

# Preliminary Research Report

Black Brilliance Research Project Preliminary  
Report submitted for December 21, 2020 and  
edited version submitted January 11, 2021



This report was created by several researchers as part of the Black Brilliance Research (BBR) Project, as well as by several volunteers supporting the Black Brilliance Research. Thank you.

Black Brilliance Research leads LéTania Severe (she/her) and Shaun Glaze (they/them) are primary authors and facilitators of this preliminary report, in partnership with community. This work would not be possible without the centuries of struggle and resilience of our ancestors, including the decades of local organizing and survival by Black and Brown community members. This includes the specific struggles and organizing of our queer and trans ancestors and community members. As far as we know, this research is currently the largest Black and Brown-led community research project in the United States, if not the world.

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# PRELIMINARY REPORT

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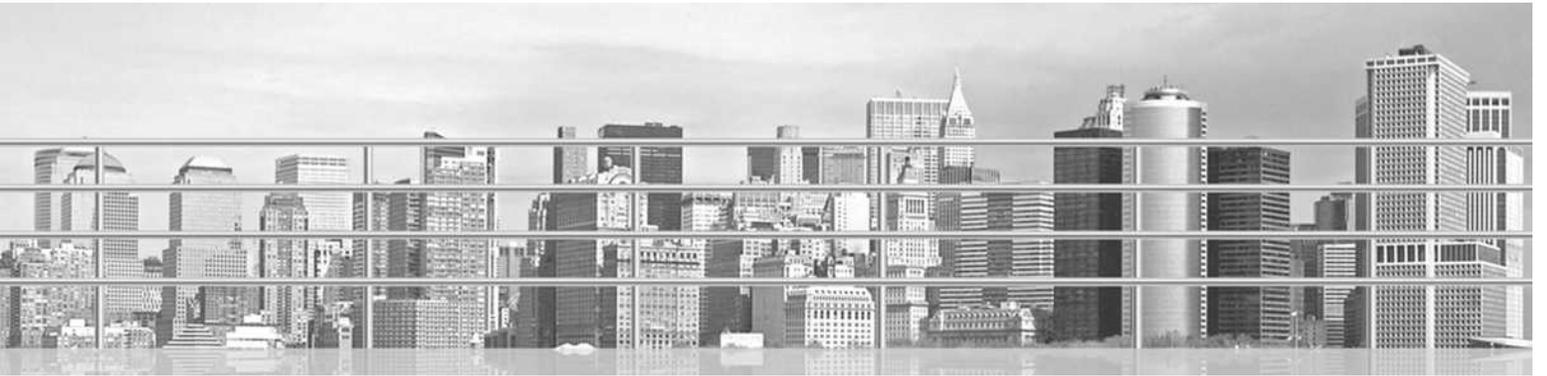
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Black Brilliance Research Project

# **EXECUTIVE SUMMARY**

# Executive Summary

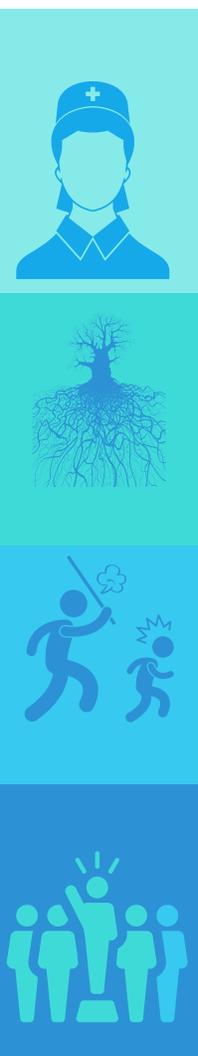
In response to the uprising in defense of Black Lives in the summer of 2020 following the police murders of George Floyd and Breonna Taylor, Seattle City Council committed \$3 million to Black-led research, with the intention of having the research inform an expanded participatory budgeting process in 2021. Participatory budgeting (PB) – a democratic process in which community members decide how to spend part of a public budget – has been a practice in Seattle since 2015. The 2021 investment in PB is unprecedented in the city’s history, as is the sizeable divestment of funds from the police department towards PB. The explicit commitment to having publicly-funded, Black community-led research (the Black Brilliance Research or BBR) inform the participatory budgeting priorities and process also marks an important break from past practices.

The Black Brilliance Research involves over 100 researchers in trying to answer the following questions: What creates true community safety? What creates true community health? What do you need to thrive? Researchers include youth, elders, people with experience in the criminal legal system, artists, healers, and others who have been invited, many for the first time, to engage as researchers into their own communities and lives. At this historic turning point, when the question of the role of policing and what constitutes true public safety is being thoroughly interrogated for the first time, Black-community led researchers are bringing thousands of voices into the process of visioning the answers.

The results thus far have indicated five priority investment areas for creating community safety, health, and thriving: Housing and Physical Spaces, Mental Health, Youth & Children, Economic Development, and Crisis & Wellness. The preliminary report highlights some of the findings and recommendations in each of these priority areas. These five areas provide the “buckets” for the 2021 PB process. The Black Brilliance Research will continue to refine and expand the research on these priority areas in the coming months, and will feed this research into the PB process, to inform the development of project proposals and initiatives that will eventually be voted on by anyone who lives, works, worships, studies, or plays in Seattle.

The BBR team has also been focused on developing a roadmap for the PB process itself. We know that a successful PB process that centers the needs of those historically impacted by police violence requires intentional design to prioritize those voices. Thus the latter part of this report goes into detail on what we have heard from community members regarding their criteria priorities for people who will help bring an inclusive PB process to life, as well as initial thoughts on the design of the process.

While the demand for expanded PB originated with Decriminalize Seattle and King County Equity Now's summer blueprint, and was won in the 2021 budget by the combined efforts of many, including Solidarity Budget organizations, no one organization or coalition will control the process. Ultimately, PB will belong to the entire city, and the steering committee will help design the “rules” of the process and implement PB alongside the workgroups they create. Our hope with this preliminary report is to lay the groundwork for a process that centers Black lives and Black well-being in an unprecedented way, leading us to a city where all people can survive and thrive.



### Invest in lived experience

We keep each other safe, especially when we intimately understand each other. Culturally responsive care is essential. Fund community workers, support the solutions they develop.

### Address root causes of harm

Create healing, connection, nourishment, safety and support to prevent harm. Invest more in proactive and preventative solutions.

### Stop punishing individuals for systems' failures

Transform failing systems (for example housing, education, mental health, employment).

### Fully embrace a new normal

Listen, follow, and normalize leadership from those closest to the issues. Foster solidarity across the oppressions that typically push us apart from each other (including: anti-Black racism, transphobia, ableism, ageism, sexism).

# Community is eager to build a better world

Most people are not interested in continuing to invest in policing. They are interested in learning how to keep each other safe without police, coercion, or the threat of systemic violence and oppression.



## If you had \$200M to reinvest into creating more community safety and health, where would you reinvest it?

"Permanent housing, good food, and mental health support for Black queer folks and folks with disabilities, Elder support and caregiving, effective accountability processes for Black people who have been harmed, intergenerational wisdom circles and skills building, traditional ecological knowledge"

- Black, Trans human, Age 45 - 54, from Seattle-area and currently in Pierce County

"[D]emand that PHSKC, and any other gov agency that is supposed to support the people also pays the community as consultants and redesign all their programs and services and redefine their entire scope of interaction with community. Current leaders get paid a lot of \$ to be in savior mode w/no answers and no real accountability, thinking they know what's best in shaping budgets and policies and service models and "giving" community the leftovers to play with. Demand their jobs, redefine those jobs, redistribute the power."

- Black, Woman, Age 35 - 44, from Seattle-area and currently in White Center



# Our Focus: Community Health, Safety, and Thriving

## Black Brilliance Research Project

01

### HOUSING & PHYSICAL SPACES

Housing diversity and the need for more Black-led residential and Black-led commercial spaces came up often in the research. This priority was shared by non-Black people as well. Physical space is essential.

02

### MENTAL HEALTH

Researchers and community members were adamant that we need new culturally responsive and caring mental health networks led by people with lived experience. A new and equitable payment structure is required to ensure people receive proper care by appropriate healers.

03

### YOUTH & CHILDREN

Childcare and out-of-school time supports were big priorities for several teams, particularly for children facing systemic violence and trauma.

04

### ECONOMIC DEVELOPMENT

The urgent need for economic relief to address the the triple crises of COVID-19, economic recession, and systemic racism.

05

### CRISES & WELLNESS

There's strong support for alternatives to the currently harmful 911 and crisis response system, staffed by trained and skilled community members.

**These five focus areas have been identified as the priorities that will guide the participatory budgeting process in 2021.**

# Overall Recommendations

## Black Brilliance Research Project

STOP CAUSING HARM	CREATE INCLUSIVE POLICIES	FOLLOW BLACK LEADERSHIP	PAY FOR COMMUNITY EXPERTISE	INVEST IN THRIVING SOLUTIONS
<ul style="list-style-type: none"><li>• Divert criminal legal &amp; foster care investments</li><li>• Eliminate workers and work that harm us</li><li>• Cut police, court, corrections, probation funding, reinvest into community</li></ul>	<ul style="list-style-type: none"><li>• Prioritize workers with empathy &amp; lived experience</li><li>• Include cultural and artistic expression in healing</li><li>• Fund community work up-front</li><li>• Simplify contracting</li></ul>	<ul style="list-style-type: none"><li>• Black-led community organizations that specialize in the work</li><li>• Black workers elsewhere can create new opportunities</li><li>• Stop pitting Black leaders against other leaders and communities</li><li>• Normalize Black-led PB</li></ul>	<ul style="list-style-type: none"><li>• Fund Black community priorities</li><li>• Pay for Black healers and cultural workers through innovative models</li><li>• Fund exploratory research &amp; pilots</li></ul>	<ul style="list-style-type: none"><li>• Treat root causes</li><li>• Make it easier to find existing effective resources and programming</li><li>• Fund spaces and land to anchor programming</li><li>• Invest in anti-gentrification and permanent affordability</li></ul>

**Above are the recommendations that come up repeatedly in our research, across communities. This report includes details and quotes about these areas.**

**"When Black women share with everybody. When Black women get (resources) everyone gets fed."**

**- Black, woman, Age 35 - 45, Seattle Council District 2**



Black Brilliance Research Project

# HISTORICAL CONTEXT



# Historical Context



Created by Leonard Ellom Quist  
from Noun Project

## What made this research possible

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This work is built on decades of organizing in defense of Black lives and in support of Black liberation.

In the summer of 2020, King County Equity Now (a Black-led ecosystem of Black-led organizations spearheading regional equity efforts) and Decriminalize Seattle (a BIPOC-led coalition spearheading pro-community, pro-people initiatives and divestment from policing) wrote the 2020 Blueprint for Police Divestment and Community Reinvestment, which outlined the goals for the Black Brilliance Research Project.

## Looking back to look forward

---

Every day, community members marched (and continue to march), held demonstrations, and advocated for the City of Seattle to divest from policing and implement Black-led equity solutions.

While waiting for the City to act, King County Equity Now (KCEN) and its many partner organizations came together to start this work.

In response to community pressure, Seattle City Council overrode the Mayor's veto, allocating \$3M toward this historic, Black community-led research project.



# Historical Context of PB in Seattle

## What made this research possible

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While the scale of Participatory Budgeting (PB) to be implemented in Seattle in 2021 is unprecedented, the practice of PB itself is not new to the city (see Appendix D). In July 2015, former Mayor Ed Murray and former Councilmember Nick Licata announced the first citywide PB process for youth to decide how to allocate \$700,000 of city general funds for the 2016 budget. This announcement followed a series of public meetings from January-March 2015 to explore bringing PB to Seattle. The initial \$700,000 was allocated by the Mayor and Council as a one-time budget add to serve as the City's first PB pilot, housed within the Seattle Department of Neighborhoods (DON) under the direction of former Director Kathy Nyland. Additional funds were allocated to DON for implementation that was utilized for consultant support from Participatory Budgeting Project (PBP) and to hire staff (see Appendix D). In 2015-16, Rahwa Habte, then Youth Engagement Strategic Advisor at DON, was instrumental in building Seattle's participatory budgeting pilot Youth Voice, Youth Choice program. Habte's introduction of PB to Seattle was among her many contributions to the city prior to her death earlier this year, and we recognize the expansion of PB as part of her lasting legacy as a Black organizer in Seattle.

Youth Voice, Youth Choice engaged hundreds of young people across Seattle, between the ages of 11 to 25, in a four-step PB process that resulted in proposals such as "Houses for People Experiencing Homelessness" and "Computer Science Education for Formerly Incarcerated Youth."

In the summer of 2016, former Mayor Murray issued an executive order signaling the end of the City's official relationship with the Neighborhood District Council system that had received increased scrutiny for focusing engagement on predominantly White people, homeowners, and people 40 years of age or older. The Neighborhood District Councils held power in reviewing applications for millions of dollars annually distributed via the Neighborhood Park and Street Fund. After the dissolution of the Neighborhood District Council system, under Director Nyland the Neighborhood Park and Street Fund (NPSF) dollars for 2017 would be allocated using PB. NPSF was funded by the Real Estate Excise Tax. For 2017, Seattle's PB was redesigned into Your Voice, Your Choice: Parks & Streets, which allocated \$2 million in city funds for small scale park and street improvements. The program was no longer limited to youth engagement. Results from the 2017 cycle as reported by DON found that participation skewed predominately White and over 40 years of age or older, similar to the Neighborhood District Council system.

[https://www.participatorybudgeting.org/wp-content/uploads/2016/10/YouthVoiceYouthChoiceRulebook15-16\\_PBP.pdf](https://www.participatorybudgeting.org/wp-content/uploads/2016/10/YouthVoiceYouthChoiceRulebook15-16_PBP.pdf)

<https://southseattleemerald.com/2016/02/17/project-gives-youth-a-voice-in-city-budget-process/>

[https://www.participatorybudgeting.org/wp-content/uploads/2016/10/Seattle2015Ballot\\_PBP.pdf](https://www.participatorybudgeting.org/wp-content/uploads/2016/10/Seattle2015Ballot_PBP.pdf)

<https://www.theurbanist.org/2016/08/26/seattle-to-cut-official-ties-with-neighborhood-district-councils/>

<http://www.seattle.gov/neighborhoods/programs-and-services/neighborhood-park-and-street-fund>

[http://www.seattle.gov/Documents/Departments/Neighborhoods/ParticipatoryBudgeting/YVYC\\_program-review-planning\\_FINAL.pdf](http://www.seattle.gov/Documents/Departments/Neighborhoods/ParticipatoryBudgeting/YVYC_program-review-planning_FINAL.pdf)

# PB Historical Context

## Looking back to look forward

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Looking back on this year a decade from now, we hope to see 2020 as a turning point in the city's approach to ensuring Black communities can survive and thrive. We hope to view 2020 as the year that kicked off a true reckoning with the role of policing in Seattle, even as the world grappled with the COVID-19 pandemic, a looming economic recession, and the climate crisis. Our focus on securing participatory budgeting dollars has everything to do with challenging past budgeting practices that allowed the police department and pensions to absorb nearly a quarter of the City's general fund.

Participatory budgeting - placing the decision about where to put an increasing pot of city dollars in community members' hands - will help ensure that we do not return to the "old normal" of bloated police budgets, even as the projects funded help render policing increasingly obsolete. The kinds of projects to be funded will not likely be a one-to-one replacement for current policing practices. As the research we have carried out shows, when imagining safety for those most impacted by policing, a wide swath of solutions is put forward, with many focused on meeting people's basic needs. This year's reckoning with the role of policing exposed what we have long known: police are dispatched to address far too many of our social problems. Creating safety and well-being beyond policing will therefore involve investments in areas traditionally considered far outside the "criminal justice" system.



Created by Leonard Ellom Quist  
from Noun Project

# Historical Context of PB in Seattle (cont.)

## What made this research possible

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While prior PB efforts were funded through the Real Estate Excise Tax, in the fall of 2017, Kirsten Harris-Talley, a Black mother, educator, and activist, was instrumental in piloting the practice of moving money from the police budget into community control. Harris-Talley, then serving as an interim council member, helped divest \$1 Million (M) away from a plan to build a new police precinct towards the 2018 participatory budgeting cycle for Your Voice, Your Choice. For 2018, Seattle's PB program thus had \$3M to allocate for small scale park and street improvements. This served as a precedent for the divest/invest strategy followed in 2020, which resulted in Council's divestment from SPD's budget and direct reinvestment into the 2021 Participatory Budgeting process.

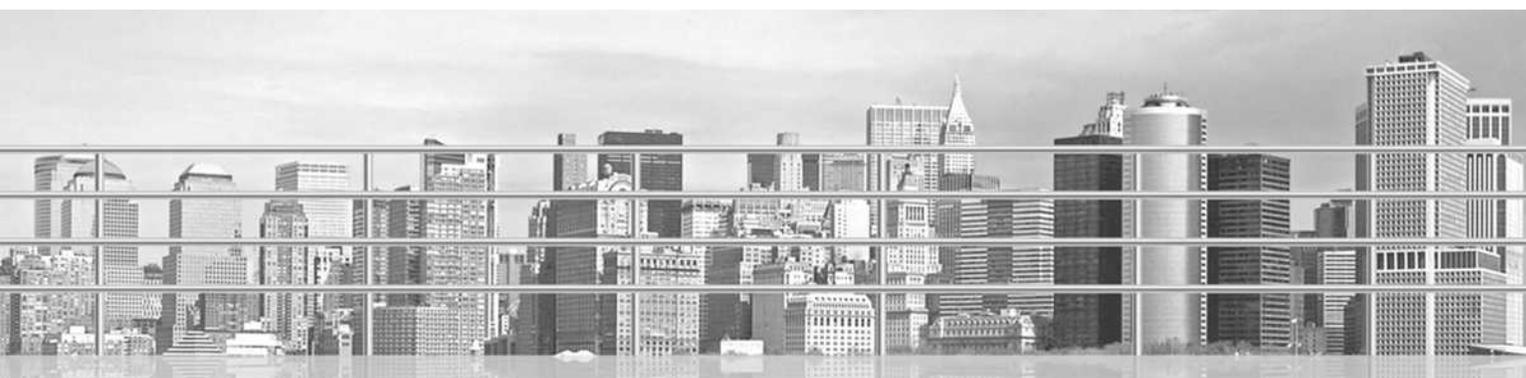


Your Voice, Your Choice implemented some strategic changes to address equity concerns under the program management of Amy Nguyen, the Community Programs Strategic Advisor at DON. These changes included creating the first compensated Steering Committee, a group that ultimately decided to dedicate \$1M solely to projects located in Equity & Environment focus geographic areas. However, overall demographics still engaged predominately White participants in the program. In 2019, the program reverted back to \$2M for small-scale park and street improvements, and the Steering Committee was not reconvened. Your Voice, Your Choice in 2020 is currently suspended.

This year, we build on these precedents, moving funds (including \$17.4M that would otherwise have gone to the police budget) into a democratic decision-making process intended to create true community safety for those most impacted by police violence. The history of PB in Seattle demonstrates that bureaucratic agents are not the best equipped to execute a community-led process. No single organization, department, division, or body can fully own PB alone. PB belongs to everybody. PB is rooted in the people's fight for representation in decision-making that started in Brazil in the late 1980s. We need PB in Seattle that is designed, implemented, and stewarded by the BIPOC communities that fought for it and where the City serves in a support capacity to let community truly lead.

<https://frontporch.seattle.gov/2018/01/02/yvyc-steering-committee/>

[https://docs.google.com/document/d/1rn4pkOJOi284ThO\\_qK5jE50qF75ZnvJ83JAY1Xe3EYw/edit](https://docs.google.com/document/d/1rn4pkOJOi284ThO_qK5jE50qF75ZnvJ83JAY1Xe3EYw/edit)



Black Brilliance Research Project

# **DEMOGRAPHICS: RESEARCH & PARTICIPANT INFORMATION**



# Black Brilliance Researcher Training, Support, and Work

## Training and Support

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- The CITI Program Human Subjects Research Ethics Training educates researchers about the ethical principles around researching with humans and the regulatory requirements for conducting research on human subjects
- Onboarding meetings help provide context, answer questions, and provide support
- A research manual "cookbook" helps guide the work. The cookbook includes research methods, templates, examples, and step-by-step guides
- Video and live training provide support and direction
- Research professionals provide technical and review support for all needed aspects of the research process
- Regular anti-oppression education and discussions

## Relationships to the research

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- We have over 100 researchers, including youth, elders, people with different levels of experience in the criminal legal system, artists, healers, educators, etc.
- Researchers are involved in every step of the process, from developing research topics and research questions, data analysis, and reporting findings.
- Researchers aren't just collecting data, they are bringing their full expertise to what needs to be studied, how best to collect that data, and how to present it in a way that is accessible and accountable to the communities they serve.
- Researchers are building relationships across research teams. This project was built with a strong focus on relationship building and facilitation, which has resulted in new collaborations and new insights.

# Black Brilliance Research Organizations



## Black Brilliance Research teams (current)

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Black Trans Prayer Book  
Bridging Cultural Gaps  
East African Community Services  
Forever Safe Spaces  
Freedom Project  
King County Equity Now  
Sacred Community Connections  
The Silent Task Force  
Wa Na Wari

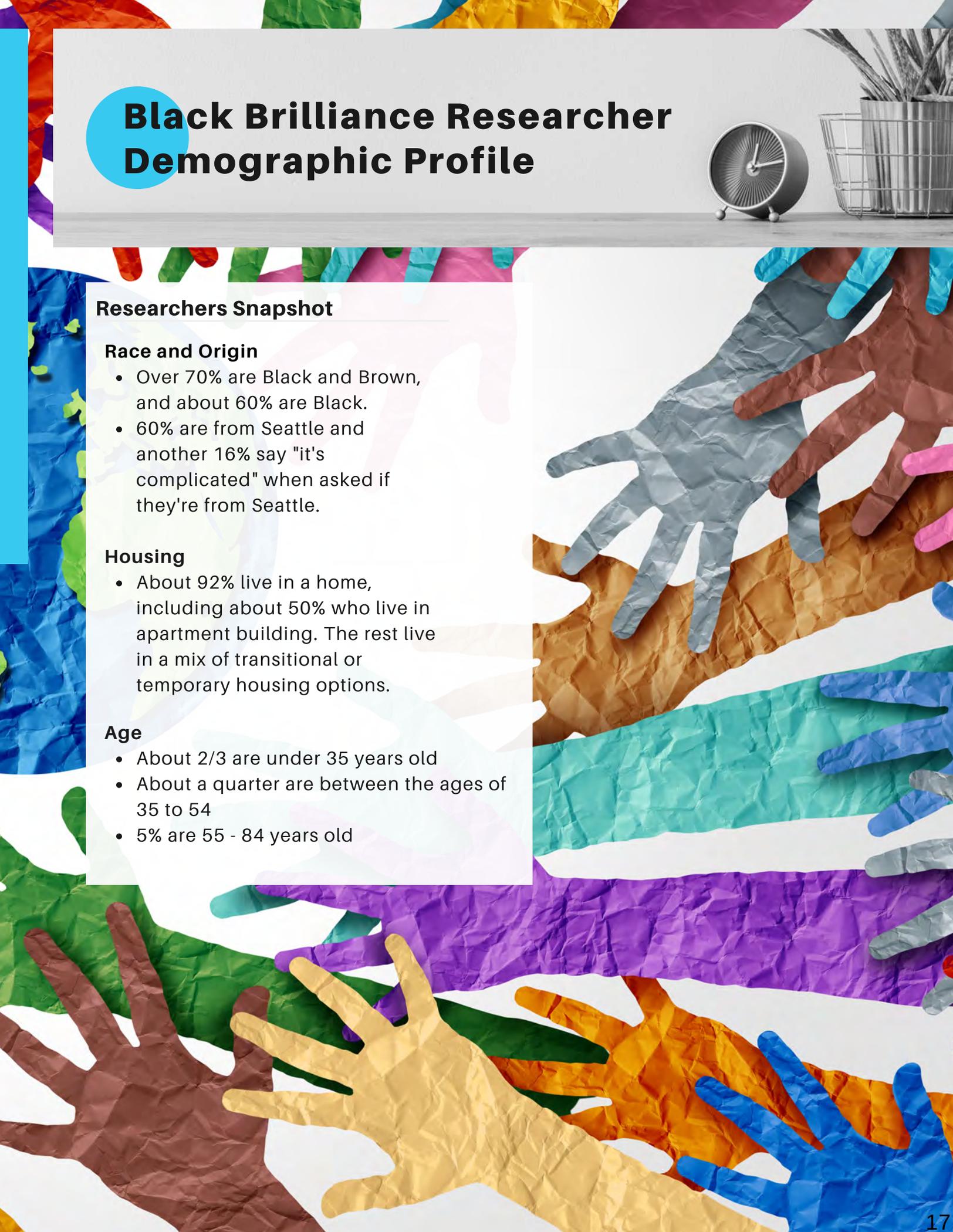
Note: 100+ total researchers contributed

## Black Brilliance Research teams (prospective)

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Africatown Community Land Trust  
Black Trans Task Force (WA-BTTF)  
Divest SPD  
Estelita's Library  
Lake City Research Team  
Liberation Medicine School  
Liberation Strategies  
Rainier Chamber of Commerce (fiscal only)  
Seattle Equitable Internet Initiative  
Transwomen of Color Solidarity Network

Note: We receive new inquiries regularly



# Black Brilliance Researcher Demographic Profile

## Researchers Snapshot

### Race and Origin

- Over 70% are Black and Brown, and about 60% are Black.
- 60% are from Seattle and another 16% say "it's complicated" when asked if they're from Seattle.

### Housing

- About 92% live in a home, including about 50% who live in apartment building. The rest live in a mix of transitional or temporary housing options.

### Age

- About 2/3 are under 35 years old
- About a quarter are between the ages of 35 to 54
- 5% are 55 - 84 years old

# Who we have heard from so far

## Black Brilliance Research



### OVERALL

Across research teams, we have heard from over 4,000 community members, including 1,382 on our community needs survey.



### RACE

We have heard from people across race and ethnic groups. 2/3 of people in our community needs survey are BIPOC, including mixed heritages.



### LANGUAGES

Our community needs survey is available in 15 languages. We also have multilingual focus groups, interviews, etc.

### AGE

Over half of Seattle-ites are under 45. In our sample, about 60% of respondents to our community needs survey are under 45.

### ORIGIN

About 60% of people who completed our community needs survey are Seattle-born.



For more detail about individual projects, see appendix.

**We asked 1,382 people how they would re-invest \$200M to create community safety and health. Fewer than 1% said they would re-invest \$200M in the police.**



Black Brilliance Research Project

# RESEARCH METHODS



# Research Methodology

## Black Brilliance Research Project

**We believe that those closest to the issues are closest to the solutions; so this research was community-led by residents & community organizations within the Seattle metro area. Our team worked to quantify and qualify the emerging themes from Seattle-area community members using robust research methodologies.**

### **Examples of research methods\* used:**

- Case studies
- Focus-groups
- Surveys
- Photovoice
- Storymapping

### **BBR involves 100+ researchers who worked collaboratively to determine:**

- What creates true community safety?
- What creates true community health?
- What do you need to thrive?

### **Research Framework:**

- Utilized a Participatory Action Research (PAR) framework to create knowledge for social change
- Engaged a Community-Based Participatory Research (CBPR) collaborative framework that pulled from the strengths of our community partners to define actions for social change to improve communities and eliminate disparities
- Employed community assessment surveys to match Seattle residents unmet needs with resources so that more Seattle residents could participate in the participatory budgeting process. For instance, many of our researchers needed computers and/or internet access to participate in our research

\*The Research Cookbook in the Appendices, articulates the steps, templates, tools and resources connected to the work. You can also find a virtual sample of the cookbook shared with project managers at: <https://trello.com/b/loUkSe9u/research-pm-example>



# Research Methodology

## Black Brilliance Research Project

Here are details for each research method described on the previous page.

### Focus groups

- Discuss and write research goals with researchers and stakeholders
- Review research cookbook and training materials for best practices, seek consultation as needed
- Create a conversation guide, including what specific questions to discuss
- Invite participants, and confirm availability
- Moderate the focus group, while taking notes
- Identify quotes and themes from the focus group, based on research goals and analysis

### Surveys

- Discuss and write research goals with researchers and stakeholders
- Review research cookbook and training materials for best practices, seek consultation as needed
- Create an initial survey, typically using Qualtrics or a similar tool to collect responses
- Test and edit the survey to fit research goals and to ensure accessibility
- Share the survey with appropriate strategies, based on goals. For example, when seeking feedback from a particular language community, teams provide a survey and/or researchers who can use that language
- Keep the surveys open for at least two weeks, unless there is an identified need for a shorter survey
- Identify quotes and themes from the survey, based on research goals and analysis
- Download the data, make charts and graphs, based on research goals and analysis

In most cases, analyses will include what the most common experiences are that people report. Teams also look for uncommon yet deeply meaningful outliers in the data.

The Research Cookbook in the Appendices, articulates the steps, templates, tools, and resources connected to the work. You can also find a virtual sample of the cookbook shared with project managers at: <https://trello.com/b/loUkSe9u/research-pm-example>



# Research Methodology

## Black Brilliance Research Project

Here are details for additional research methods used in the Black Brilliance Research report.

### Case studies

- Discuss and write research goals with researchers and stakeholders
- Review research cookbook and training materials for best practices, seek consultation as needed
- Review existing literature or data about the research direction or goal
- Identify a specific example or case that is related to your research direction
- Describe reasons or justifications people might use to exemplify, expand, or challenge your case. For example, a case where a police officer kills an unarmed disabled black person
- Use methods to explore a case, for example, interviews, focus groups, secondary data review. News archives, case law, policies may all help inform a case study
- Describe and analyze the case

**Photovoice - a creative research method where researchers take pictures and videos that present the lived experiences of community members towards inspiring action and political change.**

- Discuss and write research goals with researchers, stakeholders, photographers, and trainers
- Review research cookbook and training materials for best practices, seek consultation and training as needed
- Take photographs that represent the research topic (e.g., community safety)
- Interview and discuss photographs with community members about their experience and the changes they want to see to create a safer, healthier world
- Reflect on photographs and how they may lead to possible pathways towards justice
- Present photographs and analyses together, suggesting policy directions or priorities
- Develop a possible action plan for the audience to take, based on the analyses

The Research Cookbook in the Appendices, articulates the steps, templates, tools and resources connected to the work. You can also find a virtual sample of the cookbook shared with project managers at: <https://trello.com/b/loUkSe9u/research-pm-example>



# Research Methodology

## Black Brilliance Research Project

**Here are details for an additional research method used in the Black Brilliance Research report**

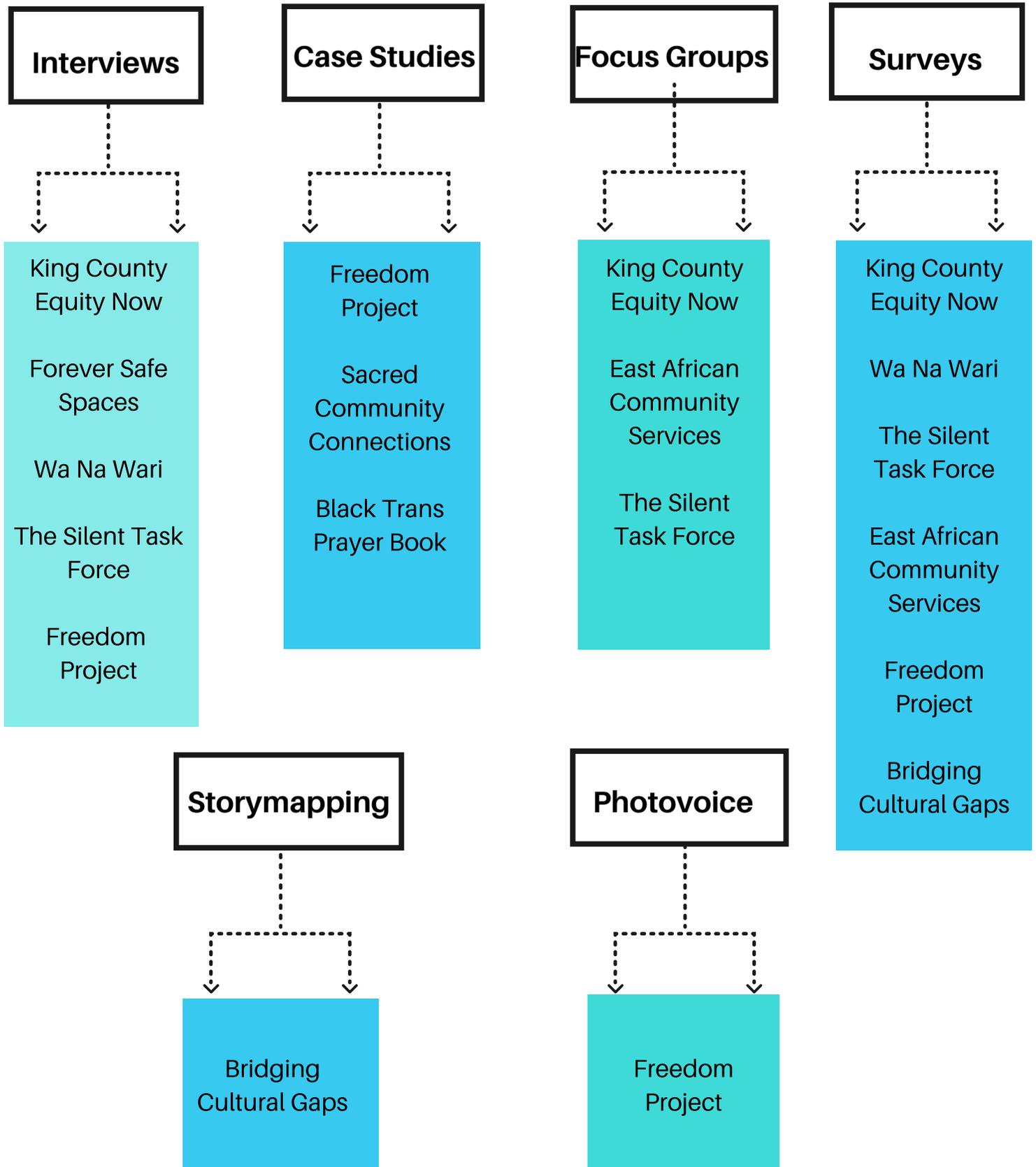
**Storymapping (or story mapping) - a digital storytelling research method that integrated qualitative and Geographic Information Systems (GIS) tools to create a cohesive and complex representation of the intersection of place and space**

- Discuss and write research goals with researchers and stakeholders
- Review research cookbook and training materials for best practices, seek consultation as needed. Teams interested in this method attended at least one meeting with some staff and students at the University of Washington
- Review existing literature or data about the research direction or goal
- Create accessible maps that showcase the local environment (e.g., neighborhood) This may require using free software or developing new tools. Teams involved in this work used some GIS tools and mobile applications to do this work
- Interview community members about their local environment and collect details about the stories they share related to these spaces
- Connect those stories with the map and other specific areas identified
- Continue until you have enough stories and location to meet your research goals
- Report stories, maps, and findings to community members to check your understanding and to make sure the data accurately reflect participants' experiences

The Research Cookbook in the Appendices, articulates the steps, templates, tools, and resources connected to the work. You can also find a virtual sample of the cookbook shared with project managers at: <https://trello.com/b/loUkSe9u/research-pm-example>

# RESEARCH METHODS - BY PROJECT

Methods used by teams



# What teams do to collect data



## **Simplify statistics**

We use statistics and numbers to talk about and understand common issues and integrate data with maps and stories



## **Ask for nuance in stories**

We ask deeper questions about how systemic violence affects us, individually and collectively



## **Bring elders & youth together**

Our elders hold important wisdom and expertise that grounds us; our youth grow legacies forward



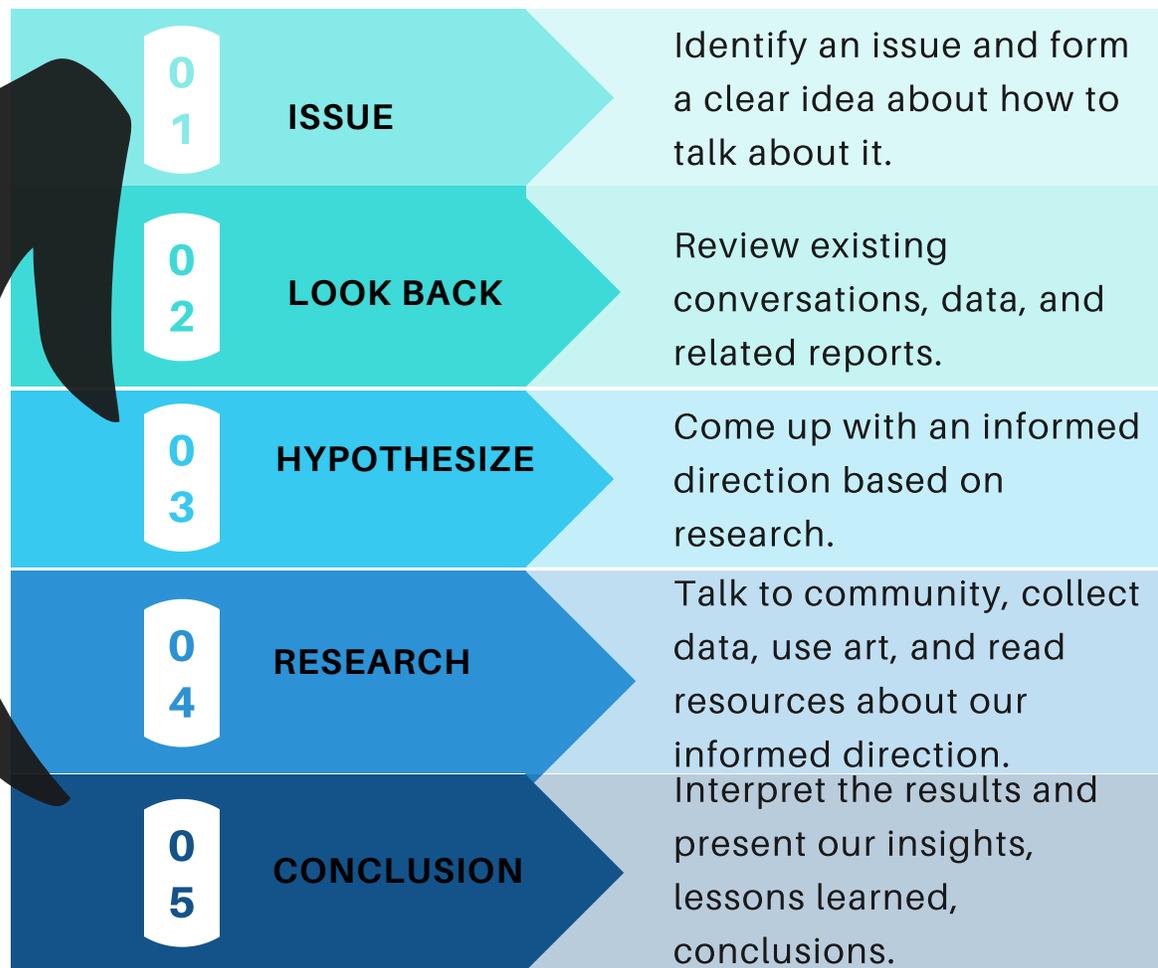
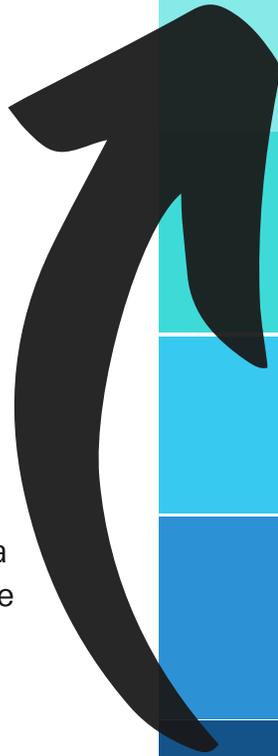
## **Amplify solutions**

We're often asked to over-explain well-known problems, but now we will build new solutions



## Overall Project Process

Projects are iterative and often return to earlier stages as we learn more. We present preliminary findings weekly to community via teach-ins and use community responses to inform us, too.



