

Civic and Community Engagement Toolkit



THE DOROTHY COTTON
INSTITUTE

Table of Contents

Part I. DCI Civic Academy Slides pp. 3-14

Create Working Agreements	4
Dorothy Cotton Institute promotes	5
What is Citizenship?	6-7
Creating a Community of Citizens	8
Civic Action	9
Defining Democracy	10
Our Economic, Cultural & Social Rights	11
Make me do it!"	12
If we don't vote	13
"We are the ones we've been waiting for"	14

Part II. Links to Government 15

Tompkins County Government	16
City of Ithaca	17
City, Town & Village Boards in Tompkins County	18
NY State Assembly	19
NYS Congressional Delegation	20
Governor and Lieutenant Governor	21
Attorney General	22
US House of Representatives & White House	23

Part III. Links to Community Engagement, 24 -28

Cornell Community Engagement	24
Engaged Cornell Hub	25
Cornell Law Clinics	26
IC Community Engagement	27
Engagement & Movement Builders	28

Part V. Meeting Design for Engagement 29-37

Designing for Maximum Engagement-	29
How an we engage people?	30
Purposes of Meetings	31
Factors Designing Large Group Processes	32
Processes for large groups that meet once	33
To inform a large group...	34
If the purpose includes Q & A	35
Processes for Community Engagement	36
If more public input is needed...	37
Never Doubt: quote by Margaret Meade	38
Links to Government, condensed	39-41
In Dorothy Cotton's Own Words	42

Part VI. Nonviolent Methods, Processes, Best Practices & Toolkits for Community Engagement In Social Change 43

198 Methods of Nonviolent Action	44-45
Community Concerns	46
Guidelines for Engaging People with Lived Experience	47
Designing for Maximum Engagement	48
Coordinating Events & Hospitality	49
Processes for Community Engagement	50-51
Structural Barriers to Equity Planning	52-53
Mechanisms create racialized space	54-55
People Power United Civic Engagement	56
Guide- <i>How to Make an Impact</i>	57-59
Racial Equity Toolkit	60-66
Race & Social Justice Best Practices	67-69
Washington State Office of Equity: <i>Lived Experience Compensation Guidelines</i>	70-75
Mapping Ecosytem Guide	76-83
 The 14 th Amendment— <i>Citizenship Clause, Due Process Clause, Equal Protection Clause</i>	 84

DCI Civic Academy

ERIC ROSARIO

MARGO HITTLEMAN

SOFIA VILLENAS

LAURA BRANCA



THE DOROTHY COTTON
INSTITUTE

Create Working Agreements

- | | |
|--|--|
| <ul style="list-style-type: none">➤ Participate fully➤ Listen for understanding➤ Speak for yourself
(use I statements)➤ Share the air-time
(encourage others' participation)➤ Take Space & Make Space for a Brave Space | <ul style="list-style-type: none">➤ Ask questions➤ Take risks & support risk-takers➤ Honor privacy & confidentiality➤ Create a high-trust/low-fear climate➤ Work toward low-blame/high-accountability➤ Take care of yourself➤ Start & end on time |
|--|--|

***Dorothy Cotton
Institute
promotes:***

HUMAN RIGHTS EDUCATION:

because we all have the Universal Right to Know our Rights.

There are 5 categories of human rights:

- CIVIL
- POLITICAL
- ECONOMIC
- SOCIAL
- CULTURAL RIGHTS

COMMUNITY ENGAGEMENT & CIVIC PARTICIPATION: to build community, get our voices heard by decision-makers, and support others whose interests we share, and join forces.

LEADERSHIP DEVELOPMENT:

because we don't need to wait for the "real leaders" to show up.

"Think of yourself as someone who can change a situation!"

Dorothy F. Cotton

What is Citizenship?



What is “Citizenship”?

In the U.S, “**citizenship**” is often talked about as someone’s **documented legal status** and the rights and protections they are entitled to.

People who’ve had to fight for years to be recognized as U.S. citizens have nevertheless been **some of the most potent voices and change agents** for civil, political, economic, cultural and social rights.

DCI is interested in “**citizenship**” as

- **our relationship to community,**
- **behavior that affects other people, and**
- **working together to advance our collective interests and well being**

Express CITIZENSHIP as civic action,
participation, government by the people:
CITIZENSHIP as a VERB!

Creating a community of citizens

and

**the inversion of
cause and effect**

- “Choosing to be accountable for the whole,
- creating **a context of hospitality & collective possibility,**
 - acting to **bring the gifts of those on the margin into the center**
- these are some of the ways we begin to
- ***create a community of citizens . . .***
- When we are open to thinking along the lines that
- ***citizens create leaders,***
 - ***children create parents,*** and that
 - ***the audience creates the performance,***
- We create the conditions
- **for widespread accountability**
 - **and the commitment that emerges from it.”**

Peter Block, *What it Means to be a Citizen*, p. 63

CIVIC ACTION

The role of a fully participating citizen is *a choice we can each make of how to relate to* -

- ❑ government, institutions, society,
- ❑ decision-making about policies
- ❑ and solutions affecting
 - ❖ the quality of our lives
 - ❖ the future of society,
 - ❖ and the liberty and rights of *all of us*.

The word
democracy comes from the
Greek word
"demos", meaning people,
and
"kratos", meaning power.

DEMOCRACY =
"power of the people":
a way of governing which
depends on the
will of the people.

Our economic, cultural and social rights are only secured when we exercise our civil and political rights..

Even if you are not interested in politics or elections, civic engagement is the way people speak up for the interests and well-being of our communities, make our voices heard and advance the public good.

It's useful to understand how local government is organized and how it operates.

- Today, we offer you a true story of how people in our community made significant change by influencing and collaborating with local government.
- This is a “live case” – to illustrate learning about how the public policy process really works from an actual attempt to change the norms of the day & the status quo, and behavior that was widely accepted.

Franklin Roosevelt, and later, Barack Obama said to people who were looking to them to change things:
“Make me do it!”

***The implication of
“Make me do it!” is...***

- If we organize enough people,
- and have a clear unified demand and a good case for what we need,
- People in power will have the public pressure they need to justify enacting positive changes.

- It's always the people who raise the problems that could be solved...
 - *by policies,*
 - *by how tax dollars get spent,*
 - *by changing unjust and discriminatory laws that deny people their human rights and protections.*

If we don't vote, how do we make politicians and government officials support what we want?

Ask people what they need and care about. Then...

- *Make a compelling case for change, with heartfelt stories others can relate to.*
- *Write in, Zoom in, call in; sign petitions and letters.*
- *Go to the meetings where decisions are being made, sign up for a turn, and speak.*
- *Get others to show up; share leadership and the mic. Divide up talking points or examples.*
- *Organize what you each will briefly say and do so lawmakers will pay attention to your whole message.*

- *Know the proposals, budget decisions, and dates when the lawmakers will decide, so you can influence the decisions, and your people can speak during “privilege of the floor”.*
- *Find out who serves on a committee that is working on the issues you care about. Who might be sympathetic? Contact them.*
- *Search the websites for the Ithaca Common Council, and Tompkins CO Legislature to see their scheduled meetings.*
- *Share the dates of meetings well before they have made their decisions. When is the vote?*
- *Attend those meetings before they've voted.*

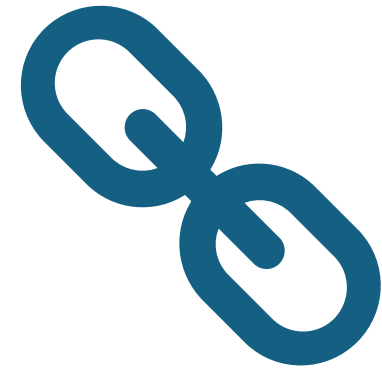
“We are the ones we have been waiting for.”

“We are the ones we have been waiting for”-by June M. Jordan, August 9, 1978

- A young poet, [June Jordan](#), spoke those lines into being in [1978 at the United Nations](#). The poem was called the “[Passion](#)”.
- The occasion was a commemoration of the 40,000 women and children who presented themselves as a wall of protest against apartheid.
- That quote is often taken out of context but has become a clarion call for a generation of Millennials and beyond.

Links to Local Government

- **Contact County Boards, Departments,
Councils & Elected Officials
in Ithaca, Tompkins County
& New York State**



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Tompkins County Government:

Contact elected officials and departments

11 Legislators to the County Board are elected by district.

- 5 from City of Ithaca; 2 from Town of Ithaca; 1 from Danby/Caroline; 2 from Dryden; 1 from Lansing/Cayuga Hts.
- The Sheriff, District Attorney, and County Clerk are also elected officials.

Tompkins County NY All Departments

Tompkins County Legislature (Government-Resources)

Calendar of public meetings of Legislature and Advisory Boards

Tompkins County Advisory Boards *(Advisory Boards & Committees community can join)*

Tompkins Office of Human Rights

-To file a human rights complaint

-Tompkins County Human Rights Commission (TCHRC)

District Attorney (607) 274-5461 Hours Monday – Friday 8:30 a.m. - 4:30 p.m.

320 N. Tioga St. [View Map](#)
Ithaca, NY 14850

City of Ithaca:

Contact elected officials and advisory committees:

Elected Officials:

- **Common Council = 10 Alderpersons (elected by their ward) + the Mayor (elected by registered City residents)**
- **ICSD Board of Education = 10 members elected by registered City residents**

City of Ithaca Government

Common Council *(meets 1st Wednesday of every month)*

City of Ithaca Boards and Committees

Community Police Board

Community initiatives and programs

Ithaca City School District

Ithaca City School District Board of Education

City, Town and Village Boards in Tompkins County:

Municipalities located within Tompkins County: view municipal boundaries through an [interactive online map](#).

