

AEP Pre-Planning

Planning Mindset

Building the proper mindset and space for discussion that moves beyond preconceptions and that encourages creativity and innovation

This is the work you do because you want a great plan....not the work to respond to the planning guidelines.

So what outcomes do YOU want?

The Value of a Plan

- **Purpose** - clearer about where you're heading
- Knowing what **evidence** to collect to see if you're getting there;
- Stronger **partnership** through clear agreement on goals; and
- **Communication** – with funders, practitioners, stakeholders

Actual Outcomes

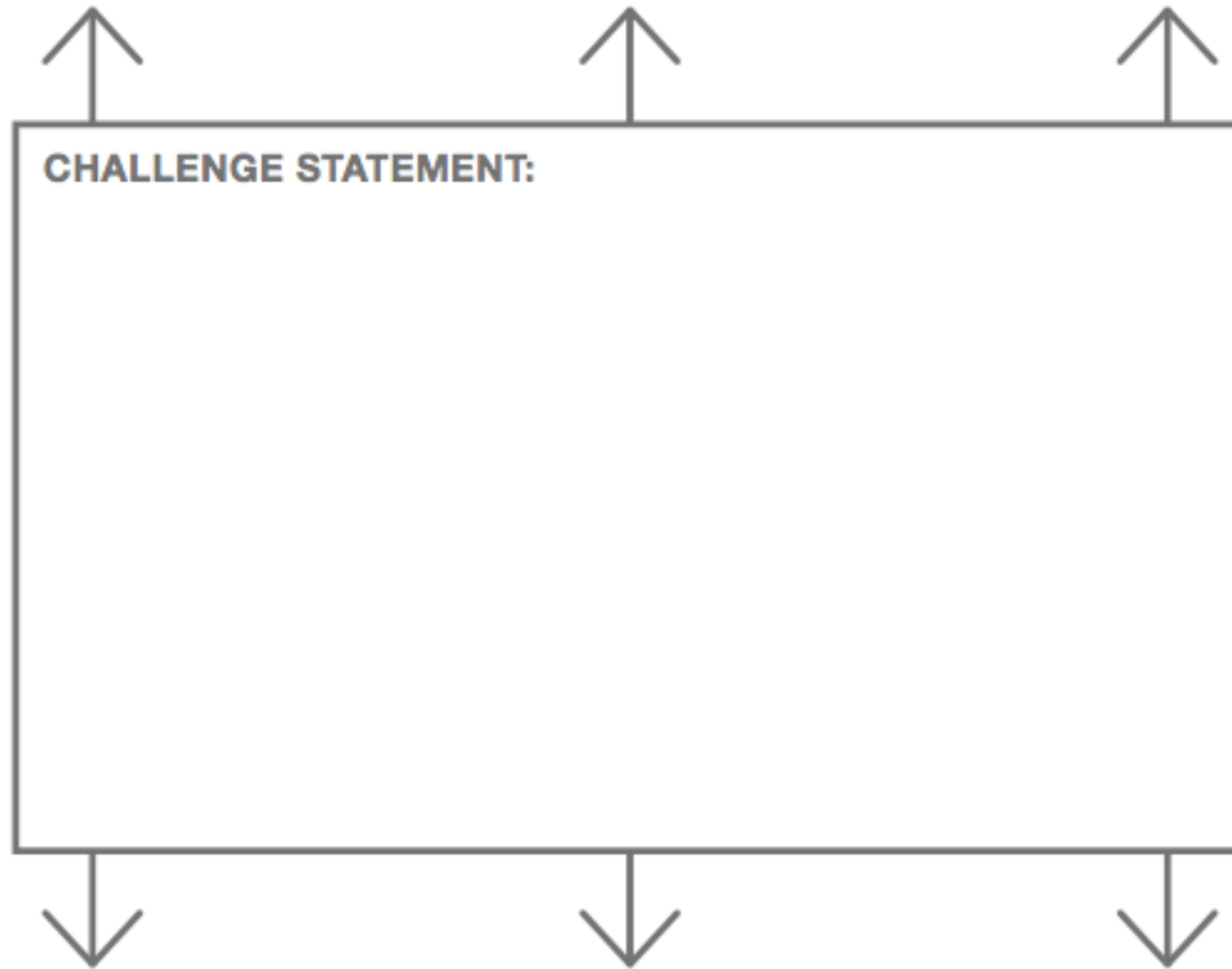
people getting jobs, improving skills, learning English

Infrastructure

partnerships established, works well, everyone included,
decision making

Capacity

PD, capacity building, technology, engagement, funding



Consider framing the challenge more broadly (i.e., at a higher level of abstraction) by asking “Why?”