# Research Methods

## Black Brilliance Research Project



### LITERATURE REVIEW

We explore existing work, community stories, previous data and findings



### SECONDARY DATA ANALYSIS

We run new analyses on existing data, or re-conduct research with new people



### DIALOGUES & INTERVIEWS

Using Zoom, phone calls, and in-person meetings



### CASE STUDIES

We collect stories about what's working and conduct in-depth analysis on how to apply those insights



### QUANTITATIVE ANALYSIS

We collect data and explore statistically significant differences



### ARTS-BASED APPROACHES

We use photos, videos, murals, etc. to collect, share and analyze data



## Blending Quantitative and Qualitative Data and Methods

In the data, analysis, and reporting, it is crucial those who are most likely to be harmed or killed by systemic racism and violence are represented. This research includes many community members who are directly impacted by systemic violence and oppression.

“Data can be as diverse as we are.”

### Critical Spatial Analyses

We combine spatial data, literature reviews, and interviews to explore who is missing from public datasets. We consider how this may affect insights and policy changes.

### Story Mapping

By combining spatial data with the lived experiences and stories of our community, we explore how inequitable investment affects the lives of community members.

### Displacement Risk

We explore existing datasets from the Office of Planning and Community Development and facilitate community conversations about displacement and gentrification.

### Public Investments

We explore existing financial and spatial datasets. We facilitate community conversations about inequitable development. We may combine this with displacement risk data to help highlight projects.

### Arts-Based Approaches

Our teams include cultural workers, healers, statisticians, advocates, community connectors who use art to increase develop effective marketing.

### Mixed Surveys

Most of our surveys have both quantitative and qualitative data to help understand community members' experiences.



Black Brilliance Research Project

# **RESEARCH DETAILS: HOUSING & SPACE**



"Formerly incarcerated people are almost 10 times more likely to become houseless than the general population."

*Freedom Project, Faces of Trauma*



Photo Credit: Julie-C  
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## Incarceration and Housing

- For those who've been locked up in prison for years, finding a home on the outside can be rough. Parole restrictions may limit where justice impacted people can live. Public housing and housing vouchers may be off-limits, and many landlords are reluctant to rent to formerly incarcerated people.
- There is also a gender discrepancy in housing formerly incarcerated women, who are also more likely to be homeless, than previously incarcerated men. Moreover, the likelihood of recidivism of offenders is perpetuated b/c people released from prison are disproportionately disposed to large cities, with existing strains on housing and employment opportunities.

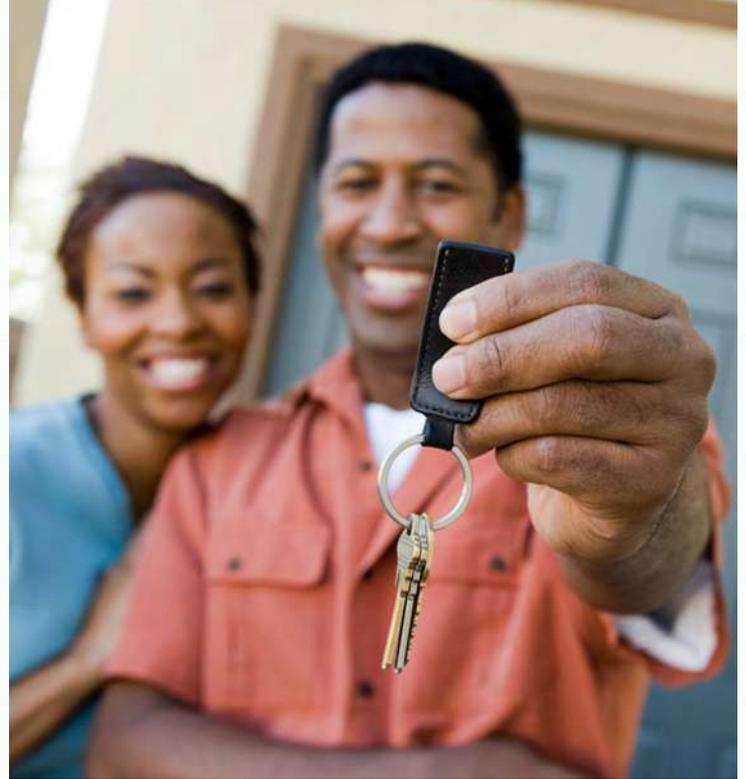


Photo Credit: Maryama Abdullahi  
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# Affordable Housing and Racial Equity

- There is a need for more Black-led residential and Black-led commercial spaces.
- Physical space is essential. Whether it's community organizations, homebuyers, renters, or people looking to create healing spaces, everyone needs space.
- Incarceration, racial inequities, gender-based discrimination, and historically white decision-making power demonstrate a critical need for Black-led physical spaces and associated resources.

A recent national trans discrimination survey reports, "A startling 41 percent of Black [trans] respondents said they had experienced homelessness at some point in their lives, more than five times the rate of the general U.S. population."



"The stark truth is that the multi-layered effects of poverty, race and class discrimination are devastating for Blacks. These findings show just how profoundly harmful it is when discrimination based on gender identity is also in the mix."

*National Gay and Lesbian Task Force*

"Seattle homeless problem has been years in the making and it's roots [are based in] racial inequality, economic disparities, mental health treatment, rising housing costs, addiction, and so much more."

*Freedom Project, Barriers to Affordable Housing*

Source for more information on discrimination for trans community

Injustice at Every Turn: A Look at Black Respondents in the National Transgender Discrimination Survey



# Re-allocating Decision-Making Power

## Follow Black Leadership

---

We need to allocate sustainable funding to community housing and to empower people closest to the problem to build housing coalitions (served by the community) for those disproportionately impacted by homelessness, like Black, Non-Hispanic Whites, Native American, and previously incarcerated persons. A community review committee should be created to offer culturally relevant responses to homelessness.

“

"We do not need white dominant culture choosing for us who the decision makers are." -

Freedom Project, Black Dollars Equal Black Power

”



# VOICES AND HIGHLIGHTS FROM THE RESEARCH

snapshot of what we learned from community

## BLACK BRILLIANCE RESEARCH PROJECT

## FREEDOM PROJECT

### BLACK DOLLARS EQUAL BLACK POWER

"Investing in the black community means that the black community has the autonomy and agency to choose our own educators, create our own programs, our own legal advisors, and create our own marketing strategies and platforms."

## KING COUNTY EQUITY NOW

"[I'd reinvest \$200M in] free healthy foods, access to high speed internet for our community to get access to all the information they need online, creating living-wage jobs, access to free health care, and giving everyone in our community a free bicycle to help with physical/mental health."

## BLACK TRANS PRAYER BOOK

"The policing of Black bodies in physical spaces (campuses, camps, events, in conversation, etc.; in particular, in the context of an event facilitated by an organization)—and a subsequent response of politeness and erasure —allows for the continued hoarding of wealth, resources, and opportunities by non-Black organizational leadership."

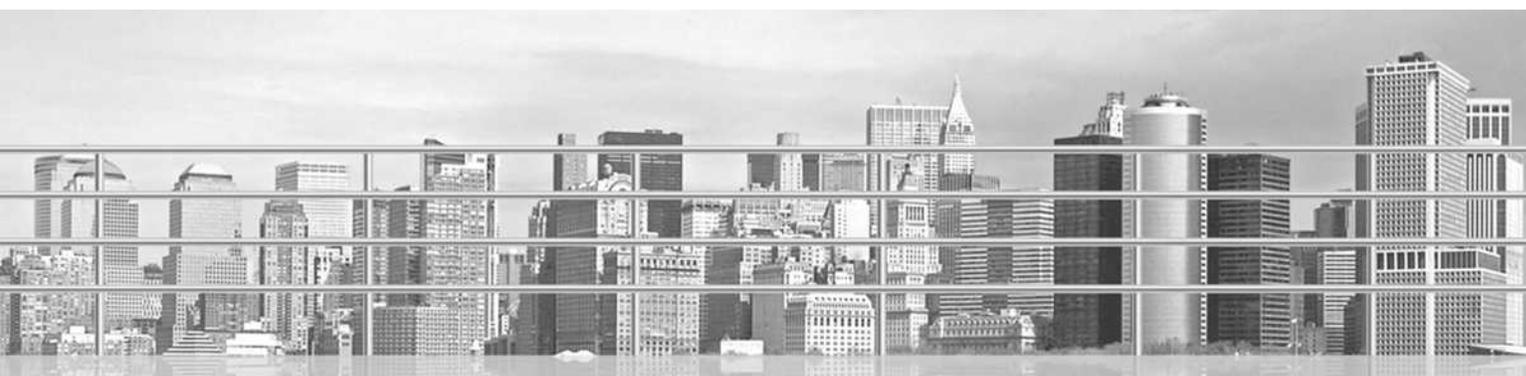
## FREEDOM PROJECT

### BARRIERS TO AFFORDABLE HOUSING

"Affordable housing to me means being able to pay your rent but still have money to spend on other bills and things needed in life."

## BRIDGING CULTURAL GAPS

"From a survey conducted by the US Census Bureau during the month of June, it turned out that between 27%-48% of Black renter households were reported as unable to pay for their rent, compared to 8%-10% of white renter households."



Black Brilliance Research Project

# **RESEARCH DETAILS: MENTAL HEALTH**



“My biggest issue is trusting someone I can talk to without judging me.”  
*Freedom Project, All City Center*

## Culturally Responsive Healing

- The Seattle Black community lacks the agency to create and provide culturally relevant and trauma-informed services, sufficient number of Black therapists, and holistic BIPOC-led drug user care.
- The recommendation is for investment in accessible and quality mental healthcare.
- Community members asked for therapists who are prepared to address race in therapy sessions and don't require their clients to educate them on historical traumas, their coping styles, or how mental health symptoms manifest within our community.
- Many providers currently embedded in systems that are failing their communities are looking for a new home that serves them and their communities better. This could take shape as a new Wellness Epicenter-- a recurring community recommendation.



# MENTAL HEALTH



## CULTURALLY RESPONSIVE HEALING

### We Need New Equitable Payment Structures

- Community members advocated for investments in accessible and quality mental healthcare.
- There is a need for financial help for mental health treatment, medication, and funding for more mental health centers in BIPOC communities.
- Stop the over-reliance on the reimbursement model for mental health treatment by mental health practitioners.
- Black mental health workers describe sometimes skipping meals to try to make ends work while providing accessible services to the community.



### Black workers in white supremacist systems is NOT cultural responsiveness

- Since Seattle's BIPOC residents are disproportionately incarcerated and targeted for violence, we need access to mental health & drug user services that are trauma-informed and culturally relevant.
- Residents need access to therapists and other healers who understand that Seattle is a predominately white city and that BIPOC residents constantly experience micro and macro-level aggressions, overt systematic racism, and covert daily discrimination.
- The vast majority of Seattle Black therapists don't take insurance, which requires patients to pay for therapy out of pocket and to receive reimbursement for mental health treatment. When in reality, people can't afford to wait weeks for insurance reimbursements so this payment structure severely limits people's access to qualified, culturally-competent therapists.

"We must defer leadership to people that are actually experts on the devastation that is happening on the ground."

*Black Trans Prayer Book*

"According to national discrimination survey, Black trans people are more likely to have supportive families than other trans people, still the suicide rate reflects strong systemic and societal violence is harmful. Nearly half of Black trans respondents in a national survey reported having attempted suicide.

**Source for more information on discrimination for trans community**

**Injustice at Every Turn: A Look at Black Respondents in the National Transgender Discrimination Survey**

# VOICES AND HIGHLIGHTS FROM THE RESEARCH

snapshot of what we learned from community

BLACK BRILLIANCE RESEARCH PROJECT

## BLACK TRANS PRAYER BOOK

"It is said a good healer knows how to step away when to release and mourn."

## FOREVER SAFE SPACES

"Art and cultural practice is essential to the mental, social, and spiritual health of communities."

## FREEDOM PROJECT

**ALL CITY CENTER**  
"I never really seen a center that does not give me rehab vibes, I want somewhere I can feel comfortable at while getting my shit together"

## EAST AFRICAN COMMUNITY SERVICES

"I would like to say that minority communities need to normalize mental health issues."

"This is one of the reasons why I'm majoring in psychology because I want to help people because I know how it feels going through such a thing."

## FREEDOM PROJECT

**THE FACES OF TRAUMA**  
"Adequate mental health support is not provided for the traumas of incarceration and are much needed."



# Mental Health and Youth

## Black Youth Mental Health

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- From our surveys we've learned that 39% to 50% youth are experiencing mental health challenges during this [global health] pandemic.
- Our research shows that Black youth find it easier to speak to their peers about issues related to mental health than talk to other community members.
- Community members recommend investments in accessible and quality mental healthcare resources with a particular emphasis on: holding space for youth to have conversations about mental health, increasing accessible mental health services (including in schools), and supporting youth in expanding coping methods for those experiencing mental health challenges.

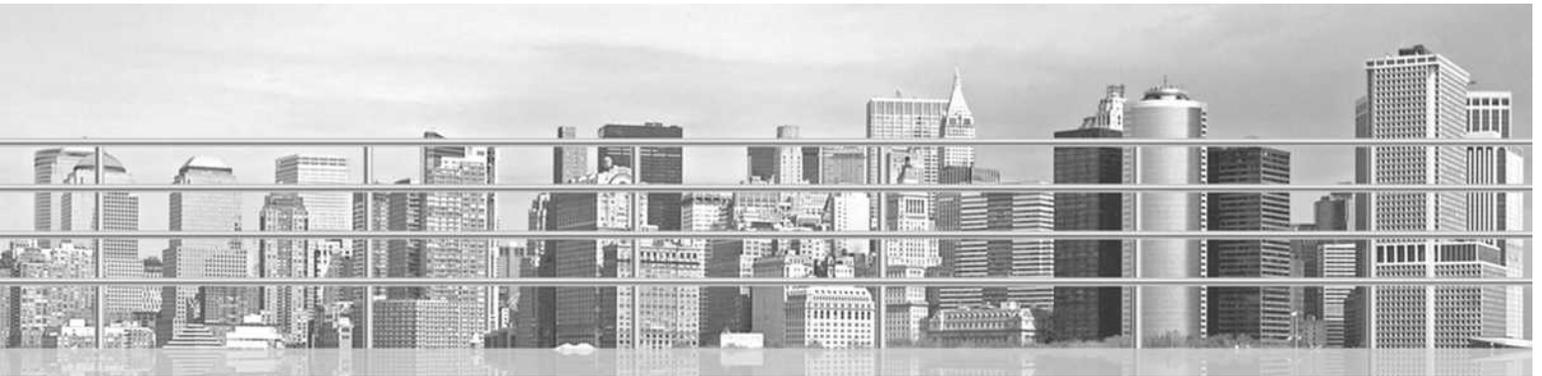
“

“From a young age, people should be learning why it's important to take care of yourself.”

*East African Community Services*

”





Black Brilliance Research Project

# **RESEARCH DETAILS: YOUTH**

Photo Credit: Maryama Abdullahi  
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Photo Credit: Maryama Abdullahi

"At 11 years old, I was in juvenile hall for 72 days."

*Freedom Project, The Faces of Trauma*

# Youth Safety

## Feeling Safe

While a majority of the refugee and immigrant youth have interactions with the police (73%), they do not feel safe in King County (65%) (n = 323).

*Bridging Cultural Gaps*

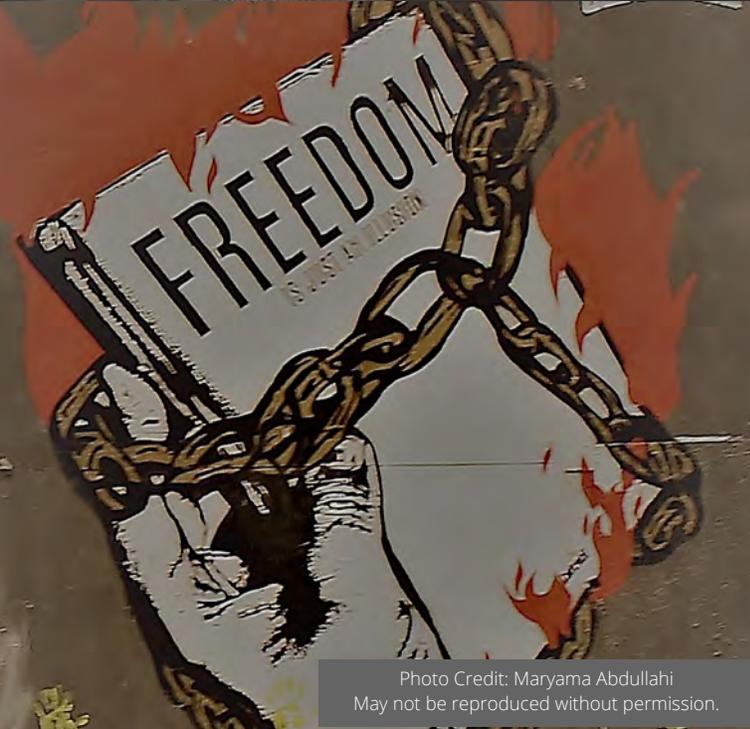


Photo Credit: Maryama Abdullahi  
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## Skepticism with police

A majority of the youth would not call the police if they needed help (68%) (n = 323).

*Bridging Cultural Gaps*

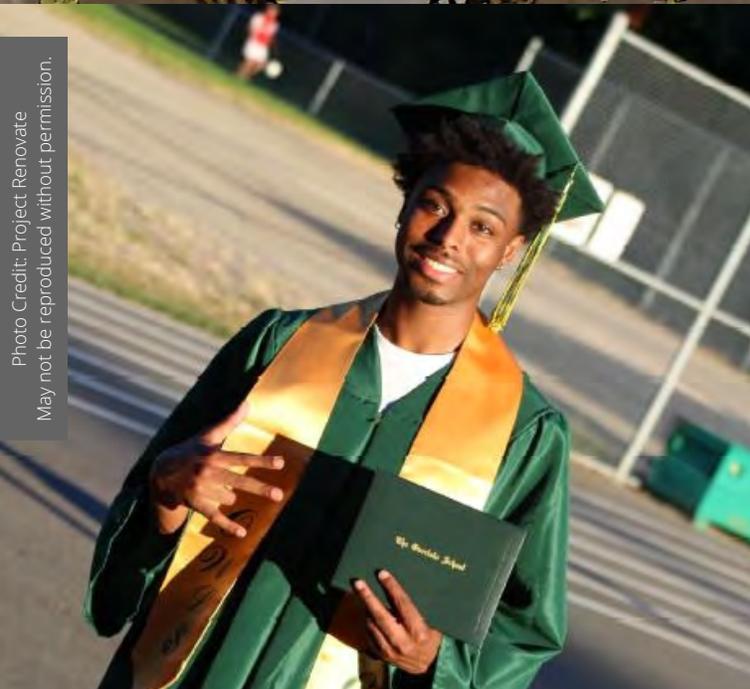


Photo Credit: Project Renovate  
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# YOUTH

## OUR YOUTH RIGHT NOW ARE THE TRUTH RIGHT NOW

### Holistic and loving education

- The lasting impact of interacting with the system starts in schools that dehumanize and penalize Black youth.
- Black youth are confined [in juvenile detention] at over four times the rate of white youth.
- Incarcerating youth is damaging to the development and mental health of youth and to their families - and it adds to any pre-existing trauma that led to the incarceration. It creates a cycle of trauma.
- The community seeks funding for youth mental health support to address the post-traumatic stress of imprisonment and intergenerational incarceration trauma.
- The youth want to see themselves represented. They want to see materials depicting youth with a diversity of sizes, shapes, and skin colors.



### End educational inequities and add intergenerational support

"To get to the long-term outcome for healthy and thriving families is to increase social mobility. Meeting youth's social and emotional needs currently is critical for education attainment".

*East African Community Services*





## Youth are leading the way

### Invest in Black Youth

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- Youth desire more opportunity and autonomy through having a vested interest in community decisions.
- Youth want to be stakeholders in determining youth innovation funding.
- Funding for out-of-school mentorship can inspire youth and fulfill social and emotional needs. Mentorship reinforces educational endeavors and builds trust
- Encourage innovation among youth

“

"To get to the long-term outcome for healthy and thriving families is to increase social mobility. Meeting youth's social and emotional needs currently is critical for education attainment".

*East African Community Services*

”

Photo Credit: Erik "Kalligraphy" Wilson  
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# VOICES AND HIGHLIGHTS FROM THE RESEARCH

snapshot of what we learned from community

## BLACK BRILLIANCE RESEARCH PROJECT

## FREEDOM PROJECT

### WILL OF THE PEOPLE

"Every day Black children is being brought into this world having to live and deal with racism the same as their parents and it just needs to stop and we need a change. If no one addresses it then there won't ever be any justice."

## KING COUNTY EQUITY NOW

MEET BASIC NEEDS  
"[I would reinvest in] affordable housing, education access, mental health resources, affordable healthcare, public transportation, access to healthy food, community farms"

-Asian or Asian American, Woman, Age 18 - 24, District 7

## EAST AFRICAN COMMUNITY SERVICES

"I would rather come here and do my homework than sit at home because here, I could ask somebody if I needed help. It would be like no shame"

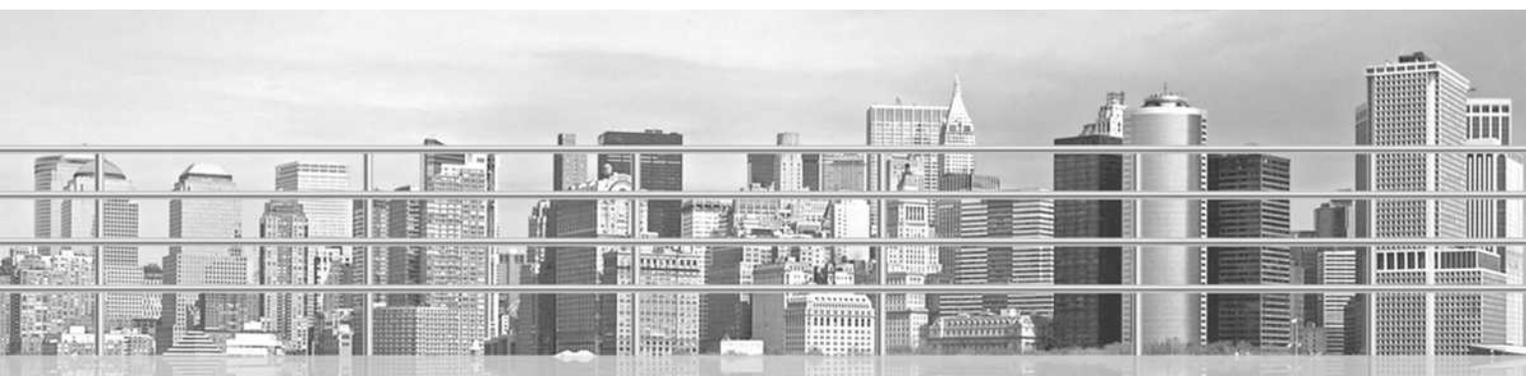
My teacher was Somali like me, that's the fun part".

## BRIDGING CULTURAL GAPS

"I would find a way to make good mental health accessible for anyone, by destigmatizing and advertising it's existence. I would consciously include addicts and alcoholics, homeless, low income and youth, with attn to the fact that our area does not have a rehab that tskes medicaid, and our mental health counselors are overworked and underpaid."

## COMMUNITY NEEDS ASSESSMENT

"Mental health care and resources for displaced and at-risk youth 18-25. More covid safe spaces, including permits for outdoor markets targeted towards local marginalized artists and businesses. Develop better and more up to date, accessible, efficient digital infrastructure for assessing need and allocating resources."



Black Brilliance Research Project

# **RESEARCH DETAILS: CRISIS AND WELLNESS**



## Crisis and Wellness

Because Black communities in particular have not been able to rely on police to generate safety due to fear of police violence, people have been developing community-based responses and solutions to address on-going harm.



## Community Has Solutions

We already have organizations, like: Community Passageways leading the way in interrupting and preventing community violence, including gun violence through their Deep Dive and Community Support Team programs.

We have skilled people, with lived experiences themselves, who are able to better diffuse situations and prevent additional violence without police involvement.



“ [I'd invest in] housing and defense for Black Trans Women, Femmes and Non-Binary folks. I would also invest the community's spiritual wellness by funding more artists in this county.”  
-Black, Trans, 35 - 44, South King County”

# CRISIS RESPONSE

## HYPER-LOCAL AND HYPER-SPECIFIC SOLUTIONS

### Addressing Interpersonal Violence

- The Silent Task Force (TSTF) currently is part of a network of providers of an “Underground Railroad” style intervention and support program for addressing domestic violence. When people are unable or unwilling to call the police, TSTF uses mediators to intervene & has safe homes for temporary housing.
- API Chaya developed non-police solutions to gender-based violence, and also participated in multilingual community-centered caring support for survivors of violence.
- The community members we reached advocate for more support for these kinds of culturally-specific, community-specific approaches to domestic violence, alongside increased funding to directly support survivors’ needs (including housing, childcare, therapy, etc.)



### Addressing Drug Use

- There are existing networks peer counselors, who can provide for some medical needs, who accompany others to and promote safe-consumption.
- The city has a history of pushing back on harm-reduction approaches to drug use, but in the absence of committed city action to support drug users, people have already begun advocating for and implementing these practices because they work to keep people alive, and because they don’t involve police.



# Crisis and Wellness

## All Police Functions DO NOT Need Replacing

- One of the problems identified with policing has been the treatment of officers as a one-size-fits-all approach to addressing multiple types of crises.
- Divesting from police and investing in community will not involve a one-to-one replacement.
- Rather than scaling up a small handful of civilianized crisis response models, we are hearing community members asking for deep investments in a larger number of peer-based, hyper-local solutions.
- A central theme in much of the research has been the importance of investing in supporting people from communities most impacted by policing to provide crisis support services and wellness services. (e.g. lived experience with arrest and incarceration, the effects of poverty, homelessness, mental health struggles and drug use AND people from queer and trans communities).

“ [I'd reinvest in] building capacity of community-led and BIPOC-led organizations that can provide safety, mental health, housing and support in more holistic ways than traditional police”

-White, Male, Age 35-44, District

“ In 2004 my brother was killed by Seattle Police during a mental health crisis ...There needs to be more of a focus on the communities that the police state they serve and less on overinflated police budgets and the cutting of essential services like housing and education.”

-Black, Woman, 35 - 44, Snohomish County



Photo Credit: Maryama Abdullahi  
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# VOICES FROM THE RESEARCH

"If you could reinvest \$200M to create community safety and health, where would you invest?"

## BLACK BRILLIANCE RESEARCH PROJECT

## INDIGENOUS MAN

### SOLIDARITY BUDGET

"I would invest in Seattle's green new deal. It is an opportunity to decrease Seattle's green house gas emissions, which most impacts south Seattle and negative health outcomes, and create jobs, housing and address the climate crisis."

-Alaskan Native, Man, Age 35 - 44, District 1 2

## WHITE & TRANS

### SOLIDARITY BUDGET

"[I would invest in] removing and replacing the Seattle Police Department with funding for people to in general have better knowledge of taking care of people in a crisis and learn the processes of transformative and restorative justice to reduce harm across all communities."

-White, Trans, Age 18-24, Mercer Island

## BLACK & TRANS

"Establishing emergency crisis services for non-violent incidents  
Creating peer programs for people that have gaps in their work history so they can re-enter the workforce. Investing in a program that buys vacant properties and transforms them into housing for people without homes. Also employing those same people to do the work."

-Black, Trans, Age 25 - 34, District 2

## INDIGENOUS MAN

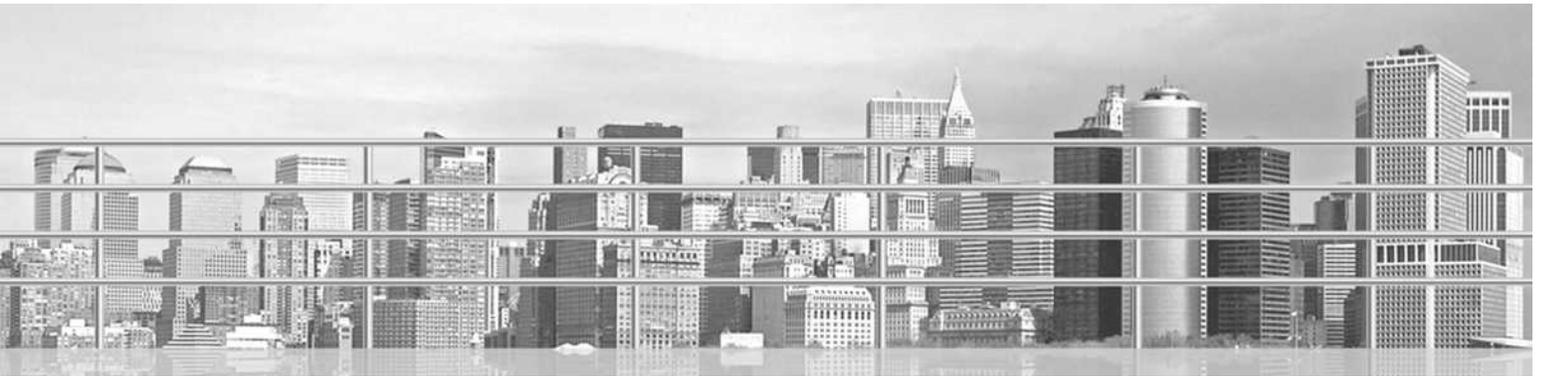
"[I'd invest in] programs for inner city youth supporting arts and creative focused education as it seems to be non priority now days. Mental health support and education on how to best deal with it in crisis situations. support for local arts and community events that celebrate diversity in our community."

-American Indian or Alaskan Native, Man, Age 45 - 54, District 5

## ASIAN & FEMALE

"Internet and computers for students. ESL classes. Non-police response teams for emergency or wellness checks. Community programs to provide legal advice to low income people. Housing for low income and housing insecure people. Medical services for low income and uninsured. Mental health crisis counselors for anyone, regardless of financial consideration."

-Age 45 - 54, District 7



Black Brilliance Research Project

# **RESEARCH DETAILS: ECONOMIC DEVELOPMENT**



Photo Credit: Maryama Abdullahi  
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“  
"Make the city invest in  
the **WHOLE** community  
and [its] future."  
”

## Economic Development

For Black communities, public policies have often been enacted under the guise of economic development, but history has shown those same public policies are used to strip Black communities of wealth, financial stability, property ownership and access to affordable housing, through an insidious cycle.

## Unequal Economic Development

- African Americans have consistently shown an unemployment rate double that of their white counterparts, plus significantly lower overall wages for those who are employed, but to qualify for most apartments in the State of Washington, a person must earn at least 2.5x the rent. High unemployment rates, paired with stagnant wages are causing a big disconnect between the cost of living and the minimum wage for the state.
- Black, Native Americans, and Latinx people are also more likely to be extremely low-income renters, but many marginalized groups are disproportionately excluded from subsidized housing because exclusions include mothers under the age of 18, people disabilities, and undocumented persons.

# ECONOMIC DEVELOPMENT

## CRIMINALIZATION OF AND MASS INCARCERATION OF BLACK PEOPLE

### Break Down Barriers to Black Economic Development

- Over-criminalization of Black people and Black communities is used to justify disproportionate policing and incarceration.
- The pervasive narrative in the United States that equates Blackness with criminality exists at all intersections of society, including media and political initiatives. As a result, Black people are categorized as 'violent offenders' and undeserving of resources, which causes them to be 'thrown away'.
- Local governments need to require all community-based organizations that receive funding to offer services and resources to all formerly incarcerated individuals, regardless of past convictions, since Black people are disproportionately charged and sentenced to "violent offenses" due in large part to implicit bias.
- Black trans people face legal and illegal discrimination in housing and employment due to nonexistent or unenforced protections.



**The criminal legal system is designed to limit the economic development of our communities.**

"The prison system is used to enslave Black & Brown people. They police our communities differently and are used as the vessel to lock up our people. They lock us up out fear, hatred, and because the system is designed that way."

*Freedom Project, Will of the People*





# Economic Development

## Invest in Community

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- There is a need to develop cradle to career pathways in the community. Gaps in networking and leadership hinder the upward economic mobility of Black youth. It is important to provide funding for mentoring and provide opportunities to volunteer.
- An East African Community Services survey of 236 Black business owners highlights the struggles they are currently facing and 98% said they would like to see more money allocated towards grants for Black-owned businesses, with 94% advocating for fee waivers.
- There is a call for collective investment and banking to build economic power to confront predatory lending. Underlying these movements must be the principles of unity, self-determination, collective work and responsibility, and cooperative economics.
- Case Study: Forever Safe Spaces, an organization created by and for frontline artists, proposes an economic development program that would resource and stabilize 250-500 cultural workers of color. The model relies on a pre-existing network of 50-100 "pods" (self-organized, autonomous clusters of artists). Forever Safe Spaces envisions developing an "Angel Pods" mobile app that would enable community members to support these artist pods with either financial or in-kind donations at different commitment levels.

“

"People of Color [have been] largely confined to the Central [District] that lacked economic opportunities, [had] poor infrastructure, inferior public services, and higher rates of crime."

*Freedom Project, Barriers to Affordable Housing*

”



# VOICES FROM THE RESEARCH

"If you could reinvest \$200M to create community safety and health, where would you invest?"

## BLACK BRILLIANCE RESEARCH PROJECT

# FREEDOM PROJECT

## BARRIERS TO AFFORDABLE HOUSING

"I would like to see more community outreach programs and centers, apprenticeship for kids in high school so they have a guaranteed career when they graduate, early vocational training for high school students, life skills programs/classes, like racial equity." - middle aged, single mother

# KING COUNTY EQUITY NOW

## COMMUNITY NEEDS ASSESSMENT

"[I would reinvest \$200M in] in the Black economic infrastructure as a means of redistributing wealth to communities that are most at need. We are severely lacking liquid financial capital, Human business capital, working capital, and land."

-Black, Male, Age 25  
- 34, District 2

# FREEDOM PROJECT

## COMMONALITY COMMUNITY

"I personally know Ms. [redacted], an elderly lady who sold her home for \$250,000 and yet months later the same property was worth over \$550,000."

# KING COUNTY EQUITY NOW

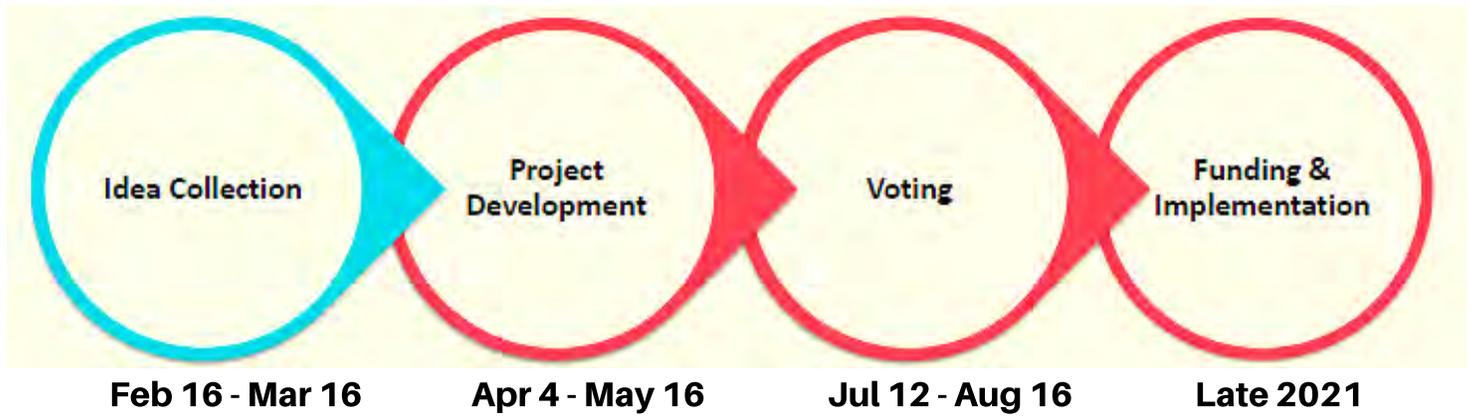
## COMMUNITY NEEDS ASSESSMENT

"[I'd re-invest \$200M in] quality Needs Based Education, Quality Universal Health Care and Black and Indigenous centered Economic Development (Black and Indigenous banking and financial services, insurance providers, housing and businesses)."

-Black, Man, 45 - 54,  
South King County

# FOREVER SAFE SPACES

"As a community-generated solution to cycles of poverty, resource disparity, and displacement, our mission is to foster an equitable and artist-centered creative economy that lifts from the bottom up."



Black Brilliance Research Project

# 2021 PB PROCESS

# RESEARCHER VOICES

snapshot of some of the community teach-ins we've shared with community

## BLACK BRILLIANCE RESEARCH PROJECT

Oct. 26 2020 Teach-In

## EAST AFRICAN COMMUNITY SERVICES

AMIR NOIR

We're tackling the issue of the incarceration pandemic that's affecting East Africans now, as we're now the growing face of the school-to-prison pipeline. We've just been really listening to people and realizing that we need to prioritize the development of the young Black leaders in our community.

## FREEDOM PROJECT

JERMAINE WILLIAMS

"What's important to me about this opportunity is that it finally gives us a voice. The people who've been directly impacted by oppression, by mass incarceration, by abject poverty."

Sep. 28 2020 Teach-In

Oct. 26 2020 Teach-In

## WA NA WARI

INYE WOKOMA

"The work we're asking [researchers] to do, they're going to be talking about very personal and sensitive information...getting folks trained the right way not only to handle the data they collect responsibly but also understand their role and responsibility as it relates to our community."

## KING COUNTY EQUITY NOW

NURA AHMED

"We want to have the agency to make decisions for our own community."

Sep. 28 2020 Teach-In

Oct. 26 2020 Teach-In

## BRIDGING CULTURAL GAPS

ANTHONY POWERS

"Community wants to fund culturally competent programs. Programs that understand how to reach people and their background and bring culturally aware of the community...they need people who can speak their language."

# FOLLOW BLACK AND BIPOC LEADERSHIP

"If you could reinvest \$200M to create community safety and health, where would you invest?"

**BLACK BRILLIANCE  
RESEARCH  
PROJECT**

## WHITE & FEMALE

"I would look to the Black and Indigenous communities living in central Seattle for guidance, especially those living in the CD."

-White, Woman, Age 25 - 34, Seattle Council District 7

## ASIAN & FEMALE

"I would ask past and present Black residents in historically Black neighborhoods how and where they would see [city funding] best invested."

Asian or Asian American, Woman, Age 25 - 34, Mercer Island

## BLACK & WHITE HERITAGE NON- BINARY FEMALE

"I would give it to Black and Indigenous people."