Each city, town, and village offers residents information and services. Explore the municipal websites below for more information. Municipalities are responsible for some local roads, public safety and fire services, parks, recreation and youth programs, zoning and economic development, permits, yard waste pickup, trash and sanitation, marriage licenses, sustainability programs, and more

- [Caroline Town Council](#)
- [Village of Cayuga Heights Board of Trustees](#)
- [Danby Town Board](#)
- [Dryden Town Board](#)
- [Village of Dryden](#)
- [Enfield Town Board](#)
- [Village of Freeville Board of Trustees](#)
- [Town Board of Groton](#)
- [Village Board of Groton](#)
- [Ithaca Town Board](#)
- [City of Ithaca Common Council](#)
- [Lansing Town Board](#)
- [Village of Lansing](#)
- [Newfield Town Board](#)
- [Trumansburg Board of Trustees](#)
- [Ulysses Town Board/Council](#)

New York State Assembly: *(elected by their congressional district in NYS)*

District 125 Assembly member **Dr. Anna R. Kelles**

Contact Anna Kelles: kellesa@nyassembly.gov

Ithaca office:

- 130 East State Street
- Ithaca, NY 14850 (607)277-8030

District 57 Senator Lea Webb

Contact Lea Webb: leawebb@nysenate.gov

Satellite office:

- 217 North Aurora Street
- Ithaca, NY 14850-4345 Phone: (607) 773-8771

NYS Congressional Delegation (to US Senate and Congress):
(two Senators are elected by all NY state voters)

Senator Chuck Schumer
Contact: Chuck Schumer

Senator Kirsten Gillibrand
Contact: Gillibrand
Call your Representative:

NYS has 26 congressional districts and representatives

District 19 Congressman: Josh Riley: Phone: (202) 225-5441

(elected by voters of District 19)

Governor of NYS:

(elected by all registered NY state voters)

Governor Kathy Hochul

Contact Governor:

Request Correspondence from Governor:

[1-518-474-8390](tel:1-518-474-8390) | Office hours: 9:00am to 5:00pm

Contact Us By Mail:

The Honorable Kathy Hochul
Governor of New York State
NYS State Capitol Building
Albany, NY 12224

NYS Lieutenant Governor Antonio Delgado

(appointed by the NYS Governor)

- **Phone: 518-402-2292**
- **Email: LGNY@exec.ny.gov**

Attorney General of NY:

Elected by registered NYS voters

- **Attorney General Letitia James**
- **Contact Letitia James**

Office of the New York State Attorney General
The Capitol Albany NY 12224-0341

General helpline:
Phone: 1-800-771-7755

Health care helpline:

1-800-428-9071

Medicaid fraud helpline:

1-212-417-5397

Reproductive rights helpline:

1-212-899-5567

To Contact US House of Representatives & the White House

To Contact your Representative in the U.S. House:

- ☐ If you know who your representative is but you are unable to contact them using their contact form, the Clerk of the House maintains addresses and phone numbers of all House members and Committees, or you may call the U.S. House switchboard operator:

➤ **1- (202) 224-3121**

- ☐ Not sure of your congressional district or who your member is? [Find Your Representative](#)
 - [This service will assist you by matching your ZIP code to your congressional district](#), with links to your member's website and contact page.
 - <https://www.house.gov/representatives/find-your-representative>

To Contact the White House:

- ☐ <https://www.whitehouse.gov/contact/>
 - [White House | USAGov](#)
- ☐ Phone numbers:
 - 1-202-456-1414 (switchboard)
 - 1-202-456-1111 (comments)

Links to Cornell University Community Engagement

Community Relations at Cornell

David M. Einhorn Center for Community Engagement

Human Services Coalition of Tompkins County

Cornell Division of Public Safety

Cornell Cooperative Extension - Tompkins

Cornell Cooperative Extension (CCE)

- CCE Tompkins County Website
615 Willow Avenue
Ithaca, NY 14850-3555
Phone: 607-272-2292
Email: tompkins@cornell.edu
Executive Director: Cynthia CaveGaetani

Cornell Daily Sun

Engaged Cornell Hub

Units in the Hub

- Community Learning and Service Partnership
- The Cornell Commitment
- The Cornell Prison Education Program
- The David M. Einhorn Center for Community Engagement
- New York Agricultural Outreach and Education

Cornell Law School Clinics

- 1L Immigration Law and Advocacy Clinic
- Appellate Criminal Defense Clinic
- Asylum and Convention Against Torture Appellate Clinic
- Capital Punishment Clinic
- Civil Rights and Civil Liberties Clinic
- Entrepreneurship Law Clinic
- Farmworker Legal Assistance Clinic
- First Amendment Clinic
- Gender Justice Clinic
- International Human Rights Clinic
- Juvenile Justice Clinic
- Labor Law Clinic
- Movement Lawyering Clinic
- Securities Law Clinic
- Transnational Disputes Clinic

Ithaca College Community Engagement

Office for Government,
Community, and Constituent
Relations

Ithaca College Center for Civic
Engagement

Ithaca College Campus and
Community Media

Community Engagement and Movement Builders

- [Dorothy Cotton Institute.org](#)
- [Dorothy Cotton Institute Aligned Resources](#)
- [Free DCI Resources](#)
- [Heal Together Toolkit](#)
- [Health Together Toolkit 2.0](#)
- [Highlander—the Movement School](#)
- [Highlander—the Movement School](#)
- [Race Forward](#)
- [GARE: Organizing for Racial Equity in Fed. Gov.](#)
- [Patient Family Advisory Council](#)
- [People's Advocacy Center](#)

- [Alliance for Youth Organizing](#)
- [Alliance for Youth Action](#)
- [Alliance for Youth Action Voter Guides](#)
- [Mississippi Votes](#)
- [Ithaca City Schools Board of Education](#)
- [Board of Education Members](#)
- [Can NGOs & social movements be authentic allies?](#)
- [The Change Agency.org](#)
- [NY Alliance Complete Guide to Advocacy in NY State](#)
- [Understanding the Power of Active Citizenship](#)

Designing for Maximum Engagement:

Critical Questions to Consider:

What is the purpose/task of this project?

How do we identify the stakeholders?

Who is important to include?

Who will be affected?

Who may care? About which issues?

Who has knowledge, resources, skills that can help?

Whom have we left out?

How will we communicate/publicize this?

How can we engage people

- To gather information?
- To identify issues?
- To generate alternatives?

What will we do when people come together?

How do we get people there?

Which accessibility/support/inclusion needs must we prepare for?

How do we design the event(s)?

How do we create facilitation teams?

How do we choose exercises to engage participants?

How will we manage airtime?

How do we deal with conflict?

What will we do with the information we've gathered?

Do we need documentation or assessment of our process?

Purposes of Meetings

- *to Inform*
 - *to Gather Information*
 - *to Analyze/Solve Problems*
 - *to Make Decisions*
 - *to Coordinate Activity*
 - *to Build Connection & Relationship*
- *If you can't think of a purpose, don't meet!*

Factors for Designing Large Group Processes

Critical Factors:

- *What is the purpose for the gathering?*
- *Do the participants share a connection other than the issue?*
- *How much time is planned for the meeting, and how often will the group meet?*
- *Will the membership be known and stable?*
- *What is the role/influence of stakeholders who are not going to be present?*

Processes for Large Groups that will only meet once

- Public Hearing
- Public Forum
- Conference Plenary Sessions
- Webinar or Report
- Focus Groups
- *If the group is only meeting once, it is probably not appropriate to try to do more than inform or gather information.*

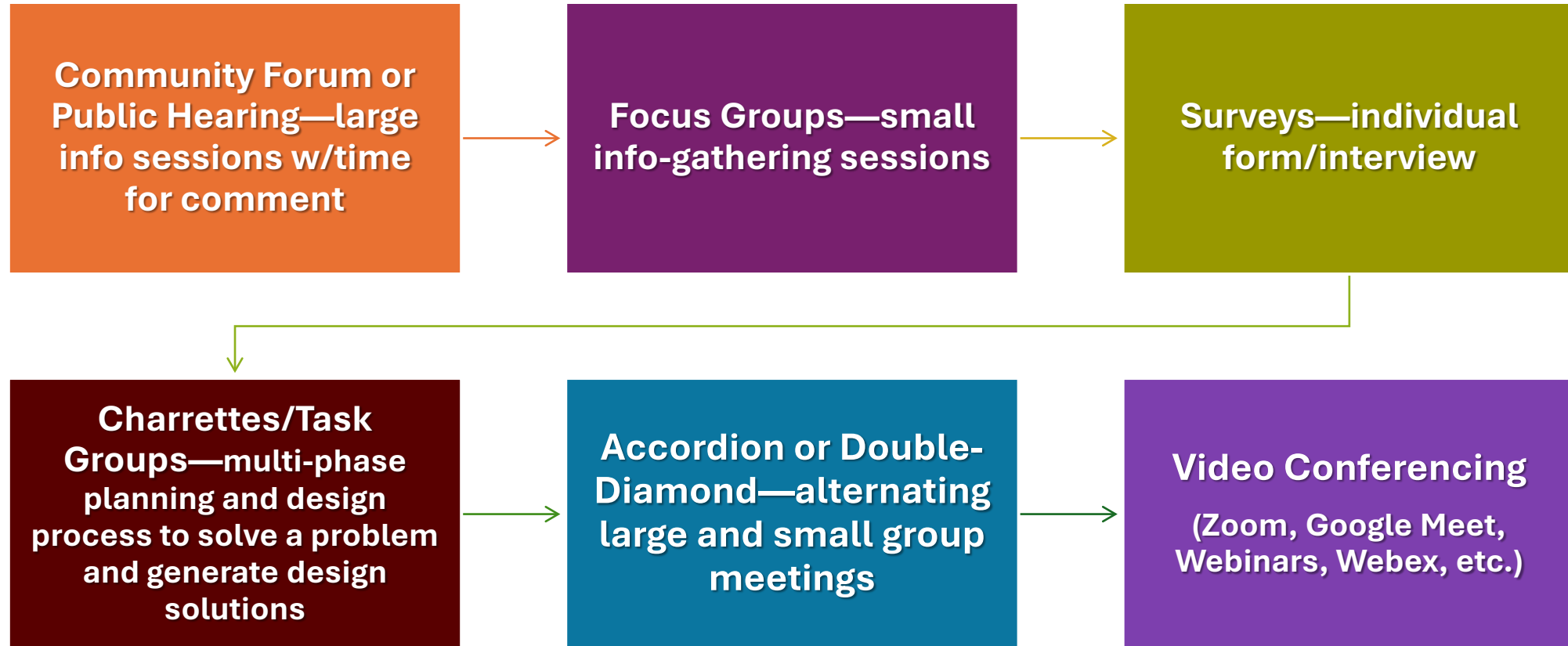
To inform a large group, there are several presentation methods that can work -

- **Individual Speaker(s)**
- **Panel**
- **Film, play, skit or short scenario + a talkback**
- **Media presentation (*video, audio, webinar, slides, etc.*)**