Consider framing the challenge more narrowly (i.e., at a lower level of abstraction) by asking “How?”

DESIGN FOR PEOPLE

Students don't want a product, a workshop or a program. They want to make their lives better.

SET GOAL.
MAKE PLAN.
GET TO WORK.
STICK TO IT.
REACH GOAL.

Types of Motivators

Intrinsic

- autonomy
- belonging
- curiosity
- love
- learning
- mastery
- meaning
- ...



Extrinsic

- badges
- competition
- fear of failure
- fear of punishment
- gold stars
- money
- points
- rewards
- ...



For example a 'finding' might look like this:

Patients are often non-compliant, this makes their conditions worsen and GPs frustrated.

This is valuable information to have found, but until we understand what causes the behaviour it will be difficult to design to improve the situation.

An insight looks more like this:

Patients are so nervous during appointments that they don't listen to their doctors.



Fred has always worked at temp jobs. He speaks Spanish, and not very much English. He has a wife and 2 children in elementary school. He is 32 years old. He is documented , but his wife is not. His wife takes care of several other children in the house they rent.

GOALS: He wants to learn English.. He wants to finish High School. He needs to make money but is unsure what jobs are out there.

MOTIVATIONS: Fred wants a permanent job so he doesn't have to worry so much about making ends meet. He wants to provide for himself and his family, and get his wife citizenship. He would like to buy a house someday. He wants his children to be proud of him.