- Black and White, Non-binary and Female, Age 25 - 34, District 7

## HISPANIC OR LATINX AND WHITE NON- BINARY HUMAN

"HOUSING, social services for low income and/or unhoused folks, educational equity for Black and Indigenous communities, transit."

- Hispanic or Latinx and White, Non-binary, Ages 25 - 34, District 5

## INDIGENOUS HISPANIC OR LATINX & FEMALE

"Into the Black Community with groups that have been on the ground and have solutions to raising up Black Lives!!!"

-American Indian or Alaskan Native and Hispanic or Latinx, Female, Age 55 - 64, Seattle City Council District 3

# BUDGET

## Participatory Budgeting Participation Roadmap

### Black Brilliance Research Project



#### 1: DESIGN THE PROCESS

A steering committee that represents the community creates rules and engagement plan, with approvals from community.

Community resources prepare community for PB, including expanding internet access.



#### 2: BRAINSTORM IDEAS

City, \*PBP, & steering committee align.

Communities share and discuss ideas for projects.



#### 3: DEVELOP PROPOSALS

Community "budget delegates" develop the ideas into feasible proposals that reflect Black priorities as identified in the Black Brilliance Research Project.



#### 4: VOTE FOR BEST PROJECTS

Community members should vote on the proposals that best serve community needs.



#### 5: FUND PROJECTS

The City of Seattle funds and supports implementation of winning proposals.

Evaluate project success and lessons learned for rooting this process in equity.

\*PBP = Participatory Budgeting Project (a nationally recognized PB nonprofit)

“ I really appreciate and enjoy this work led by [B]lack voices of the community. I've been a part of Seattle's PB with the City going on two years now and it has been in need of drastic change to focus on equity and BIPOC communities. - Black Male ”



# City Workers' Roles in Supporting Participatory Budgeting

Black, Indigenous, and People of Color who have experience advocating to end institutional racism in government play important roles. It is imperative that those who are most likely to be harmed or killed by systemic racism and violence are represented.

“ Community's voice must lead the way. ”

## Follow Community

Uplift PB priorities from the Black Brilliance Research Project. Defer to community strategic advisors, community facilitators, and community stewards of the PB process.

## Act with Urgency

Timelines should match the urgency of BIPOC community, centering Black and Indigenous priorities. Lived experience, data collection, and analyses by community members should anchor this work.

## Align City Work

Interdepartmental teams work together to support the division(s) that are stewarding this work. Reduce bureaucracy and eliminate racial disparities.

## Provide Support

Grant administrators help transfer money into community control smoothly and quickly. Technical workers provide technical and admin support for PB groups. Staff ensure no education requirements in hiring.

## Share Records

City and private investment records are shared with community to help with visualizing racial equity. This informs the development and scoping of PB projects. Share anonymized staff and consultant diversity data and pay equity data.

## Share Public Channels

Use departmental and public resources to amplify the messages from community, including the Seattle channel, websites, and other City-owned channels.



Black Brilliance Research Project

# **CRITERIA FOR COMMITTEES AND WORKGROUPS**



## **BIPOC-led Workgroups and Committees Supporting PB**

In every PB group, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. This includes: Black women who are trans, indigenous women, people with disabilities, among other groups.

**“In PB, everyone can be part of the solution”**

### **Outreach Workgroup**

Educate communities about Participatory Budgeting. Invite communities to participate in each upcoming stage of PB.

### **Budget Delegates and Process Facilitators**

Help consolidate information and make sure Participatory Budgeting is on track.

### **Accountability Workgroup**

Monitor and receive feedback about the decision-making process. Bring appropriate parties together to resolve issues.

### **Steering Committee**

Create rules in true partnership with the findings from the Black Brilliance Research Project, government workers, and Participatory Budgeting Project.

### **Lived Experience Workgroup**

Ensure PB process is aligned with the lived experiences of communities, while centering Black-lived experiences.

### **Restorative and Proactive Safety Workgroup**

Ensure PB is connected to on-the-ground work and advocacy about community safety and healing.

# Participatory Budgeting

## Workgroups

Lived  
experience  
workgroup

Accountability  
workgroup

Outreach  
workgroup

Steering  
committee

Budget  
delegates  
& process  
facilitators

Additional  
workgroups  
identified

Restorative &  
Proactive Safety  
workgroup



## Black-led Steering Committee

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this might include: Black women who are trans, indigenous women, persons with disabilities.

### Steering Committee Criteria

---

Must include people with the following lived experiences:

1. People who have been incarcerated
2. People who are well-connected to multiple community organizations
3. People with lived experience with homelessness
4. People with disabilities
5. People who are trans, non-binary, or gender non-conforming
6. Black women
7. Youth (at least 2 people)
8. People from the African Diaspora
9. People from communities over-represented in negative health outcomes

“

"We are more than one thing. Blackness is multi-faceted. We are intersectional. We're everywhere."

- Black, Non-binary human,  
Age 35 - 45, Seattle Council  
District 2

”

**The Steering committee will develop and refine processes that will hold all PB groups accountable to community, adjusting as needed.**



## Black-led Outreach Workgroup

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should include: Black women who are trans, indigenous women, persons with disabilities.

“  
"Art and cultural practice is essential to the mental, social, and spiritual health of communities...[We are] grassroots in the ethos of mutual aid and self-determination"  
”

- Forever Safe Spaces

### Outreach Workgroup Criteria

---

1. People with lived experience with every stage of the criminal legal system, i.e. people who have been incarcerated
2. People with lived experience with homelessness
3. People with disabilities
4. People who are trans, non-binary, or gender non-conforming
5. People who are well-connected to multiple community organizations
6. Social media influencers
7. Local news outlets and journalists
8. Artists and cultural workers

OUTREACH



## Black-led Budget Delegates and Process Facilitators

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should esp. include Black women who are trans, indigenous women, persons with disabilities.

“[We should be] institutionalizing equity. We would shift from [the status quo] to welcome risk in new ideas. Invest in those who have brilliance but because of history [they've had] no opportunity to manifest. Take HUGE risks. Refocus on those who nurture self-determination IN community.”  
-Black, Woman, Age 35 - 44, South King County

### Budget Delegates and Process Facilitators Criteria

---

1. People who have been Incarcerated
2. Current or former Black Brilliance Researchers
3. People who enjoy making information accessible and easy-to-understand
4. People who can liaison with people who have data on public and private investments
5. People with experience working to end institutional racism in local governments





## Black-led Restorative and Proactive Safety Workgroup

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should esp. include: Black women who are trans, indigenous women, persons with disabilities.

“  
"Art and cultural practice is essential to the mental, social, and spiritual health of communities...[We are] grassroots in the ethos of mutual aid and self-determination"  
”

- Forever Safe Spaces

### Restorative and Proactive Safety Workgroup Criteria

---

1. Restorative Community Pathways (RCP) participants or RCP representatives
2. Peace and Safety Initiative participants
3. Domestic and Gender-Based Violence prevention and response provided by BIPOC practitioners who specialize in culturally responsive programming and lived experience





## **Black-led Accountability Workgroup**

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should include: Black women who are trans, indigenous women, persons with disabilities.

“  
"We showed up. We were factual. We knew who we were talking to. Some of the flip flop politicians who promise [but don't deliver], we knew that we'd come through."  
”

- Briding Cultural Gaps

### **Accountability Workgroup Criteria**

---

1. People who have been Incarcerated
2. Community facilitators and mediators, e.g. restorative justice practitioners, conflict resolution specialists

"[I'd reinvest in] permanent housing, good food, and mental health support for Black queer folks and folks with disabilities, Elder support and caregiving, effective accountability processes for Black people who have been harmed, intergenerational wisdom circles and skills building, traditional ecological knowledge"

-Black, Trans, Age 45 - 54, Pierce County



## BIPOC-led Lived Experience Workgroup

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should esp. include Black women who are trans, indigenous women, persons with disabilities.

“  
"[Collectivism is the approach i]f anyone wants to think about how we're going to be innovative in dismantling this budget and reinvesting over here and building these new innovative practices, strategies, approaches that are built in cultural responsiveness and relationships"  
”

- King County Equity Now

### Lived Experience Workgroup Criteria

---

1. People with lived experience facing multiple systems of oppression
2. Intergenerational team
3. Community representatives from each racial advisory council to the police
4. Representatives from communities over-represented in negative health outcomes
5. People with additional experiences, as identified in the Black Brilliance Research Project

"I would reinvest in our youth generation, formally incarcerated and those with lived experience that look for a way to contribute their lived experience with those who are in position to make change... [people currently in these positions] do not relate with the actual issues that they advocate for."

-Black, Man, Age 35 - 44, Pierce County resident

# Outreach Workgroup Roadmap

Black Brilliance Research Project

PBP = Participatory Budgeting Project (a nationally recognized nonprofit)

In every committee, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. Amongst other groups, this should esp. include Black women who are trans, indigenous women, persons with disabilities.



## 1: DESIGN THE PROCESS

People wanting to join the outreach workgroup start to meet and discuss ideas on social media, City website, and local media

Attend the first steering committee meeting

Determine workgroup outreach plan

### Meanwhile:

Steering committee creates PB rules and plans, with approvals from community

Community resources prepare community for PB, including expanding internet access



## 2: BRAINSTORM IDEAS

Accessibly share information about PB process

Monitor PB for gaps, and identify resources people need

Help people get resources so they can participate in PB

### Meanwhile:

Share with people how the City, PBP, and committees align

Communities share and discuss ideas for projects



## 3: DEVELOP PROPOSALS

Share with people how to submit their ideas

Host in-person events or in-person

outreach to reach people who don't participate online

Help people get resources so they can participate

### Meanwhile:

Community "budget delegates" develop ideas into feasible proposals that reflect priorities from the Black Brilliance Research Project



## 4: VOTE FOR BEST PROJECTS

Share with people how to vote for ideas

Monitor PB voting for gaps, and identify resources people need

Help people get resources so they can vote in PB

### Meanwhile:

Community members vote on the proposals that most serve communities' needs



## 5: FUND PROJECTS

Explain how projects will be funded

Help evaluate the effectiveness of PB outreach

Report gaps identified throughout PB

### Meanwhile:

The City of Seattle funds and supports the implementation of winning proposals

Evaluate project success and lessons learned for rooting this process in equity



# Accountability and guiding principles

## Accountability to each other

---

- All PB groups will name, engage, and respond to the needs in our communities
- All PB groups will foster an environment of mutual respect, trust, and partnership with those most impacted
- All PB groups will engage in ongoing work and training to create inclusive and positive relationships with each other.
- Teams will discuss and resolve how they will address conflict in the group

## Accountability to the public

---

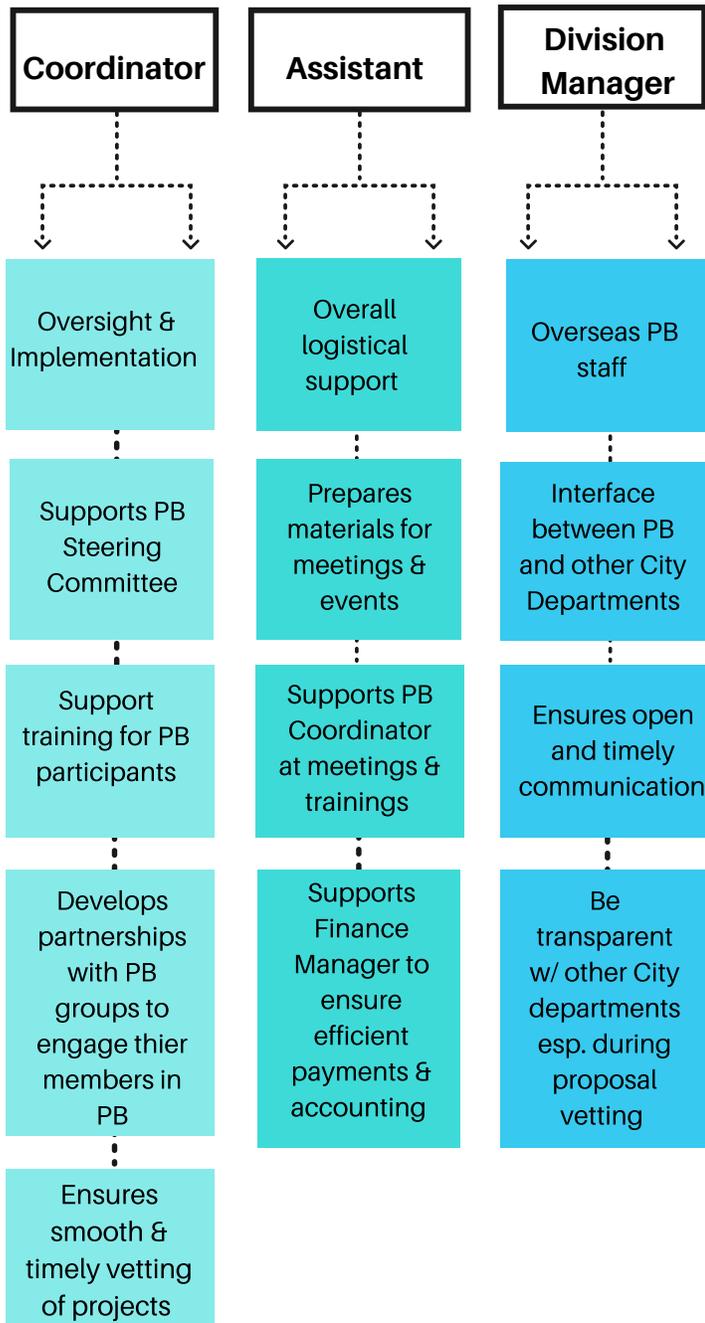
- Be transparent through weekly reports
- Ensure that there are office hours where community members can engage, ask questions, provide feedback, and request clarification about the PB process
- When a PB group is challenged to act differently or to take a different path, the PB group will listen to community feedback. The PB group will respond to community with compassion in a timely fashion

**Several community members have said that "not all skinfolk are kinfolk". This recognizes that some people may not be acting in good faith or may be committed to participating in bias, discrimination, or white supremacy. These guiding principles do not prohibit anyone from working against racism or other oppression.**

# Criteria and Responsibilities for City Departments Providing Support

## PARTICIPATORY BUDGETING

### Staff Roles and Responsibilities



### Follow Community Leadership

- Take the lead from community members, with a focus on community development
- Proven record of spending City dollars to be responsive to community needs
- Experience managing tens of millions of dollars in a given year
- No strategic advisors, instead follow community leadership for strategic direction to develop and foster partnerships in community
- Community should extend the invitation to departments before they start work

### Provide Key Supports

- Data support, particularly with mapping key quantitative and spatial data, to help visualize racial equity
- Technical support to community steering committee and long-term planning
- Administrative support
- Financial support, financial management, compliance support
- Partner or liaison with other City departments that provide communications and administrative support
- Post criteria to join all PB groups, following community recommendations for reaching the most people impacted by the criminal legal system
- Provide administrative support to community-led review of the PB group applications



Black Brilliance Research Project

# **ADDITIONAL DESIGN CONSIDERATIONS**



## PB Considerations for Marketing, Research, and Art

In every PB group, it is important that those who are most likely to be harmed or killed by systemic racism and violence are represented. This includes Black women who are trans, indigenous women, people with disabilities, among other groups.

“  
"We can use art to inspire action, educate people about PB, and also let them know how to plug in. Murals, interactive art, and social media can all help. The sky is the limit.

- Black community member in community conversation.  
”

### PB Marketing Considerations

---

1. Visual art projects, including flyers, demonstrations, light projections, video projects, and more can help to communicate findings.
2. Paper surveys and ballots can be designed with paid local artists to appeal to community members.
3. Music projects, podcasts, and spoken word presentations could be supported by artist-researchers and other community members.
4. Ceramics and textiles (e.g., clothing) which may require some form of in-person pickup, drop-off, or transportation.
5. Planned press advisories, such as through The Facts, Seattle Medium are helpful for other adults, to help foster awareness and education.





# PB Website Considerations

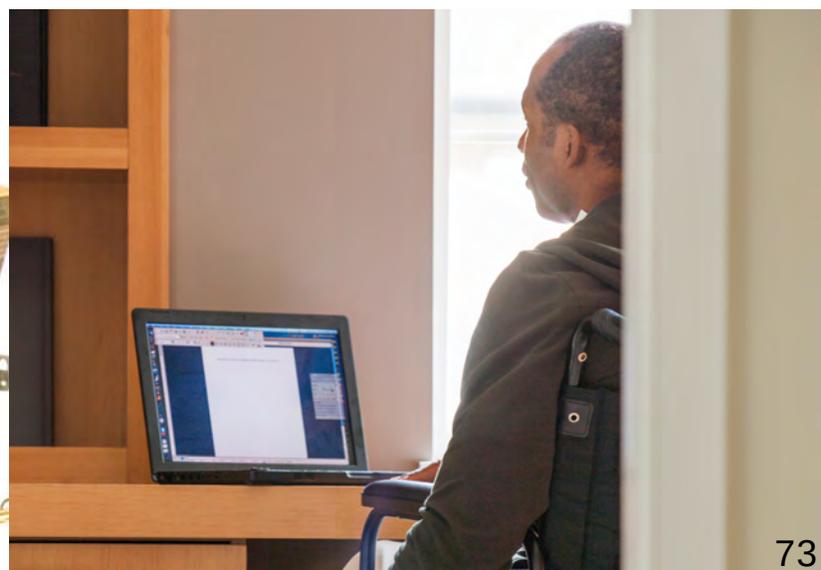
In every design decision, it is essential that those who are most likely to be harmed or killed by systemic racism and violence are represented. This includes Black women who are trans, indigenous women, people with disabilities, among other groups.

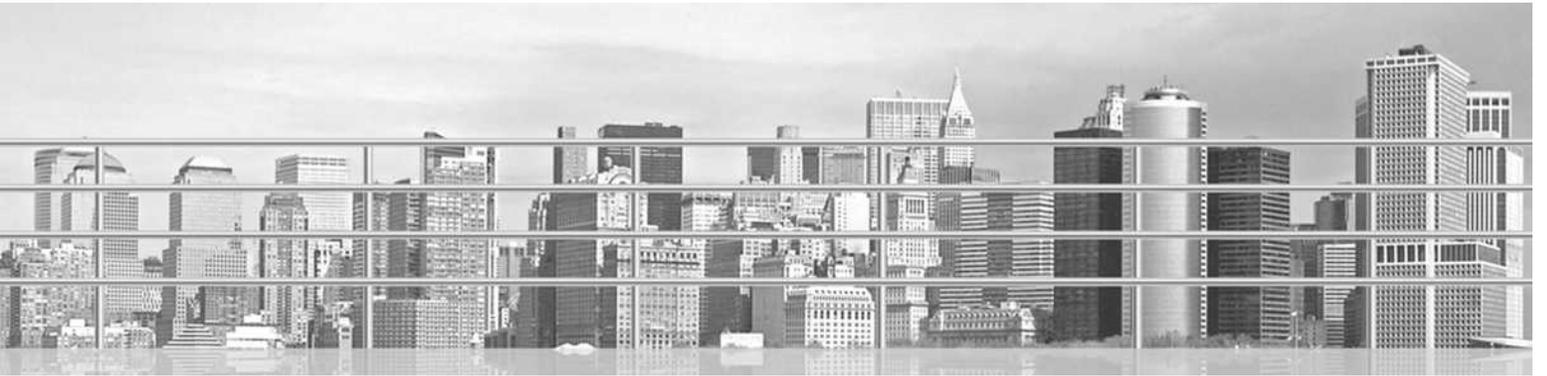
## PB Website Design Highlights

---

1. The PB website must be able to appear in the priority languages for the community.
2. There should be an option for community members to extend the language options in case there is support to add more languages.
3. The website must be tested by several people with disabilities.
4. Internet access must be provided to people to reduce barriers to participation. This could be done in part through expanding the Internet For All Plan to more explicitly target community-led partnerships.
5. Pair the website with offline opportunities to participate.
6. Use Black Brilliance Research and racial equity data to help determine priority projects.

“  
"What we need is something like Detroit where Black and Brown folks can develop new technology to expand internet access. Everything's online nowadays."  
- Black community member in a community conversation  
”





Black Brilliance Research Project

# **ROLES AND RESPONSIBILITIES**



# Roles and Responsibilities: Honoring Community Expertise

**Historically, many City-led processes have caused or exacerbated inequities. Now is the time for community to lead - and for the City to provide material support.**

**A community-led process owned by multiple community organizations and community members is essential to disrupting business as usual.**

To have a community-led process be well-supported, community members must be compensated and must be provided with the information they need to lead the work. City employees are not expected to work for free or without the information they need; neither should community members. Budgets for all City and local government projects should reflect this moving forward.

- Community members shared in individual and collective conversations that in the past the City has relied heavily on paid consultants to collect information from unpaid community members. In some cases, community members were offered food vouchers or gas cards instead of money they could use more flexibly. It would be unthinkable to pay City consultants in gas cards and food vouchers, yet the expertise that consultants rely on was not given monetary value. In some cases, community members spoke about being paid in pizza or a \$25 gift card for informing multi-million dollar strategic plans.
- Community members also spoke about how stipends and other commonly used payment strategies are disconnected with the increases in cost of living.
- Many community members reported how they do not feel like community been consulted on what adequate compensation would look like, instead reporting they are made to feel like any compensation (no matter how inadequate or inequitable) should be met with gratitude and no push-back. Community members should be paid a living wage to do this work. In most cases, this means making no less than \$30/hour, and for community members who are from communities whose voices have been disproportionately unheard, compensation should be higher to reflect pay equity.
- A pathway to healthcare coverage of some sort is crucial - even if that means a health stipend. While this especially true during a global pandemic that disproportionately harms and kills Black and Brown communities, the City should expect to contribute to reducing health disparities moving forward as a goal for any time community has paid decision-making roles.
- In order to support the PB process, the City should provide clear, concise information about existing city investments to PB participants, at the same level of transparency that is afforded city employees.



# Committee and Workgroup Rules

it is essential that those who are most likely to be harmed or killed by systemic racism and violence are represented. This includes Black women who are trans, indigenous women, people with disabilities, among other groups.

## Collect Ideas & Recruit Budget Delegates\*: Neighborhood Assemblies, Informal Idea Collection and Online

- Community members who are typically underrepresented in Seattle-based non-profits will be prioritized
- Each city council district will collect project ideas and follow steering committee rules to recruit budget delegates through all of the following methods:
  - At least three public assemblies
  - At least four intentional meetings for underrepresented community members (e.g. youth, non-English speakers, elders, public housing residents, formerly incarcerated, etc.)
  - Informal idea-collection at events and spaces where there is a high concentration of underrepresented community members. At these events, community members should explain the PB process to attendees and collect ideas and recruit delegates via paper forms, smartphones, or tablets.
- Anyone is welcome to propose project ideas
- Idea-collection will be adjusted to comply with COVID-19 restrictions, including creating on-line assemblies
- People can volunteer to serve as budget delegates if they:
  - Live, work, play, worship, access services, travel to or through the City of Seattle, and
  - Are at least 10 years old. The Steering Committee may decide to lower the minimum age to participate.
- The steering committee will decide the overall PB rules. Ideally, Seattle Council Districts should aspire to have delegates who represent the district. Districts with more community members who are affected by the criminal legal system may have a larger proportion of delegates than other districts that do not.
- The following information will be helpful at idea collection and events
  - PB Process including project eligibility
  - Previously funded projects (if applicable)
  - Status of previously funded projects (if applicable)





# Everyone has a role in PB



## Different strokes, different folks

People will have different responsibilities, based on their stake in community and their time commitment to the PB process. The goal is for everyone to see themselves in this process.



## Community leadership

While there may be many opportunities to volunteer, PB will be community-led and community-controlled with financial, technical, and administrative support from the City of Seattle.



# Roles and Responsibilities: Who does what?

**A steering committee makes the rules and collaborates with other PB groups.**

## Steering Committee

---

The Steering Committee guides and supports the PB process across the city

- Design and guide PB process, including creation of this year's PB rulebook
- Identify and recruit workgroups
- Attend PB events and meetings in participating districts during each stage of PB
- Coordinate specialized support for the PB process with relevant workgroups, including with research, organizing, media, online engagement, social media, policy & budgeting, data visualization, and design
- Ensure broad, inclusive, and equitable community participation
- Provide assistance at budget assemblies, delegate meetings, and/or budget delegate orientations
- Evaluate and revise the rules of the PB process as needed
- Ensure that the PB processes are inclusive and consistent with the core goals of PB and the priorities identified in the Black Brilliance Research Project
- Ensure all workgroups have the resources they need to do their best work
- Ensure identified gaps in participation, particularly those connected to racial inequities, are closed or addressed

**Steering committee members will be chosen by a community-driven process that will be shepherded by a citizen jury. For the steering committee and the citizen jury, the selection criteria and a scoring tool will be widely distributed. People can recommend themselves or other appropriate people for either the steering committee or citizen jury. All recommendations will be scored based on the criteria listed in the Black Brilliance Research (see page 62). People with a score of 80% or higher are placed in a candidate pool for either the steering committee or the citizen jury, whichever they selected.**

**The citizen jury will be selected using a random sample from the candidate pool. The citizen jury will include individuals who complete the aforementioned application, representation from BBR organizations (to ensure BBR priorities are implemented), and 1 member from the City department that is leading PB (e.g. OPCD). The steering committee may decide a different selection process for other PB workgroups' members.**



There is a role for everyone in Participatory Budgeting, but different people have different responsibilities, based on their stake in the community and their time commitment to the process. We encourage everyone to both participate and encourage others to participate.

## Community Members

---

Anyone can participate, even if they only come to one meeting or only vote. Community participation can include any of the following:

- Identify local problems and needs
- Propose project ideas
- Provide input and feedback on project proposals
- Monitor and provide input on the implementation of projects
- Provide feedback for the PB evaluation
- Apply to be budget delegates, if they are at least 10 years old and live in the district, work in the district, worship in the district, own a business in the district, attend school or services in the district, or are parents of children who attend school in the district
- Vote on project proposals, if they are at least 10 years old and live in the district

## Budget Delegates

---

Budget delegates do the work needed to turn ideas into real projects. Delegates may be paid or choose to volunteer.

- Research local problems, needs, and projects
- Agree to put the needs of the community above their personal interests
- Learn about the budget funds and the budget process
- Discuss and prioritize project ideas based on the criteria of need, impact and feasibility
- Develop full project proposals and posters, with assistance from experts
- Update residents on project proposals and solicit feedback
- Serve as spokespeople for city-wide and local media, when called upon
- Monitor and provide input on the implementation of projects
- Evaluate the PB process
- Communicate delegate concerns and ideas to the District Committee and Steering Committee

# Roles and Responsibilities: Who does what? (cont.)

## Process Facilitators

---

Process Facilitators do not advocate for particular projects but help residents participate effectively in neighborhood meetings, video calls, and delegate budget meetings.

Facilitator roles:

- Attend at least one facilitator training
- Facilitate group discussions and meetings, and ensure that all participants are able to contribute
- Serve as the main point of contact between city staff and delegates, helping to coordinate communication and resolve conflicts
- Work to ensure that the principles of PB are followed
- Ensure delegate committees and workgroups advance equity
- Connect delegates with information and resources
- Keep delegates engaged throughout the entire process
- Ensure that notes are taken at meetings and are shared publicly afterward
- Provide delegates with the tools they need to research, assess, and develop proposals (based on criteria that include Black Brilliance Research alignment, feasibility, need, and impact)



**Facilitators keep  
PB going strong**



# Roles and Responsibilities: Who does what? (cont.)

## Council Member Offices and Seattle City Council Central Staff

---

City Council serve in a support role, with community leading the way.

Council and Central staff will access to official City channels to help increase participation in PB.

- Allow participants of each district to decide how to spend at least \$30 million of City FY 2021 discretionary funds, and deliver final budget priorities to the City
- Designate a staff person who commits a portion of their time per year to PB, to attend regular coordinating interdepartmental teams meetings convened by the Central Staff and to support residents learning about PB
- Keep website and social media up-to-date with meetings and information about the PB process
- Participate in invited meetings by the Steering Committee, the local District Committee, and assist with their responsibilities
- Provide information on the budget funds and past spending
- Offer feedback and technical assistance on project proposals, presentations, and ballot text

- Serve as spokespeople for city-wide, local, and social media
- Share regular updates to budget delegates and the public during all stages of the PB process
- Work with Central Staff, Central Budget Office, and city agencies to ensure that winning projects are moving forward and provide regular updates to district residents



# Roles and Responsibilities: Who does what? (Quick Guide)

## Research & Evaluation Team

---

Researchers document and collect data that will support efforts to evaluate the PB process.

- Coordinate and monitor research and evaluation of PB
- When possible, observe assemblies, expos or site visits, voting sites, and other meetings to collect data and conduct interviews
- Develop reports and materials to summarize how PB is going and assess achievement of the goals of PB

## City Agencies

---

- Provide relevant background information to PB groups about: their agencies, their available data, and the types of projects that have worked well so far
- Provide clear, concise data on current community investments, including PB steering committee, PB group participant investments, and non-PB investments
- Support feasibility assessments of project proposals
- Support with cost estimates for project proposals
- Offer feedback on project proposals
- Implement winning projects
- Provide updates on project implementation status

## Community Workgroup Members

---

- Participate in the Steering Committee and workgroups
- Provide coaching and city-wide trainings on best practices for outreach and engagement of typically underrepresented community members
- Lead efforts to expand and deepen PB
- As funds permit: prioritize, recruit, train, and deploy community members & canvassers for targeted outreach for neighborhood assemblies, project expo or site visits, and voting
- Pilot delegate engagement & retention programs
- Leverage additional funds to support the PB process

**PB takes  
teamwork, with  
community  
leading every  
step of the way.**

# Roles and Responsibilities: Who does what? (cont.)

## **The Participatory Budgeting Project**

---

- Support the Steering Committee
- Available for agency and council member questions
- Support facilitation trainings for workgroup facilitators
- Support process preparation workshops for city staff
- Support development of operating manual and training curricula for city staff in conjunction with steering committee
- Support efforts to expand and deepen PB
- Leverage foundation funding to support the PB process

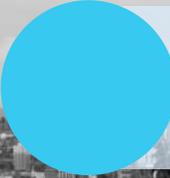


PARTICIPATORY  
BUDGETING PROJECT

**There's no one-size-fits-all to PB.**

**Each time a community uses PB is another opportunity to try something new while borrowing proven solutions.**

**See the PB Toolkits in the appendix for details.**



# Steering committee templates: District committees

## Sample District Committee Roles and Responsibilities

---

In designing the rule book, steering committee members will decide whether to constitute District Committees. District Committees provide support with planning throughout the process. The district committee is composed of local organizations, residents, community leaders, and former budget delegates, to manage PB locally. The make-up of the District Committee should center the lived experiences of those most impacted by the current criminal legal system. All committees should be Black or BIPOC-led.

- Determine the number of neighborhood assemblies
- Help plan and carry out assemblies
- Arrange food, childcare, internet, PPE, community-requested resources, and interpretation for assemblies and meetings
- Recruit workers for outreach, assemblies, and the vote
- Distribute educational and promotional materials about the PB process
- Commit to following the Black Brilliance Research priorities and centering Black leadership

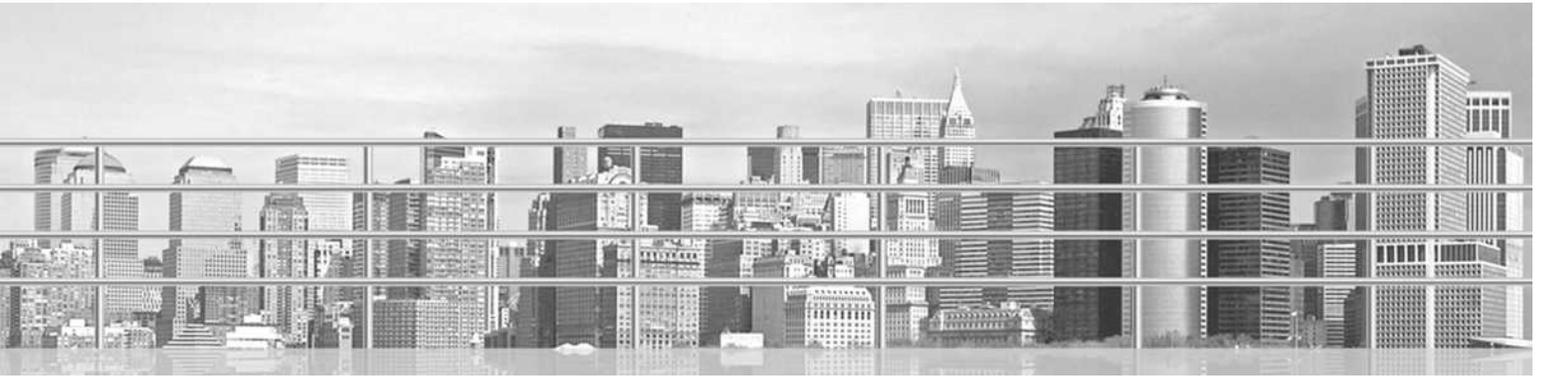
- Develop and execute outreach plans to mobilize broad, inclusive, community participation (in partnership with PB outreach workgroups)
- Facilitate budget assemblies and meetings
- Provide guidance and background information to delegates
- Serve as spokespeople for city-wide and local media, when called upon
- Coordinate voting events with City staff (as needed)
- Monitor project implementation
- Oversee any necessary changes to approved projects, with the Council Member offices
- Communicate with delegates and residents about progress on projects
- Evaluate and revise the rules of the PB process
- Provide orientation to new District Committee members
- Provide the following information at events:
  1. PB Process including project eligibility and Black Brilliance Research materials
  2. Previously funded projects (if applicable)
  3. Status of previously funded projects (if applicable)



# Video highlights

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The next pages will feature projects from the teams on their progress through mid-December 2020. Some projects include videos, music, and other artistic expressions,. The PDF version of this report cannot adequately capture these so links are provided, when available. Please reference Appendix E for additional reports from the teams.

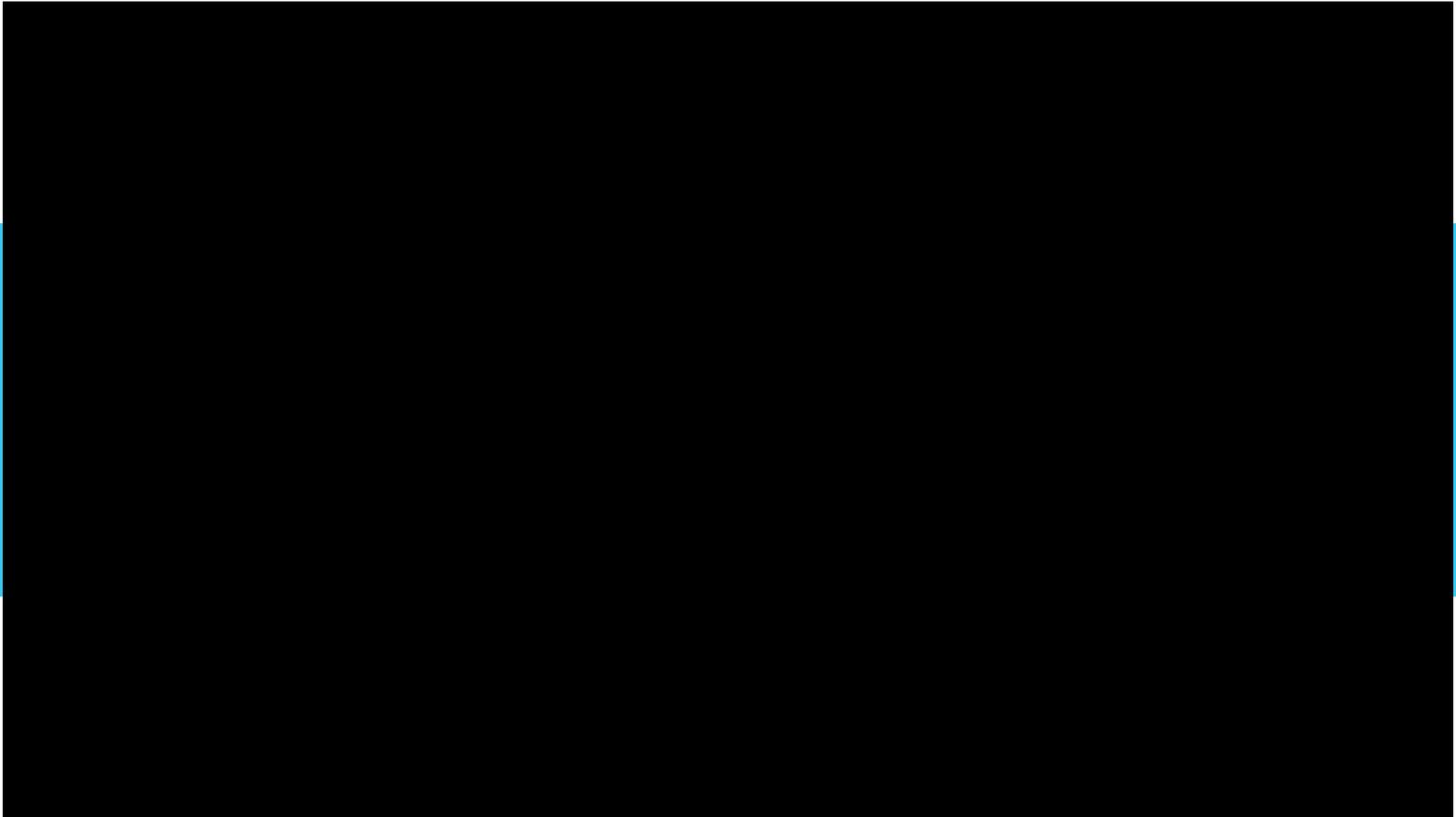


Black Brilliance Research Project

# **THE FACES OF TRAUMA**



**Watch this video from Freedom Project's photovoice team**



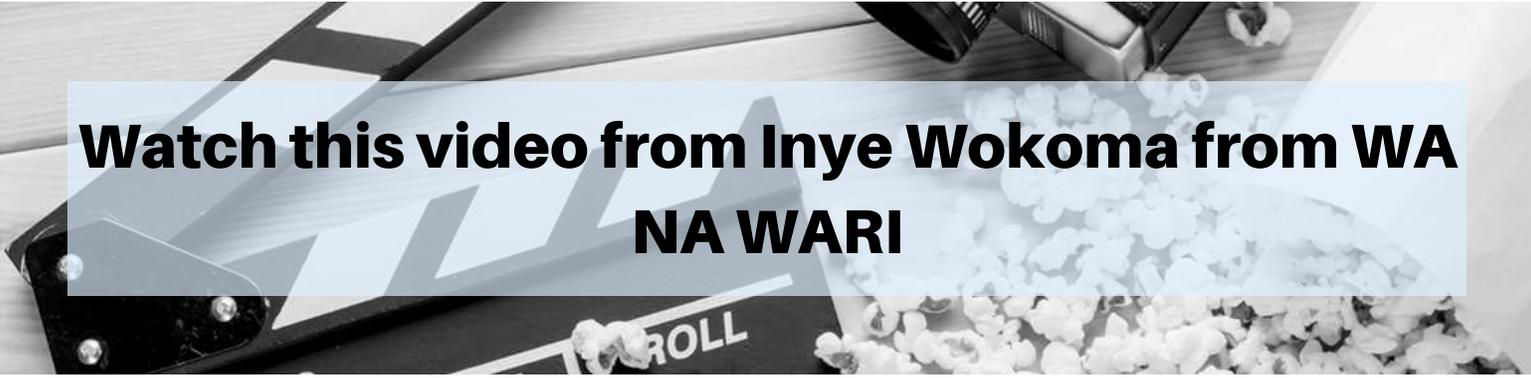
Visit <http://bit.ly/facesoftrauma> for a direct link to this photovoice presentation

**Project: The Faces of Trauma**



Black Brilliance Research Project

# **CENTRAL AREA CULTURAL ECOSYSTEM (CACE) 21**



**Watch this video from Inye Wokoma from WA  
NA WARI**



Visit <http://bit.ly/cace21decreport> for a direct link to this video by Inye Wokoma

**Project: Central Area Cultural Ecosystem (CACE) 21**



# PRELIMINARY REPORT

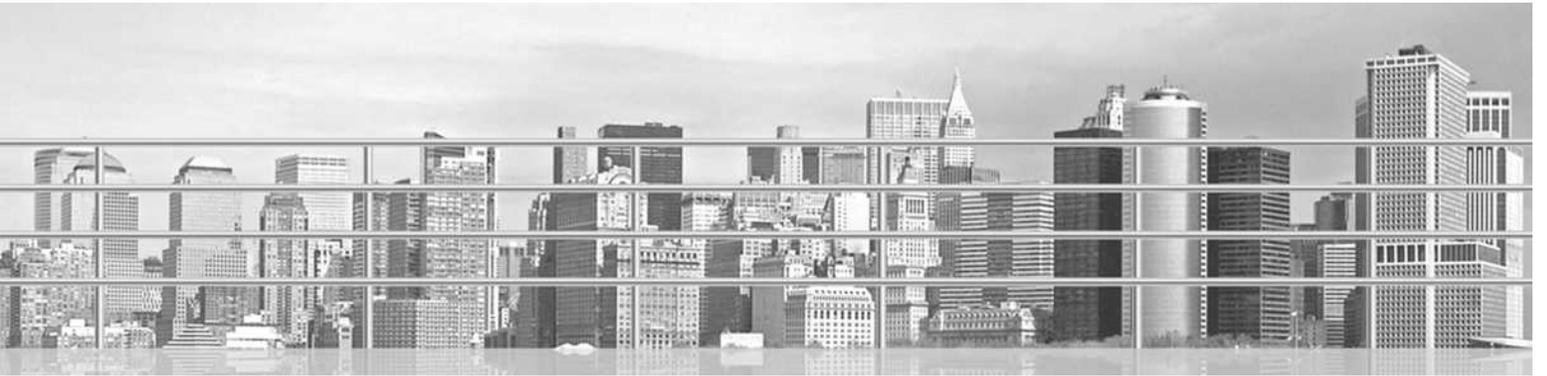
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Note: These page numbers are PDF page numbers. Appendices may have additional page numbers, particularly when copies from previous materials.





