helius* could strengthen their engagement with past & present cohorts while broadening the entrepreneur's engagement in the community and increasing their connections to funders?

**Learnings:** We learned the importance of truly listening to our stakeholders and embracing their perspectives throughout this process. There were multiple times when we thought that our initial idea would be the best, however, when we listened we were able to adjust and create an event that will connect necessity-driven entrepreneurs with the community.

**Test and Prototype:**  
**Test 1:** GoogleForm to entrepreneurs and community members (18 responses), sending forms out personally improved response rate  
**Test 2:** Interviews with entrepreneurs, coaches, and funders

**Stakeholder Insights:**  
"To make it worth the time of sponsors, Helius needs to do an excellent job of identifying who is ready to participate in this type of event. Don't put people in a scary situation" - Sponsor/Funder  
"The main reason anything we invest into fails is because programs don't catch on because of lack of funding and that is really hard to navigate" - NC IDEA  
"Having someone, to give advice and feedback, answer questions throughout the process is so valuable when you're just starting out the process." - entrepreneur

**Results:** As a result of the first 2 tests, we pivoted our initial idea of a pitch competition into a networking event before the **Small but Mighty Business Market** on April 16th, 2022. This event will be our final test and allow for NDEs to **showcase** their businesses, **reach** interested community members, and **network** with funders.

## EDUCATION

Team members: Aria Chernik, Jonathan Browning, Aasha Reddy, Krista Pipho, Jack Rickards, Gabe Dinette, Ritvik Janamsetty, Alyssa Zhao, Vinitha Sunkara, Olivia Fan

What if... *technology curricula* could center the needs, interests, and backgrounds of students, provide a way for students to connect with the subject matter, and be cohesively mapped to current subjects and standards?

**Learnings:** People who design and build computation systems do not equitably represent the population. For human flourishing, all students must have opportunities to engage meaningfully with computer science and technology education.

**Test and Prototype:**  
**Theseus and the Maze Algorithm**  
**Testing interviews for Wordpress site**  
• Survey and Live Interview - 30 minutes  
• Roughly 3-4 teachers live interview and survey

**Stakeholder Insights:**  
"We want kids to know how to use Microsoft Word, but we also want them to learn how to think critically."  
"A girl came up to me saying that before being introduced to CS, she thought it was thing only boys did to make video games. After a CS class, she now views it as a potential career path that she, and other girls, could do."  
"The problem with creating a new CS curricula is that teachers must fit that material into their current curricula. It would be really helpful to map CS standards to existing standards."

**Results:** What future features would be the most helpful?  
Prerequisite CS skills needed for lesson  
Filters to search for specific aspects of lessons  
List of all non-tech resources needed for lesson  
External resource section  
How useful did you find the standards mapping visual?  
Useful 33%  
Somewhat Useful 67%

## HEALTH

Team members: Hannah Zelinger, Danielle Kapustin, Cameron Love, Meera Gangasagi, Rashi Wadhvani, Riddhi Patel, Natalie Chou

What if... *healthcare and non-healthcare partners* could support youth with IDD and their families, encourage flourishing, and promote equity as they transition into adulthood?

**Learnings:** We learned the importance of collaboration and engagement between those who have the greatest impact on the flourishing of young people with IDD: the patients themselves, caregivers, the education system, providers, and community resources. We all grow and develop at our own paces and flourishing can look different for everyone.

**Test and Prototype:**  
**Test 1:** Presented an overview of two separate concepts, collected feedback using a Qualtrics survey, respondents were community partners, providers, caregivers  
**Test 2:** Live demonstration of current prototype to community partners, caregivers, providers over Zoom, feedback collected by interview

**Stakeholder Insights:**  
"Our responsibility to each other is to see that we flourish together." - parent, advocate, caregiver  
"Love this idea!! A tool that would provide clear navigation along a timeline would be very beneficial for caregivers and individuals." - provider  
"What flourishing means to me for her is exactly that, that every day she has meaning, a meaningful life for all of the things that we all do, which is go to work, have friends, spend time with family, make plans, and and think about a future" - parent, advocate

**Results:** What would the IDD Pocket Guide look like and how would it work?

## COMMUNITY

Team members: Dr. Bruce Grady, Kara Wall, TJ Bryant

What if... *we partnered with the church* to create a program that fosters relationships and reflects community needs while promoting equitable and holistic education?

**Learnings:** "[I learned] how to center community voices, how to remain flexible, how to accept not knowing the answer, and that education is intrinsically linked to human flourishing." During this project, we learned the value of listening to localized visions of flourishing, dialogical modes of inductive reflection on the good, and co-creation with multiple stakeholders.

**Test and Prototype:**  
**Prototype:** Collaborative Tutoring Center to provide struggling students within a rural community access to an equitable and research based tutoring program to support academic achievement and wellbeing  
**Test 1:** Advertisement to Key Stakeholders. In order to receive feedback.  
**Key Assumptions:**  
• We tested our assumptions about the target population., the location, and the tutoring curriculum.

**Stakeholder Insights:**  
"I love the partnership idea. I am not big into competition. This is about how we can help each other solve a problem. I love the collaboration" -Dr. Alfred Bryant, Dean for Campbell University School of Education  
"I believe bringing this program to the table will be a tremendous blessing to the community... These students need that holistic support." -Rev. Nicholas Irion, Former Pastor of Oak Grove AME Zion Church

**Results:** This project reflects the commitment that quality education is necessary for the flourishing of communities and individuals. Through this process, we witnessed collaborate partnerships between the Church, the Ormond Center, and Campbell University. Even more, this project reflects a commitment to the poor, the marginalized, and those who suffer the effects of rural poverty.