If the purpose includes answering questions or participants' responses -

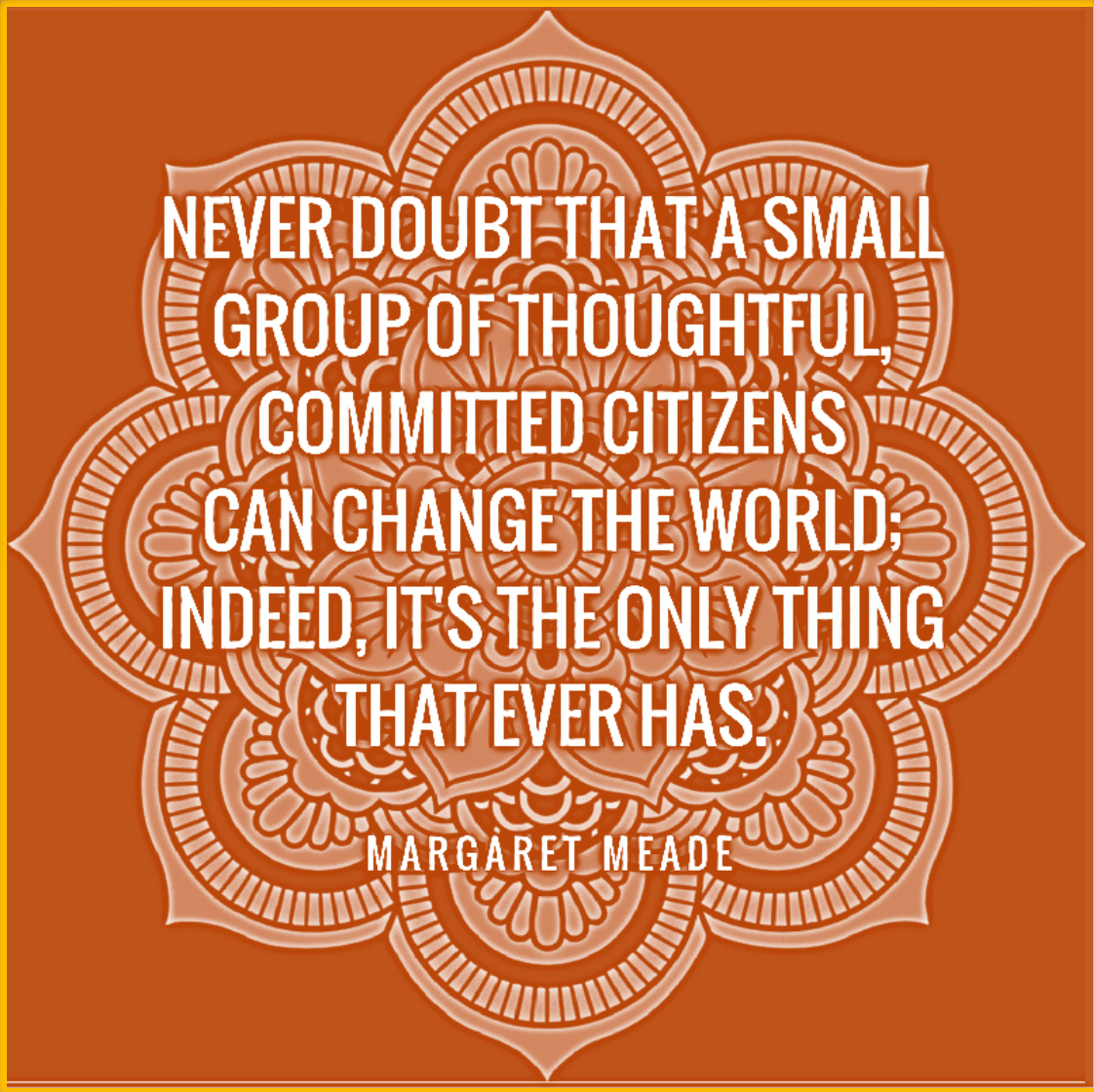
- **Pairs/Share or Roundtable discussion to formulate questions and responses**
- **Written questions on note cards or postit notes are collected, sorted or read randomly by a facilitator**
- **Individuals stand or raise their hands**
- **Collaborative online meeting tools for reflection, brainstorming, rating, prioritizing, voting, etc.**

Processes for Community Engagement



If more public input is needed to support the process -

- **Prepare an effective facilitation team.**
- **Invite public input at scheduled large group meetings.**
- **Alternate large meetings with caucuses or affinity groups to increase airtime, safety, reflection, identify needs, interests and options.**
- **Interview or survey individuals before or after gatherings.**
- **Organize focus groups, asking consistent core questions to all groups.**
- **Invite online comments and questions**
- **Hotlines**



NEVER DOUBT THAT A SMALL
GROUP OF THOUGHTFUL,
COMMITTED CITIZENS
CAN CHANGE THE WORLD;
INDEED, IT'S THE ONLY THING
THAT EVER HAS.

MARGARET MEADE

LINKS TO LOCAL AND STATE GOVERNMENT

Tompkins County Government: Elected Officials:

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Tompkins County NY All Departments

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Community Police Board

Ithaca Green New Deal

Ithaca City School District

Ithaca City School District Board of Education

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District 57 Senator Lea Webb

NYS Congressional Delegation (to US Senate and Congress):

(elected by all NY state voters)

Senator Chuck Schumer

Contact: Schumer

Senator Kirsten Gillibrand

Contact: Gillibrand

District 19 Congressman Josh Riley: Phone: (202) 225-5441 *(elected by 19 District)*

Governor of NYS: *(elected by all NY state voters)*

Governor Kathy Hochul

Contact: Gov. Hochul **Request Correspondence**

Lieutenant Governor: Antonio Delgado

Attorney General of NY: **Contact Attorney General Letitia James**

Municipalities in Tompkins County

Located within Tompkins County are the City of Ithaca; the Towns of Ithaca, Caroline, Danby, Dryden, Enfield, Groton, Lansing, Newfield, and Ulysses; and the Villages of Cayuga Heights, Dryden, Freeville, Groton, Lansing, and Trumansburg. View municipal boundaries through an [interactive online map](#).

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Dryden Town Board

Village of Dryden

Enfield Town Board

Village of Freeville Board of Trustees

Town Board of Groton

Village Board of Groton

Ithaca Town Board

City of Ithaca Common Council

Lansing Town Board

Village of Lansing

Newfield Town Board

Trumansburg Board of Trustees

Ulysses Town Board/Council

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<https://www.house.gov/representatives/find-your-representative>

Contact the White House:

<https://www.whitehouse.gov/contact/>

White House | USAGov

Phone numbers:

- 1-202-456-1414 (switchboard)
- 1-202-456-1111 (comments)

In Dorothy Cotton's (2012) own words:

One day not long ago I felt a strong desire to revisit the Dorchester Center [in Georgia], where great, important work happened – work that helped change our country.... As I stood in the room where we gathered regularly each month for eight years, I saw and felt the energy of those times again I was not conscious then of the great importance of our work, that it would be studied and written about for generations to come. We had a fire in our souls and just had to do what we did. I know now that when I took other jobs, I was just taking a break from what I was called to do. I was transformed forever, just as our eight thousand participants were also transformed by involvement in a people-changing, country-changing experience. Standing in the great room at the Dorchester Center caused me to consider some specifics of what we learned there:

- ♦ **We learned that we could make the road by walking it. We didn't know everything up front. There was no blueprint.**
- ♦ **We learned that we had, and still have, more power than we knew. The more we got involved, acted, and came together, the stronger we felt. We realized a new definition of power.**
- ♦ **We learned that we could change patterns and structures, no matter how deeply entrenched they were.**
- ♦ **We learned that we could use our impatience and anger to empower ourselves to act for change.**
- ♦ **We learned that we could confront the powers that be from an understanding of nonviolence—*satyagraha*, as Mahatma Gandhi called it.**
- ♦ **We learned that we could develop whatever skills we lacked when there was work to be done.**
- ♦ **We learned that we could act from our *capacities*, rather than from some deficit attributed to us by others.**
- ♦ **We learned that we have government “by the people” only if we make it so, giving life to this great concept.**
- ♦ **We learned that one is not alone. If one takes some steps to bring about positive change, others will join in the action.**
- ♦ **We learned that when we are serving, giving our life and energy to something that is important to us as well as to others, life is meaningful. And that we can't be bored giving ourselves to positive, transformative work.**
- ♦ **We learned that our freedom struggle was an idea whose time had come. As Dr. King liked to say, “The zeitgeist was upon us.” The spirit of the times unfolded with breathtaking power.**
- ♦ **We learned that when those who are victimized become committed to changing an unjust and brutal system, no longer accepting victim status, *change happens*. Systems that maintain patterns of injustice will *have to change*.**

Source: Dorothy F. Cotton, *If Your Back's Not Bent: The Role of the Citizenship Education Program in the Civil Rights Movement*, Atria Books, 2012, pp. 279-84.

The Dorothy Cotton Institute: <https://www.dorothycottoninstitute.org/>

DCI is a project of the Center for Transformative Action.



NONVIOLENT METHODS, PROCESSES, BEST PRACTICES & TOOLKITS FOR COMMUNITY ENGAGEMENT IN SOCIAL CHANGE

*from Seattle,
Minneapolis,
federal
agencies &
movement
builders across
the USA*

198 METHODS OF NONVIOLENT ACTION

albert einstein institution



The Methods of Nonviolent Protest and Persuasion

Formal Statements

1. Public speeches
2. Letters of opposition or support
3. Declarations by organizations and institutions
4. Signed public statements
5. Declarations of indictment and intention
6. Group or mass petitions

Communications with a Wider Audience

7. Slogans, caricatures, and symbols
8. Banners, posters, and displayed communications
9. Leaflets, pamphlets, and books
10. Newspapers and journals
11. Records, radio, and television
12. Skywriting and earthwriting

Group Representations

13. Deputations
14. Mock awards
15. Group lobbying
16. Picketing
17. Mock elections

Symbolic Public Acts

18. Displays of flags and symbolic colors
19. Wearing of symbols
20. Prayer and worship
21. Delivering symbolic objects
22. Protest disrobings
23. Destruction of own property
24. Symbolic lights
25. Displays of portraits
26. Paint as protest
27. New signs and names
28. Symbolic sounds
29. Symbolic reclamations
30. Rude gestures

Pressures on Individuals

31. "Haunting" officials
32. Taunting officials
33. Fraternization
34. Vigils

Drama and Music

35. Humorous skits and pranks
36. Performances of plays and music
37. Singing

Processions

38. Marches
39. Parades
40. Religious processions
41. Pilgrimages
42. Motorcades

Honoring the Dead

43. Political mourning
44. Mock funerals
45. Demonstrative funerals
46. Homage at burial places

Public Assemblies

47. Assemblies of protest or support
48. Protest meetings
49. Camouflaged meetings of protest
50. Teach-ins

Withdrawal and Renunciation

51. Walk-outs
52. Silence
53. Renouncing honors
54. Turning one's back

The Methods of Social Noncooperation

Ostracism of Persons

55. Social boycott
56. Selective social boycott
57. Lysistratic nonaction
58. Excommunication
59. Interdict

Noncooperation with Social Events, Customs, and Institutions

60. Suspension of social and sports activities
61. Boycott of social affairs
62. Student strike
63. Social disobedience
64. Withdrawal from social institutions

Withdrawal from the Social System

65. Stay-at-home
66. Total personal noncooperation
67. "Flight" of workers
68. Sanctuary
69. Collective disappearance
70. Protest emigration (hijrat)

The Methods of Economic Noncooperation:

Economic Boycotts

Actions by Consumers

71. Consumers' boycott
72. Nonconsumption of boycotted goods
73. Policy of austerity
74. Rent withholding
75. Refusal to rent
76. National consumers' boycott
77. International consumers' boycott

Action by Workers and Producers

78. Workmen's boycott
79. Producers' boycott

Action by Middlemen

80. Suppliers' and handlers' boycott

Action by Owners and Management

81. Traders' boycott
82. Refusal to let or sell property
83. Lockout
84. Refusal of industrial assistance
85. Merchants' "general strike"

Action by Holders of Financial Resources

86. Withdrawal of bank deposits
87. Refusal to pay fees, dues, and assessments
88. Refusal to pay debts or interest
89. Severance of funds and credit
90. Revenue refusal
91. Refusal of a government's money

Action by Governments

92. Domestic embargo
93. Blacklisting of traders
94. International sellers' embargo
95. International buyers' embargo
96. International trade embargo