Black Brilliance Research Project

# **APPENDIX A: RESEARCH COOKBOOK**



# COOKING UP EQUITY IN 2020







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• After You've Finished All the Interviews (60-90 min).....	

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# The Beginner's Recipe

- **1 Part CBPR**
- **A dash of Researcher**
- **Add A Project Manager**
- **Season to Taste**



## Community-Based Participatory Research

### What is Community-Based Participatory Research (CBPR)?

#### What's this research

Community-based participatory research (CBPR) is a **collaborative** approach that involves all partners in the research process. This research format recognizes the **unique strengths** of each partner. CBPR begins with a research topic of **importance to the community**. CBPR combines knowledge and action for social change to **improve communities** and **eliminate disparities**.

(Adapted from W. K. Kellogg Foundation's Community Health Scholars Program, 2001, p. 2)

## Reminders

1. You will be creating podcasts or other accessible materials as part of this work - *at least twice a week*. Some projects will be recording almost every day. *All podcasts should have a transcript*; you can use Otter.ai if you need some support creating transcripts. If desired, a video team can support making your content shine. It'll help to have a record of your video with good lighting and good audio quality.
2. When you're getting started, please *make copies of Trello boards / cards* so you can easily launch your own research. You'll add your own details. *Share your goals with KCEN on the KCEN Trello board*.
3. When you identify a need (e.g., we need 5 hot spots), please update your research project manager, project Trello board, email KCEN and update the KCEN Trello board. This will make sure everyone's on the same page.
4. *If you need a volunteer to help you with your project, use the Slack*, and be specific about what you need (and when you need it by). If you need someone who is good at video, do you need someone that can film, someone that can edit, or someone who can create custom animations? These are different skills so you may need more than one person. If you need someone who can make social media posts to promote your music video, do you need static posts, pictures, or animated stories?
5. When your team identifies a pattern, research project managers need to make sure your team updates the KCEN board so other teams can learn from your insights.

Reminder: Consider recording group meetings to make a podcast or community update. If you're doing many film clips, consider having meetings at least weekly until all the filming is done.

## Examples

**Health Access Project** A group of concerned neighbors accessing behavioral health services is outraged that funding cuts have forced the closure of a local clinic in their predominately East African community neighborhood. They reach out to a local university to help study the social and economic impacts of the closure. Drawing on problems identified by the neighborhood group, researchers decide to use focus groups, surveys, and community mapping to measure the impact of the closure. The neighbors present the study results to the media and local politicians to highlight the need for more health services in the neighborhood.

**Self-Advocacy Training** A case manager feels that their clients need training to advocate for themselves during doctor visits. They recruit a research team to design an advocacy training. The team holds interviews and focus groups with doctors, case managers and clients to identify ways to improve self-advocacy. The team develops a brief self-advocacy training for clients based on their research.

**Peer Navigator Program** A university researcher learns about the success of peer navigator programs for people who used to be incarcerated. In this example, peer navigators are formerly incarcerated people who help newly released people navigate employment and other systems. The researcher wonders if this peer navigator model could also be used to improve the health of Black and Indigenous people coming out of inpatient mental health clinics in South Seattle. They hire a research team, consisting of Black and Indigenous people who have come out of inpatient mental health clinics (“lived experience”). The team is paid to meet regularly with researchers to help plan the project. The group partners with a community organization that hires the peer navigators to provide services. The research staff interviews the program participants assigned to work with peer navigators and measure their employment and health in comparison to other people who have exited these systems who did not receive peer navigator services.



## What's a Researcher?

### **What Will I Get Out of Community Based Participatory Research (CBPR)?**

You can use your research experience as an opportunity for personal and community growth. The work you'll be doing will directly support community members. You can help support each other to change policy, funding, and make a difference for so many people. You can meet new people, learn new skills, help others, take on new challenges, get work experience, and whatever else motivates you.

### **What Do I Need to Know?**

In CBPR, you are NOT a research participant—you are helping LEAD a research team. You will NOT be the one filling out the survey--- you will be the one CREATING the survey (or whatever other research methods you decide to use). It is important to note that persons with lived experience have the brilliance, expertise, and leadership needed to fill this role effectively. Plus, we'll support each other with our time and with volunteers to help create the best project we can.

## What Skills Will I Need?

Being the leader of a research project does take some special skills. Here are some traits that are helpful in a research leader with lived experience:

- Curiosity
- Accountability to community
- Be a good communicator
- Be good at telling your team when you need resources or support
- Check to make sure the research project manager has what they need
- Have knowledge of the community
- Have rich life experience related to the research topic
- Show respect for others by listening and being open to other viewpoints
- Dedication and willingness to work hard on a project
- Flexibility
- If you're a project manager, you also need to be well-organized

## How Do I Start a Research Project?

There is not simply one way to begin a research project. However, the research project starts with a topic that is important to you. See *Worksheet 1, Opportunities and Challenges of CBPR* for some suggested steps to help you move a project forward.

## What's a Researcher Project Manager (PM)?

### What Will I Get Out of Community Based Participatory Research (CBPR)?

You can use your research experience as an opportunity for personal and community growth. The work you'll be doing will directly support community members. You can help support each other to change policy, funding, and make a difference for so many people. You can meet new people, learn new skills, help others, take on new challenges, get work experience, and whatever else motivates you.

### What Do I Need to Know?

As a research project manager, you are NOT a research participant—you are helping LEAD and SUPPORT a research team. You will NOT be the one filling out the survey--- you will be the one helping to CREATE the survey (or whatever other research methods you decide to use). It is important to note that persons with lived experience have the brilliance, expertise, and leadership needed to fill this role effectively. Plus, we'll support each other with our time and with volunteers to help create the best project we can.

Your main roles will be to: make sure things get done, remind people where the project is and what the next steps are, coordinate with Leadership to make sure your team has everything they need to do their best work. Encourage your team to share roles so that you have support, too. For example, consider sending people a weekly email to remind people what's happening and how to order supplies.

## What Skills Will I Need?

Being the project manager of a research project does take some special skills. Here are some traits that are helpful in a research leader with lived experience:

- Well-organized
- Interest in reading the cookbook
- Curiosity
- Accountability to community
- Be a good communicator
- Be proactive at finding solutions and anticipating problems
- Be good at keeping track of action items
- Have knowledge of the community
- Have rich life experience related to the research topic
- Respect others by listening and being open to other viewpoints
- Dedication and willingness to work hard on a project
- Flexibility
- Focused on capturing and sharing what we're learning
- Skilled at using Trello, email, and Zoom
- Be someone who keeps tracks of receipts, signed forms, and materials
- Clearly forward press inquiries or data requests to Leadership

## How Do I Start a Research Project?

There is not simply one way to begin a research project. However, the research project starts with a topic that is important to you and the rest of your team.

You will be responsible for making sure there are notes, podcasts, or recordings for group meetings- at least twice a week. You may not need to be the note-taker/recorder, but you are responsible for making sure your team has a note-taker/recorded. You are also the person people will come to when they need supplies or have a question for Leadership. You will also be in charge of making sure the project team has action items for every meeting and that reminding people what the previous action items are.

**See Worksheet 1, Opportunities and Challenges of CBPR for some suggested steps to help you move a project forward.**



# Best Practices

- **Goals**
- **Screeners, Participant Lists, Interview Guides, and NDAs**
- **Participant Cards**
- **Scheduling Participants**
- **Quotes**
- **Insights**
- **Action Items**
- **Videos and Podcasts**



## Best Practices for Goals

### Goals Overview

Every round of research should start with well-defined goals. This will make it easier to work together.

We recommend starting with inviting all relevant stakeholders to an introduction meeting (or call) to define your goals together. Usually an introduction meeting includes some of the people most affected by the problem, and any researchers, designers, software developers, and relevant community members that are directly impacted by the research. This could be done online or over the phone.

At the meeting, you'll work to come up with a realistic, prioritized list of goals that can be tested in under an hour, using phone/video/in-person interviews to collect this data.

These goals can range from understanding a survey or housing application, to finding issues with a website that must be fixed before all community members can use it (e.g., easy for blind people, easy for Tagalog speakers).

## Goals Tips

- Narrowing your focus at the beginning will help create clear, actionable steps at the end. For a long interview, try to have fewer than 6 goals.
- Focus on finding out what you need to learn to be successful. Or, put another way, try to figure out what you don't already know.
- It's okay if some goals aren't measurable, but goals that aren't measurable should have an action in mind (e.g. policy or contact change).

## Example Goals

- Understand the steps for parents to take in booking time with a family counselor at school
- Discover the benefits and challenges of a comparison school's counselor booking experience
- Validate community members' need for an improved therapy ordering experience



## Best Practices for Screeners, Participant Lists, Interview Guides, and NDAs

### Screener Survey Tips

Screener surveys are quick surveys you can use to recruit people for other research. Usually, they're unpaid and help you focus in on the voices you're looking to hear. We will provide you a few examples and will share pre-prepared materials (so you don't have to start from scratch). Leadership has a screener survey we can share in our professional Qualtrics account, which is ideal to help make sure each group benefits from the other groups' insights. For example, if the Purple team collected data in N. Seattle and you want to reach people in N. Seattle, it's helpful to use the KCEN Leadership screener survey.

- Ask for or create a screener survey with something like Qualtrics or Google Forms so you can share the link out with as many people as possible. You can delete questions you don't need.
- Always ask for email addresses and other contact info, so you can follow up with the participants you want to schedule.
- If known, include the location of the research and the amount of compensation.
- Include a multiple choice question with a few dates and times so the participant can check off their availability. This will save you time on scheduling later. You can even set up the survey so if they skip this question they're redirected to a Calendly or similar service at the end of the survey.
- Aim for less than 20 questions in the entire form (including demographics).
- Include a question about if they'd be interested in future research opportunities (Include a checkbox for unpaid and a checkbox for paid research).

### Example goals

- A service like Google Forms or Typeform will generate a nice page of responses that you can use to choose the right participants and get them scheduled. It's also a great place to save candidates for future rounds of research.

### Interview Guide Tips

There are many different ways of writing interview guides. Here are some of my favorites:

- If your goal is to get the person to share new ideas: Try a mind map [https://www.canva.com/design/DAEFb0QOX5o/inkbUOVazt3lZD9-3U43GQ/view?utm\\_content=DAEFb0QOX5o&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEFb0QOX5o/inkbUOVazt3lZD9-3U43GQ/view?utm_content=DAEFb0QOX5o&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)
- If you're trying to get the participant to tell a story about an experience: Ask for the last time, the first time, the best time or the worst time they did something
- If you're testing a website (usability research), ask about their expectations: Ask what they expect to see next and how what your site does compares to their expectations
- Trying to find out details about pricing or marketing: Ask participants how much they'd pay for the experience they just walked through and if they would recommend it to a friend in its current state. Ask them where they expect to see promotions or ads for this product or service.
- Don't forget to ask what they would change if they had a magic wand!

## Data Privacy Tips

- Oftentimes you'll need a clear written agreement to protect the ideas that you and your participant create during interviews. We have an example that's under a page and is in human-readable terms.

## Best Practices for Participant Cards

### Research Team Card Tips

- Create a code for each participant. In some cases, code is Project Name, some label, and the order of response. For Example, if your team name is Blue, your participant may be nicknamed Blue BCA 1 instead of participant 1. Notice how the code is unrelated to their real name.
- Add the participant's code (or unrelated nickname) and their scheduled time and date to each participant team card, so you have a schedule to share with your team
- If your project relies on photography or videos (and they have signed a release), attach a photo of the participant taken from a research meeting or LinkedIn to make the experience feel more real to your research team
- Attach any relevant documents that are specific to a participant to their card. For example, if they meet the eligibility requirements based on certain answers, post those answers there.
- Later, look back on rounds of research and easily find who you talked to and what you learned from them!
- Action item: Let's create a new color label for each research team so we can keep on track.
- Don't delete the colored label! We'll use that in the Quotes and Action Items lists

## Best Practices for Scheduling Participants, Including Artists

### Scheduling Tips

- When scheduling with artists, try to **give artists as much time as possible to learn about the project** and start creating. Many artists do not like last-minute requests. Ideally, at least a week of notice will help artists prepare and think about how to do the work. If your artist **needs supplies or resources**, make sure your project manager knows and contacts Leadership.
- Give yourself the right amount of time to do the work. You can schedule more than research activity, per researcher. Aim to **avoid having more than 4 activities per day per researcher**. Even that time frame can be tiring for the researcher and any note-takers, so try to **create a schedule that's realistic for your team**.

### Focus Groups and Interviews

For groups, try to book 2 people more than you think you will need. So, **book about six or seven people per group**.

- Why? Well, [Jakob Nielsen] <http://www.nngroup.com/articles/why-you-only-need-to-test-with-5-users/> says five is enough, but we like to book an extra one or two just in case. Tech issues or traveling can mean more no-shows
- Give yourself time between interviews. **Aim to have a mini group chat where you reflect on what you learned**. If you can record this mini group chat via video, you can use it for podcasts or other report-backs later.
- You'll always want to **leave at least an hour between interviews** to account for schedule delays, interviews running long, tiny changes to the script or childcare, a bathroom break, a snack, and a mini post-interview mini group meeting.

## Best Practices for Quotes

### Quote Tips

- Try to add 1-3 *meaningful defining quotes from each participant* to this list
- Add a colored label that matches the participant who said each quote
- Create a demographic template for exploring who you heard from. Include the demographic information for the speaker when possible so the audience has this context. (See below example)
- Quotes are a great way to share what you've learned with your team and stakeholders

### Example quote and source

- *"To do this work, we must dream our future into being. We must take our ideas for a better work and breathe them into reality."* - Interview Participant, Black, Queer, Nonbinary, 25 - 34 years old, Seattle, Washington

### Example source demographic template

- Interview Fake Nickname, Race/Ethnicity, Orientation, Gender, Age, Location, State



## Best Practices for Insights

### Overview

Insights are simply patterns that you saw across 3 or more participants. Insights are "what we learned."

### Insight Tips

- Label each insight card with the color that matches the participant that you learned the insight from. Or you can keep track on a Google Document, text message threads, or large pieces of paper. **Do not use real names.**
- Not finding patterns? Your questions may be too broad. Or you may need to talk to more people.
- Sometimes, you'll learn something useful from just one or two participants, but it's not a pattern yet. You can still capture those insights here, but they could require more research to see if they can become data you can use. Consider adding questions about this almost-pattern in future data collection.
- Talking about, writing and prioritizing insights as a group is a great way to share insights and almost-patterns in a team.

### Example insights

- Participants said the income eligibility requirements were too high
- Participants were willing to pay between 10-30% of the total budget for the service in its current state
- Participants wanted to go to our website to learn more before signing up with their personal information
- None of the children had a tablet at home. Tablets are required for children in 2nd grade.

## Best Practices for Action Items

### Action Item Tips

- Create action items to address each insight (e.g., if participants need tablets, add the number of tablets needed to the resource request list, then send to the Leadership team so they can review and acquire resources).
- Use Trello to assign action items to the right team members
- Trello: Assign a follow-up date to each action item, so you can track how things are going and ensure research is acted upon
- Trello: Prioritize action items, so the feedback is acted in order of urgency. The action items at the top are more urgent than the ones at the bottom of the list.
- Trello: Drag completed action items to "Done"
- FindIt FixIt App: Seattle has an app to report certain problems. They use this to determine the official data for what people want. We can use this to make sure our voice is captured in official reports. Encourage your team to use it every meeting for things like potholes, sidewalk issues, crosswalk concerns, etc.  
<https://www.seattle.gov/customer-service-bureau/find-it-fix-it-mobile-app>
- Celebrate your accomplishments

### Example Action Items

- Brainstorm a new onboarding experience to prevent initial confusion or hesitations (e.g., should we invite community members to this meeting)
- Add a label to the Export button so people know what clicking the button does
- Add an entertaining explainer to the web page
- Explore how hard it would be to export graphs from the survey

## Best Practices for Videos and Podcasts

### Filming Music Video Clips

- In most cases, aim for your clip to be between about 3 - 5 minutes. That will help make it easier to share with other people. Anything longer than 10 minutes can be hard to share.
- Always check that your audio quality and lighting looks good. It's really hard to edit to fix bad quality audio or videos.
- Consider adding a ring light, mirror, microphone, headphones, or other equipment to make sure everyone looks great. Most smartphones have everything you need to capture great audio or videos.
- If you'd like to record longer audio or videos, consider creating a playlist of shorter clips. Or record the longer video and save it somewhere that can host longer content. Work with your research project manager for options if you get stuck
- Make sure you get consent or permission from people before recording
- Make sure everyone signs media releases before you film them
- People under the age of 18 will need permission from a parent or guardian too.
- Get contact information from all who participate so you can send them the finished film
- Include your research project name in the clips you make so that people can get credit for the work they did
- Include your project name, information about your video clip goal, and what you hope the audience will take away from each video clip. This can be part of the content or it could be at the very end of each clip.
- Give credit to everyone who participated

## Podcasts

- **There are many places you can host your podcast for free:** Podbean and Libsyn are two examples. Those hosts can share your podcasts on many platforms like Spotify, iTunes, etc.
- YouTube is another place you can share your podcast. The KCEN Research Podcast can be found at:  
<https://www.youtube.com/playlist?list=PLyAYJ4bCbHnPatxajNCOGoEAdBCnrU9w>
- Create an outline before you start recording, especially if you have a co-host or guest. This will help your podcast team know what to say during your podcast. You can use these to create "show notes", which will help you promote your podcast online.
- Create teaser or promotional flyers for your podcast and share them. It is easy to use Canva to create a flyer about your podcast. You can share that flyer on social media to encourage people to listen.
- You can go live (on YouTube, Facebook, Instagram, etc) while you record, which is a great way to engage more people
- Include your project name, information about your podcast goal, and what you hope the audience will take away from this podcast each episode
- Give credit to everyone who participated





# Goals

- **What Our Communities Think Creates True Community Safety**
- **What our communities think creates true community health**
- **What Our Communities Think We Need to Really Thrive**

## Goal 1: Learn What Our Communities Think Creates True Community Safety

**Rename this card with your own goal.**

As a reminder, the research goals are to explore (and identify concrete actions):

- Goal 1: Learn what our communities think creates true community safety
- Goal 2: Learn what our communities think creates true community health
- Goal 3: Learn what our communities think we need to really thrive

Note: The people you are accountable to are called stakeholders. **Make sure some of your stakeholders can see and give feedback on your goals before you start collecting data.**

Project Team: Enter Your Team Name Here

## Goal 2: Learn what our communities think creates true community health

**Please change this recipe name to be the name of your second research goal.**

Rename this card with your own goal. As a reminder, the research goals are to learn:

- Goal 1: Learn what our communities think creates true community safety
- Goal 2: Learn what our communities think creates true community health
- Goal 3: Learn what our communities think we need to really thrive

Note: The people you are accountable to are called stakeholders. Make sure some of your stakeholders can see and give feedback on your goals before you start collecting data.

Project Team: Enter Your Team Name Here

## Goal 3: Learn What Our Communities Think We Need to Really Thrive

**Please rename this card to be the name of your third research goal. If you have more than three goals, please add more recipe cards.**

Rename this card with your own goal. As a reminder, the research goals are to learn:

- Goal 1: Learn what our communities think creates true community safety
- Goal 2: Learn what our communities think creates true community health
- Goal 3: Learn what our communities think we need to really thrive

Note: The people you are accountable to are called stakeholders. Make sure some of your stakeholders can see and give feedback on your goals before you start collecting data.

Project Team: Enter Your Team Name Here



# Arts-Based Research Methods

- Photovoice
- Theater of the Oppressed
- Music Video Clips as Research
- Collaborative Art Making, Murals, Clothing, Roadmaps, Etc.



## Photovoice

The goals of Photovoice:

***Amplify the voices for those who have been silenced and/or are seldom heard*** To change the way we think about how the world works and what solutions might look like

- To influence policy (for example, to change the way Seattle spends public money, to change the laws to stop making it a crime to be poor)

Why should you use Photovoice?

***The rewards of taking photographs are immediate*** Photography is both fun and creative

**Taking photographs or videos of familiar scenes and people can change how participants' think about and see their social and physical environment.** Basic photography is easy to learn and accessible to many people

- "A picture is worth a thousand words"

### **Who might use Photovoice?**

- People who are often ignored or whose voices are often ignored in the community or society
- Young people in difficult circumstances
- People who don't have stable housing
- People with disabilities
- People who are targeted because of their racial, ethnic, linguistic, religious, or cultural community or background
- People whose way of life is threatened
- People who are discriminated against because of class, caste, way of life, or poverty
- People with chronic diseases or conditions – tuberculosis, diabetes, heart disease, depression, etc.
- People who are poor and live in rural or unincorporated areas
- People who live in difficult or unacceptable conditions and want to change them

### **Some types of organizations that could benefit by using Photovoice with participants:**

- Schools and other organizations that work with children and youth
- Orphanages, group houses, homeless shelters, and other living situations for those who need care
- Organizations that work with people whose needs and humanity are commonly ignored
- Community health centers and similar health providers
- Organizations that serve people with physical and mental disabilities or mental health issues
- Advocacy organizations or health and human service organizations that include advocacy in their mission
- International aid and refugee organizations

### **When might you use Photovoice?**

- When Photovoice may change peoples' opinions about themselves and their environment
- When a group's situation needs to be publicized
- When a problem needs to be publicized
- When change is necessary and Photovoice can help sway policy makers
- When a community assessment is needed or in progress
- When you need to document the process of, or gather data for, the evaluation of an intervention or program
- When you need to hold policy makers or others accountable
- When you need to document a place, an event, or a way of life that is threatened or about to disappear

### **How do you use Photovoice?**

- Photovoice should be a participatory, collaborative process from the beginning
- Photovoice researchers and staff need training
- Photovoice researchers need support
- The project should result in action

### **Training Needed**

- Recruit Photovoice researchers, a mentor/facilitator, and staff/volunteers.
- Plan the project with the community or group you're working with.
- Technical training in photography or videography, including basic composition.
- Training in ethical and safe photography in various situations.
- Group-building and training in working in a group.
- Group facilitation skills training.
- Basic counseling or coaching skills.
- Training to meet the goals of the specific project.

## After Training

- Get out and take pictures.
- Work regularly in small groups to discuss and reflect on the experience and the pictures, and to choose each researcher's best photographs or video sequences.
- Stage an exhibit of researchers' photographs or videos.
- Take action.
- Follow up.
- Evaluate.
- Do it again.
- For fixes that the City is responsible to make, pair your work with the FindIt FixIt App. Use that app to report problems, including pictures of the problem. Train other people on how to use the app using a podcast. When your project is done, send people a survey asking if they had used the app to report problems before, how many problems they have reported now, and if the City has responded.





## Theater of the Oppressed

### What is Theater of The Oppressed?

- Theater of the Oppressed is a non- traditional theater style used to prompt dialogue and p romote community-centered problem-solving.
- It is designed t o promote awareness of one’s social situation and how our bodies are bound by tradition.
- It has been u sed by organizers and educators worldwide for democratizing their own organizations, analyzing problems, and p reparing for action.

Usually, people play out skits which initially depict the status quo. That skit is then halted and the actors invite the audience to work together with them to change the ending, making it more solutions-focused. The audience might be p olicy-makers, it might be c ommunity members, it could be important people affected by the problem or solution.

If you want a full guide with exercises, check out:

[https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie\\_capstones](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_capstones)

## Keep track of your team's performance(s)

The link to your team's performance: [Put the Link Here](#)

### Checklist

- Discuss the problem* (e.g., homelessness) with your team. Hint: This discussion could be recorded to help create a clip for your team's podcast or report.  
If your team does not have someone fluent in at least one other language, ask for a translator or language specialist or bilingual community member to attend a planning meeting with your team. This will make translations go smoother later, since they can tell you if there are obvious things that will translate differently.
- Develop a script that highlights the problem.* It could be a "day in the life of someone", where you show what the problem looks like in someone's lived experience. It could be historical, where your team pretends to go back in time to write a policy that will affect people today. It could be in the future, where people discuss how the problem was "back in the day."
- Order any cameras or other equipment needed for the performance.*
- Practice the script*, making sure people have a chance to know the issues at hand. You can also start to imagine what kind of solutions might be proposed by audience members.
- Pick a day for your performance.* Book interpreters and translators before sending the Save the Date in case you'll need to change to a more accessible date. Get confirmation of services before sending out invitations
- Design graphics to promote the event.* Make sure you have text descriptions for any pictures. Text descriptions are helpful for translations and screen services.
- Send graphics for translations*
- Invite people to save the date* and share any accessibility-related things attendees may need to know. For example, if someone will need to ask for ASL interpretation in advance, let them know that in the Save the Date.
- Confirm childcare and other needs will be met for attendees.* This may mean sending a survey as part of your promotional materials.

- Confirm audience will have technology needed to attend any events or performances. This can be done via survey or other method. Decide beforehand if the presentation will be recorded.*
- Confirm whether or not people want to be recorded. If you create a pre-event survey, let them know that audience participation is part of the presentation and ask if they consent to be recorded.*
- Confirm promotions, sound, audio, recording, and posting/sharing team. This may mean working closely with volunteers to design social media posts or flyers.*
- Practice your play together until everyone feels confident.*
- Perform your play - make sure you invite the audience to participate as part of the play. Strongly recommend recording the stage and setting it up so that people who don't want to be recorded know how to avoid being recorded.*
- Upload the recording to your Team's Google Drive Folder. Also save a copy on at least one computer. If you have a YouTube channel as part of your team, upload it there, too.*
- Link the video from YouTube/Google Drive to your newsletter or to whatever you use for your team's weekly updates.*
- Create a short link using bit.ly, tinyURL or a related service. This can be shared on social media.*
- Create a social media post - or work with volunteers to create social media posts for your video.*
- Share your social media posts, tagging King County Equity Now and any elected officials you think should see your performance.*

## Music Video Clips as Research

### Reminders:

1. *After all large group meetings, filming, and in-person activities send out locations where people can get free testing for Covid-19. People do not have to prove they've gotten tested, we just want to be sure everyone has the information about where to get tested for free. If you need help finding this list, Leadership Team can send information to you.*
2. *You will be creating podcasts or other accessible materials as part of this work. All podcasts should have a transcript; you can use Otter.ai if you need some support creating transcripts. If desired, a video team can support making your content shine. It'll help to have a record of your video with good lighting and good audio quality.*
3. *When you're getting started, please make copies of Trello boards/cards so you can easily launch your own research. You'll add your own details. Share your goals with KCEN on the KCEN Trello board*
4. *When you identify a need (e.g., we need 5 hotspots), please update your Trello board, make sure your project manager knows what the need is, email KCEN and Update the KCEN Trello board. This will make sure everyone's on the same page.*
5. *If you need a volunteer to help you with your project, use the Slack, and be specific about what you need (and when you need it by). If you need someone who is good at video, do you need someone that can film, someone that can edit, or someone who can create custom animations? These are different skills so you may need more than one person. If you need someone who can make social media posts to promote your music video, do you need static posts, pictures, or animated stories?*
6. *When your team identifies a pattern, research project managers need to make sure your team updates the KCEN board so other teams can learn from your insights.*

Reminder: Consider recording group meetings to make a podcast or community update. If you're doing many film clips, consider having 1 - 2 of these meetings each week until all the filming is done.

**Check out this website for an example of this approach in the Democratic Republic of Congo:**

<https://allegralaboratory.net/participatory-camera-as-a-gatekeeper-collaborative-music-video-making-in-the-cityscape-of-goma-the-democratic-republic-of-the-congo/>

## Checklist

- Make a copy of this Trello board.
- Read *Best Practices for Goals*.
- Read *Best Practices for Videos and Podcasts*.
- Read *Best Practices for Quotes*.
- Write research goals collaboratively with any stakeholders and add them to *Goal 1: Learn What Our Communities Think Creates True Community Safety*. Include your team name and share your research goals with KCEN Project Board so other teams can see your goals, too.
- Determine what skills you'll need to find volunteers to support.* For example, if you know you'll be creating social media posts or needing translations, then request these services with your research project manager, share with your networks, and post to the King County Equity Now Slack website asking for volunteers. Asking for what you need early will help your project have the resources it needs. Be specific. The clearer you are, the easier people can help.
- Read *Best Practices for Screeners, Participant Lists, Interview Guides, and NDAs*
- Confirm compensation for participants.* Assess for any barriers they have to providing their best data (for example: transportation, childcare, nutrition, internet). If you need support, add your needs to your team's Trello board AND email KCEN AND add needs to the KCEN Project Board.
- Ask KCEN Leadership for a Qualtrics screener* that captures email addresses and the questions you need to decide who to invite. Add the link to *Screener*.

- Send out the screener to anyone that ***might*** know anyone that ***might*** fit the description
- Read *Best Practices for Participant Cards* and *Best Practices for Scheduling Participants*.
- Schedule time for your artists and community members to discuss.* On Trello, there are two lists (columns) to hold the participants. Add participants to "3. Participants (Day 1)" and "4. Participants (Day 2)", etc. A team is always at least one researcher and one note-taker. There might also be more artists, community members, childcare providers, translators or interpreters, as needed.
- Reminder: After all in-person group meetings or filming, send out locations where people can get free testing for Covid-19
- Collect contact information for everyone who come to any in-person group meetings, filming, or other locations.* That way if someone tests positive for COVID-19, we can quickly alert the other people involved.
- Lyrics: You can write your own poetry, ask community members to submit poetry, or even create lyrics together as part of a group activity. Some people create the lyrics after talking to community members to share their findings. As a team, talk together about what works best for your goals. After you have your lyrics, work with translators to communicate the message to a new audience.
- Music: Work with music artists to create music that reflects your project goals. Artists should be paid for their work, so if your project team needs funds for this, make sure your team's project manager lets Leadership know.
- Schedule all meetings for filming as well as the post-filming meeting.* In the post-film meeting, you'll discuss what you learned as a team. Make sure this meeting is recorded.
- Write an outline of your video clip plan* and add the link to the Leadership Team board
- Print or send consent forms, Media Release, NDAs (if needed) and add the links to NDA. You may want to read the forms aloud and create a podcast episode about them where you explain the form and why it matters. Remember to include a text transcript for all audio or video content.

- Type and share directions for filming the video clips.* Add these directions to your project team's Trello.
- (Optional) *Prepare a test-run of the video clip,* include the text to all lyrics and the inspiration for the music and videography
- Film the music video clips.* In most cases, aim for your clip to be between about 3 - 5 minutes. That will help make it easier to share with other people. Anything longer than 10 minutes can be hard to share. If you'd like to record more content, consider creating a playlist of shorter clips.
- Schedule 30 minutes for post-filming team chat after each video clip.* This could be the whole team or just some of the team. This can be recorded for a podcast.
- Interview creators about why they created this video clip.* Save those interviews on your project team's Trello.
- Keep all equipment in a secure location* and have an easy way for other project team mates to know who has the equipment, in case someone needs to borrow it.
- Make sure you're filming in locations that allow for proper social distancing, cleaning, and sanitation*
- Prepare your team for action.* Send everyone a schedule of the upcoming public comment dates/times, a link to the latest videos, and details for how they should participate. Invite researchers and stakeholders to the public comment period to share results directly to the local government. Discuss patterns people notice from the data.
- After you post your final version of your video(s) to YouTube, use social media to tag the elected officials. *Work with Leadership for help creating promotional materials or to help spread your videos to larger audiences.*
- If your video covers something that the City can fix or resolve, use FindIt FixIt to report the issue. Train other people on how to do that. This training could be part of the video or a separate video.

## Collaborative Art Making, Murals, Clothing, Roadmaps, Etc.

There are many ways to create art together as part of the analysis and reporting parts of the research. The larger-scale examples are below to inspire you.

### Examples

- Create **murals** that promote community health and thriving that covers offensive graffiti.
- Create a **podcast** and have guests on your show. Discuss the findings so far and have guests offer their thoughts and reflections. You can include artists on your show who can create as part of the podcast. Perhaps doing their linocuts or composing their lyrics or blocking their designs. (Here's an example of the KCEN Research Podcast:  
<https://www.youtube.com/playlist?list=PLyAYJ4bCbHnPatxa-JnCOGoEAdBCnrU9w>)
- Create a **roadmap** for community thriving to share with the community and elected officials
- Create **infographics** or visually engaging reports of findings (Here's an example of how Infographics can be created to explore and report research  
<https://www.morehouse.edu/ire/surveys.html>)
- Design **Public Safety Announcements** to share on radio or news
- Write **Op-Eds** to raise awareness about an issue and push for change
- Create a **quilt** designed by community members that connects several perspectives into a cohesive whole
- Create **fashion shows** showcasing solutions to create community safety and health
- Create a **selfie campaign** where everyone shares why this matters to them and support for their visions for the future. Create a playlist or edited video with multiple voices.
- Create **Instagram Filters** and **Augmented Reality** to showcase how everyone can be part of solution



# Instructions + Checklists for Interviews and Focus Groups

- Before Research
- Before Interview or Focus Group
- During Each Interview or Focus Group
- After Each Interview or Focus Group



## Before Research Starts (3-10 days)

### Reminders:

1. You will be creating podcasts or other accessible materials as part of this work. *All podcasts should have a transcript*; you can use Otter.ai if you need some support creating transcripts. If desired, a video team can support making your content shine. It'll help to have a record of your video with good lighting and good audio quality. Higher quality audio and video are easier to translate.
2. When you're getting started, please *make copies of Trello boards/cards* so you can easily launch your own research. You'll add your own details. Share your goals with KCEN on the KCEN Trello board
3. When you identify a need (e.g., we need 5 hot spots), please update your research project manager, project Trello board, email KCEN and Update the KCEN Trello board. This will make sure everyone's on the same page.
4. *If you need a volunteer to help you with your project, use the Slack*, and be specific about what you need (and when you need it by). If you need someone who is good at video, do you need someone that can film, someone that can edit, or someone who can create custom animations? These are different skills so you may need more than one person. If you need someone who can make social media posts to promote your music video, do you need static posts, pictures, or animated stories?
5. When your team identifies a pattern, research project managers need to make sure your team updates the KCEN board so other teams can learn from your insights.

**Reminder: Consider recording group meetings to make a podcast or community update. If you're doing many film clips, consider having meetings at least weekly until all the filming is done.**

## Checklist

- Make a copy of this Trello board
- Read Best Practices for **Goals**
- Write research goals collaboratively with any stakeholders and add them to **Goal 1: Learn What Our Communities Think Creates True Community Safety** (have a new card for each goal). Include your team name and share your research goals with Leadership Project Board so other teams can see your goals, too.
- Determine what skills you'll need to find volunteers to support. For example, if you know you'll be creating social media posts or needing translations, then request these services with your research project manager, share with your networks, and post to the King County Equity Now Slack website asking for volunteers. Asking for what you need early will help your project have the resources it needs. Be specific. The clearer you are, the easier people can help.
- Read **Best Practices for Screeners, Participant Lists, Interview Guides, and NDAs**
- Confirm compensation for participants. Assess for any barriers they have to providing their best data (for example: transportation, childcare, nutrition, internet). If you need support, add your needs to your team's Trello board AND email KCEN AND add needs to the KCEN Project Board.
- Ask KCEN for or create a Qualtrics screener that captures email addresses and add the link to Screener.
- Send out the screener to anyone that might know anyone that might fit the description.
- Read **Best Practices for Participant Cards** and **Best Practices for Scheduling Participants**.
- Schedule up to 6 participants per interviewer team (max 3 per day, if they are 1 hour in length). Add interviewees to 3. Participants Day One and 4. Participants Day 2, etc. An interviewer team is always at least one interviewer and note-taker. There might also be translators, interpreters, childcare, as needed.