PROTOTYPE A POLICY

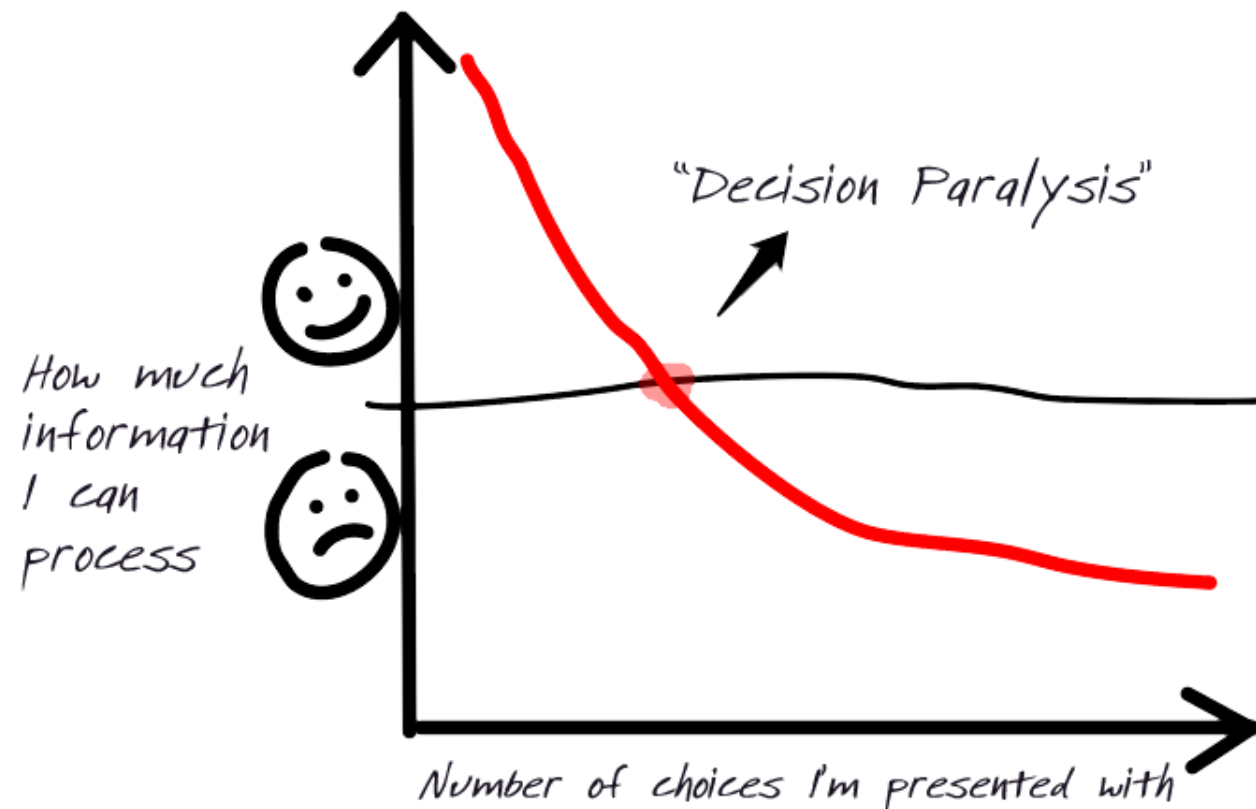


**START
WITH WHAT
WE KNOW
ABOUT
PEOPLE:
BEHAVIORAL
INSIGHTS**



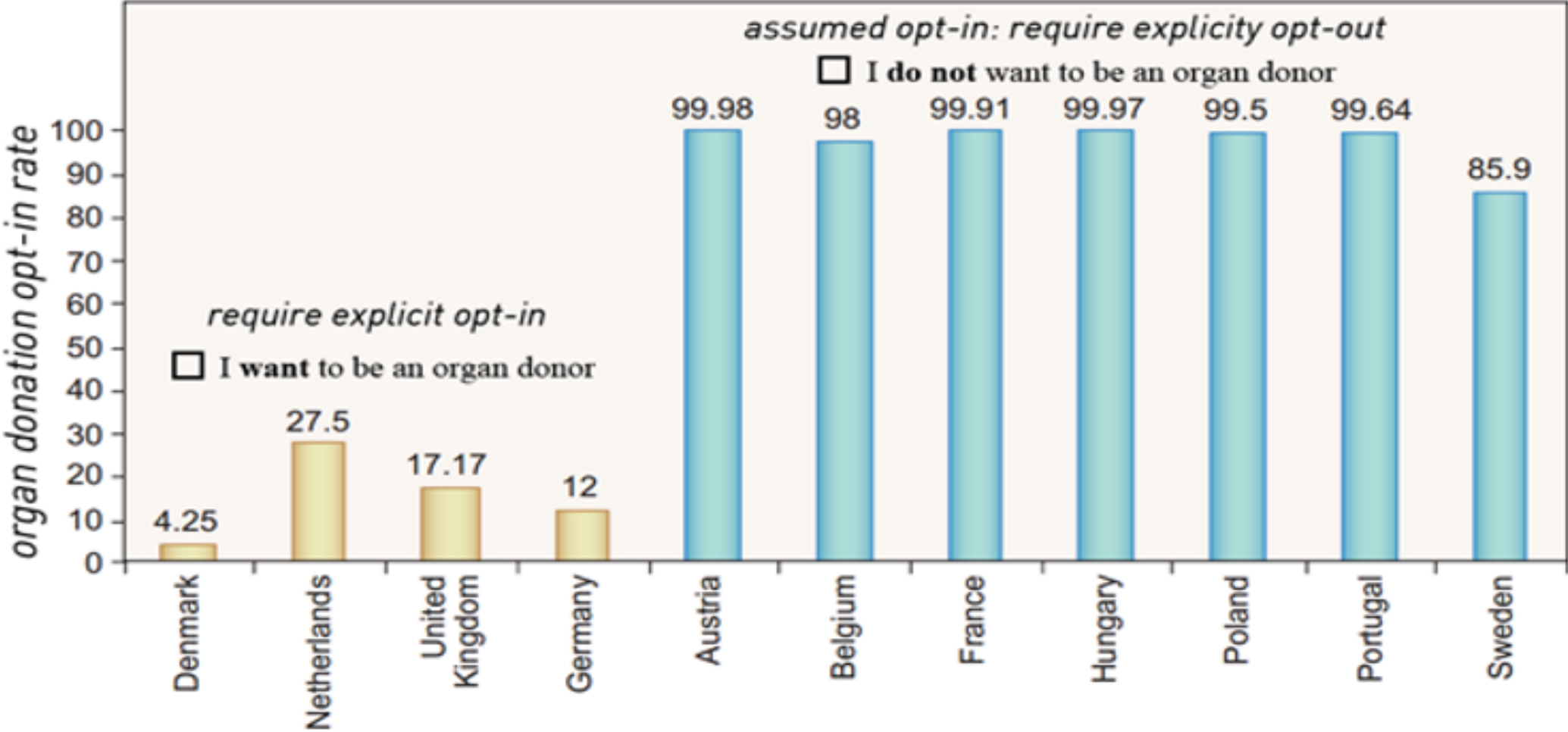
<http://behavioralscientist.org/cartoons/behavioral-science-fiction/>