The Methods of Economic Noncooperation: The Strike

Symbolic Strikes

97. Protest strike
98. Quickie walkout (lightning strike)

Agricultural Strikes

99. Peasant strike
100. Farm Workers' strike

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tel: 617.247.4882
fax 617.247.4035
einstein@igc.org
www.aeinstein.org

Strikes by Special Groups

101. Refusal of impressed labor
102. Prisoners' strike
103. Craft strike
104. Professional strike

Ordinary Industrial Strikes

105. Establishment strike
106. Industry strike
107. Sympathetic strike

Restricted Strikes

108. Detailed Strike
109. Bumper strike
110. Slowdown strike
111. Working-to-rule strike
112. Reporting "sick" (sick-in)
113. Strike by resignation
114. Limited strike
115. Selective strike

Multi-Industry Strikes

116. Generalized strike
117. General strike

Combination of Strikes and Economic Closures

118. Hartal
119. Economic shutdown

The Methods of Political Noncooperation

Rejection of Authority

120. Withholding or withdrawal of allegiance
121. Refusal of public support
122. Literature and speeches advocating resistance

Citizens' Noncooperation with Government

123. Boycott of legislative bodies
124. Boycott of elections
125. Boycott of government employment and positions
126. Boycott of government depts., agencies, and other bodies
127. Withdrawal from government educational institutions
128. Boycott of government-supported organizations
129. Refusal of assistance to enforcement agents
130. Removal of own signs and placemarks
131. Refusal to accept appointed officials
132. Refusal to dissolve existing institutions

Citizens' Alternatives to Obedience

133. Reluctant and slow compliance
134. Nonobedience in absence of direct supervision
135. Popular nonobedience
136. Disguised disobedience
137. Refusal of an assemblage or meeting to disperse
138. Sit-down
139. Noncooperation with conscription and deportation
140. Hiding, escape, and false identities
141. Civil disobedience of "illegitimate" laws

Action by Government Personnel

142. Selective refusal of assistance by government aides
143. Blocking of lines of command and information
144. Stalling and obstruction
145. General administrative noncooperation
146. Judicial noncooperation
147. Deliberate inefficiency and selective noncooperation by enforcement agents
148. Mutiny

Domestic Governmental Action

149. Quasi-legal evasions and delays
150. Noncooperation by constituent governmental units

International Governmental Action

151. Changes in diplomatic and other representations
152. Delay and cancellation of diplomatic events
153. Withholding of diplomatic recognition
154. Severance of diplomatic relations
155. Withdrawal from international organizations
156. Refusal of membership in international bodies
157. Expulsion from international organizations

The Methods of Nonviolent Intervention

Psychological Intervention

158. Self-exposure to the elements
159. The fast
 - a. Fast of moral pressure
 - b. Hunger strike
 - c. Satyagrahic fast
160. Reverse trial
161. Nonviolent harassment

Physical Intervention

162. Sit-in
163. Stand-in
164. Ride-in
165. Wade-in
166. Mill-in
167. Pray-in
168. Nonviolent raids
169. Nonviolent air raids
170. Nonviolent invasion
171. Nonviolent interjection
172. Nonviolent obstruction
173. Nonviolent occupation

Social Intervention

174. Establishing new social patterns
175. Overloading of facilities
176. Stall-in
177. Speak-in
178. Guerrilla theater
179. Alternative social institutions
180. Alternative communication system

Economic Intervention

181. Reverse Strike
182. Stay-in Strike
183. Nonviolent land seizure
184. Defiance of Blockades
185. Politically Motivated Counterfeiting
186. Preclusive Purchasing
187. Seizure of assets
188. Dumping
189. Selective patronage
190. Alternative markets
191. Alternative transportation systems
192. Alternative economic institutions

Political Intervention

193. Overloading of administrative systems
194. Disclosing identities of secret agents
195. Seeking imprisonment
196. Civil disobedience of "neutral" laws
197. Work-on without collaboration
198. Dual sovereignty and parallel government

Far too often people struggling for democratic rights and justice are not aware of the full range of methods of nonviolent action. Wise strategy, attention to the dynamics of nonviolent struggle, and careful selection of methods can increase a group's chances of success.

Gene Sharp's researched and catalogued these 198 methods and provided a rich selection of historical examples in his seminal work, *The Politics of Nonviolent Action* (3 Vols.) Boston: Porter Sargent, 1973.

Community Concerns

- ***Why are you asking me to join or help?***

What are your motives?

Do my strengths and skills matter to you as much as my identity?

- ***Who is in leadership? Who's on the board? On staff?***

Are you and others competent?

What is the culture of the board /agency like?

Will this be a productive, rewarding use of my time?

- ***What are the mission, values, culture of the organization?***

- ***Who are your customers?***

Will involvement be good for me and my community?

Do you have the resources to follow through and keep commitments?

Federal and State Guidelines for Engaging and Compensating People with Lived Experience and Expertise

- ❖ **HUD Exchange. Covid 19 Homeless System Response: Paying people with lived experience and expertise. Accessed 7 July, 2022.**
<https://files.hudexchange.info/resources/documents/COVID19-Homeless-System-Response-Paying-People-with-Lived-Experience-and-Expertise.pdf>

- ❖ **Office of Child Support Enforcement, U.S. Department of Health and Human Services. A starter kit on engaging people with lived experience in child support programs. January 2022.**
https://www.acf.hhs.gov/sites/default/files/documents/ocse/engaging_starter_kit.pdf

- ❖ **Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. Methods and emerging strategies to engage people with lived experience: Improving federal research, policy, and practice. December 20, 2021.**
<https://files.hudexchange.info/resources/documents/COVID-19-Homeless-System-ResponsePaying-People-with-Lived-Experience-and-Expertise.pdf>

- ❖ **What Does it Look Like to Equitably Engage People with Lived Experience? U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. 2022.**
<https://aspe.hhs.gov/sites/default/files/documents/40a67c4fe3ec784718ce7226a84ade5a/Equitable-Engagements.pdf>

- ❖ **Engaging Community Members: A Guide to Equitable Compensation Center for Health Care Strategies. Funder: New York Health Foundation and Robert Wood Johnson Foundation**
<https://www.chcs.org/resource/engaging-community-members-a-guide-to-equitable-compensation/>

How to Design for Maximum Community Engagement

Critical Questions:

- *What is the purpose/task of this project?*
- *How do we identify the stakeholders?*
 - Stakeholder analysis—Who is it important to include?
 - Who will this affect?
 - Who may care? About which issues?
 - Who has knowledge, resources, skills that can help?
 - Who knows how to contact them?
 - Whom have we left out?
 - How will we communicate/publicize this?
- *How can we engage them to gather information, identify issues, generate alternatives, etc.?*
 - How do we get people there?
 - What support needs do we need to address? (childcare, food, accessibility, transportation, money, etc.)
 - What do we do when they come together? How do we:
 - Design the events?
 - Choose facilitation teams?
 - Choose exercises to engage participants?
 - Manage Air-time?
 - Get good quality input?
- *How do we deal with conflict?*
 - Who can help?
- *What will we do with the information we've gathered?*
 - Who gets to decide what will happen?
 - How will people find out what happened?
- *Do we need documentation or assessment of our process?*
 - What formats will we use? Who will have access?
 - Who is responsible for meeting notes and interpretation?
 - Where to store data (outputs; people's input) and reports

Coordinating the event(s) & Hospitality for in-person meetings

- ***Video conferencing or In-person? Internet access for all?***
- ***Will attendees need reminders of the date, time, place or link?***
- ***Are you familiar with the possible meeting sites?***
 - **What rules apply? Are they free? Are they accessible?**
 - **Are they comfortable, clean and big enough?**
 - **Are restrooms open to your group?**
 - **Can you control the temperature? Lights? Have Emergency numbers?**
 - **Who will be responsible for set up, breakdown and cleanup? Need to bring trash bags?**
- ***Arrival: Will you need to move furniture? How much set up time is needed, and can you get help?***
 - **What time can you and other organizers leave?**
- ***Can you provide beverages, refreshments or a meal?***
 - **Is there money to buy snacks, or would people volunteer to bring some?**
 - **When can people help themselves to refreshments? Before, during or after the meeting? They may be hungry.**
- ***Is there AV equipment available at the site?***
 - **Who will handle speakers, mics, projectors, screens, internet if needed? Wi-Fi available?**
- ***Do you have a tech-savvy person to set up & manage videoconferencing, and assist if people have trouble linking to meeting or have audio/visual issues?***
 - **Can you make sure whether the people you invite have internet access and are familiar with the conferencing platform/app.**
- ***Can you pay a trusted community caregiver or babysitter to provide childcare onsite, or at a comfortable, familiar place nearby?***
 - **What resources are there? Will there be drinks and snacks, and supplies?**
 - **Diapers and wipes, tissues and sanitizer?**
 - **Provide Emergency numbers**

Processes for Community Engagement

Use processes that help accomplish the purpose of the project/initiative.
Consider use of in-person vs. [video conferencing](#).

☐ Community Forum or Public Hearing:	
Uses/Benefits	Challenges
❖ Gives a large number of people the same information at the same time. ❖ Allows the public to ask questions. ❖ Allows the public time to briefly share input and reactions. ❖ Provides a sense of where a community stands on an idea, proposal, issue or problem.	❖ Requires comprehension of presentation ❖ Limited airtime for public comment, usually involves 2-3 minute time limits ❖ May require highly structured agenda, crowd control, and firm, clear facilitation ❖ Some voices may dominate ❖ Questions may not be answered there, leading to frustration for public ❖ People may miss part of the presentation and respond with partial information
☐ Focus Groups: (In-person or Video Conferencing?)	
Uses/Benefits	Challenges
❖ Allows a smaller group of people to share their input ❖ May be easier to manage ❖ People's voices may be heard ❖ Provides less intimidating setting and more comfort ❖ Less formality ❖ Possibility of more airtime	❖ More pressure on facilitator to answer individuals' questions ❖ Lack of closure about how input will be used and shared ❖ Distinguishing between giving input and deciding the outcome ❖ Complaints, blaming and long stories
☐ Surveys: (Paper or Online? Anonymous or not?)	
Uses/Benefits	Challenges
❖ Allows for individual's input ❖ Convenient; can be done from home; less formality ❖ Greater privacy and comfort ❖ Can be confidential ❖ Eliminates long stories ❖ Can include complaints ❖ Comments can be collected efficiently without editing ❖ Uniform categories of info ❖ Ways to combine data ❖ Can collect demographics	❖ Impersonal ❖ Fewer ways to get clarification ❖ No opportunity to ask questions ❖ Requires literacy ❖ May require online access ❖ Sometimes the questions are not relevant ❖ Lack of closure re: how input will be used ❖ Can be badly designed ❖ Do not build relationships or community ❖ Decisions or outcomes may not reflect the input gathered, or not be explained.