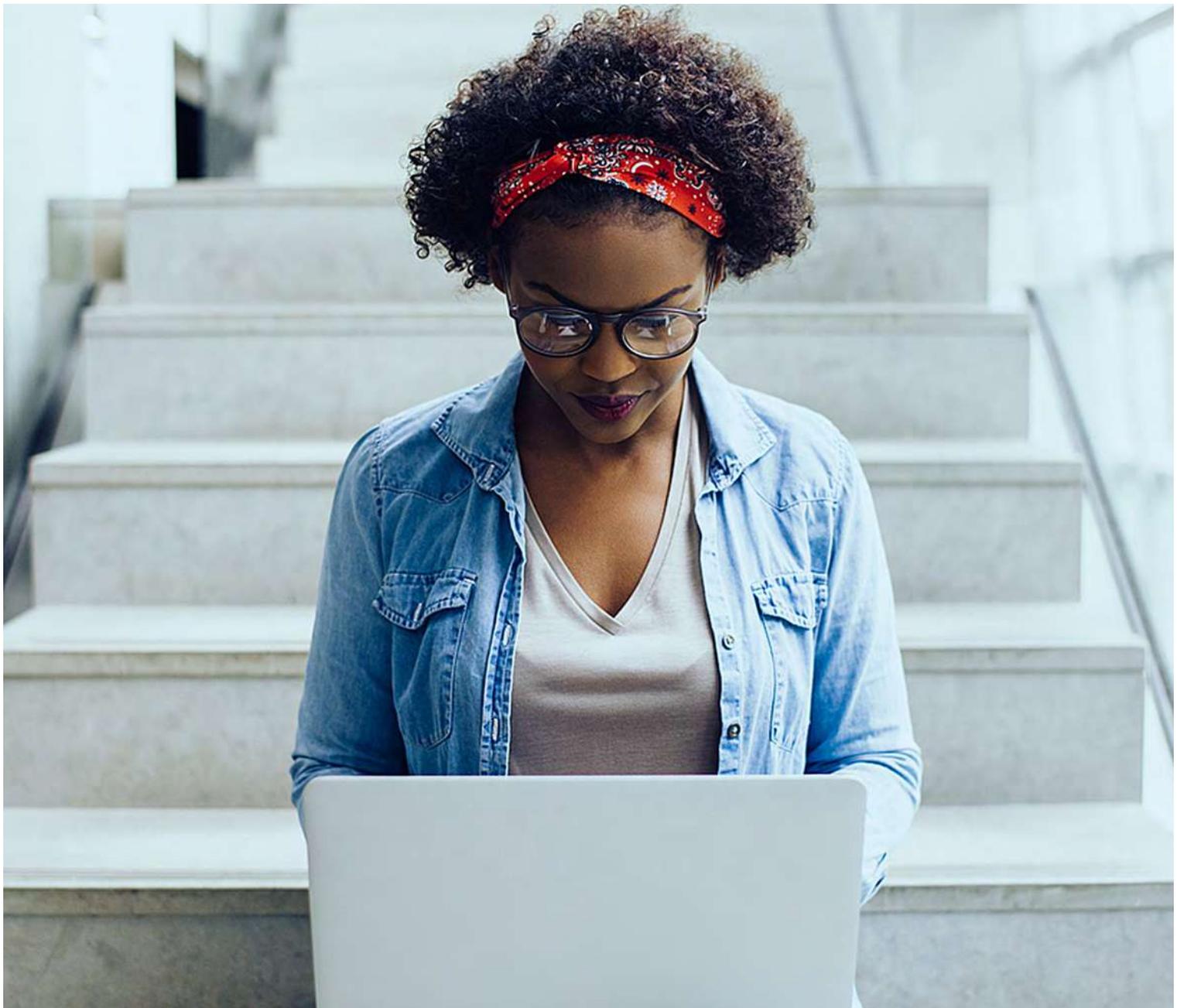
- Schedule 30 minutes for post-interview team chat after each interview. This could be interviewer and note-taker plus other teammates. This can be recorded for a podcast.
- Schedule 1 hour for a final round of group chat and updates after all interviews have been completed. Recommend recording this to make a podcast or community update. If you're doing many interviews, consider having 1 - 2 of these each week until interviews are done.
- Write an interview guide and add the link to [Interview Guide](#).
- (Optional) Prepare a prototype, live application, art installation, Photovoice, film outline, screenplay, or collaborative activity for research.
- Print or send consent forms, media releases, NDAs (if needed) and add the link to NDA (P. 96) You may want to read the forms aloud and create a podcast episode about them where you explain the form and why it matters. Remember to include a text transcript for all audio or video content.
- Print interview guides. If you are testing a website, make sure your team and the participants know what tool to use.
- Grab 6 different colored packs of sticky notes
- Grab a pack of regular sharpies
- Grab a sticky easel pad
- Discuss patterns people notice from the data collected so far. Encourage everyone to wait for patterns before drawing strong conclusions.
- Read [Best Practices for Quotes](#)

## Things a Research PM Will Need to be Sure Gets Done

- At the beginning of each week, the project team should review the previous week's work and set goals for the new week. This is usually in a recorded team meeting.
- Make sure everyone knows the current project goals and what we've learned so far. This may mean sending podcast episodes to new teammates - or it might mean sending notes from the last debrief meeting.
- Send everyone a schedule of the interviews and how they should participate.
- Make sure each interviewer is paired with a note-taker. For remote/online, this note-taker can have their camera off, but try to at least let the participant "meet" the interview team beforehand.
- Schedule post-interview meetings. Invite note-takers and stakeholders to the post-interview chat and any we-finished-all-the-interviews team chats.
- Share conference Line details with all interviewers, note-takers, and all participants. If you're using a Google Calendar, invite Leadership.
- Test that the research team knows how to use technology. Send tutorials to people who need help.
- Confirm previous interviews or group recording are uploaded to the Leadership Team.
- All consent forms and media releases are signed and in a folder that Leadership can access.
- All materials are ready for upcoming interviews.
- Interviewer team knows who to contact in case of an emergency. They should also know how to report issues, questions, or concerns.
- Pair up interviewers with note-takers. Sometimes people may change roles. It is okay to ask for volunteer note-takers from Slack.
- Interview guide is available for the research team.
- Confirm schedule for post-interview chats.
- Add preliminary insights to the Leadership Insights board.
- Add links to the research project team Trello and Leadership Trello.
- Group meetings are recorded.

- Make sure every participant signs in and checks if they are paid for their participation.
- At the end of the week, your project team should have a recorded debrief meeting where you review the lessons you've learned so far. Make sure everyone has a chance to participate.
- At the end of the week, all teams will have a large unrecorded team meeting where we will share space, insights, and talk about what we want to see happen next. This meeting will not be recorded. But there will be a recorded debrief meeting to share insights with the community, elected officials, stakeholders.





## Before Interview or Focus Group Starts (1 - 2 days before)

The interview is happening soon, here are things to be sure to get done beforehand. **If you're a mandated reporter**, let the participant know that if you hear a child, elder, or vulnerable person is being harmed that you are required to report that. Confirm that they are okay continuing. If they are not, offer another member of the research team to continue the research. It is okay for them to decline to continue participating. They should be compensated for their time anyway.

## Checklist

- Re-send consent forms, media release, screener survey, or NDAs for anyone who hasn't returned them and add the link to the [NDA](#).
- Send interview guides to interviewer and note-taker.
- If in-person, interview guide is printed (if needed).
- Grab 6 different colored packs of sticky notes or other way of grouping ideas together. If working remotely/online, you can also try using Trello or a Google Document for this.
- Prepare your team for research. Send everyone a schedule of the interviews and how they should participate. Invite note-takers and stakeholders to the post-interview chat and any "we-finished-all-the-interviews" team chats. Discuss the patterns people notice from the data. Encourage everyone to wait for patterns before drawing conclusions.
- Read [Best Practices for Quotes](#).

## Things a research PM will need to be sure gets done

- All consent forms and media releases are signed and in a folder that Leadership can access.
- All materials are ready for upcoming interviews.
- Interviewees are scheduled.
- Interviewers have been paired with note-takers.
- Interview guide is sent to interviewers and note-takers.
- Post-interview chats are scheduled.
- Preliminary insights are added to the Leadership Insights board.
- Links are added to project and Leadership Trello.
- Group meetings are recorded.
- Confirm your team has snacks and materials for the research.

## Before each interview or focus group (20 min)

The day of the interview, these things need to be done.

### Checklist

- Grab a water and small snack to stay hydrated and energized.
- Call into your conference line or start video call and mute all other listeners. You can use the waiting room feature for video calls.
- Introduce the interview team to the participant. For remote/online, the note-taker can have their camera off, but try to at least let the participant "meet" the interview team beforehand.
- Need help gaining confidence? Do a "power pose" (Watch the TED talk if you haven't hear of this!)  
[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are?language=en](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?language=en)
- Welcome participants with small talk and a water (or remind the participant to prepare a water). In some cases, you may be offering the participants food or PPE. Follow public health guidelines.
  
- Have the participants sign forms, if they haven't already.
- Remind participants that we're not testing them, that honest feedback is the best feedback, and that we can stop at any time without losing their compensation.
- Ask if the session can be recorded. (In many cases, we will record sessions so other teams can use the data.). If there is no recording, there must be a note-taker to take thorough notes.

## Things a research PM will need to be sure gets done

- Conference Line details are shared with all interviewers, note-takers, and all participants.
- Test that waiting rooms and other technology is working.
- Confirm previous interviews or group recordings are uploaded to the Leadership Team.
- All consent forms and media releases are signed and in a folder that Leadership can access.
- All materials are ready for upcoming interviews.
- Interviewers know how to contact in case of an emergency.
- Interviewers have been paired with note-takers.
- Interview guide is available for the research team.
- Confirm schedule for post-interview chats.
- Add preliminary insights to the Leadership Insights board.
- Add links to the research project team Trello and Leadership Trello.
- Group meetings are recorded.
- Make sure every participant signs in and checks if they are paid for their participation.

## During each interview or focus group (20-60 min)

Try to be as present as possible.

If an interviewee seems upset or shares something that is upsetting, please take care of yourselves. Practice grounding exercises, deep breathing, or other techniques to create a safe space. Instead of focusing on collecting data, focus on supporting each other. It is okay to stop an interview or focus group early.

### Checklist

- As an interviewer**, let the participant talk as much as possible and take only personal notes to remind yourself to probe into certain areas of discussion. Your job isn't to transcribe, but to listen and guide the conversation.
- When moderating for a focus group**, pose questions and encourage the participants to discuss the topic. For groups of 5 to 7 people, encourage them to speak one at a time. Take notes using your moderator guide to remind yourself to probe into certain areas of discussion. Your job is to listen, guide the conversation and make sure everyone has a chance to speak.
- As a notetaker**, capture as many reflections, quotes, and reactions as possible.
- If you have stakeholders listening to your conversation live**, have them pass questions to you via Slack, or in video comments that the participants can't see (like a direct message). At the end of the interview or focus group, if there is extra time, review the questions and try to use them as part of the conversation.
- Decide which quote will best help you remember each participant**, add it to [5. Defining Quotes](#) and tag them with the correct participant color label
- Read [Best Practices for Quotes](#), if you haven't already

## Right after each interview or focus group (30 min)

After each interview or focus group, you need to debrief to capture what you've learned from it. Aim to keep your debrief short and conversational- perhaps a little entertaining. Try to use no more than 10 minutes, but if you go over that's fine.

Research project managers are responsible for making sure there is a debrief after every interview or focus group. As a team, you can remind each other to make this easier.

### Checklist

- Send the participant an email with a link to a Visa gift card in the right amount. If you're sending a different compensation, send that instead.  
Choose a sticky note color or Trello label color for that participant.
- Supply each listener with a stack of colored sticky notes and a marker. For remote teams, use Trello or a Google Doc, or Google Slideshow.
- Set a timer for 4-8 minutes
- Within the time limit, have all listeners write what they learned from that participant on individual sticky notes, or individual notes.
- As a team, group what you learned on a sticky easel pad, whiteboard, or Trello board.
- Tip: If you are showing a prototype, try to cluster what you've learned in 4 categories - "About the participant", "Struggles", "Delight", and "Suggestions."
- Be sure to call out the stickies you placed on the whiteboard or Trello board so others can stack duplicates on top of yours.
- If possible, keep the sticky pads of each session's participants on the wall or in a Trello Board for easy access remotely. Link them to Insight for later insights



## After you've finished all the interviews (60-90 min)

**Reminder:** Your Team will be sharing insights as you complete the research throughout the project. Recordings here will save you time in podcasts later. Avoid using the real names of participants unless you have their permission as part of the media release or consent form.

It is important your team meets after each phase of the research (for example, after you're done interviewing everyone) to talk about what you've learned. Whenever possible, that meeting should be recorded.

## Checklist

- Read *Best Practices for Insights*.
- Read *Best Practices for Action Items*.
- Review all of your sticky pads or Trello cards.
- Look for patterns across 3 or more participants.
- Write down those patterns and add them to *6. Insights*.
- Challenge yourself to get half of the insights below the "High or low impact to Black community" line.
- Prioritize insights based on a 2x2 of "High or low impact to Black community" and "Hard or easy to address through government budgeting". All policy insights should be here, too.
- Archive any "Low impact to Black community" insights.
- For insights that are "High impact to Black community, and easy to address", write any obvious action items and add them to *7. Action Items*.
- For insights that are "High impact to Black community, and hard to address", decide whether you should schedule an internal brainstorming session, or conduct more research. Then add those activities to *7. Action Items*.
- Prioritize the action items from highest to lowest priority.
- Assign action items to the members of your team.
- (Optional) Add a due date to each action item.
- Archive the "Instructions + Checklists" and "Best Practices" lists.
- Check to make sure you're not saying real names or sharing information you don't have permission to share.
- Share a community update with your stakeholders. Also add it to the KCEN Research Board.



# Collaboration

- **How do we collaborate with other teams?**
- **How do we collaborate with the community?**
- **How do we collaborate with elected officials?**
- **Best practices for action items**
- **Best practices for videos and podcasts**

## How do we collaborate with other teams?

**Reminder:** We will be sharing across project teams at least once a week in big team meetings, often on Fridays or Saturdays. Each researcher should plan to attend at least one of those sessions. You will need to sign up in advance so we know what to order for these meetings, but late arrivals are fine!

We will provide food, childcare, and conversation for these sessions- usually by paying people or using our vendors. You will need to sign up in advance so we know how many people to expect.

### While you're learning insights

- Add insights to recipe cards like [trello.com/c/TaekGuyY](https://trello.com/c/TaekGuyY) Each insight should get it's own card.
- Share these insights every week with community and Leadership
- If your team is multilingual, be sure to share details in all the languages you can use.
- Work with leadership to identify how to translate materials in languages you don't speak.

### While you're taking action

- Send requests for supplies and community need requests to Leadership
- Every week, send out the community needs assessment to more people in the community. Be inclusive or people who may be left out of most research, such as caretakers with small children, elders who don't access the internet, people who face job discrimination, people without access to bank accounts people without a consistent address, people who don't have health insurance.
- Make sure you're reporting what you're learning in podcast episodes (or your team's preferred alternative) at least twice a week.
- Update the Action Item list with the actions you're taking for the week.

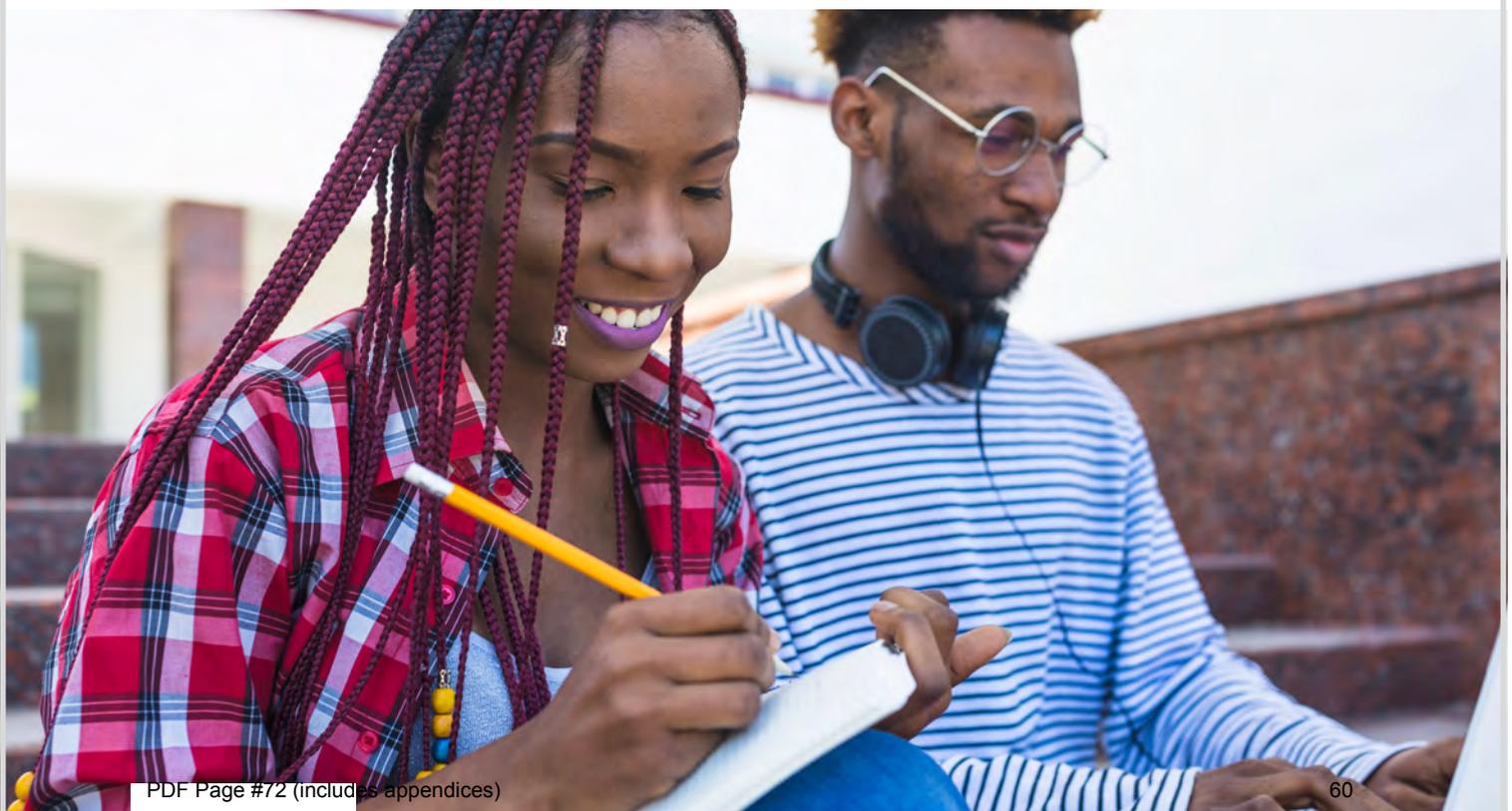
## All-Team Meetings (end of week)

- During the week, we'll send some readings or video highlights from project teams to spur people's thinking. For example, we may send a video about tackling transphobia, decarcerating mental health, or highlighting youth research.
- Sign up for the all-team meetings two days in advance, when possible
- If you miss the sign-up deadline, that's fine. But please try to sign up so we can help figure out food orders.
- Show up to the team meeting as close to on-time so we can pair everyone up.
- We'll spend about 10 minutes in small pairs discussing what we learned this week.
- Next, we'll report back on what we discussed last week (about 15 mins).
- Then, we'll break out into our affinity groups for the rest of the meeting.
- In the affinity groups: Facilitators will suggest some prompts, but people can discuss whatever they determine to be important
- At the end of our time together, we go about our day. We hold the debrief until next week.

## How do we collaborate with the community?

1. Identify how to effectively and accessibly reach our communities. For example, if very few people will follow an elected member's twitter, then it might not be helpful to share the team's insights, actions, etc using twitter. We strongly encourage video podcasts, particularly for projects you want high visibility for.
2. Now that you know how to effectively and accessible reach our communities, you should plan at least two days a week where you share your progress with community (e.g., podcast)..

If things don't go well, try to add what you learned. Where? Please add it to the Insights page- that way we still capture what we're learning together.



## How do we collaborate with elected officials?

### Review **Best practices for presenting to elected officials (samples)**

Elected officials are looking for different things. Some people prefer in-person, others prefer a written report, some prioritize emails, and more.

Our teams will collaborate on contacts with elected officials, when possible. Work with Leadership to amplify your project based on your goals.

## Best practices for action items

### Action Item Tips

- Create action items to address each insight (e.g ,if participants need tablets, add the number of tablets needed to the resource request list, then send to the Leadership team so they can review and acquire resources).
- Use Trello to assign action items to the right team members
- Trello: Assign a follow-up date to each action item, so you can track how things are going and ensure research is acted upon
- Trello: Prioritize action items, so the feedback is acted in order of urgency. The action items at the top are more urgent than the ones at the bottom of the list.
- Trello: Drag completed action items to "Done"
- Find It Fix It App: Seattle has an app to report certain problems. They use this to determine the official data for what people want. We can use this to make sure our voice is captured in official reports. Encourage your team to use it every meeting for things like potholes, sidewalk issues, crosswalk concerns, etc.  
<https://www.seattle.gov/customer-service-bureau/find-it-fix-it-mobile-app>
- Celebrate your accomplishments

### Example Action Items

- Brainstorm a new onboarding experience to prevent initial confusion or hesitations (e.g., should we invite community members to this meeting)
- Add a label to the Export button so people know what clicking the button does
- Add an entertaining explainer to the web page
- Explore how hard it would be to export graphs from the survey

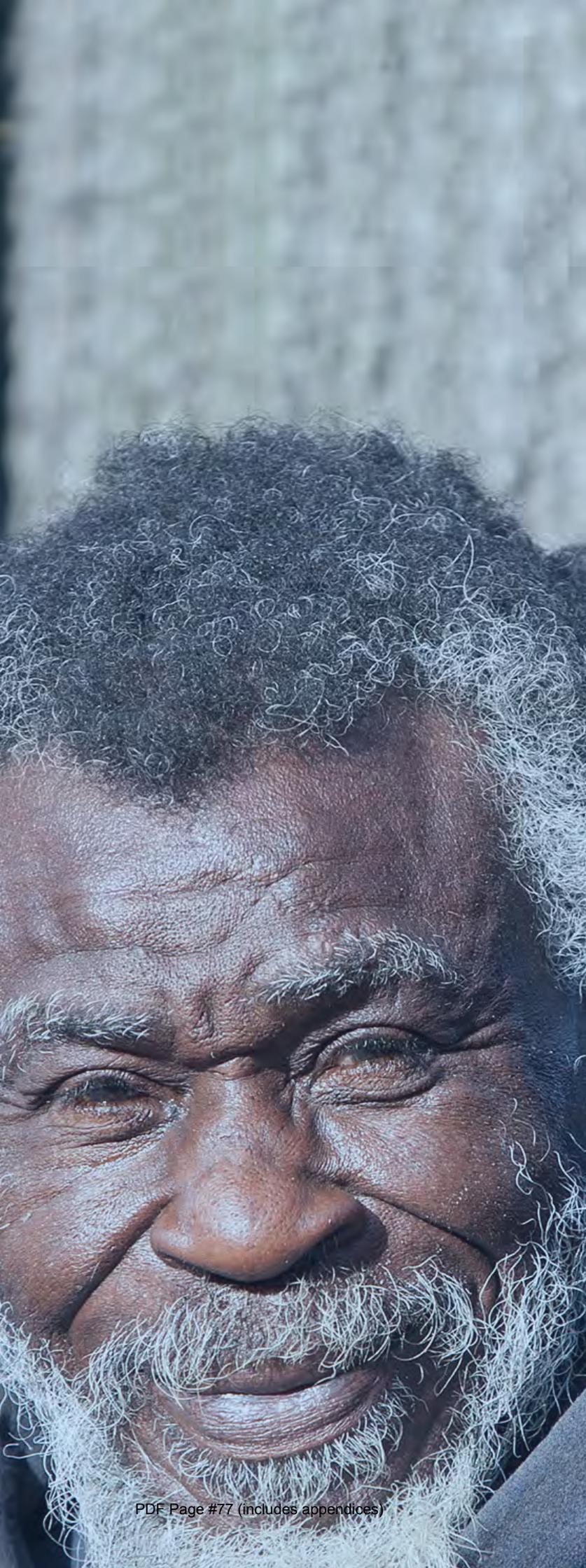
## Best practices for videos and podcasts

### Filming music video clips

- In most cases, aim for your clip to be between about 3 - 5 minutes. That will help make it easier to share with other people. Anything longer than 10 minutes can be hard to share.
- Always check that your audio quality and lighting looks good. It's really hard to edit to fix bad quality audio or videos.
- Consider adding a ring light, mirror, microphone, headphones, or other equipment to make sure everyone looks great. Most smartphones have everything you need to capture great audio or videos.
- If you'd like to record longer audio or videos, consider creating a playlist of shorter clips. Or record the longer video and save it somewhere that can host longer content. Work with your research project manager for options if you get stuck
- Make sure you get consent or permission from people before recording
- Make sure everyone signs media releases before you film them
- People under the age of 18 will need permission from a parent or guardian too.
- Get contact information from all who participate so you can send them the finished film
- Include your research project name in the clips you make so that people can get credit for the work they did
- Include your project name, information about your video clip goal, and what you hope the audience will take away from each video clip. This can be part of the content or it could be at the very end of each clip.
- Give credit to everyone who participated

## Podcasts

- There are many places you can host your podcast for free: Podbean and Libsyn are two examples. Those hosts can share your podcasts on many platforms like Spotify, iTunes, etc.
- YouTube is another place you can share your podcast. The KCEN Research Podcast can be found at: <https://www.youtube.com/playlist?list=PLyAYJ4bCbHnPatxa-JnCOGoEAdBCnrU9w>
- Create an outline before you start recording, especially if you have a co-host or guest. This will help your podcast team know what to say during your podcast. You can use these to create "show notes", which will help you promote your podcast online.
- Create teaser or promotional flyers for your podcast and share them. It is easy to use Canva to create a flyer about your podcast. You can share that flyer on social media to encourage people to listen.
- You can go live (on YouTube, Facebook, Instagram, etc) while you record, which is a great way to engage more people
- Include your project name, information about your podcast goal, and what you hope the audience will take away from this podcast each episode
- Give credit to everyone who participated



# Links

- **Screener Survey**
- **Participant List**
- **Interview Guide**
- **Public Statement Summaries  
for Data Analysis**
- **Non-Disclosure Agreement**

## Screeener Survey Linked Here

**Reminder: If you need a screener survey, the KCEN leadership team can help you create one! We can set it up so your analysis is very easy. If you prefer to do it yourself, please feel free to create one.**

Add a link to your screener form here.

Example:

Include your Project Team name here:

## Participant List Linked Here

Add a link to the ANONYMIZED list of participants who took the screener survey. These will be the people you have actually selected to be in your next group or activity.

Include the criteria you used to select participants in the comments section of this card. For example, "We picked people who lived in this neighborhood and who didn't have access to internet."

Include your Project Team name here:

Include your Anonymized list of participants here:

## Interview Guide Linked Here

Add a link to your interview guide here:

Include your Project Team name here:

## Public Statement Summaries for Data Analysis

- Add a link to the list of summarised public statements here.
- Usually this list is created from the public statements of your target speakers. These speakers will be people who are creating or responding to your topic of interest. Usually, we might use this to learn more about what an official spokesperson's position is.
- Include the criteria you used to select speakers in the comments section of this card. For example, "We collected and summarized the statements from every Governor who spoke about Covid in July." Be sure you include the date in your summaries, since things may change over time.
- Include your Project Team name here:



## NDA or Non-Disclosure Agreement

- Add a link to your NDA here:
- Include your Project Team name here:

## Further Reading: Demographics Best Practices

### What are Demographics?

Demographics are things like race, gender, and other words we use to describe ourselves and to describe our communities. Here are some links about how to collect demographics data.

Basically, you need to provide options where people can see themselves, and you need to be thoughtful about how you group people together in the analysis.

### Best Practices for Collecting Demographics

1. Acknowledge that the demographic categories cannot accurately reflect the rich diversity of the human experience.
2. If you want to make the data comparable to data collected elsewhere, include categories that are used by Census or similar sources.
3. Always add options for people to self-identify for checkbox questions.
4. Use "Something else (please describe)" instead of "Other (please specify)".
5. When possible, add a new question to offer an alternative for answers about race, culture, or gender. "Some people use other words to describe their community (e.g., Afro-Caribbean, Filipino, Duwamish). If another word fits better, please type it here."
6. Always allow people to select more than one race or ethnicity. (Use checkboxes)
7. In most cases, researchers should not guess the person's race. If someone declines, allow for their answer to be blank.

## Best Practices for Analysis

1. In the cases of Indigenous communities, there are ways to analyze the data that prevent Native community members from being ignored in the data set. This includes allowing people to select multiple races and including people with indigenous backgrounds in reports about Indigenous/Native people (instead of just counting them as multi-racial).
2. When possible, include multi-racial individuals with their specific communities. For example, a person who is Black and Asian could be included in reports about Black people and in reports about Asian people. They can also be included in reports about Multiracial people. However, in some analyses it's not possible to do this.
3. Make sure you describe how you're counting Multiracial individuals in your report. Did you count Multiracial people only once? Or did you count them for each of the groups they reported?

## More Reading

<https://www.uihi.org/download/best-practices-for-american-indian-and-alaska-native-data-collection/?wpdmdl=16644&refresh=5f410c73df0c01598098547>

<https://www.uihi.org/resources/best-practices-for-american-indian-and-alaska-native-data-collection/>

## (Optional) Prototype, Live Application, Art Installation, Other Research Activity

- Add a link to your prototype, live application, art installation, or other research activity here
- Include your Project Team name here:



## Further Reading: Participatory Action Research

### Online Resource

The *Behavioral Risk Factor Surveillance System (BRFSS)* from the U.S. Centers for Disease Control and Prevention is a system of health-related telephone surveys that collect state data about U.S. residents regarding their health-related risk behaviors, chronic health conditions, and use of preventive services. The *CDC Behavioral Risk Factor Surveillance System (BRFSS) Widget* uses *Behavioral Risk Factor Surveillance System (BRFSS)* data from 2011 to 2014 for all 50 states and the District of Columbia. Visit this site to obtain code to embed badges and widgets in websites, social networking sites, and blogs:

[CHNA.org](http://CHNA.org) is a free, web-based utility to assist hospitals, non-profit community-based organizations, state and local health departments, financial institutions, and engaged citizens in understanding the needs and assets of their communities.

Key capabilities available include:

- an intuitive platform to guide you through the process of conducting community health needs assessments,
- the ability to create a community health needs assessment report,
- the ability to select area geography in different ways,
- the ability to identify and profile geographic areas with significant health disparities,

Single-point access to thousands of public data sources, such as the U.S. Census Bureau and the *Behavioral Risk Factor Surveillance System (BRFSS)*.

This Human Development Index Map is a valuable tool from *Measure of America: A Project of the Social Science Research Council*. It combines indicators in three fundamental areas: **health**, **knowledge**, and **standard of living** - into a single number that falls on a scale from 0 to 10, and is presented on an easy-to-navigate interactive map of the United States.

## Print Resources

Cooper, J., Heron, T., & Heward, W. (1987). *Applied behavior analysis*. New York, NY: Macmillan Publishing Company.

Martin, G. & Pear, J. (1992). *Behavior modification: What it is and how to do it*. Eaglewood Cliffs, NJ.: Prentice-Hall.

Sulzer, B., & Mayer, G. (1986). *Achieving educational excellence using behavioral strategies*. New York, NY: CBS College Publishing.

Sundel, M. & Sundel, S. (1975). *Behavior modification in the human services: A systematic introduction to concepts and applications*. New York, NY: John Wiley & Sons.

Tyler Norris Associates, Redefining Progress, and Sustainable Seattle. (1997). *The community indicators handbook: Measuring progress toward healthy and sustainable communities*. Boulder, CO: Tyler Norris Associates.



## Community Dialogues or Community Conversations

### What is a "Dialogue" and why should your Community host one?

A "dialogue" is a community conversation that can take many forms. It can involve five people around a kitchen table, several hundred people in a large event or video call.

#### A community dialogue can help:

**Expand the base** of people and voices (i.e. youth, elders, business, faith communities, grassroots leaders, people who are incarcerated)

**Reach common ground** -- integrate the work of more formal institutions and partnerships with the expertise and leadership from neighborhoods and grassroots groups

Surface common issues and the resources to address them -- help **identify barriers to positive change and uncover innovative solutions**

**Sustain ongoing community discussion** between the many groups and partnerships in a community

**Build your group's capacity** to act on its ideas

**Launch** new initiatives, grow new teams, **and strengthen the impact** of existing community improvement partnerships

Focus business, foundations, and organizational money towards community benefit -- **align communities' policies and resource allocation** with what creates health

Break through community "turf wars" and **connect fragmented resources** -- build the public consensus and commitment necessary to generate action for better outcomes

Stimulate action and track progress for **accountability**

Generate **local media** attention

**Help leaders** of all sectors to **see their roles in building healthy, sustainable communities**

Be a part -- vocal and visible -- of the **nationwide healthy communities** movement

### **Where can a dialogue occur?**

- Online, including video calls
- At kitchen tables
- In the workplace
- In parent teacher groups like PTSA or PTO
- Protests or teach-ins
- Social media live feeds
- At community centers
- In neighborhoods
- In places of worship
- At service club meetings (i.e. Rotary, Lions, Junior League, sororities and fraternities)
- In meetings of existing partnerships
- In board rooms
- In the halls of government

## Who can participate or host the dialogue?

Everyone has a role to play in building community and creating health. The vitality of our communities and democracy relies upon the active participation of every person. Anyone can participate in a dialogue. **Seek diversity!** Think about how to engage people who have different things to say about race, culture, class, and location to gather participants. Anyone can meet and host a "healthy community" conversation, including:

- Neighborhood leaders
- Youth
- Business people
- Public health and medical care professionals
- Faith leaders
- Seniors
- Households
- Roommates
- People who don't have stable housing
- Educators
- Community organizers

## What makes healthy people and a healthy community?

What makes healthy people and communities? We're going to learn more about this together. Health is more than the absence of disease. Health is about having a great well-being: cultural, mental, physical, emotional, and spiritual. **Health is wholeness and thriving.** It includes **a sense of belonging to community and experiencing control over your life.**

Optimal health is a by-product of people realizing their potential and living in a community that works. "Community" can be everything from a neighborhood to a metropolitan region. It can be the workplace or a group of shared interests and faith. In the end, our "community" is where we are and who we are with.

What makes a healthy community? It's a place that is **continually creating and improving its physical and social environments**, and **expanding the community resources that enable people to support each other in living their best lives** and in developing themselves to their maximum potential.

A healthy community is not a perfect place, but it's a dynamic state of renewal and improvement. It builds a culture that supports healthy life choices and a high quality of life. It aligns its practices, policies, and resource allocation to sustain:

- Engaged citizenry
- Diversity
- Ethical behavior
- Courage
- Quality education systems
- Childhood development
- Vibrant economy
- Support networks
- Livable wages
- Voluntarism
- Adequate and affordable housing
- Accessible transportation
- Openness to change
- Responsiveness
- Innovation
- Patience
- Governance
- Dynamic faith
- Recreation
- Communities
- Culture
- Clean air
- Safe Water
- Continuous improvement
- Strong families
- Safe neighborhoods

## **How do you host a dialogue?**

There is no one best way to host a dialogue. It depends upon what you want to accomplish. Tailor an approach that works best for your objectives, setting, participants, time, and capacity.

The following six scenarios are examples of some types of dialogues.

### **Scenario 1 -- Mature partnership or coalition**

This group's goal may be to focus and deepen their current work on health and quality-of-life issues. Or it may be to attract new and more diverse participants. They may want to reflect on and highlight learning or bring media attention to their efforts.

### **Scenario 2 -- Mobilizing youth**

A youth group at school or in a club setting. This group might want to make sense of their community dynamics or address the pressures and support they find in the community. They may want to identify key issues and become active on something important to them and their future.

### **Scenario 3 -- Faith group**

A church, mosque, or synagogue group. Faith leaders may want to engage the congregation in service to the neighborhood on a key issue. They may want to increase membership by taking action in the community.

### **Scenario 4 -- Your kitchen table**

You might just want to invite a few neighbors over to enhance neighborhood cohesion or talk about a few rough issues. It could help build bridges across lines of race and class to work on something collaborative.

## **Scenario 5 -- Community organization**

A membership organization or service club (i.e. Chamber of Commerce, United Way, Lions, Rotary, neighborhood association, civil rights organization). An intact organization or group may want to identify opportunities for stimulating positive change in the community at a regularly scheduled meeting. Maybe it's time to consider what's making leadership difficult on a key issue facing the community.

## **Scenario 6 -- On campus**

At a college or university. Students, faculty, administrators, staff, and community residents get together to listen and learn from each other and discover some possible ways to work together.

**Preparation will** assist you in making your dialogue count. In the end it can **help your group develop, focus, and act on the issues** that are identified. It can take from two to five weeks to prepare for and complete a dialogue. A dialogue can last from one to three hours with anywhere from five to 500 people. It depends upon you scope and capacity. The following steps will help you prepare for your community dialogue. Of course, you should feel free to modify the steps to fit your purpose, group, and circumstances.

## **Access Resources**

Check Related Topics on the Community Tool Box at the end of this section.

## **How Do You Make Your Dialogue Count?**

To make your findings count, record them, and use them. Make sure that the results of your conversations turn into action by getting the results out to the community and officials within ten days of the dialogue. Follow up in check-ins about what you're learning. Ask each person to share what has been learned and to keep the conversation going. Remember that each of us contributes to community well being simply by participating in community conversations.

## Prepare For Your Dialogue

- Build a Dialogue Team to host the event.** A team approach to convening a dialogue will help to build ownership and spread the tasks involved. The team can help you to define goals for the project. Identify a few people that you have worked with before and have credibility with -- and invite them to the dialogue.
  
- Determine your own goals for the dialogue.** Your community may have some specific goals for the dialogue itself and the information received from it. The design of the dialogue session should reflect this. Your community might want to deepen existing work in the community or reflect on lessons learned. Your community may also want to start a new group to address community issues. Be creative in your design to ensure an unobtrusive blending with other local activity.
  
- Determine the group of participants.** Who would you like to bring together to share ideas and opinions? To minimize the effort required for recruitment, you may find it easiest to partner with an existing group. This will allow you to use their network. You may also wish to bring in new voices to your group. Dialogue groups may be as small as five people or as large as 500 - it's just a matter of how your dialogue is designed, what you want to accomplish, and how much time you have. Most groups will include from 12 to 30 participants and last an hour and a half.
  
- Select and prepare your facilitator.** Good facilitation is critical to a successful dialogue. You should enlist an experienced facilitator or someone who is a good listener and can inspire conversation while remaining neutral. Attributes of a good facilitator can be found on our website. It is important for the facilitator to get comfortable with the Dialogue questions and determine how to best design the conversation.

- Set a place, date, and time for your dialogue.** Choose a spot that is comfortable and accessible. Dialogues can be conveniently held in someone's home, a community center, place of worship, library, or private dining room of a local restaurant. Hospitals, schools, and businesses often have conference rooms or cafeterias where groups can meet. Keeping sites convenient to the participants is key. Determine the time period (from 1-3 hours). Be sure to give a minimum of two weeks' notice of your dialogue meeting. A reminder call 2 days before the event will help to increase attendance.
  
- Create an inviting environment.** Seating arrangements are important in a smaller group. To assure strong interaction, place seats in a circle or in a "U" formation. Refreshments (or food for a breakfast or lunch meeting) are a welcome and appropriate sign of appreciation but are not absolutely necessary. Many times, local businesses are willing to donate refreshments for community meetings.

## Invite Participants

- People are naturally attracted to people who speak from commitment and possibility.** Trust yourself! People want to talk about what's possible in their communities. This is not like pulling teeth. Determine how to access your desired participants. Contact friends, co-workers, or specific community groups. Personal contact makes the difference! A telephone call with a follow-up letter or flier with the details is usually very effective. Don't worry if someone says no.
  
- Remember, **if you wish to have a specific number of people in your group, you may need to recruit 1 1/2 to 2 times as many.** If you want a large group that involves many community constituencies, it may be wise to advertise the dialogue in newsletters or fliers placed where people gather: in coffee shops, grocery stores, gyms, day care centers, places of worship, community centers, or libraries.

## Plan To Record Your Dialogue

- Designate a person on the Dialogue Team to take notes and summarize important points.** The recorder doesn't need to keep a word-by-word account of the conversation, but should summarize the group's views during their interaction. It's just as important to note areas of disagreement as consensus. Obtaining quotations and stories from participants is essential. The facilitator should plan to sit down with the recorder immediately after the dialogue to review the notes and prepare a summary.