Making choices is hard....

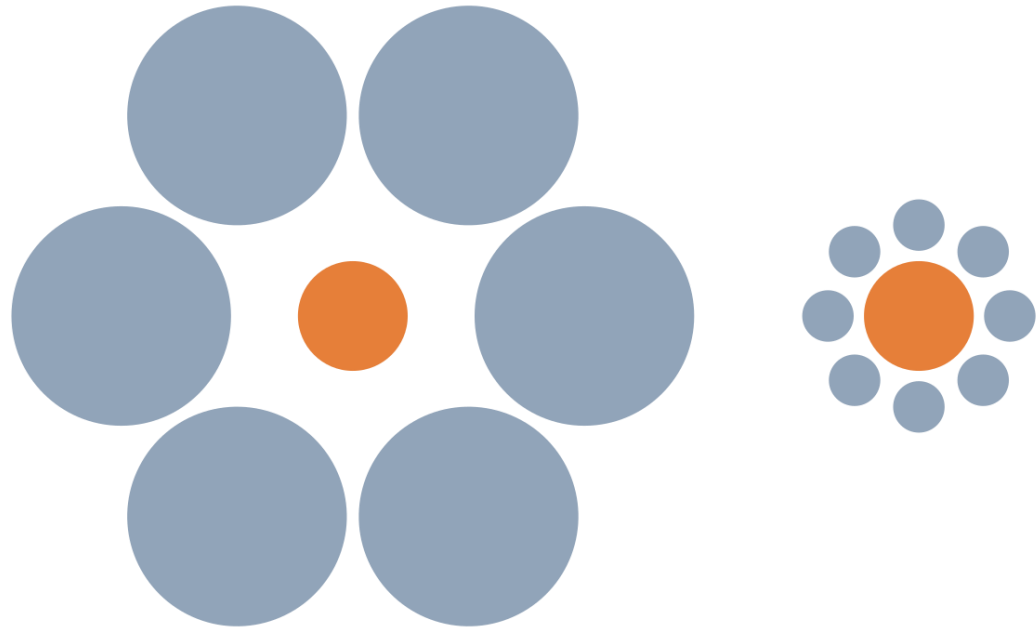


.... Following through even harder

Inertia (defaults) are powerful



Context of choices



Decoy choices on menu:
\$ 52 steak makes \$45
lamb chops more
attractive

Our peers influence us...