- ☐ **Charrettes: a multi-phase planning and design process to solve a problem and generate design solutions**

- ☐ <http://www.charretteinstitute.org/charrette.html>

- ☐ <http://www.fhwa.dot.gov/reports/pittd/charrett.htm>

Uses/Benefits	Challenges
❖ Collaborative and iterative ❖ Creative task groups can generate issues, vision, conditions and standards, draft options, solutions ❖ Employs the special know-how of people ❖ Encourages questions and concerns before decisions are made ❖ Allows knowledge-based perspectives into process ❖ Uses feedback to refine ideas	❖ Often requires long-term planning, notification, assembling a large team. ❖ Takes multiple events involving public meetings, design teams, public review, etc. ❖ Requires expert facilitation, resources ❖ Solutions and designs generated by experts with significant input and feedback from public
☐ Accordion or Double-Diamond: alternating large and small group meetings	
Uses/Benefits	Challenges
❖ Combines large and small group gatherings ❖ Presents information to all ❖ Allows for interest or affinity groups to process their reactions and generate ideas, find commonalities ❖ Reintegrates small groups' perspectives into the whole. ❖ Allows large group to benefit from small groups' or task groups' thinking. ❖ Can build relationships and trust over time. ❖ Refines solutions over time	❖ Small groups can become polarized ❖ Lots of information to collect, record and summarize. ❖ Summarizing and clear notes are essential to avoid lots of explanation in the large group. ❖ Can raise conflict ❖ Re-integration of the large group can be overlooked, and damage the process

Structural Barriers to Equity in City Planning & Landscape Architecture Design

Barriers to Control and Influence over Land Use:

- Personal and community wealth and income disparities, poverty, which directly affect...
- Ownership of homes, real estate, land and control of privately held space
- Access to stable, environmentally safe, secure housing and affordable rent
- Control over quality of maintenance of buildings and grounds
- Disparities in access to credit and capital based on race, ethnicity and gender
- Language—communities where people are not fluent in English
- Not being aware of plans that will affect community use of public and private space
- Exclusion from community planning processes
- Hierarchical cultural structures, where community cooperation/approval of plans may be given by a few individuals (clergy, elected officials, business interests, etc.) without the timely input and deliberation from those who will be directly impacted.
- Disparities in education
- Incarceration and control of movement (ankle bracelet monitors, GPS)
- Loss of civil rights (e.g., voting rights)
- Structural racism, sexism, etc.

Strategies Designed to Exclude People from Spaces:

- No public transit stops, limited transit at night
- Spaces that are unfriendly/uninviting (no benches, trash bins, water fountains, tables, shade)
- Signs prohibiting play and relaxation (skateboards, bikes, running, walking on grass, etc.)
- Gates; guards; checkpoints; barriers/fences/walls
- Helicopter fly-bys
- Highly policed areas
- Surveillance cameras and security systems; spotlights

- **Property Tax increases/Forfeiture**
- **Foreclosures after natural disasters**
- **Dumping, toxic waste and contamination; ignoring or hiding environmental impacts**
- **Decisions about concrete/pavement versus green spaces**
- **Militarized and occupied zones**
- **“Papers, please.” Demands for proof of citizenship, (IDs, passports, visas, green cards, residency papers, travel permits)**
- **Zoning, permits, licensing, ordinances restricting vending, peddling, displays/signage, art, music, performance**
- **Lack of funding for Community-Based Development Projects or Participatory Budgeting**
- **Lack of diversity among practitioners (majority white/male dominated firms)**
- **Unfamiliarity with fields of landscape architecture or city planning; cost of education/ training in the field**
- **Lack of capacity among practitioners to facilitate community engagement**
- **Confusion about restrictions on use of public lands, forests, parks, waterways, etc.**
- **Concentration of land ownership in wealthy individuals, families and corporations**
- **Planning meetings held at inconvenient hours and inaccessible spaces**
- **Public hearings/input after designs have been privately approved**
- **Histories of hate-based violence that has occurred in wild lands, rural areas, secluded areas such as disappearances, kidnapping, rape, assault, burning, lynching, murder**
- **Land theft: confiscating natural resources without reparation, compensation, acknowledgement, apology**
- **Demolitions; destruction of public amenities (hospitals, services, schools, places of worship, parks, shore)**
- **Displacement; deportation, banning and banishment, collective punishment, starvation, ethnic cleansing, genocide**

**Mechanisms Used to Create or Maintain
Segregated, Racialized Space:**

- **Banishment of Black residents/property owners from whole towns and counties**
- **Lynching and other forms of terror**
- **Sundown Laws**
- **Legalized segregation in housing and public services**
- **Racial discrimination in housing**
- **Red lining**
- **Denial of FHA loans to people of color**
- **Restrictive covenants**
- **White flight to suburbs**
- **Urban renewal and the destruction of affordable urban housing units**
- **Creation of public housing projects = high-rise urban ghettos**
- **Highways built through low-income neighborhoods, dividing & isolating communities of color, creating food deserts and barriers to accessible services**
- **Fewer \$\$ spent on public transit**
- **Dumping public assistance recipients into inner-ring suburbs**
- **Dumping toxic waste, environmental hazards in communities of color**
- **Gentrification of urban neighborhoods—driving rents and property values up, driving residents out, and replacing them with middle-upper class residents**

- **Credit barriers to mortgage loans for single-family dwellings**
- **Predatory lending in mortgages.**
- **High property taxes and inflated assessments**
- **Tax benefits, incentives, to businesses to move outside of inner cities**
- **Tax incentives to developers to build expensive hi-rises with few affordable units**
- **National Parks built on Native American lands**
- **Creation of local municipalities and local control**
- **Zoning laws**
- **No sidewalks for pedestrians**
- **Gated Communities**
- **Changing the cultural flavor of ethnic communities to the serve the tastes of new residents**
- **Stop and frisk and “broken windows” policing practices**
- **Stand Your Ground laws**
- **Gerrymandering district boundaries to pack or dilute voting blocks to control congressional representation and sway elections**
- **Voter suppression, purging registered voters from rolls.**
- **Closing polling places, limiting early voting days and voting hours at polls**



Civic Engagement Guide: How to Make an Impact at a Protest

Laurie Woodward Garcia and People Power United

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We are not powerless. In fact, we hold the power they fear most—the power of collective action. We are rising up and pushing back.

No one can impose their racism, xenophobia, Islamophobia, antisemitism, homophobia, misogyny, sexism, ageism, ableism, sizeism, transphobia, misogynoir, elitism, and bigotry on us.

We will show up, speak out, and organize to build the power to replace corrupt politicians and their enablers.

Civic Engagements Guide: How to Make an Impact at a Protest

Protesting is a powerful tool for civic engagement, allowing individuals to voice their concerns, demand change, and unite with others around shared causes. To make the most of your participation, it's essential to be prepared, informed, and strategic. Here's a guide to help you make a meaningful impact at a protest.

1. Do Your Research

Before attending a protest, understand the cause you're supporting. Learn about the key issues, demands, and goals of the movement. Familiarize yourself with any specific legislation, policies, or public figures involved. This knowledge will help you engage in informed conversations and amplify the message effectively.

2. Plan Ahead

Preparation is key to a successful protest experience. Check the event details: date, time, location, and organizers. **Dress appropriately** for the weather and wear comfortable shoes. **Pack essentials** like water, snacks, a fully charged phone, and a portable charger. **Bring identification**, but consider leaving unnecessary personal information at home.

3. Create Clear, Impactful Signs

Signs are a visual representation of the protest's message. **Use bold, legible lettering and concise language to convey your point.** Powerful slogans, facts, or calls to action can resonate with the crowd and media. Consider waterproofing your sign if there's a chance of rain.

4. Stay Safe and Aware

Your safety is paramount. Attend with a buddy or group, and agree on a meeting point if you get separated. Be aware of your surroundings and exit routes. Know your rights as a protester, especially regarding interactions with law enforcement. If tensions rise, remain calm and avoid confrontations.

5. Encourage Ongoing Organizing

While protests are impactful, sustained efforts create lasting change. **Nudge the organizers to continue organizing around the issue beyond the protest.** Suggest follow-up meetings, educational workshops, or community actions to maintain momentum. Offer your support to help build long-term strategies that drive systemic change. If they don't continue to organize, pick up the torch and continue to champion progress!

6. Engage Peacefully and Respectfully

Peaceful protests are often more effective and garner broader public support. Chant, march, and express your views passionately but non-violently. Respect fellow protesters, law enforcement, and bystanders. **Remember, your goal is to persuade and inspire, not to alienate.** No littering! Keep public sidewalks clear to allow space for pedestrians. Keep your eye open to assist seniors or folks with disabilities.

7. Amplify the Message Online

Use social media to extend the reach of the protest. Share photos, videos, and updates with relevant hashtags to connect with a broader audience. Highlight personal stories, key messages, and the energy of the event. **Digital activism can influence public opinion and attract media attention.**

8. Follow Up

A protest is often just the beginning. Continue your advocacy by contacting elected officials, signing petitions, and supporting related organizations. Share your experiences to inspire others to get involved. Reflect on the event's impact and consider how you can contribute to ongoing efforts.

9. Take Care of Yourself

Protesting can be physically and emotionally exhausting. After the event, rest, hydrate, and process your feelings. Connect with fellow protesters for mutual support and debriefing.

Conclusion

Protests are the spark that ignites the fire of change, but without **sustained action**, that spark can quickly fade. A protest is just the beginning of advocacy—a decisive moment to raise awareness, demand attention, and show collective strength. However, if the energy stops there, the momentum is lost, and the cause risks fading from public consciousness.

To create lasting change, extending the momentum beyond the streets is vital.

Use social media to amplify your message, engage with lawmakers to demand action, and continue building power by reaching out to your direct contacts. Every conversation, every share, and every follow-up is an opportunity to grow our movement.

Protests can catalyze change when participants are informed, prepared, and committed to peaceful advocacy. Following this guide can make a meaningful impact, amplify essential issues, and contribute to a stronger, more engaged community. Remember: the protest is the start, not the finish line. **Real change comes from what you do next.**

Calls-to-Action

1. [Click here](#) to join your People Power **State Team**
2. [Click here](#) to join a **Grassroots Lobbying Team**
3. [Click here](#) to join the **Social Media Team**
4. [Click here](#) to join an **Event**
5. [Click here](#) to write **Letters and Postcards to Voters**

Additional Resources

- **ACLU**
 - [Know Your Rights: Demonstrations and Protests](#)
 - [Know Your Rights](#)
 - **Natural Resources Defense Council**
 - [How to Protest Safely](#)
 - **NYU Law - The Center on Race Inequality and the Law**
 - [Protest Tips and Resources](#)
 - **Sierra Club**
 - [Safety Tips for Attending Rallies & Protests](#)
 - **Politico**
 - [Notes to the American People — and Government Workers —](#)
-

Join us to build People Power! Together, we can champion our rights, freedoms, and democracy, hold our leaders accountable to the people's will, and inspire voters to make a meaningful difference.

Laurie Woodward Garcia (paid with hugs and kisses, not bought by special interests)

Leader, People Power United

Representing America's largest grassroots organization with over 200,000+ members, driven entirely by the energy and commitment of everyday people. We are proudly 100% independent, powered by people—not special interests.