## Conducting the Dialogue

- Greet participants.** It is important for the facilitator to greet participants as they arrive to develop rapport prior to the dialogue. This will help put guests at ease and encourage them to speak up.
- Introduction.** The facilitator should introduce herself or himself and thank the participants for attending. A brief introduction, stating the purpose of the dialogue and the importance of asking the community for their opinions should follow. If the group is small, the facilitator may ask each participant to introduce herself or himself.
- Initiate the dialogue.** These seven primary questions with a series of sub-questions are ideas to stimulate and guide the group's conversation. Not all sub-questions need to be asked. You should tailor the dialogue to your community's needs. Each question has been researched to determine its reliability; however, slight adjustments may be needed. If the group is large, the facilitator may wish to project the questions on overhead transparencies for all to see.

- Engage the media and document the event.** Some groups will want to have local media present to report on the dialogue and its findings. You may also want to take a few photos or video clips of the event.

### **Concluding The Dialogue and Next Steps**

- At the end of the dialogue, the facilitator can remind the group that simply taking the time to share ideas and personal values with fellow citizens is important. The group may consider some possible next steps but should not feel obliged to do something together. The group recorder may verbally summarize the dialogue and should then plan to send the notes to the participants.
- For groups that want to do something more, here are a few possible next steps:
  - The group may be excited about a particular idea it would like to take action on and agree to meet again to develop some action plans.
  - The group may decide to have a more in-depth conversation and involve some missing voices and perspectives from their neighborhood (or to involve their elected representatives and the local newspaper).
  - The group may decide to have additional dialogues on other subjects of importance to them.
  - The group may share information about existing community efforts that could benefit from volunteers and additional leadership.
  - Facilitators may wish to direct interested members to learn about other successful community efforts around the nation.



# Appendix

- **Blueprint for Divestment**
- **Agenda**
- **Meeting Minutes**
- **Receipt for Compensation**
- **Literature Review Template**
- **Research Plan**
- **Action Plan**
- **Attendance Tracking**
- **Summary of Results Template**
- **Memorandum of Understanding**
- **Assent to Participate in a Research Study**



# 2020 BLUEPRINT FOR POLICE DIVESTMENT/COMMUNITY REINVESTMENT

Decriminalize Seattle and King County Equity Now

The 2020 uprising in Defense of Black Lives has created an opening for immediate change to the way cities across the country generate public safety and well-being. While this moment has created the opening for long-overdue change, years of research, work, and lived experience by Black communities and other communities of color informs the detailed vision in this blueprint. A commitment to the urgent call to defend Black lives requires immediate cuts from the Seattle Police Department budget. The City must make a 180 degree turn away from its long-standing pattern of increasing the police budget, and instead immediately cut the budget to generate real public safety and health. Coupled with the reinvestments listed below, these cuts have the capacity to create transformative change in the city of Seattle to increase alignment with the City's stated commitments to racial and social justice. The work to defund SPD and create true public safety and health will happen in phases. Phase one - the initial cuts and reinvestments listed below - will be facilitated by the 2020 budget rebalancing process the city of Seattle will complete by the first week of August 2020. This phase will be followed by deeper cuts to SPD's budget to come in the 2021 budget cycle, coupled with a participatory budgeting process that will allow the community to determine the direction of deeper investments to generate true public safety and health.

**This work is bigger than just Seattle. If you're part of the community, you're part of this work and part of the solutions.**



## Blueprint for Divestment

To achieve immediate cuts to Seattle Police Department's remaining 2020 budget, the City must reorganize the department to reduce its size, while reallocating its funds and positions to City departments and community organizations better suited to creating public safety and health. To be clear, these cuts would come from SPD's budget for the last four months of the year, and would be phased in during the last four months of 2020. Some of these cuts would come from fully eliminating SPD functions, some would come from transitioning functions out of SPD that should never have been under police control to begin with, and others will come from hiring freezes and reductions in staffing. All cuts previously identified by Mayor Durkan, totalling 20 million, should be transferred to the reinvestments named in this blueprint. The divestments named below expand on these cuts. Cuts could come from many places in SPD's bloated budget, and should include the following actions:

- *Freeze hiring.* Any planned hiring, including for individuals in the training pipeline, should be cancelled.
- *Eliminate funds* for recruitment and retention, including bonuses for new hires.
- *Remove the Office of Collaborative Policing*, including Navigation Team. While some programs of this office, along with their administrative infrastructure, should be eliminated altogether, others could be moved to a civilian-controlled city agency.
  - *Eliminate:* Navigation Team, Community Outreach Administration
- *Transfer out of SPD control:* Crisis Intervention Response, Community Service Officers
- *Eliminate spending on new equipment*
- *Eliminate Data-driven policing*
- *Eliminate spending on North Precinct Capital Project*
- *Eliminate Professional Services* - Including:
  - Photo Enforcement
  - Sworn Hiring in HR § Recruitment and Retention
  - Community Outreach
  - Implicit Bias Training
  - Communications
- *Cut SPD's spending on Home land Security* (a misnamed unit that is mostly assigned to large events like Bumbershoot)
- *Eliminate SWAT Team funding*



## THIS IS BIGGER THAN JUST SEATTLE

### 1. Invest in Community-Led Research Process to Generate True Public Safety Informed by Community Needs

Initial investments, funded by divestments from SPD's budget, should go to funding a 2020 summer/fall participatory research process that will be crucial to the task of reimagining a world built on a community vision for public safety and health. Policing and community safety are fundamentally racial justice issues, so a broad coalition of directly-impacted people of color must take the lead in shaping the solutions for creating sustained community safety beyond saturated policing. Seattle residents who are most directly impacted by police policies and practices have never been given the time and space to develop and offer alternatives to these inadequate, unjust, and violent police responses. Years of bloated police budgets have reflected a consistent lack of investment in Black communities. This non investment has exacerbated racial inequities in Seattle. It has created less community safety and more harm for Black residents.

The community-led research process will inform the vision for a world where we shift away from our reliance on policing and move towards addressing root causes and unmet needs. A world where instead of being met with an armed officer who is more likely to kill BIPOC community members, people are instead met with support, services, and care so they can thrive. The community-led research is in itself a community safety measure.

City-wide dialogues about expanded notions of community safety will inform the direction City leaders need to move forward with further cuts to SPD's budget. The funding from the City to support the research will allow people who are most directly impacted by police contact and surveillance to systematically produce their own solutions to guide the City's next steps. Without community voice and leadership, any proposed solutions are likely to be short-sighted, incomplete, and actively harmful.

A portion of the research will be explicitly focused on defining community safety and offering specific recommendations and support to community organizations as they scale and build capacity. This may include providing analyses or projections that inform staffing or resource allocation as community organizations scale, and in turn will inform the 2021 budgeting process.

The research will also be exploring, testing, and evaluating different strategies to achieve safer communities. One strategy we will be exploring is increasing access to high speed internet and technology. While this was an acute need in our communities before Covid-19, we anticipate addressing this need will be critical to allowing community members to socially distance during a time where disproportionately more BIPOC community members are becoming sick or dying from COVID-19. With schools, workplaces, and public services moving online, we are hearing strong concerns from our community that many are being left behind (especially for people who speak languages other than English, people with disabilities, and people without access to safe shelter). We are also hearing about the need to explore health concerns, including COVID-19, that disproportionately impact the BIPOC community. Our plan includes a deep exploration of how effective research and outreach can be done in this challenging context. Our recommendations and evaluations are also anticipated outcomes from the Summer/Fall research. This will inform the 2021 budgeting process.

This community-led research process will transition into a 2021 Participatory Budgeting process for the Public Safety sections of the city budget. We envision most of the funds for these processes would come out of the police budget, though we recognize other City departments may contribute funds as well.

## **Values Guiding Participatory Research Process**

- Process must be community designed and controlled
  - Trust is essential to collecting good data, and the City has a long track record of misusing its trust. In part because of the City's long track record of supporting harmful policies and procedures, many community members do not trust the City to lead an effective research process. The pattern of collecting data and recommendations and then doing little to nothing with the results must end. By supporting and funding a community-led research process, the City will tangibly address this legacy of using data to justify or ignore the harm done to these communities.
- Process must provide tangible support for participants

- Since city officials are paid to plan for public safety, community members should not be expected to come up with solutions on a volunteer basis. Paying community members to be involved in this dialogue will offer income support to the communities most directly impacted by COVID-19 and the economic crisis. Funding should be provided immediately to source the staffing and support for this process to be successful. The scale of this work cannot be met with unpaid labor alone, especially when some community members must prioritize meeting their needs for food, shelter, and other basic needs during a global pandemic.

## **Research Activities**

We anticipate the full community-led research process to be about 12% of the total funds received for our proposal, but our blueprint focuses on securing funding for the summer and fall activities immediately. Additional research investments would increase the number of organizations that can participate in this community-led, participatory research. Research activities include funds to resolve community issues identified during the research (e.g., a need for more PPE), research analysis, and reporting activities.

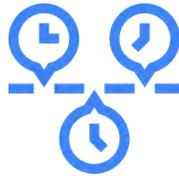
Below are the overall research activities we would fund with an initial \$3M investment (see appendix for more details and estimated dollar amounts):

1. Staffing, training, administrative and technical support, and materials
2. COVID-related support
3. Removing institutional barriers
4. Data collection and analysis
5. Data reporting and presentations

## **Criteria for organizations receiving funding**

The organizations to be funded must not have a financial conflict of interest with police departments.

1. BIPOC-leadership, particularly with youth leaders or a youth advisory council
2. Experience with people who have first-hand experience with policing systems
3. Experience with Black youth
4. Experience with centering the experiences of BIPOC people who are LGBTQ+
5. Experience working with BIPOC youth in culturally-responsive ways that promote youth leadership
6. Experience with people who are disproportionately present in juvenile justice system, foster care, or experiencing homelessness
7. Experience with people with disabilities



## Timeline

*July - December 2020*

1. King County Equity Now and community members start preliminary research to test accessible language and expand support for the summer/fall research project (on-going)
2. Preliminary work plan and selection of participating organizations, in partnership with community members
3. Participating organizations announced (additional organizations may be added on a rolling basis)
4. Disburse funding
5. Finalize hiring
6. Deliver research skills training workshops for youth researchers, adult researchers, and support staff
7. Update work plan based on participants' research goals and preliminary needs assessment
8. Implement initial round of research to test participatory budgeting accessibility considerations, as well as community-led research on what health and safety actually means, including (but not limited to) alternatives to policing
9. Complete regular and ongoing community-report-backs to share preliminary findings as the project continues. Assess community needs and resolve urgent issues.
10. Implement additional round(s) of research to test participatory budgeting accessibility considerations, and equity-centered participatory budgeting process
11. Continue community-led research on what health and safety actually means, including (but not limited to) alternatives to policing
12. Complete regular community report backs, and share additional findings. Assess for community needs and resolve urgent issues. Update reports based on community feedback
13. Share road map for how to engage in an accessible and equity-centered 2021-2022 participatory budgeting process.



## Invest in Scaling Up

### 2. Invest in Scaling Up Community-Led Organizations, with Technical Support and Capacity Building, to Increase Public Safety

The City should immediately invest 2020 dollars into groups that are already developing community-led alternatives to policing and criminalizing. Seattle already has groups involved in non-armed crisis response, violence-interruption and prevention, harm-reduction, and restorative and transformative justice approaches to harm. For decades, Seattle organizations have been undertaking safety-building activities such as: self-defense classes, healthy relationship skills classes for teens and adults, community courses on preventing sexual violence and assault, programs working with perpetrators of domestic violence to help them stop the behavior, bystander training for disrupting violence, programs to support parents in de-escalating conflict in their homes without violence, mediation programs to address conflict within schools, programs aimed at reducing the harms of drug addiction in

communities, programs to increase community engagement between neighbors to reduce crime, and more. These efforts have developed and survived despite the over-investments in the current policing/criminalizing paradigm. It is past time to put real city dollars towards the development and growth of approaches to public safety that do not involve policing. These immediate investments will allow the organizations to scale up their operations in preparation for on-going cuts to SPD's budget and operations.

SPD has had over a century to produce community safety and has failed. Community organizations should not be required to end violence in Seattle in one funding cycle. Investing in these groups will drastically increase the odds of generating true public safety for those communities who have borne the brunt of police presence, surveillance, and violence. Funds will also go towards incubating new projects and organizations in police-impacted communities. These investments are needed immediately in order to begin building organizational infrastructures, which are paramount in anticipation of the transition to a drastically reduced police footprint in 2021.

The investments will include growing the capacity of the organizations who will respond to 911 crisis calls, the organizations who will provide long-term support beyond crisis intervention to criminalized populations, and the organizations who are involved in interrupting and preventing violence and harm to begin with.

### **Criteria for Organizations Receiving Funding**

The organizations to be funded will demonstrate the following characteristics:

- *Culturally-relevant* expertise rooted in community connections and support
- Well versed in *de-escalation skills* and *mental health support*
- *Peer-Led models* prioritized
- *Trauma-informed, gender-affirming, anti-racist praxis*
- *Connected to resources* like housing, food security, and other basic needs with wraparound services and long-term support
- *Committed to retention of social service workers* with adequate, equitable pay and benefits, preferably unionized
- *Committed to hiring and retaining staff* who are from the communities they serve and with lived-experience of being criminalized
- Demonstrated *commitment to a harm-reduction model*, including safer consumption practice

## Timeline

*September - December 2020*

1. Criteria and grant-making process established
2. Capacity building workshops offered by the city for organizations who will be applying for funds
3. Monthly disbursements to organizations for general operating support
4. Create work plans for scaling up responses
5. Complete recruitment and hiring plans
6. Re-granting process in 2021 to continue work, with goal of organizations beginning to offer enhanced services by mid-2021

To allow community groups to focus their efforts on their growth and development, the grants will be for general operating funds, with minimal bureaucratic requirements. Reduce the burden of contracting and reporting these funds allows organizations to determine what data is important and useful for them to collect to improve their work. Funding will be available for capacity-building support. Organizations will apply for and receive city funding. This capacity-building support can be used by organizations to increase their infrastructure (space, curricula, financial management systems, staff training programs, and more) so that they are ready to serve far more members of the community than they could when they were underfunded.





## Start the Transition

### 3. Replace Current 911 Operations with Civilian-Led Dispatch to Increase Public Safety

The City of Seattle should immediately start the transition of placing 911 call and dispatch under civilian control. The City of Seattle can immediately begin to create an Independent Emergency Operations System responsible for coordinating first responders, and moving 911 dispatch out of police control.

Additionally, investments in scaling up organizations listed in the previous section will be key for transferring calls involving people in crisis to community-led organizations who are grounded in harm reduction. The current model often results in People of Color in crisis receiving an armed police response and being funneled into the criminal legal system, while white people in crisis are offered supportive services. Transitioning to unarmed responses, grounded in harm reduction principles, which are accessible to all communities, will improve public safety.

The combination of civilian control of 911, investments in community organizations who can respond to crisis calls, and investments for fully funding services and housing so that crisis workers can offer appropriate referrals is key for the success of this model. Another key component will be continued efforts to decriminalize misdemeanor charges, so that a police response can be rendered moot. Currently, People of Color in Seattle are disproportionately criminalized for low-level crimes including shoplifting, low-level drug charges, trespassing, and disorderly conduct. Enormous expenditures in police and court costs are the result. Decriminalizing misdemeanors would free up resources for meeting real human needs, and would stop one of the main pathways through which Black people and other People of Color are targeted for criminalization.

## 4. Support Immediate Survival Needs by Investing in Housing

Regardless of sensationalist media narratives, Seattle does not face a crisis of rising crime rates; Seattle faces a housing crisis. This city has failed to provide all its residents access to basic housing needs - i.e., a safe, secure, clean, humane space that provides the bare minimum for human flourishing. Housing is an essential human need and few things are more central to real public safety than a home. It's a place to rest, eat, and store possessions without fear of loss. A home provides the critical stability, privacy, safety, and security necessary for individual health and communal public health. To maximize the near and long-term public safety for the greater Seattle area, we must prioritize and maximize housing access and availability.

Importantly, nothing in this proposal is novel or untenable. The current uprising in defense of Black lives has revealed as untenable the City's habit of bending to the will of a police department whose conduct has chronically and systematically been

violent and detrimental to the public safety of many communities. The contrast between the makeshift tents and encampment intertwined with a sea of cranes, high-rise towers, and opulent development point to the vast racial and economic chasm that must be closed if we are to transform the City's approach to public safety.

No proposal to increase true public safety by divesting from policing will be complete without a commitment to expanding housing access and availability.

### **The City should prioritize the following near-term housing solutions:**

- *Support the immediate transfer of underutilized public land for BIPOC community ownership, including, where necessary, purchase and activation capital and upfront transaction costs.*
- *All empty housing stock in the city should be used until any unhoused person who wants a place to live has one. People currently unhoused should be prioritized for receipt of any assistance, with no barriers based on income, criminal records, record of addiction, etc.*
- *Dissolve the Navigation Team and end sweeps of homeless encampments.*
- *Fund existing BIPOC-led community-based, housing-service organizations to allow for increased capacity and services, including the facilitation of emergency rent-assistance programs related to COVID.*

## **Considerations for funding would include ensuring organizations receiving funding can meet the following criteria:**

- *Provide services to people who are currently and formerly incarcerated*
- *Commit to offering harm reduction training, programming and infrastructure to provide low barrier substance use/homeless services to Black and Brown people.*

## **City officials must remove barriers to accessing existing services, ensuring that community services providers**

- *Have direct access to low barrier/harm reduction shelters beds without requiring a referral from the City of Seattle Navigation Team or any other city program.*
- *Have direct access to Crisis Solution Center without requiring a referral from law enforcement or first responders*
- *Have direct access to permanent supportive housing (King County Coordinated for AllCEA set-a-sides) and independent housing vouchers (King County/Seattle Section 8, Scattered Sites, & Shelter Plus Care)*

## **Conclusion**

The 2020 investments are only the beginning of a multi-year process to create real public safety and health in the City of Seattle. The summer/fall 2020 research process will lay the groundwork for the 2021 Participatory Budgeting cycle, which will in turn identify further cuts to be made from the City's "Public Safety" agencies (namely the Seattle Police Department, the City Attorney's Office, and Municipal Court). Further investments to be made and distributed during the 2021/2022 biennium will be identified through the research processes completed in 2020 and the participatory budget process completed in the first quarters of 2021.

The goal of these processes is not only to defund the police, but to create a new paradigm for how the City distributes its funding and invests in community. We have an opportunity to close the door on the era of bloated police budgets that put Black lives at constant risk of violence and death. We invite city leaders to accept the invitation to transform our city.

## Research Funding Detail of Initial \$3M Investment Towards Community Research Process

The amount of the full investment in the community-led research process will depend on elected leaders' willingness to divest from SPD and reinvest in real community safety. We propose funding the research in a staggered approach with at least \$3 million for the initial 2020 funding. We welcome additional funds, which would increase the number of organizations that can participate and would add additional funds towards addressing community issues identified during the research (e.g., a need for more PPE), research analysis, and reporting activities. The research described below will be critical for developing a robust roadmap as community and City leaders move forward with further cuts to SPD's budget in 2021- 2022, as part of the participatory budgeting process.

### **Below are additional details for what this funding would support:**

#### **Staffing, training, support, and materials**

- These investments set the community-led research process up for success and allow us to fund some of the current *2020 costs for us to do the research*. (About \$1.1M)
- About \$700K in *youth researcher staffing* for Summer and Fall research
- About \$220K in *adult researcher staffing* for FTE staff for at least 5 community organizations
- About \$164K in *administrative and support staff*
- About \$25K in *materials and research training*

#### **COVID-related support**

Internet connectivity, masks, computer hardware, sanitation, tents for socially-distanced in-person events, print materials (About \$283K)

- About \$3K in *masks, face shields, sanitation, and other PPE supplies* for participants, community members, and Seattle residents
- At least \$195K in *internet connectivity* supports increased access to facilitate access to City and community resources and services during COVID-19.
- About \$85K in *computer hardware*

## Removing institutional barriers to participation

This would also include resources to address barriers: disability, childcare, transportation, interpretation and translations, nutrition, hygiene (\$375K)

- About \$172K in *childcare and educational supports*
- About \$84K in *nutrition and hygiene resources*
- About \$60K in *transportation resources*
- About \$40K in *administrative, technical, and material supports* to address racialized ableism
- At least \$19K in *translation and interpretation* in at least 12 languages

## Data collection and analysis

Online survey tools, CRM and databases, website, transcriptions services, incentives, focus group facility rental fees, user experience research, ethnographies, statistics and data software. (About \$516K)

- About \$85K in *mailing and printing*
- About \$80K in *phone, SMS, social media data collection*
- About \$30K in *community outreach*
- About \$25k in *software*
- About \$19K in *focus groups and interviews*
- About \$25K in *survey incentives*
- About \$12K in *participatory budgeting user experience website testing*
- At least \$240K in *materials translations* in at least 12 written and spoken languages

## Data reporting

Visualizations, reports, community sessions, including artistic and culturally responsive materials. (About \$313K)

- About \$13k in *visualization, editing, recording, and reporting software*
- About \$185K in *mailing and printing of reports*
- At least \$75K in *materials translations* in at least 12 written and spoken languages
- About \$40K in *hardware*, including lighting, sound amplifiers, and appropriate equipment to effectively stream, broadcast, or transmit reports, sound, performances, or videos.

## Cash assistance and direct support for community members

Address economic and other urgent needs. (\$500K)

- About \$140,000 for youth
- About \$360,000 to adults with families or elders



# Agenda

[Name of CBPR Project]

[Date]

[Time of Meeting]

[Location]

[Meeting #]

[Attendees, including an  
asterisk \* next to all  
attending remotely (via  
phone or internet)]

- I. Review/Approve Last Meeting Debrief or Notes
- II. [Fill In the Blank]
- III. [Fill In the Blank]
- IV. Review action items and discuss who will do next steps to send the debrief
- V. Adjournment and Payment

# MINUTES/MEETING NOTES

[Name of Research Project/Team]

Date: [Fill In the Blank]

The meeting was facilitated by [Name of Facilitator and Time]

## Attendees

[List everyone who attended. Put an asterisk \* next to anyone attending remotely].

## Approval of Minutes

The minutes were read from the [Previous meeting date] and [approved and/or changed].

## Old Business /Things we've already talked about last time

[Fill In the Blank]

## New Business/ Things we're talking about this meeting

[Fill In the Blank]

[Fill In the Blank]

[Fill In the Blank]

## Committee Reports Or Stuff only some of us are working on

[Fill In the Blank]

## Announcements

[Fill In the Blank]

**Next Meeting**

Date and time: [Fill In the Blank]

**Debrief**

[Fill In the Blank]

Uploaded (Location or link):

Transcript of debrief video:

## Receipt for Compensation

### Community-Based Participatory Research Team

I, **[Insert Name of person being compensated]**, hereby acknowledge that I have received total compensation in the amount of \$\_\_ f or my work on the research team on **[insert date of work]**.

I received this compensation as follows:

Denomination	Total	Gift Card Number(s)
Cash	\$	
Venmo	\$	
CashApp	\$	
Zelle	\$	
Paypal	\$	
Google Pay	\$	
Apple Pay	\$	
Bank deposit	\$	Bank Name: _____ Account #: _____
\$ gift card	\$	Card#1: _____ Card#2: _____
Invoice or Store Credit	\$	
Other	\$	

Signature:

Date:

Note: The research project manager is responsible for making sure the records are sent to Leadership, but everyone is responsible for collecting this information from participants



# Literature Review Template

A literature review summarizes the published research on a specific topic. The review helps a researcher become familiar with the topic and may help identify gaps in the research that your project can fill. The review should be brief (1-2 pages) and should be presented mainly using detailed bullet points.

## Introduction

- Define the review topic
  - Ex- employment needs for young African Americans (age 15-24) with current criminal injustice system involvement.
- Summarize the type and number of research findings available for review

## Body

- Organize results by themes/ areas
  - Disparities in primary care, disparities in hospital care, disparities in mental health care
- Highlight studies with the most rigorous scientific designs

## Conclusion

- Summarize the key findings of the research in general
- Identify gaps in the research and bullet point opportunities for future research

## References

- Keep a list of all citations (cite in text as well)

## Research Plan

A research plan is an overview of what you plan to do for your project. It can be helpful for brainstorming what you want to study and how you might accomplish that goal. The items below will help you refine your research project. This information will also serve as a guide throughout your research project and can help you stay focused on the questions you want to answer.

### **Research Questions: List your research questions below.**

- 1.
- 2.
- 3.

### **Intuition or hypotheses: List your hypotheses below.**

- 1.
- 2.
- 3.
- 4.
- 5.

### **Research Methods (provide a description of how you plan to get the data you need)**

- 1.
- 2.
- 3.

### **Recruitment Plan**

- 1. Describe how you plan to recruit people for your research:

### **Engagement/Retention Plan**

- Engagement:** Describe how you will engage people for your research:
- Retention:** Describe how you will build a relationship with people that will encourage them to stay involved in your research project

**Data Collection: Describe how you plan to collect the data you need to answer your research question.**

- Describe how much data you think is needed to answer your research questions.**

If you are unsure about exactly how much data you need, you can explain how you might determine whether or not you've collected enough data after you've started. For example, if we interview at least 10 people and the last person is saying the same thing as the first 9 people.

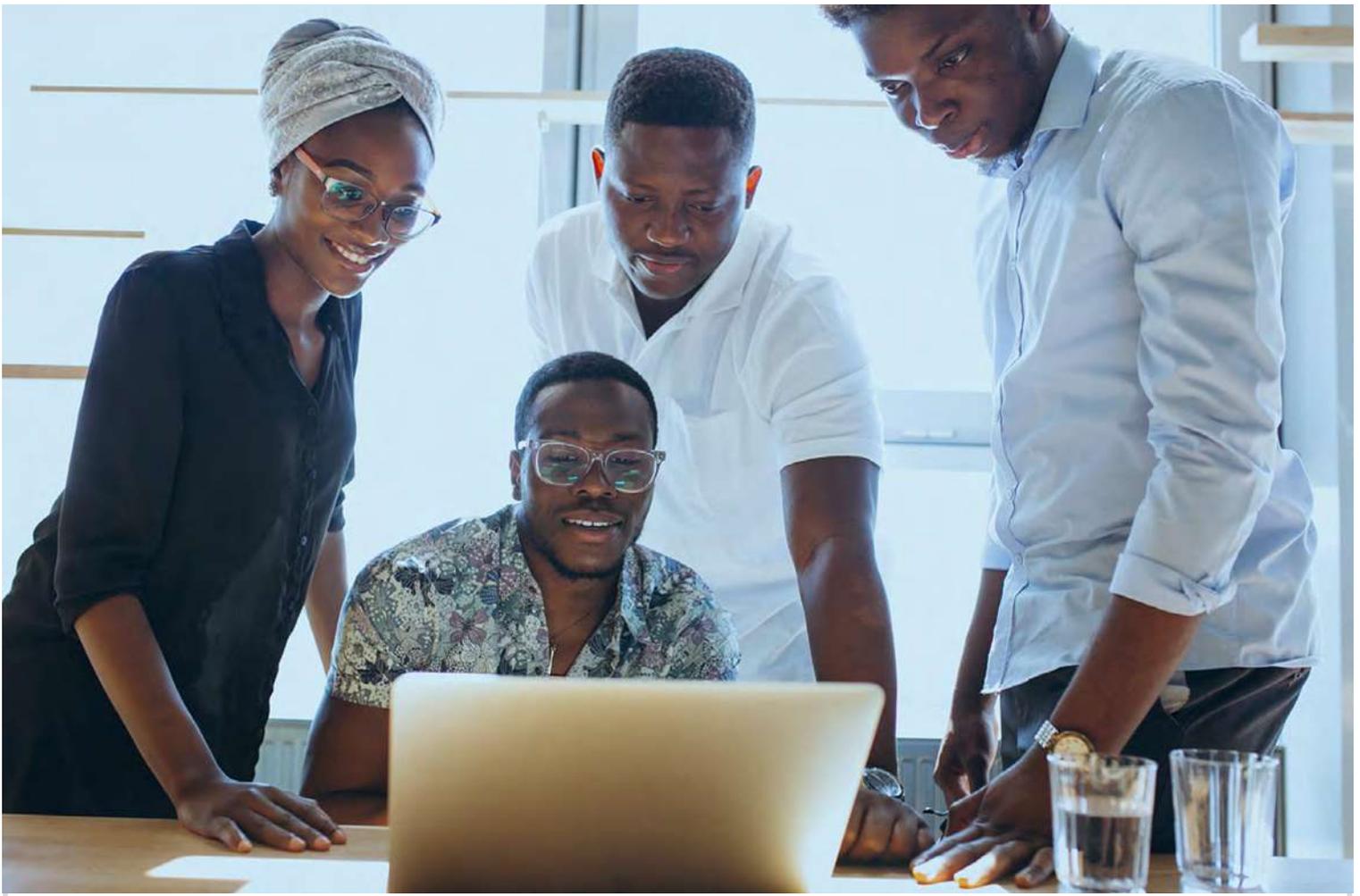
- Describe how you want to measure the data you collect.** This will depend on the type of research methods you choose for this research.

- Describe who will collect each type of data you plan to collect.** All team members can help collect all data or you may want to split it up. Describe how you'll split things between teammates here.

- Decide whether to measure a sample or the whole population.** A sample is a small group intended to show what the whole population is like (for example, 100 of the 1000 people who have completed the Creative Justice program). A population includes everyone (for example, all 100 recently released people who spoke to their probation officer in the last week). Whether you measure a sample or the whole population will depend on the scope of your project and your team's capacity to collect a lot of data.

- Describe in what format the data will be displayed.** Check out some options on the Arts-based research methods board. Check out the card for **Photovoice, Theater of the Oppressed, Music Video Clips as Research, Murals/Roadmaps/Etc.**

**Sustainability Plan:** Describe how you'll keep up with the research even when things get hard.



## Action Plan

## Summary of Results Template

Research Project Team Name:

Research Goal:

Instructions: Present findings in clear, understandable bullet points that are 30 words or less. Explain statistics, describe in simplified terms (e.g. this means that people in the comparison group were much more likely to be hospitalized).

### Finding 1

- African-American youth who worked with community ambassadors were more likely to have their immediate basic needs (e.g. housing, nutrition, health care, etc.) met than the comparison group.

### Finding 2

- African-American business owners said that they would be less likely to call 911 for theft if a community resource for addressing theft was created.

### Finding 3

- African-Americans in this study were not very satisfied with services overall. Only 20% said they were satisfied or very satisfied.

### Finding 3

- Focus group participants felt that access to affordable, healthy food options was lacking in the community.

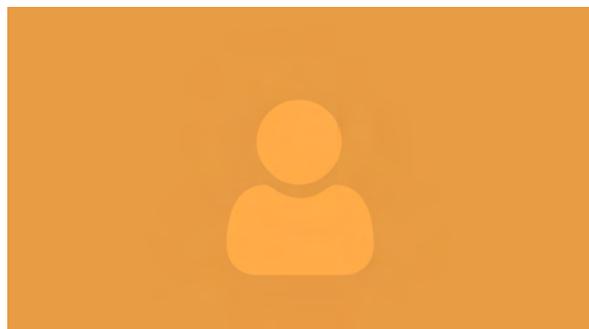
# Participants Day 1



**Participant 1 Name Here**  
**Interview Time Here**  
**Link here**

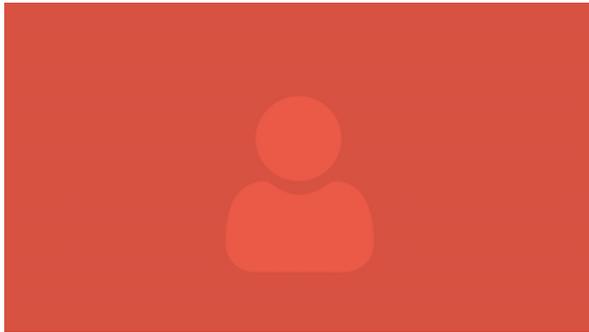


**Participant 2 Name Here**  
**Interview Time Here**  
**Link here**

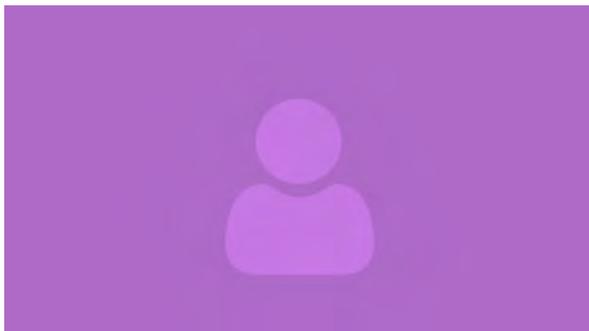


**Participant 3 Name Here**  
**Interview Time Here**  
**Link here**

## Participants Day 2



**Participant 4 Name Here**  
**Interview Time Here**  
**Link here**



**Participant 5 Name Here**  
**Interview Time Here**  
**Link here**



**Participant 6 Name Here**  
**Interview Time Here**  
**Link here**

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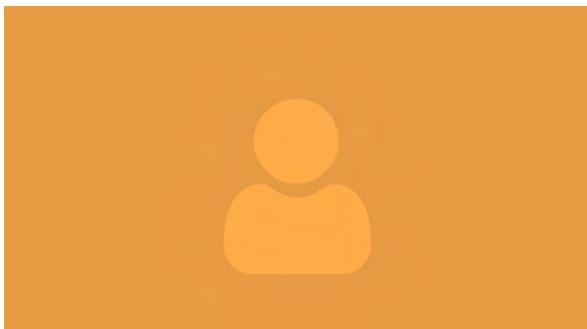
## **Participant 1**

Quote Here



## **Participant 2**

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## **Participant 3**

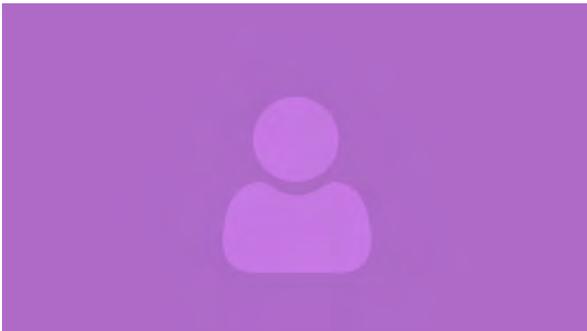
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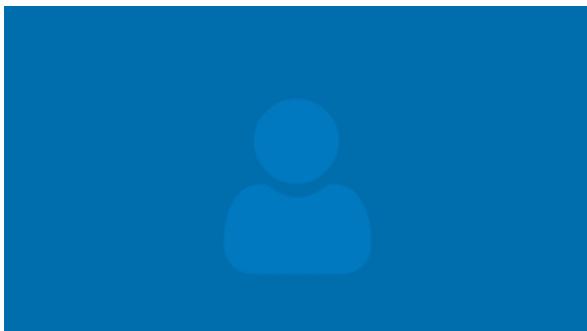
## **Participant 4**

Quote Here



## **Participant 5**

Quote Here



## **Participant 6**

Quote Here

## Insight for each participant



### **Rename this card with your own insight.**

Label each insight with participants related to the insight, pattern, or finding. Research project managers will make sure your team shares insights with Leadership and with community Project Team: Enter Your Team Name Here

# Action item

- Trello: Add Members and Tag the people that are responsible for completing each action item.
- Add a due date for each action item. The default due date is two weeks
- Update this list at the beginning and the end of each week



# Worksheets

- **Opportunities and Challenges of CBPR**
- **Developing a Topic**
- **Narrowing the Topic**
- **Selecting a Topic**
- **Resource Analysis**
- **Organizing the Project - Setting Your Timeline**
- **Organizing the Project - Responsibilities**
- **Planning for Meetings**

# 1. Opportunities and Challenges of CBPR

**Instructions:** Think about some opportunities and challenges there might be during a research project. List these in the chart below.

Each potential researcher should take some time to list opportunities and challenges that might come up with the CBPR approach used in the examples in 'What is Community-Based Participatory Research (CBPR)?. Each person should also reflect on why they are interested in being part of this project.

After completing the list, come back together and discuss these opportunities and challenges. If anyone decides that they are not ready to commit to the project at this time, the remaining members should work with your project manager and Leadership to determine if we can recruit more researchers.

## Opportunities

- For example - It will bring attention to an issue that you feel is important
- 1
- 2
- 3
- 4
- 5
- 6
- 7

## Challenges

- For example - It is a big time commitment
- 1
- 2
- 3
- 4
- 5
- 6
- 7

## Why do I want to be involved in this research?

- For example - It is a big time commitment
- 1
- 2
- 3

## 2. Developing a Topic

At this point, you may already have a specific topic in mind or maybe you're feeling overwhelmed with ideas. It'll be helpful to go through some conversations to develop your topic.

You do not need every detail of your plan yet. You will still need input from other people to help develop your ideas. Together, your team will talk about what you each bring to the research topic. For example, if your project focuses on getting hotspots to people without internet access, you will want team members who are interested in doing in-person outreach and who have particular experiences or expertise in finding people without internet access.

Below are some steps that may help you develop a topic. You can add your own ideas in the space below.

- Collecting Possible Solutions
- Refining a Solution
- Testing a Solution

## Collecting Possible Solutions

- Example Research Question:** What are the top three (3) things each neighborhood would change if we have \$500,000 to help our community?
- Example Method to Answer the Question:** Create a website to collect ideas. Send emails and postcards to invite people to participate on the website.
- 1.
- 2.
- 3.
- 4.
- 5.

## Refining a Solution

- Example Research Question:** One of the top answers was to have a mutual aid hotline. How can we use research to create a community support team that people will use instead of 911?
- Example Method to Answer the Question:** Survey people to find out what they would need from a community support team and develop a community support team training program.
- 1.
- 2.
- 3.
- 4.
- 5.

## Testing a Solution

- Example Research Question:** How effective is a community support team as an alternative to 911 use?
- Example Method to Answer the Question:** Measures changes in 911 usage after a community support team is implemented.
- 1.
- 2.
- 3.
- 4.
- 5.

### 3. Narrowing the Topic

If your topic is too narrow, you may have trouble finding enough participants (e.g.- formerly incarcerated African-American mothers with children under age 5).

However, if your topic is too broad, you won't be able to complete it (Is every single African-American in the U.S. satisfied with policing?).

Complete the exercise below to decide whether you need to further define/narrow your top three topic ideas. You will need to reference the topics from Worksheet 2, *Developing a Topic*.

**List the three topic ideas from the previous activity that you, as a team, feel most passionate about.**

- 1.
- 2.
- 3.

**Think about each of these topics and use the questions below to help narrow the scope.**

**1. Focus on a specific public safety issue.** What different types of public safety issues impact the Black community? The Black community is not a monolith, discuss at least five different kinds of Black experiences and how specific issues may affect each one. (Some examples: Black trans women community organizer, Black people who are mixed with Native ancestry, Afro-Latinx people who use wheelchairs, Second-generation Somali immigrant youth)

- a.
- b.
- c.
- d.
- e.

**2. Focus on a specific aspect of Black thriving.** Which economic supports would help Black people living in poverty? What would help Black people build intergenerational wealth?

- a.
- b.
- c.
- d.
- e.

**3. Focus on a specific age group.** What age groups are possible targets of the research?

- a.
- b.
- c.
- d.
- e.

**4. Focus on a specific location or space.** What neighborhoods or areas of the city and county might you target? If you need help to figure out a location, Leadership can help make maps for your team.