Here's how you compare to neighbors



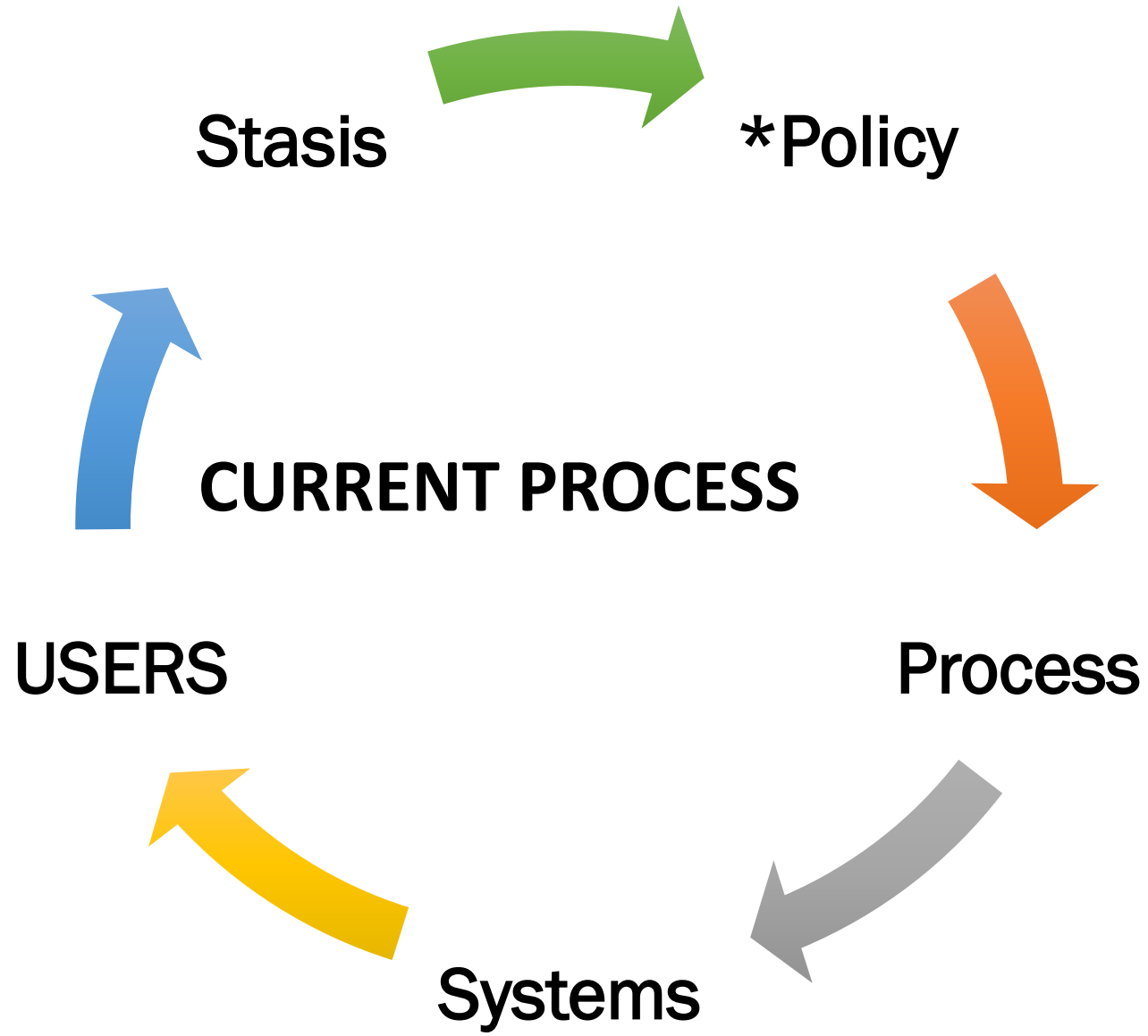
Aug 21, 2015 - Sep 20, 2015

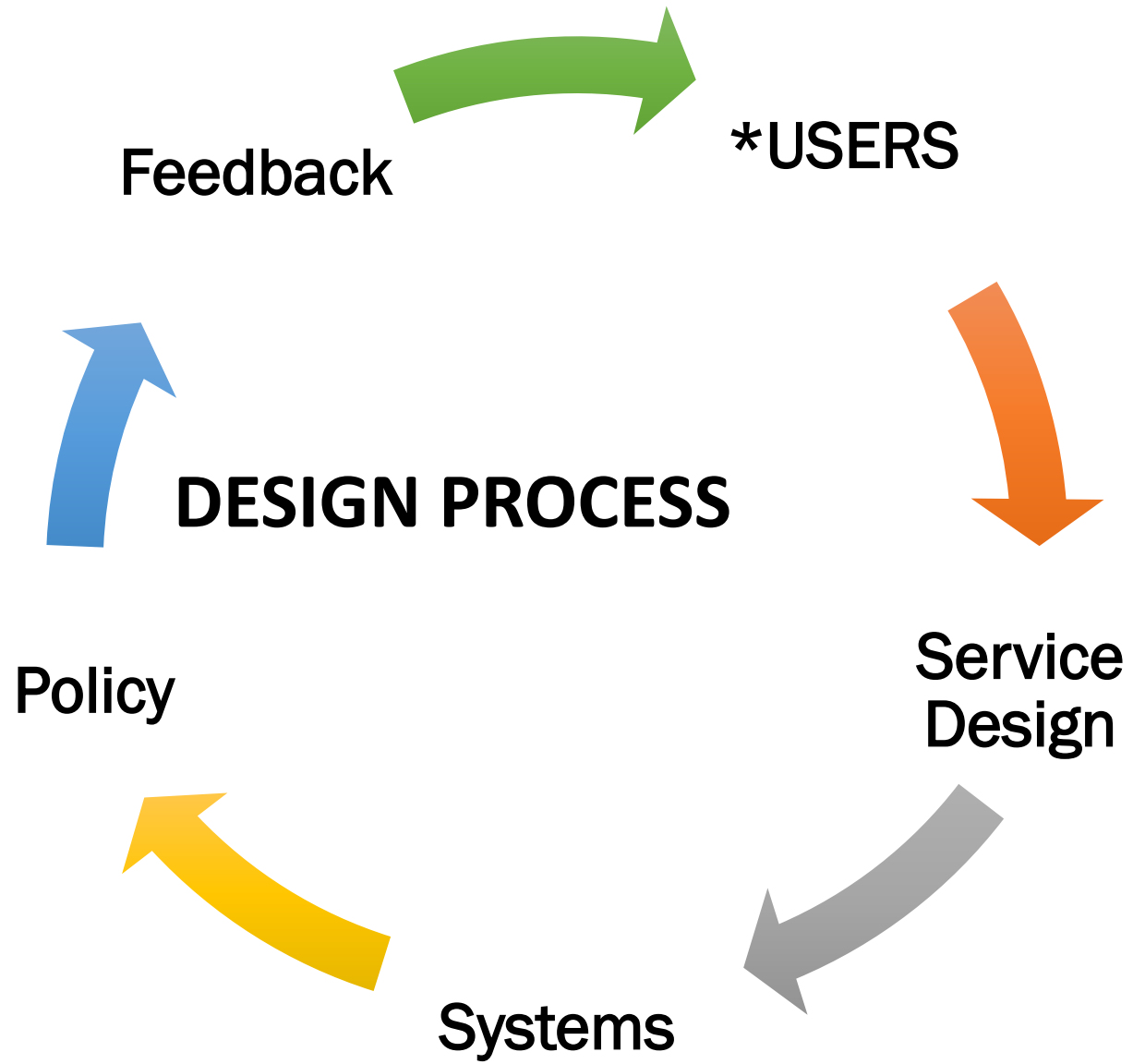
This is based on 87 similar homes within approx. 4 miles. Efficient neighbors are the 20% who use the least amount of electricity. See back for details.



You're using more than your neighbors.