Laurie joining other activists and organizations to drop thousands of petitions off to Congress for reforms to the Supreme Court

[People Power United](#) | In this community, we will always speak out against racism, xenophobia, Islamophobia, antisemitism, homophobia, misogyny, sexism, ageism, ableism, sizeism, elitism, transphobia, misogynoir, and bigotry! Check out our [2023 recap post](#) to see how impactful our scrappy People Power United group is!

People Power United is a group of community members that champions progressive values and power for the people.

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Racial Equity Toolkit

to Assess Policies, Initiatives, Programs, and Budget Issues



RACE & SOCIAL JUSTICE
INITIATIVE

The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending [individual racism](#), [institutional racism](#) and [structural racism](#). The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

When Do I Use This Toolkit?

Early. Apply the toolkit early for alignment with departmental racial equity goals and desired outcomes.

How Do I Use This Toolkit?

With Inclusion. The analysis should be completed by people with different racial perspectives.

Step by step. The Racial Equity Analysis is made up of six steps from beginning to completion:



Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: _____

Description: _____

Department: _____ Contact: _____

☐ Policy ☐ Initiative ☐ Program ☐ Budget Issue

Step 1. Set Outcomes.

1a. What does your department define as the most important racially equitable **community outcomes related to the issue?** *(Response should be completed by department leadership in consultation with RSJI Executive Sponsor, Change Team Leads and Change Team. Resources on p.4)*

1b. Which racial equity **opportunity area(s) will the issue primarily impact?**

☐ Education
☐ Community Development
☐ Health
☐ Environment

☐ Criminal Justice
☐ Jobs
☐ Housing

1c. Are there impacts on:

☐ Contracting Equity
☐ Workforce Equity

☐ Immigrant and Refugee Access to Services
☐ Inclusive Outreach and Public Engagement

Please describe:

Step 2. Involve stakeholders. Analyze data.

2a. Are there impacts on geographic areas? ☐ Yes ☐ No

Check all neighborhoods that apply (see map on p.5):

☐ All Seattle neighborhoods
☐ Ballard
☐ North
☐ NE
☐ Central

☐ Lake Union
☐ Southwest
☐ Southeast
☐ Delridge
☐ Greater Duwamish

☐ East District
☐ King County (outside Seattle)
☐ Outside King County

Please describe:

2b. What are the racial demographics of those living in the area or impacted by the issue?

(See Stakeholder and Data Resources p. 5 and 6)

2c. How have you involved community members and **stakeholders?** *(See p.5 for questions to ask community/staff at this point in the process to ensure their concerns and expertise are part of analysis.)*

2d. What does data and your conversations with [stakeholders](#) tell you about existing racial inequities that influence people's lives and should be taken into consideration? (See Data Resources on p.6. [King County Opportunity Maps](#) are good resource for information based on geography, race, and income.)

2e. What are the root causes or factors creating these racial inequities?

Examples: Bias in process; Lack of access or barriers; Lack of racially inclusive engagement

Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement...

3. How will the policy, initiative, program, or budget issue increase or decrease racial equity? What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step 1?

Step 4. Advance Opportunity or Minimize Harm.

4. How will you address the impacts (including unintended consequences) on racial equity? What strategies address immediate impacts? What strategies address root causes of inequity listed in Q.6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies? _____

Policy Strategies? _____

Partnership Strategies? _____

Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

5a. How will you evaluate and be [accountable](#)? How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

5b. What is unresolved? What resources/partnerships do you still need to make changes?

Step 6. Report Back.

Share analysis and report responses from Q.5a. and Q.5b. with Department Leadership and Change Team Leads and members involved in Step 1.

Creating Effective Community Outcomes

Outcome = the result that you seek to achieve through your actions.

***Racially equitable* community outcomes = the specific result you are seeking to achieve that advances racial equity in the community.**

When creating outcomes think about:

- What are the greatest opportunities for creating change in the next year?
- What strengths does the department have that it can build on?
- What challenges, if met, will help move the department closer to racial equity goals?

Keep in mind that the City is committed to creating racial equity in seven key opportunity areas: **Education, Community Development, Health, Criminal Justice, Jobs, Housing, and the Environment.**

Examples of community outcomes that increase racial equity:

OUTCOME	OPPORTUNITY AREA
Increase transit and pedestrian mobility options in communities of color.	Community Development
Decrease racial disparity in the unemployment rate.	Jobs
Ensure greater access to technology by communities of color.	Community Development, Education, Jobs
Improve access to community center programs for immigrants, refugees and communities of color.	Health, Community Development
Communities of color are represented in the City's outreach activities.	Education, Community Development, Health, Jobs, Housing, Criminal Justice, Environment
The racial diversity of the Seattle community is reflected in the City's workforce across positions.	Jobs
Access to City contracts for Minority Business Enterprises is increased.	Jobs
Decrease racial disparity in high school graduation rates	Education

Additional Resources:

- **RSJI Departmental Work Plan:** <http://inweb/rsji/departments.htm>
- **Department Performance Expectations:** <http://web1.seattle.gov/DPETS/DPETSWEbHome.aspx>
- **Mayoral Initiatives:** <http://www.seattle.gov/mayor/issues/>

Identifying Stakeholders + Listening to Communities of Color

Identify Stakeholders

Find out who are the **stakeholders** most affected by, concerned with, or have experience relating to the policy, program or initiative? Identify racial demographics of neighborhood or those impacted by issue. (See *District Profiles* in the [Inclusive Outreach and Public Engagement Guide](#) or refer to U.S. Census information on p.7)

Once you have identified your stakeholders

Involve them in the issue.

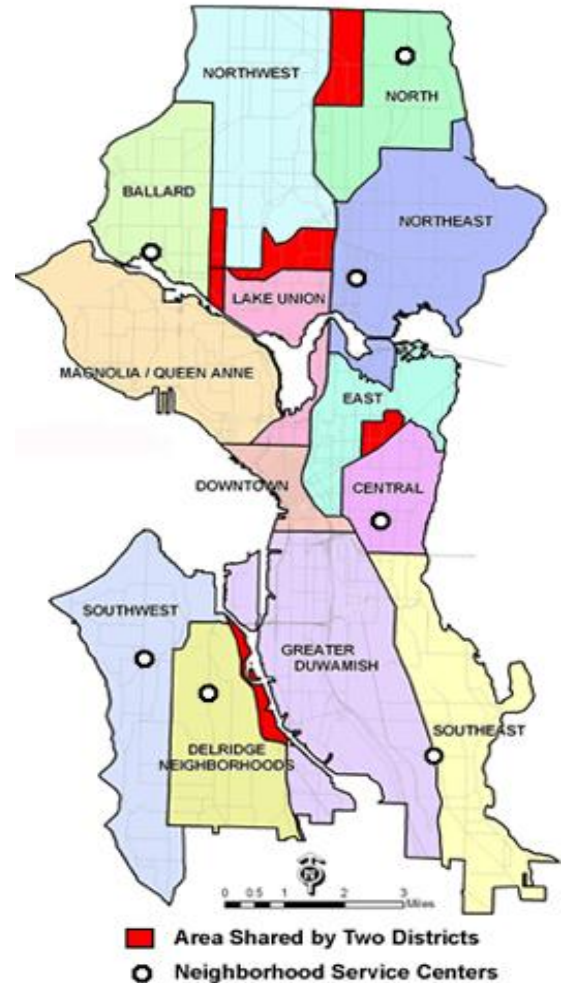
Describe how historically underrepresented community stakeholders can take a leadership role in this policy, program, initiative or budget issue.

Listen to the community. Ask:

1. What do we need to know about this issue? How will the policy, program, initiative or budget issue burden or benefit the community? (*concerns, facts, potential impacts*)
2. What factors produce or perpetuate racial inequity related to this issue?
3. What are ways to minimize any negative impacts (harm to communities of color, increased racial disparities, etc) that may result? What opportunities exist for increasing racial equity?

Tip: Gather Community Input Through...

- Community meetings
- Focus groups
- Consulting with City commissions and advisory boards
- Consulting with Change Team



Examples of what this step looks like in practice:

- A reduction of hours at a community center includes conversations with those who use the community center as well as staff who work there.
- Before implementing a new penalty fee, people from the demographic most represented in those fined are surveyed to learn the best ways to minimize negative impacts.

For resources on how to engage stakeholders in your work see the **Inclusive Outreach and Public Engagement Guide**: <http://inweb1/neighborhoods/outreachguide/>

Data Resources

City of Seattle Seattle's Population and Demographics at a Glance:

http://www.seattle.gov/dpd/Research/Population_Demographics/Overview/default.asp

Website updated by the City Demographer. **Includes: Housing** Quarterly Permit Report • **Employment data** • 2010 Census data • **2006-2010 American Community Survey** • 2010 Census: Demographic highlights from the 2010 Census; Basic Population and Housing Characteristics Change from 1990, 2000, and 2010 – PDF report of counts of population by race, ethnicity and over/under 18 years of age as well as a total, occupied and vacant housing unit count; Three-page subject report – PDF report of detailed population, household and housing data • American Community Survey: **2010 5-year estimates and 2009 5-year estimates** • Census 2000 • Permit Information: Comprehensive Plan Housing Target Growth Report for Urban Centers and Villages; Citywide Residential Permit Report • Employment Information: Comprehensive Plan Employment Target Growth Report for Urban Centers and Villages; Citywide Employment 1995-2010 • The Greater Seattle Datasheet: a report by the Office of Intergovernmental Relations on many aspects of Seattle and its region.

SDOT Census 2010 Demographic Maps (by census blocks): Race, Age (under 18 and over 65) and Median Income http://inweb/sdot/rsji_maps.htm

Seattle's Population & Demographics Related Links & Resources (From DPD website:

http://www.seattle.gov/dpd/Research/Population_Demographics/Related_Links/default.asp)

Federal

- [American FactFinder](#): The U.S. Census Bureau's main site for online access to population, housing, economic, and geographic data.
- [Census 2000 Gateway](#): The U.S. Census Bureau's gateway to Census 2000 information.

State

- [Washington Office of Financial Management](#): OFM is the official state agency that provides estimates, forecasts, and reports on the state's population, demographic characteristics, economy, and state revenues.

Regional

- [Puget Sound Regional Council](#): PSRC is the regional growth management and transportation planning agency for the central Puget Sound region in Washington State.

County

- [King County Census Viewer](#): A web-based application for viewing maps and tables of more than 100 community census data indicators for 77 defined places in King County.
- [King County Department of Development and Environmental Services](#): the growth management planning agency for King County.
- [Seattle & King County Public Health - Assessment, Policy Development, and Evaluation Unit](#): Provides health information and technical assistance, based on health assessment data
- [King County Opportunity Maps](#): A Study of the Region's Geography of Opportunity. Opportunity maps illustrate where opportunity rich communities exist, assess who has access to those neighborhoods, and help to understand what needs to be remedied in opportunity poor neighborhoods. Puget Sound Regional Council.

City

- [The Greater Seattle Datasheet](#): A Seattle fact sheet courtesy of the City of Seattle's Office of Intergovernmental Relations.