- a.
- b.
- c.
- d.
- e.

**5. What are other specific groups that you might focus on?** (parents, couples, veterans, people experiencing homelessness, people with substance use issues, LGBTQIA+, people living in nursing homes, Oromo, etc.)

- a.
- b.
- c.
- d.
- e.

## 4. Selecting a Topic

At this point, you will have three well-developed topic ideas. Think about these ideas by answering the questions below for each of your three choices and make a final decision on where your team will focus. Fill in your final choices at the bottom of this card.

The three choices you chose can be found at the top of your previous worksheet, *Narrowing the Topic*.

**Reminder:** The overall project explores: what creates true community safety, what creates true community health, and what project would create thriving communities for us.

**What resources do you have for this project?** If you need a resource, add a \* next to it so we can discuss if we can find that resource

- Choice 1
- Choice 2
- Choice 3

**What challenges do you foresee if you chose this project?**

- Choice 1
- Choice 2
- Choice 3

**How familiar are you with this topic?** How familiar is your community with this project?

- Choice 1
- Choice 2
- Choice 3

**Why is this project important to your community?**

- Choice 1
- Choice 2
- Choice 3

**How likely is it that this project could be sustained?** How much money do you think could help sustain it?

- Choice 1
- Choice 2
- Choice 3

**How realistic/feasible is this project?** Who should help decide how feasible the project is?

- Choice 1
- Choice 2
- Choice 3

**Our topic choice is:**

- Write your final topic choice here

## 5. Resource Analysis

For community-based projects, it is wise to strategically think about your available community resources. We offer the following acronym, **CNP**, to guide your efforts.

**Collaborate** with people and organizations. Others in the community may have a similar project or mission. An existing local Advisory Board may help with your research project as one part of their duties.

**Network** with others. Tell people you know about the project and ask them to share resources.

**Partner** with community organizations. Build strong relationships in which all teams benefit. The organization may provide you with a meeting room and the research will help them improve their services for African-Americans impacted by policing. This may be an opportunity to work with an agency to write a grant together. The appendix provides additional information on working with community partners.

Discuss ways that you can collaborate, network, or partner with other organizations and write them below.

### Needed Resources

- 1.
- 2.
- 3.
- 4.
- 5.

### Available Resources

- 1.
- 2.
- 3.
- 4.
- 5.

### Opportunities for Resources

- 1.
- 2.
- 3.
- 4.
- 5.

### Challenges

- 1.
- 2.
- 3.
- 4.
- 5.



## 6. Organizing the Project - Setting Your Timeline

### Timeline

Now that you have developed a topic, you will work on a preliminary timeline.

You will be meeting with both your small research team and the larger team of researchers on a weekly basis. Individual team meetings will almost always be recorded (in rare cases your team may decide to always have a recorded debrief meeting right after your team meeting to discuss what was said). Larger meetings of all the researchers on this project will not be recorded, but the debrief following that larger team meeting will be recorded.

After your initial timeline is created with your team, every week going forward, your team will be meeting early in the week to check-in, review the previous week's progress, set goals for the current week and discuss what you learned. This is a great opportunity to update the accomplishments and make sure that the project stays on track. This meeting will be recorded.

Throughout the week, you will be doing activities such as interviews, focus groups, photography, creating video and/or theater for your research project. All of these activities will be recorded. You will also have debriefs of these activities, which will also be recorded.

The weekly All Teams meeting will be an opportunity to share with other teams what you have been doing and what you have learned. You will also learn about what others are doing. This will be a facilitated discussion to make sure all voices are heard. There will also be an opportunity to breakout by affinity group and have deeper discussions about topics that will be determined at a later date. This meeting will not be recorded. Following this meeting, we will have a debrief and that will be recorded.

Why do many recordings? Accountability. This project is moving fast and we want to bring community along and share in the process. Quick videos are a great way to do that. We also will use recording to recruit other community researchers, highlight the work of community organizations, and share insights with teams around the world.

### **Week 1 Tasks**

- 1.
- 2.
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### **Week 2 Tasks**

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### **Week 3 Tasks**

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### **Week 11 Tasks**

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### **Week 12 Tasks**

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### **Week 13 Tasks**

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### **Week 14 Tasks**

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### **Week 15 Tasks**

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### **Week 16 Tasks**

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### **Week 17 Tasks**

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## 7. Organizing the Project - Responsibilities

Now you will decide on specific responsibilities for how you work together. Your team should already have a project manager or one will be assigned to your team. See [What's a Researcher Project Manager](#) for more information about the role of the project manager.

For most groups, there will be at least one person who is ready to lead and can help facilitate team members taking turns. From week to week, it's helpful to share who is leading the meeting so everyone gets a chance to lead a meeting. No matter who is leading, your team will be working together to make sure that people with lived experience are centered in the work. For example, if your project is talking about the experiences of youth, youth voices should be leading the conversation and deciding when the meeting goals have been met.

Some teams will choose to have pairs or small teams co-facilitate. This can be a lot of fun, and a lot of work. Co-facilitators will need to become comfortable working together and will need to decide how to divide the responsibilities. For example, the co-facilitators might take turns leading sessions or each co-facilitator may take a part of the agenda to lead. Co-facilitators will usually meet in advance of the group to plan and debrief together afterward so they can maintain the same vision for the group. If your team has decided not to record group meetings, the facilitators will be responsible for recording post-meeting debriefs.

### **Team Members**

- Project Manager
- Researcher 1:
- Researcher 2:
- Researcher 3:
- Researcher 4:
- Researcher 5:
- Researcher 6:
- Researcher 7:
- Researcher 8:
- Researcher 9:
- Researcher 10:

### **Responsibilities** (a person can have multiple roles)

- Project Management:
- Group Facilitation (minimum 2):
- Note-taker (minimum 2):
- Videographer (minimum 2 for backup):
- Photographer:
- Uploader:
- Social Media Specialist:
- Volunteer Coordinator:

## 8. Planning for Meetings

All teams will meet at least twice a week to review the previous week's progress, discuss what was learned, and plan for the current week. At the beginning of the week, there will be a stronger focus on setting the week's goals, and at the end of the week a stronger focus on reflection.

### Planning for group meetings

- Usually, meetings are recorded. If there are teammates who do not consent to be recorded, the team will need to do a small-team debrief instead.
- Remember to consider possible travel barriers and scheduling conflicts when you plan times and locations. You may need to change the time or location later based on research teammates' schedules and preferences.
- You can meet either in person or remotely. Follow public health guidelines (e.g., masks, hand washing, distance, group size).
- All meetings should have an option to meet remotely (e.g. Zoom or Microsoft Teams).
- You will be compensated for meeting attendance.
- Decide in advance who will facilitate each meeting. The assigned facilitator or co-facilitator(s) will review each meeting to ensure that they are prepared.
- The project manager and supporting teammates should arrive early to set up the room, review the agenda, greet the team members, pass out supplies and take attendance. At the first meeting, provide team members with a folder or binder to store project paperwork.
- One teammate should begin each week's session by reminding the team of the previous session and confirming if anything's missing. You can also do this by watching last week's debrief recording. This makes sure everyone is on the same page and makes it easier to focus on what to do this week. If changes need to be made to the minutes/recording, the project manager should make note of the corrections and make sure that the notes/recording gets updated.
- Once the meeting notes are approved (when everyone says that they're good), the group facilitators should move immediately into the prepared agenda.

## Planning for Post-meeting debrief

A small group of teammates should meet after each group meeting to debrief (no longer than 10 minutes) and outline the agenda for the next meeting. This should be recorded. It helps the community get a sense of what's happening without having to watch a 30 to 45-minute long meeting.

- Add the attendance sheet to Trello for each meeting. Make sure everyone was included, and you can note who attended online by using a \* next to their name.

## Meeting Schedule

- Our group will meet:
- Best days of the week:
- Best time of day:

## Meeting Location

- Physical location options:
- Remote options (e.g. Zoom, Microsoft Teams)

## Supply Checklist

- Folder/binders for team
- Trello board link
- Computer
- Notepads
- Weekly handout/agendas
- Projector
- Pens
- Whiteboard markers/chalk
- Water
- (Non-alcoholic) Drinks
- Snacks
- Stirrers
- Creamer
- Cups
- Plates
- Utensils
- Food
- Napkins
- Headphones
- Laptops
- Hotspots
- Web cameras
- Add any additional necessary supplies

**Division of Responsibilities** - List the person responsible for each task below

- Send calendar invites (can include auto-reminders):
- Reserve meeting space:
- Book conference calls or video calls:
- Reminder calls:
- Set-up:
- Clean-up:
- Bring supplies (pens, paper, etc.):
- Print or send out agendas/handouts:
- Bring food/drinks:
- Take meeting minutes:
- Manage compensation:
- Upload recordings to Leadership:
- Post to podcast and social media:

Research Cookbook Addendum:

Priorities for 2021 Seattle Budget to Address Public Safety and Health Based on  
Preliminary Community Feedback from  
Black Brilliance Research Project  
10.22.2020

Note: This additional report is not the same as the Preliminary Community  
Research Report submitted in December 2020 and revised in January 2021.

**Priorities for 2021 Seattle Budget to Address Public Safety and Health  
Based on Preliminary Community Feedback from Black Brilliance Research Project  
10.22.2020**

In our Black Brilliance Research project, the number one priority that people have identified when we ask what produces safety is housing, followed closely by mental health supports. The tables below reflect these conversations and priorities. People generally report that they want to shrink the police, deprioritize the role of government workers as the first responders (and instead use trained and hyper-local community teams as the first line for addressing harm in cases that are not emergencies), and design thoughtful and nuanced plans for next steps. In many instances, we're learning there are several people who already do front line work addressing harm themselves, because of the fear of police making situations worse or lethal. In our research, we're exploring more details about dignified pay and working conditions for people doing this work. We will also continue to discuss how community-led teams should be integrated into crisis responses that may need the support of a government employee to help resolve safely. At the end of the day, community members state they do not trust the current status quo where police budgets have grown unchecked and unquestioned for so long, at the expense of primarily Black and Indigenous lives.

For this preliminary update from the Black Brilliance Research Project, we have seven community organizations and over 100 researchers who have engaged in local and digital community events, teach-ins, surveys, and interviews to inform the findings. Researchers are primarily Black and surveyed people from many racial, ethnic, and linguistic communities, with a focus on centering the lived experiences of Black people. Teams use a variety of methodology- including arts-based methodology like photovoice, digital storytelling, story-mapping, message-testing, archival research, geographic information systems, and more. In nearly all cases, these results reflect specific feedback from community members about topics related to what creates true community, safety, health, and thriving. Some of these findings are also from the community needs assessment survey. This survey is available in fifteen languages and includes a question about what community members would do with \$200M to invest.

For this preliminary report, we focus on the big picture takeaways from the research so far. We anticipate reporting on more specific details and nuance in early November. Today, we're highlighting the specific feedback we have heard from Black people - although there are many other communities to report about once the funds are released. In most cases, even though we focused on the priorities for Black people, we do not anticipate big changes in these preliminary findings. Non-Black community members have largely recommended the same big picture ideas and typically provided fewer details about how to implement these priorities. The ease, speed, and details by which Black community members voiced their priorities informed the current highlights we share below.

Black community members are imagining safety for the first time, and they are excited to share their vision and build out new research to test and develop actionable recommendations. Many have been doing grassroots and relational work for years to set the foundation for this research project's creation and success. They have seen the devastating impact of policing on vulnerable communities, including Black and Indigenous communities.

This working document is designed to quickly organize the themes and information we are initially hearing in the Black Brilliance Research Project.

Key divestments that people want to see		
Big Picture	Priorities from Black community members	Important contextual notes
<p>Community wants less investments in policing systems (including police, court system, etc). Currently community is less interested in detailing which police functions to keep but instead want to focus on shrinking the role of police and limiting police contact with the public.</p>	<ul style="list-style-type: none"> <li>• Many community members are fearful of police contact because there are far too many stories and experiences of Black community members being murdered and harmed, families separated.</li> <li>• When people are harmed by police, community members do not grieve any less when we learn the police officer is a woman or a Person of Color (POC).</li> <li>• There is strong consensus on the need to reduce investments in police, and there is a diversity of thought about what this might look like.</li> <li>• Community members prioritize reinvestments that will reduce crime and increase safety by prioritizing the specific needs of Black communities.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some generational differences in Black community voices, but the data to date are clear that reducing the size of the police has broad intergenerational support.</li> <li>• Some communities within the Black community have strong consensus about the need to divest money from police- especially the Black disabled community and the Black trans and Black queer communities.</li> <li>• In many cases community members feel so unsafe with police that they avoid calling them altogether because police do not prevent harm- they show up after harm has been done (and often don't provide a helpful service that resolves the issue)</li> </ul>
<p>Community wants less investments in government employee responses to harm, including social workers. Currently, community is more interested in investing in local and self-determining responses to harm.</p>	<ul style="list-style-type: none"> <li>• Scale up existing Black-led crisis intervention teams, violence preventions programs, health relationships programs, and intergenerational supports</li> <li>• Create infrastructure where community members are deployed before a government</li> </ul>	<ul style="list-style-type: none"> <li>• There is a recognition that many issues are best resolved proactively or at least before they become a full crisis - but there is currently no clear mechanism to engage those systems or supports- and not many people know about a lot of them.</li> <li>• Neighborhood-based teams are a model that community</li> </ul>

	<p>employee to address situations, when possible</p>	<p>members describe as being helpful for creating safer, healthier communities. A rapid response that is based on accountable relationships is more effective than powerful armed strangers, which is often the current status quo.</p> <ul style="list-style-type: none"> <li>• People are eager to build and scale up organizations immediately.</li> <li>• Many Black people reject the idea police can somehow reform or improve themselves, even though some of these same Black people have advocated for reform in the past.</li> </ul>
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One of the biggest takeaways from the research so far is that community members are eager to imagine in detail a world with less policing and more investments in the things that actually keep us safe (e.g., getting needs met and looking out for each other). The table below offers preliminary findings from the research for investments needed to generate true public safety that could render policing obsolete if fully implemented. These include housing, mental health, youth services, intergenerational supports, and access to thriving economic and employment ecosystems.

<p style="text-align: center;"><b>Housing Reinvestments</b></p>		
<p>Big Picture</p>	<p>Priorities from Black community members</p>	<p>Important contextual notes</p>
<p>Housing-first models and non-coercive case management</p>	<ol style="list-style-type: none"> <li>1. Communities are eager for non-coercive and non-punitive ways to help people secure housing- that way they can work on other needs in privacy and with dignity and rest.</li> <li>2. Even people who work in criminal legal system roles or processes want alternatives that would connect people to supportive housing</li> <li>3. Black people report that in the current status quo, they feel coerced to engage in</li> </ol>	<ul style="list-style-type: none"> <li>• Black people want autonomy over our lives and the ability to self-determine what will be most effective for our communities, without having to justify it to non-Black communities.</li> <li>• Ending homelessness is a key priority for many Black people.</li> <li>• Black people are generally supportive of Black people having access to dignified non-congregate housing (read: not shelters) as much as possible.</li> <li>• Black trans people, Black queer people, and Black people who work stigmatized jobs or with criminal</li> </ul>

	<p>anti-Blackness to get their needs met. This may mean having to focus on trying to please the case manager or reinforcing white savior narratives just to get their needs met.</p> <p>4. In some cases in order to get case management and help navigating supports, Black people have to make difficult choices to remove people from their household or add people to meet some eligibility requirements</p>	<p>records all speak about the need for non-coercive and dignified housing that is culturally affirming.</p>
<p>Homelessness services that actually account for legal and illegal housing discrimination</p>	<p>1. Many housing support services actively practice anti-Blackness. These practices include: discriminating against Black trans people, Black people who are homeless, Black people with disabilities, Black people who use Section 8 or subsidized housing, Black people with criminal records, Black families fleeing violence, and Black youth in foster care or similar precarious housing situations.</p>	<p>1. In many instances, people were in precarious situations before they became homeless, and early intervention would have made a big difference in their lives.</p> <p>2. Property managers have a lot of discretion about what paperwork they will accept. Claiming the paperwork is not good enough creates a context where people can be denied housing in ways that are not easily provable as racist. It is very difficult for many Black people, particularly the people in precarious situations to have the resources to get adequate and dignified documentation (especially during COVID).</p> <p>3. Black people with disabilities face unique challenges to accessible housing and transportation and wellness. Community members tell stories about the struggles related to mental health and neurodivergence - including the fear of police causing</p>

		<p>harm or death to people with disabilities.</p> <p>4. People with disabilities face unique challenges related to accessing homelessness services, and some Black people may choose to try to mask their disability to reduce the risk of additional discrimination or institutional violence.</p>
<p>More “Right to Return” or similar processes to address gentrification and bring Black people back into Seattle- especially the Central District</p>	<ol style="list-style-type: none"> <li>1. Specific policies and practices that explicitly prioritize restoring the cultural connection to spaces are important.</li> <li>2. Most Black community members from the Central District want to return there if there is an opportunity.</li> <li>3. There is strong interest in learning more about what the City and County to do to facilitate more return of Black people to their family and community homes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communities speak about how there is over-policing and over-surveillance but not a similar level of energy at making sure that Black people are welcomed and invited into spaces- even spaces that have historically housed and benefited from the unique brilliance of Black people and creatives.</li> </ol>
<p>Housing as a means to create healing community and thriving</p>	<ol style="list-style-type: none"> <li>1. In addition to the above points, many Black community members talked about the need for transformative healing practice and the value of sharing space as part of our ancestral practice.</li> <li>2. Community members often describe housing as a way to heal harms- and gentrification as a harm that is being done to Black communities.</li> <li>3. Black trans community members describe how housing can create a safe community for sharing and healing from the harms of transphobia and as a way to prevent the</li> </ol>	<ol style="list-style-type: none"> <li>1. Some people we’ve talked to describe addressing gentrification as a public health priority. Seeing it as one manifestation of institutional racism and anti-Blackness.</li> <li>2. Elder-specific housing considerations are an important topic in many conversations, including the need for housing that allows communities to heal intergenerational traumas</li> <li>3. Black trans and Black queer communities are eager to have collective housing that creates safety from harm and death while also allowing community members to</li> </ol>

	disproportionate deaths of Black trans women, in particular.	create art and healing living spaces together
Housing alongside business development and transportation projects	<ol style="list-style-type: none"> <li>1. Many community members speak about the need for economics to be integrated into housing development project - with a focus on creating housing near the jobs and transportation that people need to be safer, healthier, and to thrive.</li> <li>2. Some projects that Black community members support includes the thoughtful repurposing of commercial buildings into mixed-use development with more housing- but for intergenerational families.</li> <li>3. Many community members discussed how important it is to bolster and support a successful ecosystem of Black-owned businesses and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some community members point to how some transportation infrastructure signals upcoming gentrification (e.g., bike lanes or residential streets closed to thru traffic)</li> <li>2. One of the effects of gentrification is the closing of relevant shops- like beauty supply stores, hair salons, braiding shops, and barbershops that have the skills to offer stellar service and wellness to Black clients. Some people shared stories of how these cultural anchors serve as important sites for rites of passage and therapeutic conversation and relationship building.</li> </ol>
Housing that is designed and built by Black community members	<ol style="list-style-type: none"> <li>1. Workforce diversity, including in high-paid and unionized jobs like those available in construction is a strong consideration for community members.</li> <li>2. Workforce diversity for new development, construction, transportation, and public work projects was a common theme when people talked about how changes should be implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Like many other areas in this document, community members are open to including non-Black allies in this work, as long as the process and work is centered on improving the material conditions of Black people - including Black workers.</li> </ol>
Creative uses of existing properties to foster art spaces and other community	<ol style="list-style-type: none"> <li>1. For some community members, there is a strong interest in learning about land use policy and how zoning may foster black homeowners being able to</li> </ol>	<ol style="list-style-type: none"> <li>1. It is common for Black people to open their homes to other people and to non-residential purposes, like creating mini-community</li> </ol>

practices and growth	<p>keep their homes - by allowing these homes to also serve as sites for artists and other creative uses.</p> <ol style="list-style-type: none"> <li>2. Some large buildings may just need repairs and remodeling but could serve as a community space.</li> </ol>	<p>spaces for community organizing.</p> <ol style="list-style-type: none"> <li>2. There are some properties that are underutilized because they need investments to increase safety (e.g., add elevators for accessibility) - and many programs that are actively looking for space.</li> </ol>
There are too many vacant houses in Seattle, and too few Black people living in Seattle	<ol style="list-style-type: none"> <li>1. Black people express concern that we have a housing crisis, with so many Black people experiencing homelessness while wealthy people use vacant homes as tax perks instead of housing that could be used for community</li> </ol>	<ol style="list-style-type: none"> <li>1. There are questions about how to effectively approach stopping the hoarding of resources, and no consensus on what can be done to address this.</li> <li>2. Some community members mention perhaps a tax or other budgetary tool can be deployed - but we are still collecting data on what this might look like or what specific recommendations people have towards this goal.</li> </ol>

<b>Mental Health Reinvestments</b>		
Big Picture	Priorities from Black community members	Important contextual notes
Mental health providers, clients, and families report that the current service model does not serve them well	<ol style="list-style-type: none"> <li>1. There is strong consensus that non-coercive and non-stigmatizing mental healthcare is one of the most important investments towards healing for Black community</li> <li>2. Black mental health providers can't make dignified living wages and hone their specific expertise for caring for Black people - because the</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a strong desire for a low-cost subscription model of healthcare with a physical space that is designed so that people can go there to be cared for and supported holistically.</li> <li>2. Many of the people advocating and training community members on how to effectively address this are Black queer women and Black femmes.</li> <li>3. Black people with disabilities and neurodivergence face unique challenges to accessible</li> </ol>

	<p>current model does not charge rates that Black clients can afford. This creates stress for providers and clients.</p> <ol style="list-style-type: none"> <li>3. There are providers who are already trained and ready to deliver this model but they need space</li> <li>4. There are also people who are actively building healing spaces, but need financial investments to rehabilitate existing spaces or develop new ones.</li> </ol>	<p>housing, transportation, and wellness. Community members tell stories about the struggles related to mental health and neurodivergence - including the fear of police causing harm or death to people with disabilities.</p> <ol style="list-style-type: none"> <li>4. The unique concerns of people living with trauma, mental health concerns, and who use drugs is another set of experiences we're doing deeper dives on and will be reporting on.</li> <li>5. Trans-competent mental health care and transition-related supports remains elusive for many Black trans people. Having providers who are experienced providing hair removal services on dark skin, surgery support that avoid hyperpigmentation or problematic scarring, and who have experience using culturally specific terms or understandings is a challenge for many Black trans people.</li> </ol>
<p>Need more Black healers</p>	<ol style="list-style-type: none"> <li>1. Ancestral knowledge and intergenerational cultural practices are essential to healing</li> <li>2. Healing needs to be approached from investments in housing, wellness, education, and more.</li> <li>3. While many community members talk about medical doctors and mental health service providers, people are also interested in connecting with people who have expertise in spiritual wellness, natural and</li> </ol>	<ol style="list-style-type: none"> <li>1. People do sometimes mention specific spiritual or healing practices they may want to see supported.</li> <li>2. The need for more Black and culturally specific providers is strong.</li> <li>3. Black trans specific ancestral practices are also important considerations, including connections to spirituality and reclaiming gender-diverse practices and experiences.</li> </ol>

	<p>food-based healing practices.</p> <p>4. Black grief and Black joy are often intertwined - and incorporating both as part of Black healing experiences is one of the most important strategies to create more community safety and health.</p>	
<p>The specific harms caused by the prevalence of Black deaths, the attempts on Black lives, and the normalization of Black death negatively impact Black community</p>	<ol style="list-style-type: none"> <li>1. The repeated and preventable deaths of Black community members hurts our mental health and overall wellness.</li> <li>2. Several community members report that government decisions to prioritize other investments (instead of those specific to addressing harms done to Black community) fosters mistrust in government interventions and employees</li> <li>3. Many community members talked about the feeling that there is little control over whether or not someone is killed by police, and that they fear someone they love becoming a “hashtag”- meaning a temporary placeholder until the next Black person is killed by police</li> </ol>	<ol style="list-style-type: none"> <li>1. Black community members are not overly concerned about the race or gender of the person who might kill them- when talking about harm done by police, community members do not differentiate the race of the police perpetrator of harm. Instead, they discuss how the fear of knowing we can be killed with impunity exacts a toll</li> <li>2. The specific ways Black people can be dehumanized in death was also discussed by some people- whether that is being described in terms of alleged gang involvement, inaccurate reporting of a Black trans person’s name or gender, or the omission of positive or dignified information about the Black person.</li> <li>3. There is an inaccurate but oft-quoted statistic about the expected lifespan of a trans woman. This problematic statistic causes a unique grief that is difficult to adequately name.</li> </ol>
<p>Racialized ableism - which reflects the unique experience and struggles of Black people with disabilities - is</p>	<ol style="list-style-type: none"> <li>1. Racialized ableism is an important framing because it amplifies the work being done in disability justice and restorative justice communities</li> </ol>	<ol style="list-style-type: none"> <li>1. The infantilization of Black people with disabilities is one of many examples of how racialized ableism is able to operate.</li> <li>2. The labeling of typical feelings like grief and outrage to be</li> </ol>

important to consider.	<ol style="list-style-type: none"> <li>The weaponization of mental health in the service of racialized ableism results in the deaths of about half of the people killed by police, and many people who experience harm don't report it when the only mechanism to report harm involves police.</li> </ol>	<p>instead mental health conditions is a problem that some community members are deeply concerned about.</p> <ol style="list-style-type: none"> <li>There are many Black people who are disabled and also have lived experience with institutionalization or institutional violence. Their experiences are crucial to having a full analysis of what needs to change to create a safer, healthier world where people can thrive.</li> </ol>
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<b>Youth Reinvestments</b>		
Big Picture	Priorities from Black community members	Important contextual notes
Hire Black youth and create job pipelines that sustain the work beyond just this 2021 budget cycle.	<ol style="list-style-type: none"> <li>Approach youth employment as one strategy to reduce youth contacts with police</li> <li>Create more jobs for young people</li> <li>Design and create more training and apprenticeship programs for Black youth</li> <li>Create unrestricted grants and other investments for community organizations that specifically support Black liberation and work with youth.</li> <li>Pay youth to make art about what they want to see from the City's process</li> <li>Supply software and technical expertise for data science and related technology jobs</li> <li>Intentionally tailor programming to youth who may face additional discrimination, including trans youth, disabled youth, youth in unstable housing situations, and youth who are immigrants or refugees.</li> </ol>	<ol style="list-style-type: none"> <li>Youth are eager to contribute to create a more just world, and want the job skills and experience to start their careers.</li> <li>In the current economic downturn and with schools closed, many youth are concerned about their future prospects and are eager to have employment to help support their families</li> </ol>
Improve the material	<ol style="list-style-type: none"> <li>Protect Black youth</li> </ol>	<ol style="list-style-type: none"> <li>There are youth who march everyday,</li> </ol>

<p>conditions of youth's lives</p>	<ol style="list-style-type: none"> <li>2. Pay youth organizers who participate in steering committees and other formal processes</li> <li>3. Honor youth demands for changes to education and other institutions that can support positive youth development, civic engagement, and youth leadership</li> <li>4. Eliminate and abrogate School CSOs and invest in expanding youth programs like ethnic studies, Kingmakers, and other culturally-specific supports</li> <li>5. Advocate for schools to become sites for Black liberation - including places where youth can show leadership and ownership of the education process</li> <li>6. Create low-barrier funds that allow youth to access emergency or earmarked cash assistance especially for unaccompanied or unstably housed youth.</li> <li>7. Ensure every single youth has high-speed internet so they can access education. Right now, we still have more than approximately 8,000 Seattle Public Schools students without access to adequate internet. This is a huge equity concern. Without the internet, so many children are denied access to the education they are entitled to receive.</li> </ol>	<p>sometimes twice a day. In many ways, without their tireless work, we would not have had the wins we currently have. One participant noted, "The youth right now, are the truth right now".</p> <ol style="list-style-type: none"> <li>2. Foster care youth and youth in similar situations have noted that the child welfare system has not been serving them for a long time and that this rethinking of public safety offers an opportunity to fix it.</li> </ol>
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<p style="text-align: center;"><b>Intergenerational Reinvestments</b></p>		
<p>Big Picture</p>	<p>Priorities from Black community members</p>	<p>Important contextual notes</p>
<p>Investing in families and in strong interpersonal and inter-generational healing is key to</p>	<ol style="list-style-type: none"> <li>1. Home is one of the first places where people navigate healing, trauma, and oppression. Investing in Black families and home life ensures that more people have a safe spaces to heal</li> </ol>	<ol style="list-style-type: none"> <li>1. Immigrant and refugee families have unique relationships with policing as part of their experiences in their countries of origin - this produces a difficult to</li> </ol>

<p>Black well-being and safety</p>	<p>from trauma and create healthy relationships.</p> <ol style="list-style-type: none"> <li>2. Need to address institutional racism in how criminal legal systems and child welfare systems separate Black people from our communities and families. Many community members talked about how these two systems deprive children of access to their parents while simultaneously depriving elders from access to their adult children. In many cases, this results in homes where grandparents must raise their grandchildren or where children are predominantly placed into the homes of white strangers.</li> <li>3. In some instances there is significant healing that must take place to create the space for more effective community collaboration</li> <li>4. Black elder art can help connect and build relationships across generational divides.</li> </ol>	<p>navigate position for many families.</p> <ol style="list-style-type: none"> <li>2. East African youth and middle-aged adults are navigating difficult conversations with some elders about why police do not keep them safe and why their children and grandchildren are racially profiled, harmed, or worse.</li> <li>3. Intentionally focusing on the experiences of trans and disabled elders is key to helping to foster authentic and full relationships.</li> </ol>
<p>Invest in Black-led elder care in close proximity to family, friends, and contexts</p>	<ol style="list-style-type: none"> <li>1. It is important to elders to not feel isolated or abandoned</li> <li>2. When possible families would prefer to stay together</li> <li>3. Creating trans- and queer-specific housing is important for elders who are accustomed to having to choose between safety and being fully who they are</li> <li>4. Compassionate support around aging-related concerns and plans for one's transition into death is important. Normalizing Black estate planning can be a helpful strategy for breaking taboos while passing along elder's wishes and wisdom.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are very few Black-led eldercare facilities.</li> <li>2. Developing buildings to include a mechanism to accomplish Black-led care is something we're exploring more in the research.</li> <li>3. The digital divide or digital redlining, has hit Black communities very hard, especially Black elders who are less likely to have access to adequate internet.</li> </ol>
<p>Create supports to allow Black elders to age in place,</p>	<ol style="list-style-type: none"> <li>1. Retirement, including pensions, are not keeping pace with the cost of living</li> </ol>	<ol style="list-style-type: none"> <li>1. Black elders should be compensated for their</li> </ol>

<p>including financial resources to support Black elders</p>	<ol style="list-style-type: none"> <li>2. Many elders provide childcare and other supports to community</li> <li>3. Elders hold institutional knowledge and archival materials. Elders can provide insights into what was promised and what is still owed to Black communities</li> </ol>	<p>labor, expertise, and leadership.</p> <ol style="list-style-type: none"> <li>2. Aging in place requires home improvements in most cases. Elders may have more disabilities or a change in their disability severity as they age.</li> <li>3. Black elders may find driving more difficult, and may become concerned about police targeting them if they experience age-related declines in their driving capacity.</li> <li>4. Currently because of COVID-19, many driver renewals and other resources are online. Black elders are less likely to have access to high-quality internet and so are less likely to be able to renew their licenses.</li> <li>5. Depending on their specific health needs and medical context, some Black trans elders may need support specific to their changing medical needs.</li> </ol>
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<p style="text-align: center;"><b>Economic and Employment Reinvestments</b></p>		
<p>Big Picture</p>	<p>Priorities from Black community members</p>	<p>Important contextual notes</p>
<p>Hire accountable Black people to be advisors and decision-makers on decisions that affect us</p>	<ol style="list-style-type: none"> <li>1. The 2021 Participatory Budgeting process should be designed and informed by Black community using this data alongside other tools from the Black Brilliance Research Project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nothing about us without us - but also don't use Black people as decoration. Seek out our expertise- many of us bring several skills and experiences that can be directly applicable.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Police Labor Contract review decisions should be made in partnership with community members who have been incarcerated or who have been affected by incarceration.</li> <li>3. When seeking consultants to weigh in on what policing systems should look like, ensure that those consultants are Black and that they include Black people with first-hand experience navigating incarceration.</li> <li>4. Black experiences are diverse, so we would expect to see as many people reflected in the decision-making process as possible- and avoid positioning one person as the spokesperson for all Black communities.</li> </ol>	<ol style="list-style-type: none"> <li>2. There is deep and earned mistrust of non-Black people who position predictive modeling as more valuable evidence than the lived experience of Black communities.</li> <li>3. Many Black community members are skeptical that elected officials will honor their commitment to prioritizing Black wisdom, leadership, and expertise, but are hopeful these officials will prove them wrong. Slowing down processes to allow for robust participation and consultation from Black community members is crucial for starting to repair past harms done to Black communities.</li> <li>4. When asking community members about their priorities for who should inform an accountable process, it typically includes Black people who are: from Seattle, multiple genders-inclusive non-binary and trans experiences, people who are diverse in terms of orientation, language, national origin, youth, elders, people with lived experience with incarceration, people who do not have conflicts on interest with the police, people who typically have limited access to political power, recognized community organizers, people with disabilities, people with very low-income, professionals, retirees, students, people experiencing homelessness</li> </ol>
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		<p>or who are experiencing housing insecurity, working class workers and creatives. While the above categories do not guarantee a diverse enough group, the list shows the breadth of what is needed to truly capture Black community feedback.</p>
<p>Support more Black-owned businesses</p>	<ol style="list-style-type: none"> <li>1. Collective economic and financing models</li> <li>2. Buy Black-owned products and services</li> <li>3. Build infrastructure -like diverse supplier lists and supports</li> <li>4. Unrestricted grants and low-barrier grants for new and existing Black-owned businesses</li> <li>5. Access to capital and culturally responsive business development training for small businesses to grow their businesses by participating on public projects</li> <li>6. Technical assistance resources for Black contractors, to ensure equitable participation opportunities in the development of projects in their community</li> <li>7. A displacement mitigation fund for property owners and small businesses that have endured redlining</li> <li>8. Establish a \$1 Billion anti-gentrification, land acquisition fund to help Black community acquire property and support economic development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Many Black business owners become business owners out of necessity, not out of choice. So targeting direct needs that we can solve will help increase community capacity for greater health and safety.</li> <li>2. Public projects can be an important mechanism to invest in Black-owned businesses</li> </ol>
<p>With more transactions moving online, it is imperative Black owned businesses have</p>	<ol style="list-style-type: none"> <li>1. Broadband access for all, available as a utility</li> <li>2. Technical support and resources to address digital equity problems- including assistance programs that will</li> </ol>	<p>Private investments in important services like broadband lock people into sub-par systems or in cycles of economic deprivation</p>

access to high-quality internet	<p>pay for internet and phone data plan services</p> <p>3. Websites and digital support</p>	
Pay Black people living wages	<ol style="list-style-type: none"> <li>1. When contracting services out so that community can fulfill the deliverables (e.g., translation), pay people living wages.</li> <li>2. Many City jobs are better paid than positions at non-profit community organizations. Work with nonprofits to remove institutional barriers to higher pay, and prioritize contracts that pay their staff well for the expertise, leadership, and wisdom they bring.</li> </ol>	Strong consensus about this point.
Provide high-quality and culturally specific healthcare for Black people	<ol style="list-style-type: none"> <li>1. There are many healthcare service providers who may already provide healthcare services, but aren't funded at a level where they can do this sustainably.</li> <li>2. Employers need support getting coverage for their employees. It can be more affordable than business owners might think - a fund to support this process could be helpful</li> </ol>	<ol style="list-style-type: none"> <li>1. Healthcare is described as broad, and community members note that a general mistrust of the current healthcare system is well-earned.</li> <li>2. Voucher-based system (e.g., we'll pay for 6 sessions) are experienced as less helpful than a service model that focuses on alternative pricing models that aren't based on a certain number of sessions.</li> </ol>
Transfer land and property to Black ownership	<ol style="list-style-type: none"> <li>1. Nurturing Roots is seeking a City-owned property called Red Barn Ranch to create a Black-led farm, healing space, and foundation for youth empowerment</li> <li>2. King County Equity Now recently halted a block of predatory development. A mutual aid collective will leverage the Keiro site's existing structure for turnkey accommodations for up to 200 community community</li> </ol>	<ol style="list-style-type: none"> <li>1. Capital investments present a powerful lever that governments can pull to increase access to resources to support Black communities.</li> </ol>

	<p>members experiencing homelessness. Black-led direct social service providers will implement a service hub and shared resource core to help replant roots, reconnect, and rebuild community.</p> <ol style="list-style-type: none"> <li>3. Decommissioned Fire Station 6 on 23rd &amp; Yesler to become William Grose Center for Enterprise, per the City of Seattle Equitable Development Plan</li> <li>4. Seattle Housing Authority Operations Site on Martin Luther King Jr. Way S. &amp; Dearborn, to become affordable housing</li> <li>5. Paramount Nursing Home, formally Black-owned and recently acquired by Washington State, to revert to Black-community ownership</li> <li>6. Vacant Sound Transit Lot on Martin Luther King Jr. Way S. &amp; S. Angeline St. to become Youth Achievement Center</li> </ol>	
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**Additional notes:**

- “While sending out the community needs survey, a member of our community shared a touching poem that directly speaks to some of the afflictions we as members of the black community face. After reading this poem, I couldn’t help but notice the disconnect— we have people creating policies to fix a problem they don’t understand. “ a Black Brilliance project researcher from the Freedom Project team.

**Modern Day Negro by Dila Gebre**

The drive home seemed weary and longer than usual.

The moon shined bright and my eyes worked hard to stay open.

It felt like an infinity away, the bed that is, those soft silk sheets.

I thought it was a dream, those bright majestic looking lights that flashed in my rear view mirror.

The lights were so beautiful, a beautiful nightmare.

My eyes adjusted, my body woke up and fear hit.

My palms started to sweat as I gripped the steering wheel harder than usual.

I thought to myself, "God is today the day I die? Please don't let me die."

I couldn't move, sudden actions means death.

I couldn't talk, speaking could be threatening.

I suddenly remembered it's not what I did, or what I do, it's what I am.

I can not be Black or i'm going to die.

This is it.

I couldn't breathe.

I can't breathe.

The officer casually exited his vehicle, not once taking his hand off of his weapon.

I know i'm going to die.

As the officer strolled closer, with a look of complete disgust, I cried.

I looked at the sky and soaked up the moonlight and the stars for what I thought would be the last time.

"If you aint got nothin' on ya you have nothin' to worry about"

I silently prayed.

I prayed for my family, for my mom, for my dad.

"License and registration boy!"

As my hands gripped the steering wheel tighter than ever, I knew my next decision could be my last.

Consciously, I couldn't follow his instructions, legally I had to.

"Yes, sir. I am slowly pulling my I.D out of my left pock....."

.....

"Unarmed 16 year old student gets shot and killed by police."