8% more electricity than average neighbors





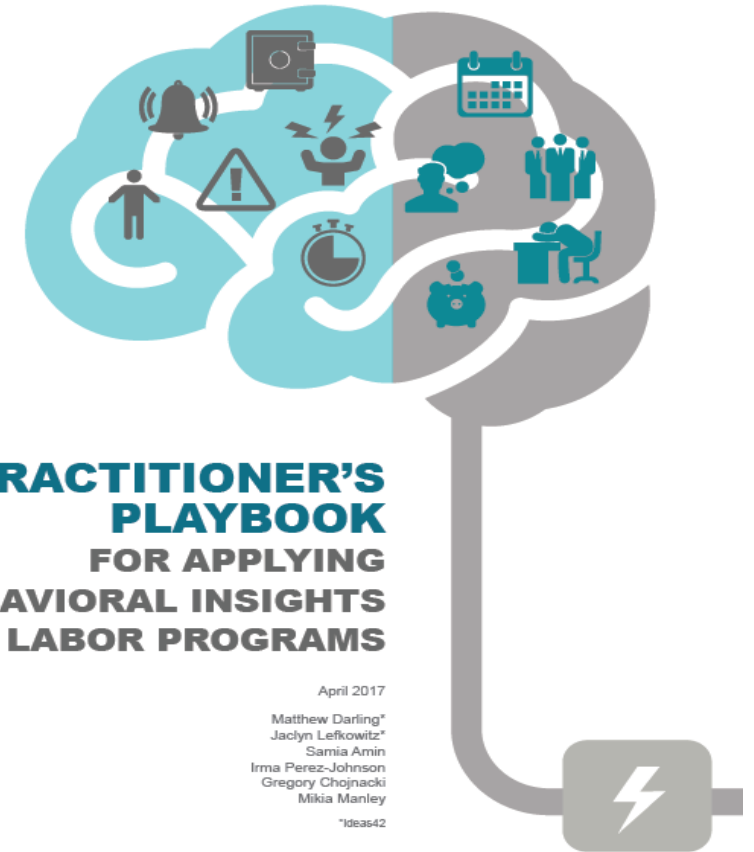
- Get started sooner, fail quickly, succeed faster.
- Work radically interdisciplinarily across silos.
- Help ground change in the tasks you're trying to accomplish.

IDEO

Code for America Customer Centered Design



Practitioner's Playbook



**PRACTITIONER'S
PLAYBOOK
FOR APPLYING
BEHAVIORAL INSIGHTS
TO LABOR PROGRAMS**

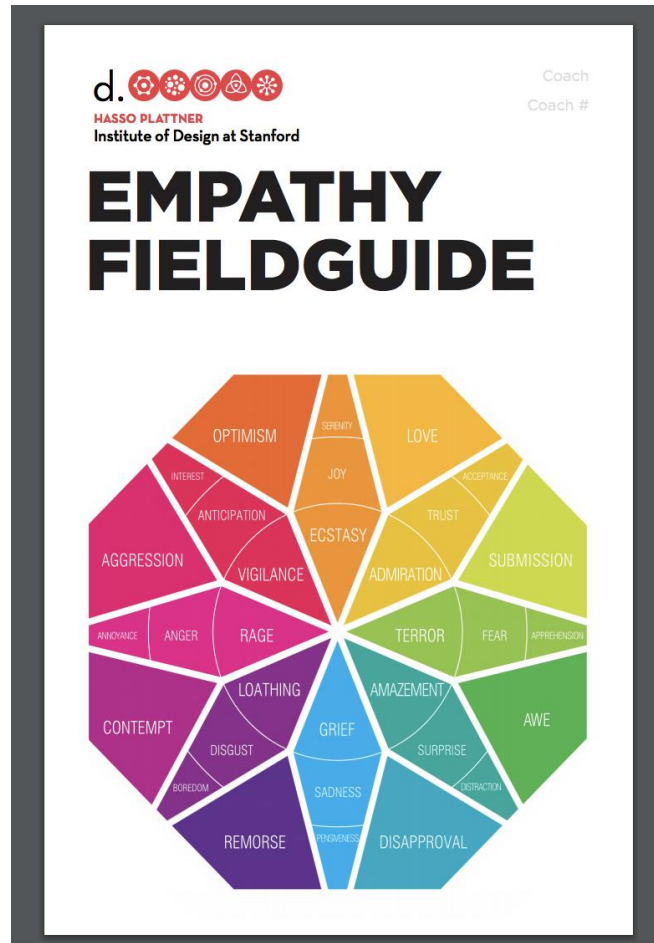
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MATHEMATICA
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d. School Empathy Guide



The Field Guide to Human Centered Design



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