Other

- [Seattle Times Census 2000](#): articles, charts related to Census 2000 and the Seattle/Puget Sound region.

Glossary

Accountable- Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Community outcomes- The specific result you are seeking to achieve that advances racial equity.

Contracting Equity- Efforts to achieve equitable racial outcomes in the way the City spends resources, including goods and services, consultants and contracting.

Immigrant and Refugee Access to Services- Government services and resources are easily available and understandable to all Seattle residents, including non-native English speakers. Full and active participation of immigrant and refugee communities exists in Seattle's civic, economic and cultural life.

Inclusive Outreach and Public Engagement- Processes inclusive of people of diverse races, cultures, gender identities, sexual orientations and socio-economic status. Access to information, resources and civic processes so community members can effectively engage in the design and delivery of public services.

Individual racism- Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals including white people internalizing privilege and people of color internalizing oppression.

Institutional racism- Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.

Opportunity areas- One of seven issue areas the City of Seattle is working on in partnership with the community to eliminate racial disparities and create racial equity. They include: Education, Health, Community Development, Criminal Justice, Jobs, Housing and the Environment.

Racial equity- When social, economic and political opportunities are not predicted based upon a person's race.

Racial inequity- When a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders- Those impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, Change Teams, City employees, unions, etc.

Structural racism - The interplay of policies, practices and programs of multiple institutions which leads to adverse outcomes and conditions for communities of color compared to white communities that occurs within the context of racialized historical and cultural conditions.

Workforce Equity- Ensure the City's workforce diversity reflects the diversity of Seattle

Race and Social Justice Best Practices Criteria

The criteria below will be used to identify actual best practices so they can be shared and replicated. As departments gain experience with the Budget and Policy Filter and Racial Equity Impact Analysis, we anticipate that these best practices criteria will be refined.

RSJI best practices will meet the following criteria:

1. Assess community conditions and the desired community impact

- Includes clear documentation of the existing community conditions, including disparities.
- Explicitly enumerates specific goals and outcomes to emphasize program goals of reducing racism and decreasing racial disparities (as well as other program or policy goals).
- Incorporates design to adjust goals and practices to keep pace with changing needs and racial demographics.

2. Expand opportunity and access for individuals

- Increases opportunity and/or access for those who historically have been excluded.
- Integrates strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies.

3. Affect systemic change

- Reforms the ways in which institutions operate to lessen racial disparities and eliminate discrimination.
- Analyzes and changes policies and practices that may perpetuate racial disparities and/or institutionalized racism.

4. Promote racially inclusive collaboration and civic engagement

- Creates opportunities for collaboration that fosters mutual respect among people who fully represent Seattle's racial diversity.
- Provides opportunities for program participants and leaders or people affected by a policy to take action to address racial disparities and foster racial equity.
- Fosters greater participation in civic engagement that can promote leadership in racial equity efforts.

5. Educate on racial issues and raises racial consciousness

- Explicitly educates about the importance of historical and contemporary facts regarding race, racism, and/or culture.
- Educates and encourages sharing about race and racism, including the connections between personal feelings and experiences and race-related systemic issues in society.

Developing an Outreach Strategy: Racial Equity Impact Analysis Worksheet

This worksheet can help departments make effective use of the [RSJI policy and budget filter](#) questions. The toolkit includes RSJI best practices criteria, definitions, and instructions for completing a Racial Equity Impact Analysis, along with examples.

Please visit the [Seattle Office for Civil Rights](#) website for complete toolkit and additional resources such as training on how to use this tool.

Racial Equity Impact Analysis Worksheet

Answer the following questions:

1. Lead Department: _____

2. Project Title: _____

3. Briefly describe the proposed action and the desired results: _____

4. How does the proposed action impact (check all that apply):

☐ Racial disparity?

☐

Institutionalized racism?

☐

Multiculturalism?

Please describe: _____

5. How does the proposed action support (check all that apply):

☐ Work force equity?

☐ Economic equity, including contracting?

☐ Immigrant and refugee access to services?

☐ Public engagement and outreach?

☐ Capacity building?

Please describe: _____

**6. Who are the racial / ethnic groups affected by this program, policy or practice?
How will each group be affected?**

**7. Describe the community members and/or groups who have been involved with
the development of this proposal and the involvement process? Is there
community support for or opposition to the proposal?
Why?** _____

**8. What strategies are being used, and how will they help achieve racial equity?
Describe the resources, timelines, and monitoring that will help ensure success.**

**9. Are there direct or indirect community impacts or benefits? Are there
strategies to mitigate any negative impacts?
Please describe:** _____

**10. How have your Change Team or Core Team members assisted with the
development or review of this action?
Please describe:** _____



Office of Equity

Lived Experience Compensation

Interim Guidelines & Best Practices

Karen A. Johnson, PhD | she.her.Beloved
Director, Washington State Office of Equity
Office of Governor Jay Inslee
May 17, 2022



Office of Equity

Lived Experience Compensation

Best Practices

Contents

Overview	2
Timeline for 5793 Guideline Completion.....	3
Background: Language From Second Substitute Senate Bill (2SSB) 5793	3
Benefits Eligibility and Amounts Impact	4
Compensation Best Practices.....	4
Compensation Schedule	4
Compensation Options	5
Options for One-Time Events:.....	5

Office of Equity

Lived Experience Compensation

Best Practices

Overview

We compensate community members for providing their expertise so we can achieve equitable outcomes in our programs and services. Second Substitute Senate Bill (2SSB) 5793 removes a major barrier to compensation and is effective June 9, 2022. The Office of Equity will release guidelines for state agencies to use December 1, 2022.

Until guidelines are released consider these best practices:

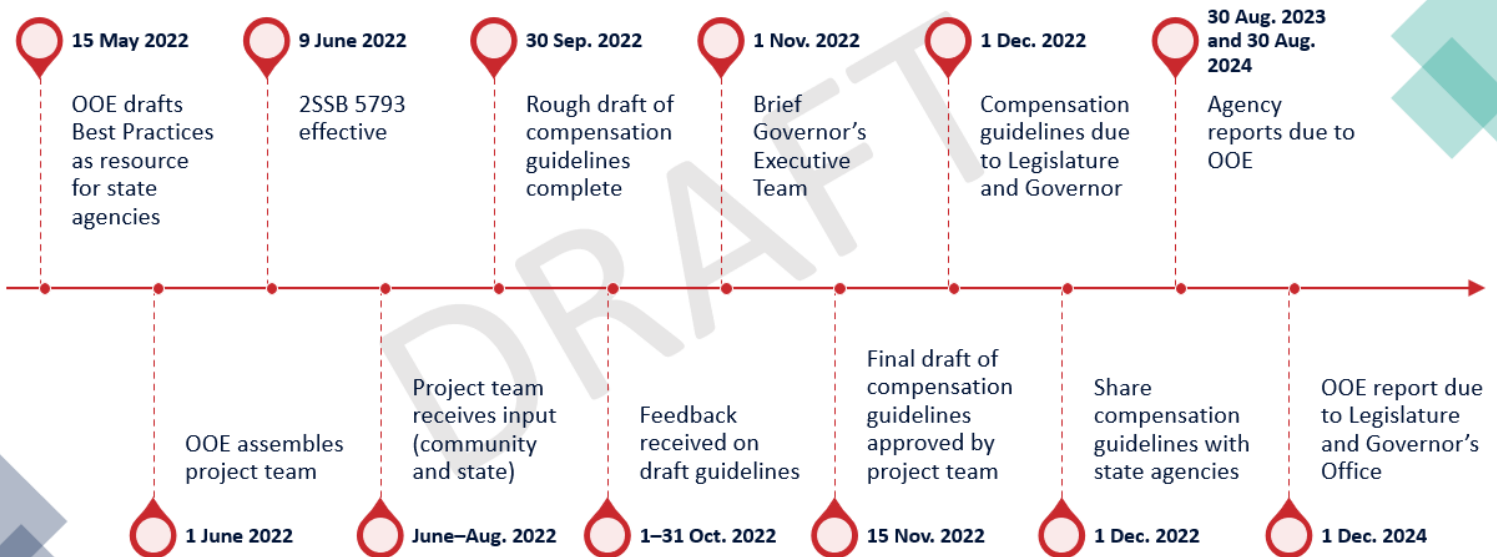
- Determine whether a stipend or compensation process already exists within your agency.
 - Use an existing, internal process if possible.
 - There may be several different processes for compensation even within the same agency.
- If you must create a new process, create the process in collaboration with community members you are working with.
 - The process should balance the agency's needs *and* the community's needs.
 - Make the process simple and accessible for community members to navigate, which may require providing guidance, navigation assistance, and language and communication services.
 - Consult with your agency's fiscal and policy departments to navigate laws, policies, and budget.
 - Equity is an enterprise value. Community engagement and partnership is the only way to achieve equity. Compensation is a critical component of community engagement and should be reflected in the agency's budget.
 - Fiscal and policy units may consult with the appropriate Office of Financial Management (OFM) unit as needed.

Office of Equity

Lived Experience Compensation

Best Practices

Timeline for 5793 Guideline Completion



Background: Language From [Second Substitute Senate Bill \(2SSB\) 5793](#)

AN ACT Relating to allowing compensation for lived experience on boards, commissions, councils, committees, and other similar groups; amending RCW 28A.300.802, 43.03.050, 43.03.060, and 41.40.035; reenacting and amending RCW 43.03.220; adding new sections to chapter 43.03 RCW; and creating a new section.

Class 1 group: Any part-time board, commission, council, committee, or other similar group which is established by the executive, legislative, or judicial branch to participate in state government and which functions primarily in an advisory, coordinating, or planning capacity

Lived experience: direct personal experience in the subject matter being addressed by the board, commission, council, committee, or other similar group.

Low income: an individual whose income is not more than 400 percent of the federal poverty level, adjusted for family size.

Subject to available funding, agencies may provide a stipend to individuals who are **low income** or **have lived experience** to support their participation in class one groups when the agency determines such participation is desirable in order to implement the principles of equity

Office of Equity

Lived Experience Compensation

Best Practices

described in RCW 43.06D.020, provided that the individuals are **not otherwise compensated for their attendance** at meetings.

Reimburse community members for adult care, childcare, lodging and travel **in addition to** compensation.

As allowable by federal and state law, state agencies will **minimize**, to the greatest extent possible, the **impact** of stipends and reimbursements on **public assistance eligibility and benefit amounts**.

Benefits Eligibility and Amounts Impact

Analysis on benefit eligibility and amounts impact will be developed in collaboration with the 5793 project team.

For now, agencies should inform community members of a potential impact. Community members can choose to follow up with their program(s). Community members can decide whether to accept compensation or not based on their circumstances and potential or real impacts to their benefits.

Compensation Best Practices

- Pay community members a living wage, up to the ceiling of \$200 per day per 2SSB 5793.
 - Note: A living wage may be higher than minimum wage.

Compensation Schedule

The following compensation schedule is a suggestion and may need to be adjusted to pay the community members in your workgroup a living wage.

• <u>Up and equal to one hour</u>	= \$25
• <u>Over one hour to equal to two hours</u>	= \$50
• <u>Over two hours to equal to three hours</u>	= \$75
• <u>Over three hours to equal to four hours</u>	= \$100
• <u>Over four hours to equal to five hours</u>	= \$125
• <u>Over five hours to equal to six hours</u>	= \$150
• <u>Over six hours to equal to seven hours</u>	= \$175
• <u>Anything over seven hours</u>	= \$200

Note: If a community member receives \$600 or more in a calendar year, the Internal Revenue Service (IRS) requires a 1099-MISC form to be sent.

Office of Equity

Lived Experience Compensation

Best Practices

Compensation Options

There are many options for compensating community members. The following are some existing methods agencies use to compensate community for their participation in workgroups. This list is not exhaustive of all the methods that could be utilized.

1. Paying community members directly
 - a. An agency may develop a process to compensate community members directly.
 - b. Follow [OFM's guidelines](#) if a statewide vendor number is needed.
 - i. Note: An SSN is not required to obtain a statewide vendor number.
2. Contract with a community organization
 - a. Funds would be provided to the contracted community organization to compensate community members.
 - b. This may also be a potential avenue for connecting with a broader group of community members.
3. Require contractors to compensate
 - a. If you hire contractors, you may consider including language that requires contractors to compensate community members they may work with to complete work for your agency.
4. Provide grants to community organizations
 - a. Build capacity of community organizations and community members to co-create with agencies through grants.

Options for One-Time Events:

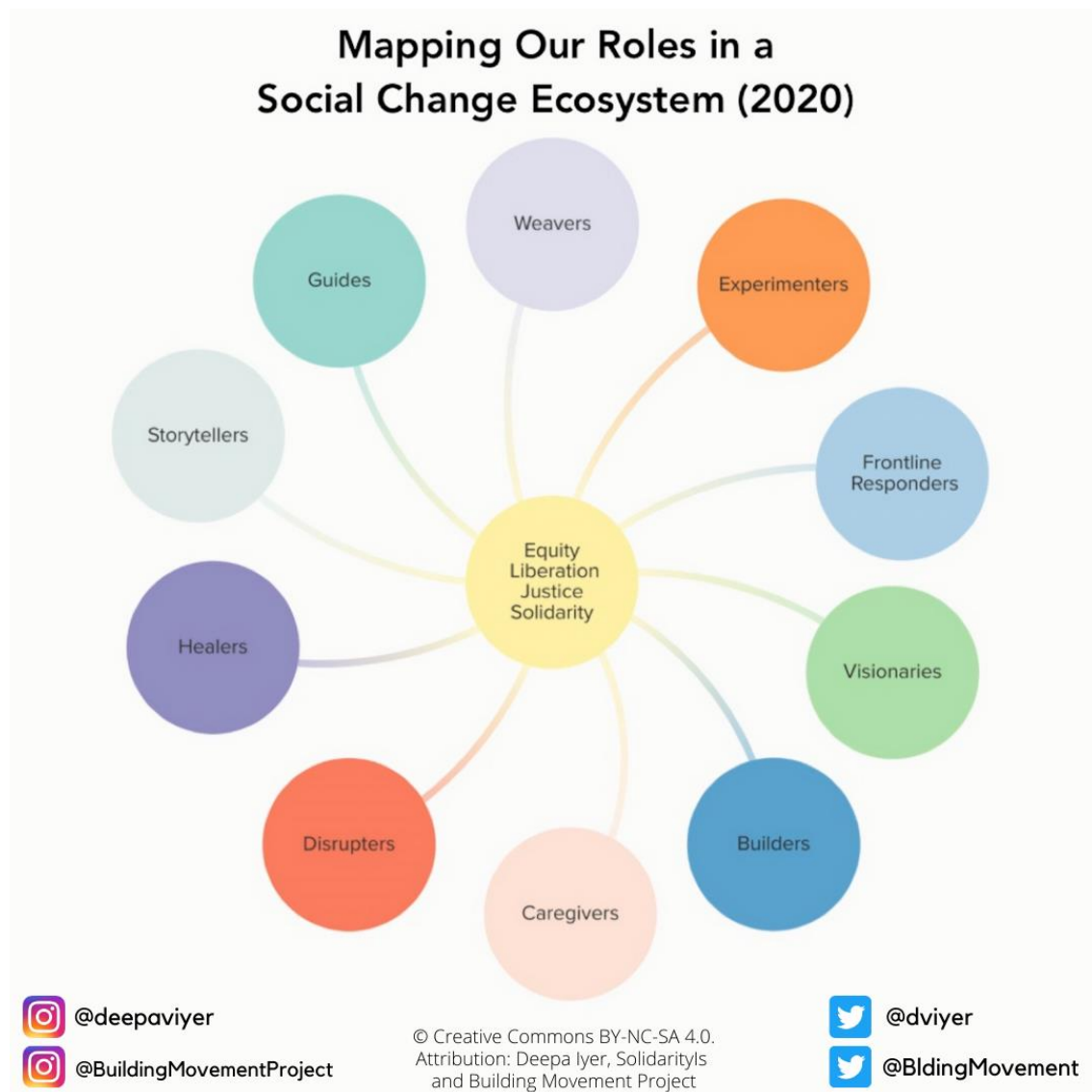
This will be developed in collaboration with the 5793 project team. For now, continue with your current process that may include issuing gift cards or electronic payments.

Mapping Our Roles in Social Change Ecosystems (2020)

In our lives and as part of movements and organizations, many of us play different roles in pursuit of equity, shared liberation, inclusion, and justice. And yet, we often get lost and confused, or we are newcomers to ongoing social change efforts and don't know where to start, or we are catalyzed into action in the midst of a crisis in our community.

This is a framework that can help individuals, networks, and organizations align and get in right relationship with social change values, individual roles, and the broader ecosystem.

What you're reading now is the most current version of the social change map, developed in 2020. Below you'll find a *Frequently Asked Questions* section. Following that are the three components: the map, the description of roles, and a reflection guide.



Frequently Asked Questions

Who developed the framework?

My name is Deepa Iyer, and I'm a writer, strategist, facilitator, and activist. Learn more about the original concept [here](#). As I utilized the framework with others, it began to evolve; see more about that [here](#). This is the most current version of the framework.

What are the components of the framework?

The map, the description of the roles, and the reflection guide can all be found in this document. If you'd like to access individual components, you can find them [here](#).

How do I use this framework?

It's a three-step process: (1) identify your values and context in the middle circle; (2) map your roles and those played by your ecosystem; and (3) reflect, observe, and plan.

Who can use this framework?

Anyone. Individuals can use it to reflect, assess, and plan. Organizations can use it at staff and board retreats, team-building meetings, orientations, and strategy sessions. Workplaces can use it to assess their effectiveness. Coalitions and networks can use it to clarify different lanes.

When should this framework be used?

As an individual, you can use it when you need a re-set, when you feel stuck, or when you feel confused. I use it often when there is a community crisis and I don't know how to respond. For example, people have been using the framework to figure out their roles during COVID-19 and the struggle for Black liberation.

What are the permissions and restrictions on using this framework?

The framework is copyrighted and licensed under [Creative Commons BY-NC-SA 4.0](#). The original material may be copied, redistributed, and shared with attribution. In addition, it may be adapted as long as it stays true to the original content *and* provides attribution. No commercial use is permitted. **Attribution should read:** Deepa Iyer, SolidarityIs and Building Movement Project. Questions? Please contact Deepa via email (diyer@buildingmovement.org), on Twitter (@dviyer), or on Instagram (@deepaviyer).

Mapping Our Roles in a Social Change Ecosystem (2020)



@deepaviyer



@BuildingMovementProject

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@dviyer



@BldingMovement

The Roles

Weavers: I see the through-lines of connectivity between people, places, organizations, ideas, and movements.

Experimenters: I innovate, pioneer, and invent. I take risks and course-correct as needed.

Frontline Responders: I address community crises by marshaling and organizing resources, networks, and messages.

Visionaries: I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.

Builders: I develop, organize, and implement ideas, practices, people, and resources in service of a collective vision.

Caregivers: I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.

Disruptors: I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.

Healers: I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.

Storytellers: I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.

Guides: I teach, counsel, and advise, using my gifts of well-earned discernment and wisdom.

Reflection Guide

- Reflect on the values in the middle of the map. Circle the ones that connect with you and/or add more. You can also choose to write in a particular issue, campaign, or crisis that calls to you to take action (i.e. COVID-19, solidarity with Black communities, campaign to center immigrants).

- Locate yourself on the map and put your name inside the circles that you find yourself playing most frequently. Add other circles if needed and label them with roles (not job titles). Recognize that you can be playing multiple roles, and that these roles can even shift depending on the context.

- What role(s) do you feel comfortable and natural playing, and why? What role(s) make you come alive, and why? Are there any differences between these two responses for you to explore?

- What is the impact of playing these roles on you - physically, energetically, emotionally, or spiritually? What/who sustains you?

- In your role(s), how often do you vision and dream? What is the effect of repetition and redundancy, or compromise and sacrifice in the roles you play?

- How does your role connect to your privilege and power? For example, are there roles where you might be taking too much space (or not enough)? Which roles provide positional authority and power and what are the effects?

- What story emerges about you when you review the map and your reflections?

- How could you stretch yourself? Where can you take bolder risks?

My Ecosystem

- Who is in your ecosystem? What roles do they play? Start with your immediate ecosystem (usually your organization), and then zoom out to include mentors, supporters, and colleagues outside of your organization. You can also do this part of the exercise through the lens of an organizational ecosystem by first identifying your organizational role(s) on the map, and then placing allies and partners in different circles.

- The middle circle in the map identifies the values of the communities and the world we seek to create. Which resonate with your ecosystem and why? How does your ecosystem create the conditions for justice, liberation, solidarity and inclusion to be realized?

- What observations emerge about your team, organization, network, or movement when you review the complete ecosystem, and your role in it?

- An effective, healthy, and sustainable social change ecosystem requires people playing diverse roles. Is your map imbalanced in any way? If so, how could the ecosystem provide support, alter objectives, or course correct?

- Often, social change ecosystems are prone to maintaining cultures of overwork, productivity, and performance at the cost of individual well-being and long-term sustainability. Does the mapping process provide insights into the culture of your ecosystem? Are there roles that need to be strengthened in order to cultivate a more sustainable culture?

Alignment and Aspirations

There are times when we all feel confused and lost about the roles that we should play, especially during community crises. When you don't feel in alignment with my roles, how can you re-set? Who can you turn to for guidance? When you are in right relationship between your roles and values, how do you feel?

Based on the reflections above, set 2 goals for yourself to try out before your next check-in. Identify 1 SMART (Specific, Measurable, Achievable, Relevant, Timely) goal and 1 [B-HAG](#) (Big, Hairy, Audacious) goal. Check in every quarter to reflect on what's changed, and if possible, work with a partner, coach, or team-member for accountability and momentum.

Citizenship Clause:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.

Due Process Clause:

No State shall... deprive any person of life, liberty, or property, without due process of law;

Equal Protection Clause:

nor deny to any person within its jurisdiction the equal protection of the laws.