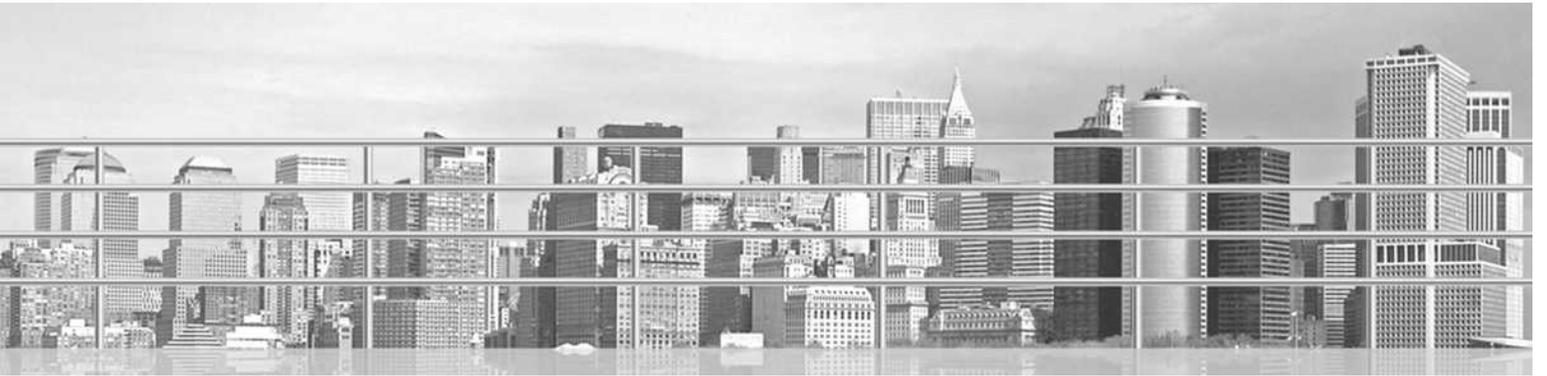
“Drug dealer gets shot and killed by police.”

Young man your fate is predetermined, premeditated.

Melanated and feared.

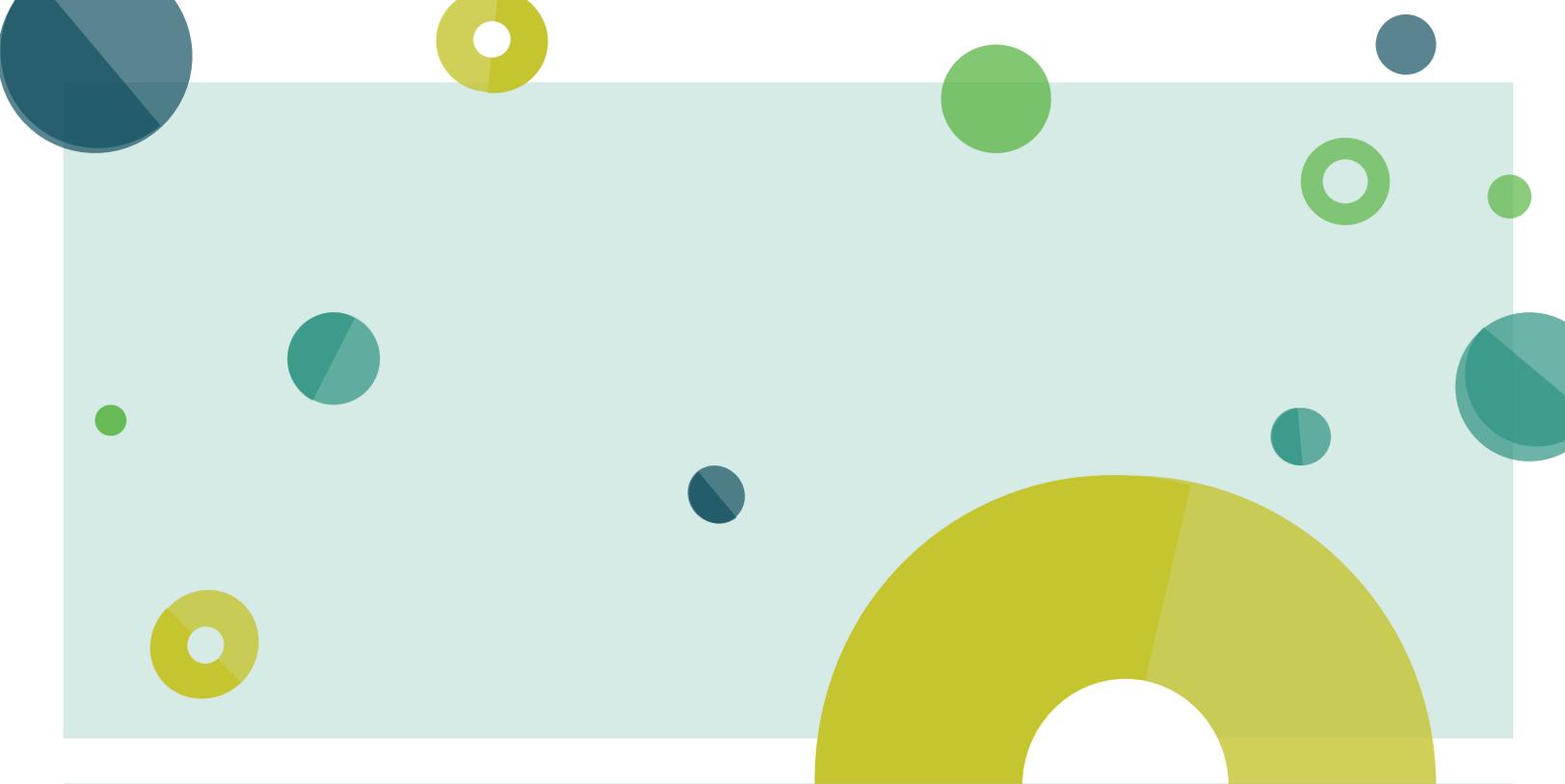
To be black is criminal, convicted of being you.

Black lives matter, we matter, please hear our screams, our cries, please.



Black Brilliance Research Project

# **APPENDIX B: PARTICIPATORY BUDGETING TOOLKITS**



# PARTICIPATORY BUDGETING: **Next Generation Democracy**

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*How innovative leaders are reaching  
more people, bridging community divides,  
& making government work*

# Executive Summary

## Why Participatory Budgeting?

In a time of rising civic disengagement, many city leaders are using an innovative tool to reconnect with the people they serve: Participatory budgeting, known as “PB.” PB is a democratic process that gives ordinary people direct control over a portion of a public budget. It empowers residents, engages them in finding solutions, and knits communities together. Leaders in more than 3,000 cities and municipalities have implemented PB, for three main reasons:

- **It’s Effective Leadership.** The process motivates broad participation, and engages communities in finding solutions that respond to community needs. *See page 2.*
- **It’s Fair Leadership.** PB engages a true cross-section of the community. More people get inspired and active, including those who often can’t or don’t participate, like youth. *See page 10.*
- **It’s Visionary Leadership.** By supporting their communities to become more resilient and connected, officials who do PB build a legacy as bold and innovative leaders. *See page 14.*



At the Participatory Budgeting Project, we often hear from leaders who want more information about PB, both to guide their own decisions and to help convince their elected colleagues and city officials. We have tailored this white paper with these two goals in mind. Drawing on both academic research and on-the-ground experience, this paper complements the vast number of existing resources on PB by offering a high-level overview tailored specifically for city leaders. Stories are drawn from our experience supporting processes in cities including:



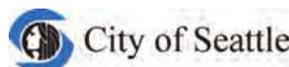
**“It’s one of the most popular things I’ve ever done.** When I ran

for re-election, my campaign commissioned a poll of likely voters, and one of the things we measured was voters’ feelings about PB. The poll confirmed what I knew instinctively—PB was incredibly popular. Four years earlier, I barely got re-elected, garnering only 51% of the vote. In the next election—after I adopted PB—I won 72%. There are a lot of reasons for my political comeback, but PB played a major role.”

—JOE MOORE, *Alderman of Chicago’s 49th Ward*



CITY OF BOSTON  
Office of the Mayor



## Introduction

### It's a hard time to work in city government.

Just ask Marti Brown. When she was elected to city council in Vallejo, California, the city was in bankruptcy. Foreclosure signs dotted neighborhoods. Vital services were operating on shoestring budgets, and many residents had lost hope in their hometown. “Anyone who could leave was leaving,” Brown says of the time.

### People are disconnected from the tough choices of public service.

It's not just Vallejo. Most city leaders are facing slashed budgets, shrinking revenue, and widespread mistrust of their work.

**“Just 19% [of Americans] say the government is run for the benefit of all.”**

—Pew Research Center<sup>1</sup>

Elected office is an overtime job (and often on a part-time salary). People rarely understand the nuanced compromises that leaders have to make. Many believe our democracy is no longer fair.

### In this climate, participatory budgeting offers a way to re-engage.

Brown was searching for solutions when she heard about Chicago Alderman Joe Moore. A 20-year veteran of Chicago's City Council, Moore witnessed first-hand his constituents' growing disenchantment with all levels of government. To address his community's frustration, Moore implemented participatory budgeting, or PB. “It's the most popular thing I've ever done,” Moore says. Through PB, Moore created deep engagement with his community; eight other Chicago City Council Wards have since followed suit. Inspired by Moore's success, Brown and her colleagues decided to bring PB to Vallejo. Here's what happened.

### *Participatory Budgeting has been endorsed by:*



<sup>1</sup> Pew Research Center, “Beyond Distrust: How Americans View their Government,” 11/23/15

# 1 EFFECTIVE LEADERSHIP

## Getting Results

Vallejo voters had recently approved a new 1% sales tax. Of course, Brown and her colleagues had a lot of ideas for how to spend that revenue. But the tax passed by the slimmest margin; it was clear that residents did not want the new revenue spent in the same old way.

**Participatory budgeting offered a new way out of a cycle of taxing, spending, and frustration.**

The council decided to do a PB pilot, allocating one-third of the tax (about \$3.28 million) directly to residents' control, integrated into the broader budget decision-making process. PB created a new, effective partnership between the City and the people of Vallejo.

**Instead of just spending, Vallejo was investing.**

The process drew a wide coalition of residents who were eager to contribute to new solutions. City staff, too, were energized by the collaboration. PB started to rebuild trust and created programs that are benefiting the city today.



**“This city has been so eaten up, people feel like so much has been taken from them. Here’s something we can give back.”**

—MARTI BROWN, *former City Councilmember, who spearheaded bringing PB to Vallejo, CA*



# How participatory budgeting works

PB involves an annual cycle of meeting and voting, integrated into the broader budget decision-making process. Each city adapts PB to its specific needs, but it generally follows these steps:

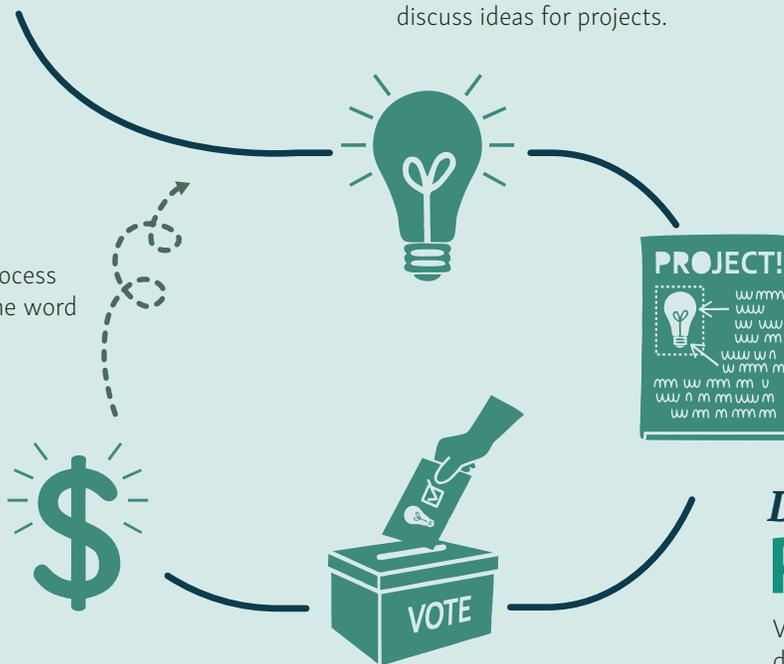
## Design the Process

A steering committee, representative of the community, creates the rules in partnership with city officials to ensure the process is inclusive and meets local needs.

## Brainstorm Ideas

Through meetings and online tools, city residents share and discuss ideas for projects.

Iterate the process and spread the word for next year!



## Fund Winning Projects

The city implements the winning projects, such as laptops in schools, Wi-Fi in public parks, or traffic safety improvements. The city and residents track and monitor implementation.

## Cast a Vote

Residents vote to divide the available budget between the proposals. It's a direct, democratic voice in their city's future.

## Develop Proposals

Volunteers, usually called budget delegates, develop the ideas into feasible proposals, which are then vetted by city experts.

**QUICK FACTS**



# PB VALLEJO

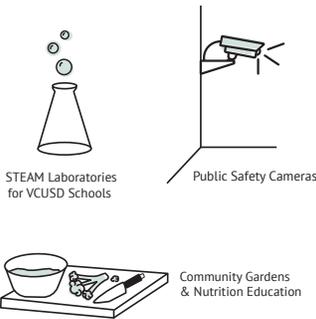
POPULATION: **119,000** approx.

PB ALLOCATION: **\$3.28 million**

DEMOGRAPHICS: One of the nation's most diverse cities, with approximately *equal percentages* of White, Black, Latino, and Filipino populations.

GOVERNMENT: 6 nonpartisan, part-time Councilmembers, elected at-large; Mayor elected separately

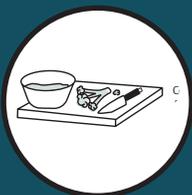
FUNDED PROJECT EXAMPLES:



**“I spoke against PB at Vallejo’s City Council in January 2012, as I was of the mindset that our elected officials have the responsibility to manage the city’s resources... [But after research] I became convinced that in order to change the message about Vallejo, the residents here needed to step up and become part of something much greater than ourselves.”**



—JOHNNY WALKER, *14-year resident of Vallejo, CA and representative of local businesses, who later joined the PB Vallejo Steering Committee*



## SOLUTIONS SPOTLIGHT: COMMUNITY GARDENS & NUTRITION EDUCATION

Cities everywhere wrestle with issues like crime, education, and community cohesion. The residents of Vallejo came up with a new solution: With \$146,500 allocated through PB, and the support of 9 implementing partners

from civic organizations, Vallejo developed 9 community gardens across the city, safe spaces to grow food, beautify neighborhoods, educate kids, and decrease crime.



**Participatory budgeting can be done with a portion of any existing budget—new funding is not required.**

Vallejo’s sales tax was a special opportunity, but most cities implement PB with existing budgets. PB is a powerful way to get the most “bang for the buck” out of limited resources, because it directly addresses community needs, and because communities pitch in to find cost-effective ways to get results.

***Participatory Budgeting Funding Sources***

- City, county, or state budgets
- Housing authority or other public agency budgets
- School, school district, or university budgets
- Community Development Block Grants or other federal funds
- Community Benefit Agreements
- Tax Increment Financing (TIF)
- Discretionary funds of elected officials
- Non-governmental sources like foundations or non-profit organizations, if this money is oriented towards public or community projects

Pilots can start small and increase year-over-year. Many city leaders begin their first cycle with a moderate budget, such as \$1 million (smaller budgets deliver a lower return-on-investment for the implementation costs). In subsequent years, the PB budget should increase to drive greater participation and enthusiasm.

**For every \$5 million that is directly allocated through PB, another \$1 million is raised through matching funds, in-kind contributions, and other sources.**

## How participatory budgeting makes government work better

- **More people in the community work with government.** Hundreds of volunteers contribute their local knowledge and energy through PB, far beyond the “usual suspects.”
- **Officials and staff deliver better results.** City employees are motivated and held accountable by direct engagement with the people they serve.
- **Community members learn and find solutions together.** Residents develop empathy for the challenges their elected leaders face and come together to help find new ways to meet community needs.



**“I love the PB process. We haven’t seen this brightness, this synergy in years.”**

—NIMAT SHAKOOR-GRANTHAM,  
Code Enforcement Manager,  
City of Vallejo, CA





## **The White House endorses participatory budgeting.**

Recognizing PB as a vital tool for civic engagement, the White House has promoted PB in its Open Government National Action Plan and at several national convenings. This has opened up new resources for PB, including the United States Department of Housing and Urban Development (HUD) officially approving PB to allocate Community Development Block Grants (CDBG).

## **It quickly becomes a valuable listening tool, making government more responsive.**

Many elected leaders who implement PB value it as a way to better “take the temperature” on public priorities and make government truly responsive. For example, in New York City, public school bathroom repairs were a frequent concern raised in several PB processes across the city. Council members took these concerns to heart and in 2014 pushed for and won a \$50 million increase in funding to improve school bathrooms citywide.



## A Track Record of Success

Participatory budgeting is the world's longest running, widest-spread innovation in participatory democracy.

//////  
**FIRST PB PROCESS PIONEERED IN Porto Alegre, Brazil**

Research in Brazil later shows that 10 years of PB reduces infant mortality by 33% and increases the number of community organizations by 19%.

//////  
**Chicago, IL**

Alderman Joe Moore brings PB to the US for the first time, allocating \$1 million.

//////  
**New York City, NY**

4 City Councilmembers implement PB, allocating \$5.6 million.

2004  
300 cities

2011  
1,000 cities

1988

1989

2004

2009

2011

2012

//////  
**Vallejo, CA**

City Council launches the first city wide PB process in the US, dedicating \$3.2 million.

//////  
**Washington, DC**

The White House promotes PB as part of its Open Government National Action Plan.

//////  
**St. Louis, MO**

A coalition launches the city's first PB process.

//////  
 Participatory Budgeting Project wins the inaugural Brown Democracy Medal.

//////  
**Long Beach, CA**

Councilmember Rex Richardson launches the first PB in Southern California.

//////  
***An opportunity for  
new leadership.***

As the movement and its track record grows, new cities can lead by investing more in PB and creating much bigger impacts.

2013  
1,500 cities

2016  
3,000+ cities

**2013**

**2014**

**2015**

**2016**

//////  
PB NYC wins the Harvard Innovation in American Government Award.

**Boston, MA**

Boston Mayor Marty Walsh wins “Most Livable City” award for youth-led PB.

//////  
**New York City, NY**

28 Districts allocate \$38 million.

**Greensboro, NC**

The first PB process in the US South starts after 5 years of grassroots organizing.



## ② FAIR LEADERSHIP

### Engaging New Generations

In a time when most people feel that their government is not listening to them, PB is a tangible way to lift up all voices fairly. PB processes open up participation and voting to people who are typically disenfranchised or marginalized, including youth, non-citizen residents, and the formerly incarcerated. Participants as young as 10 or 12 years old can vote and develop a long term passion for civic engagement. PB inspires them because it is an experience of democracy that is truly for the people, by the people.

#### In Boston, participatory budgeting engages thousands of youth in the city’s civic life.

Including youth in the democratic process was a priority for Mayor Marty Walsh, elected to serve Boston in 2013. Building on his predecessor’s initial support for PB, Mayor Walsh allocated \$1 million of the capital budget to the first year of the Youth Lead the Change PB process in 2014.

#### The next generation of Boston is raising its voice.

By sharing power of significant funds, Mayor Walsh is establishing a legacy of participation and positive collaboration for the next generation. In Boston, the first year of Youth Lead the Change attracted 1,500 participants; more than 2,500 youth participated in the second year, and more than 4,500 participated in the third.



**“The Mayor is definitely approachable, and he cares about the future of the city.”**



–LAILA MCCAIN, age 16, participated in Youth Lead the Change, a citywide PB process in Boston





**QUICK FACTS**

**“YOUTH LEAD THE CHANGE”  
PB BOSTON**

Boston implemented a citywide PB process in 2014, open to residents ages 12 to 25. By specifically engaging youth, Mayor Marty Walsh is fostering pride and engagement in the next generation of Boston leaders.

**POPULATION: 650,000**  
*approx.*

**PB ALLOCATION: \$1 million**  
*from the Mayor's Capital Budget*

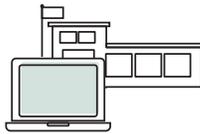
**FUNDED PROJECT  
EXAMPLES:**



Public Wi-Fi in parks



Water bottle refill stations



Laptops for schools

**Award-Winning Leadership**



Mayor Marty Walsh, 2015 Winner  
“Most Livable City Award” for  
Youth Lead the Change



**“I’ve been in office now a little under two years, and to get this recognition in a short period of time has been very exciting, and great for the city of Boston.”**

—MAYOR MARTY WALSH (D), *recipient of the 2015 “City Livability Award” from the U.S. Conference of Mayors for his youth-led PB process*





**“I was proud to be the first elected official from Queens to give my constituents a real say in how their money is being spent... As I have always said, this isn’t my money, it is the taxpayers’ money and they should be allowed a say in how it’s spent.”** –ERIC ULRICH (R), *New York City Council, District 32*



### *Youth Voices: Developing the Habit of Engagement*

**“Actually, I came in for the free pizza...**

(I was attracted by a sign that said ‘FREE PIZZA!’), but I stayed because I saw an opportunity to make a change. Before this, I had little to no experience in working with my community, but I had always been interested. When I saw the video about what a district in New York had done and what they had accomplished I thought, ‘I wanna do something like that.’

I now know I have the ability to help not just this community, but many more, and it is in part due to getting involved in the PB process. I want to see Vallejo progress towards a better future where people can say they were proud to grow up here.”

–JENNY AGUIAR, *a high school junior and budget delegate in Vallejo, CA*



## **Participatory budgeting connects leaders with a true cross-section of the community.**

Voting is open to the entire community, even youth under 18. It is an effective way to reach out to all parts of the community, bridging historic geographic, economic, and partisan divides. Evaluations consistently show that PB processes reflect the true democratic makeup of a community.

## **And it produces actionable insights about all communities' priorities.**

The majority of ideas suggested in the brainstorm phase of PB do not make it all the way through the vetting process and public vote. In Chicago in 2009, for example, out of hundreds of suggestions, 36 feasible projects made it onto the ballot, and 14 were awarded funding. Yet the hundreds of ideas that don't win funding are not wasted! They serve as valuable input for leaders and are often implemented through other funding sources or used to inform broader policy changes. Listening to all of the ideas and public debate through PB offers leaders up-to-date, nuanced insights into community needs and priorities.

**In New York City, low-income residents represented 40% of participants in PB processes, compared with 29% for previous local elections.**

### ***How PB makes government more fair***

Leadership in a democracy is not only about getting results—it's also about engaging and responding to all sides of your community. As cities struggle with deepening divisions between residents along lines of race, income, partisanship, and more, leaders need new ways to hear all sides.

# ③ VISIONARY LEADERSHIP

## Designing the Future

True leadership is about lifting people up. That’s what defined the campaign of Carlos Menchaca, in Brooklyn’s 38th Council District in 2013. After years of alienation, residents felt that Menchaca was a leader who would really listen to them, as shown by the outpouring of public participation: In the primary, a higher number of people voted for Menchaca than the total number of people who voted in the previous primary. This wave of participation created history—Menchaca is the first Mexican-American on the New York City Council—and it is also creating the future.



**“What I love about PB is that it brings new people into a leadership relationship with government. ...PB participants teach government to operate better because the outcomes directly impact their own community, their families, and themselves.”**

—CARLOS MENCHACA (D), *New York City Council, District 38*  
*writing for the "Red Hook Star-Review," 3/17/2016*



### **Broad participation is the future of democracy.**

Menchaca’s supporters did not rest once they had elected him. Supporters wanted to continue working to make their community better, they wanted to march side-by-side with Menchaca as he followed through on his campaign promises. By implementing PB, Menchaca created an opportunity for supporters to continue contributing their energy and excitement.

### **Through participation, participatory budgeting builds stronger communities.**

People who get engaged in PB tend to stay engaged. The ability to contribute to tangible results through the process can be addictive; knowing that change is possible motivates people to push for more. New leaders emerge through PB and go on to organize other community movements that strengthen the city.



**“We get to know our Council Member. Now I know what he looks like, not just his name. Usually we only see our elected officials when they need votes.”**

—RESIDENT OF DISTRICT 39 in New York City, interviewed during PBNYC 2015



**QUICK FACTS**

New York, New York

**PBNYC**

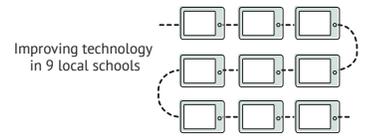
Four New York City Council members (three Democrats and one Republican) launched PB in their districts in 2011, empowering their constituents to decide how to invest at least \$1 million in each district. PBNYC has grown rapidly, with 31 districts participating in 2016.

POPULATION: **8.4 million** approx.

PB ALLOCATION: **\$38 million** total in 2016

FUNDED PROJECT EXAMPLES

(District 38):



Electronic arrival time signs for bus routes



Sunset Park Renovation



**COMMUNITIES DEVELOP NEW NETWORKS TO GET THINGS DONE**

PB serves as a crash course in working with city government. People who have long struggled to get attention (such as public housing residents) connect directly with networks of power, learning

who to call and how to work the system for better outcomes. Residents learn to advocate for their communities in more effective and collaborative ways, often forming new coalitions.

## INNOVATIVE WAYS TO CONNECT THE CITY TO THE PEOPLE: *Technology and PB*

Experimenting with technology through PB has given many elected officials an opportunity to extend their outreach and demonstrate leadership in open, accountable governance. In 2015, 83% of PB processes used online and digital tools to engage residents.<sup>2</sup>

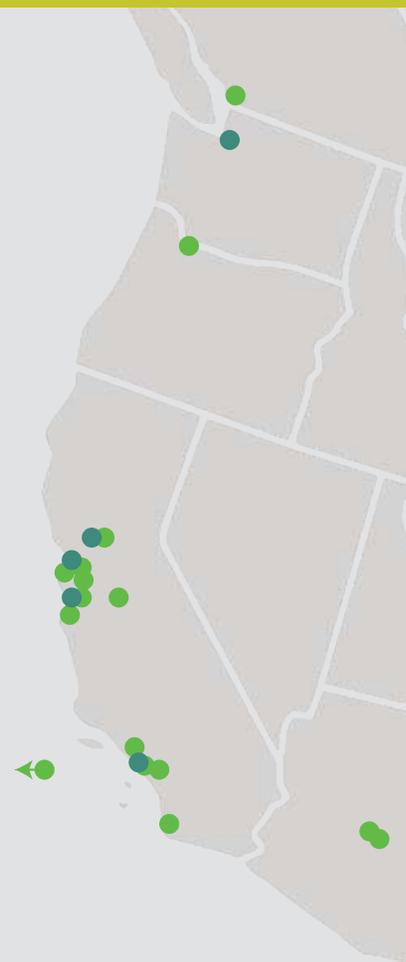
Some cities use PB as a “trial run” for digital engagement. In New York City, for example, the City Council launched a platform that allows New Yorkers to sign up to receive text message alerts about PB, as well as to spread the word to friends and neighbors. The Council is using this pilot to evaluate the potential of expanding text messaging for civic participation.<sup>3</sup>

### Participatory budgeting spurs new innovations.

Leaders have big ideas, but even the most visionary leader needs the support of the people and the technical know-how of civil servants to bring great ideas into reality. PB is a tool that can make innovations possible. With multiple city agencies communicating through the hub of the PB process, with residents actively engaging with and supporting ideas, and with the guiding leadership of elected officials, the political calculus can change. In New York City, for example, residents in public housing developed a winning proposal to build a solar-powered greenhouse that will create job opportunities for youth and bring healthy food and nutrition education into the community.

### Through participatory budgeting, leaders are creating their legacies.

The disconnect between communities and government is creating challenges for many city governments. But, visionary leaders are choosing a new path, through PB. They are building healthier, more effective democracies. They are building stronger communities. And as the dividends from PB compound, these visionary leaders are building their legacies.



<sup>2</sup> Public Agenda, 5/10/2016, “Public Spending, by the People.” Available: [www.publicagenda.org/pages/public-spending-by-the-people](http://www.publicagenda.org/pages/public-spending-by-the-people)

<sup>3</sup> New York City Council, 2015, “Council 2.0.” Available: [www.council.nyc.gov/html/tech/tech.shtml](http://www.council.nyc.gov/html/tech/tech.shtml)

# Is it time to put your city on the map?





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## ***We're Here to Help!***

Participatory Budgeting Project is the foremost expert on participatory budgeting in North America. We are a nonprofit organization that works across the US and Canada to empower people to decide together how to spend public money.

We provide technical assistance and training to implement successful PB processes and campaigns, develop new tools to make PB better, and host conferences and information exchanges to share best practices. We have supported over 17 cities and institutions to launch PB, and our work has enabled 240,000 people to decide how to invest \$167,000,000 in public funds.

To learn more about PB or request a strategy meeting about starting PB in your community, please contact [info@participatorybudgeting.org](mailto:info@participatorybudgeting.org) or visit:

**[www.participatorybudgeting.org](http://www.participatorybudgeting.org)**

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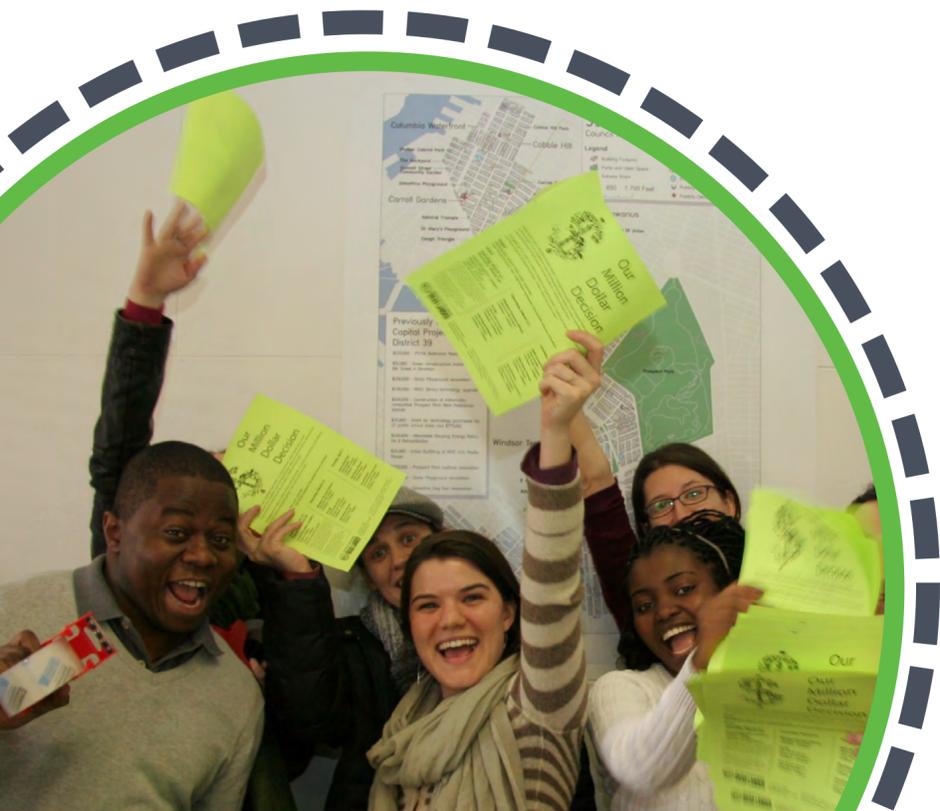
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Published August, 2016



# PB SCOPING TOOLKIT

A Guide for Officials & Staff  
Interested in Starting PB



PARTICIPATORY  
BUDGETING PROJECT

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# I. Introduction

**Participatory Budgeting (PB)** is a better way to manage public money. It is a democratic process in which community members decide how to spend part of a public budget. PB gives ordinary people real decision-making power over real money.

**The Participatory Budgeting Project (PBP)** is a nonprofit organization that empowers people to decide together how to spend public money, primarily in the US and Canada. We create and support participatory budgeting processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective. We have worked with partners to engage **200,000 people** in over **17 cities** to decide how to spend over **\$210,000,000** on more than **500 community projects**.

**This toolkit is for officials and staff at governments and institutions that are interested in launching a PB process.** Its purpose is to help you understand what it takes to start a PB process and how to lay a foundation for success.

In the sections that follow, we answer the following questions:

How does a typical PB process work?

What are the impacts of PB?

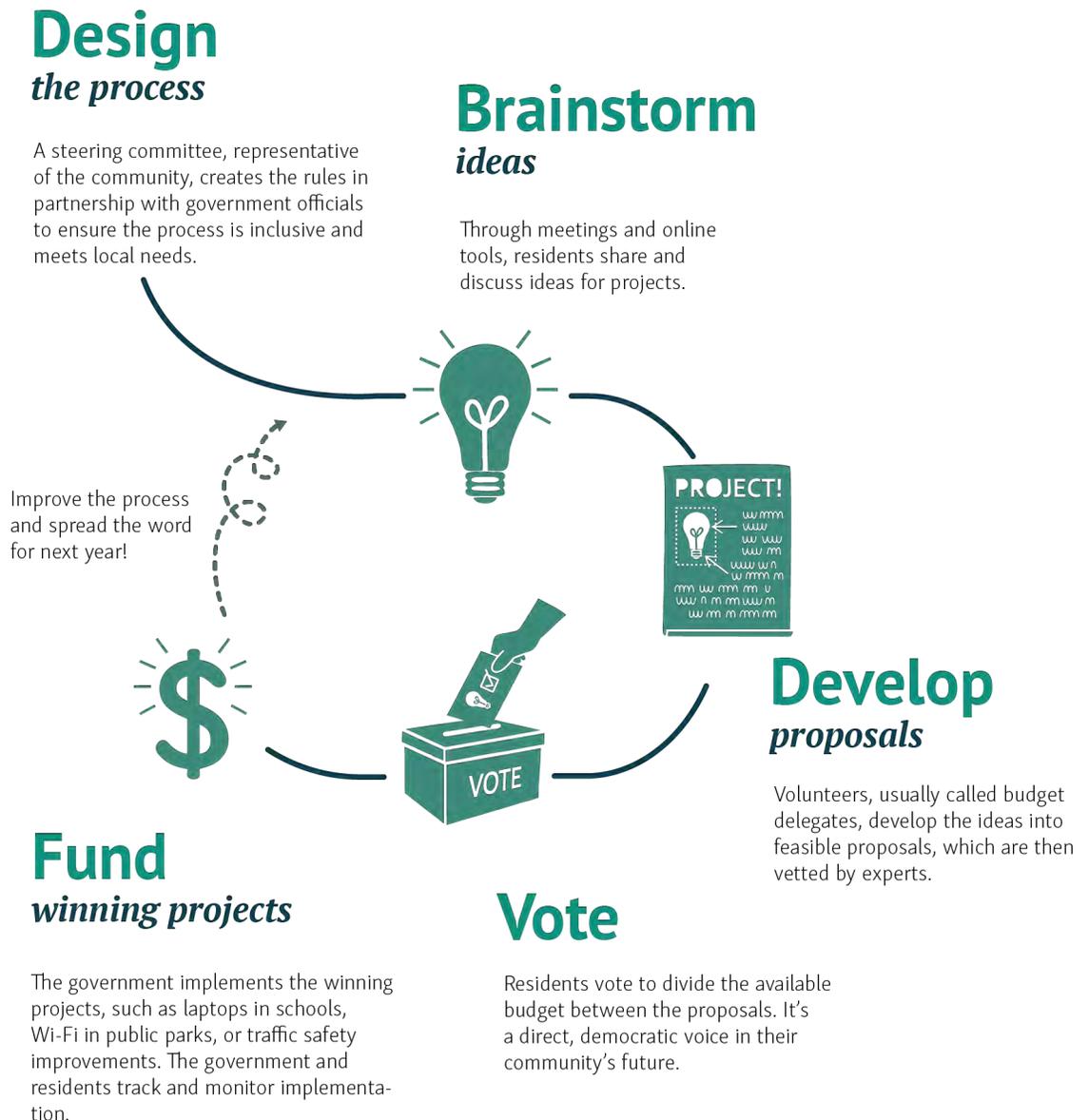
What budgets can be used for PB?

What staffing and other resources are needed to implement PB?

How do I get started?

## A. HOW DOES PB WORK?

In PB, communities make budget decisions through an annual cycle of meetings and voting. Most experiences follow a similar basic approach:



After funding, the planning process starts again, and PB becomes part of the way government works.

## B. HISTORY OF PB

The Brazilian city of Porto Alegre started the first full participatory budgeting process in 1989 as a key strategy for rooting out corruption and addressing economic inequality. Since then, PB has spread to over 3,000 cities around the world, and been used for districts, cities, counties, states, nations, housing authorities, schools, universities, and other institutions.

PB first came to the U.S. in 2009, when PBP worked with Alderman Joe Moore in Chicago to use PB to allocate his \$1.3 million in capital discretionary funds, in his ward of 58,000 people. Since then, PB has spread to dozens of other cities, institutions, and funding streams across North America.

- **Council discretionary funds:**  
In cities like Chicago, New York, and Long Beach, PB is used at the council district level. In New York City, over half of city council districts, representing 4.5 million people, are allocating \$40 million annually through PB.
- **City budgets:**  
PB takes place citywide in cities like Vallejo, CA, Cambridge, MA, Hartford, CT, and Greensboro, NC, with pots of up to \$3.2 million.
- **Youth PB:**  
Cities such as Boston and Seattle have run citywide PB processes exclusively for youth and young adults ages 11-25.
- **K-12 Schools:**  
Elementary, middle, and high schools in cities such as Phoenix, Chicago, Sacramento, New York, and San Jose, have used PB to allocated principals' discretionary funds, PTA funds, and school district-level funds.
- **Colleges & Universities:**  
At colleges and universities in New York City and San Antonio, TX, students, teachers, and staff have started PB processes with school-wide funds.
- **Federal funds:**  
In 2014, the Obama White House included PB as a best practice in its "Second National Action Plan for Open Government", prompting the U.S. Department of Housing & Urban Development (HUD) to endorse PB for public participation in its programs and funding streams. The City of Oakland, CA, has used PB to allocate HUD's Community Development Block Grant (CDBG) funds.

## C. WHAT ARE THE IMPACTS OF PB?

### 1. Effective leadership

PB engages residents in working with government to solve community needs. It makes government more effective and delivers real results.

- **Community members provide more useful input.**  
Thousands of volunteers contribute their local knowledge and energy through PB, far beyond the “usual suspects.”
- **Community members learn and find solutions together.**  
Residents develop empathy - for each other and for the challenges that people in government face - and come together to find new ways to meet community needs.
- **Officials and staff deliver better results.**  
City employees are motivated and held accountable by direct engagement with the people they serve.

“ PB brought the people together to engage and make group decisions. PB encourages people to drop their biases and say, if we want to have a voice and make a change, we have to come together for a common good. This has impacted me tremendously because I never thought that this was possible for neighborhoods like mine.”

Damilola Iroko, Facilitator, PBNYC

### 2. Fair leadership

At a time when most people feel that government is not listening to them, PB is a tangible way to lift up all voices fairly. More people get inspired and active, especially those who often don't participate.

- **Historically disenfranchised populations can participate and vote.**  
PB opens up participation and voting to people who are typically disenfranchised, such as youth under 18, non-citizen residents, and formerly incarcerated individuals.
- **Marginalized communities tend to participate more.**  
Evaluations consistently show that PB processes more closely reflect the demographic makeup of their communities than traditional elections, with low-income residents, people of color, and young people participating at higher rates.
- **Government hears from new voices.**  
Leadership in a democracy requires engaging and responding to all sides of your community. As cities struggle with deepening divisions along lines of race, income, partisanship, and more, leaders need new ways to hear from everyone.

“ *Actually, I came in for the free pizza... (I was attracted by a sign that said ‘FREE PIZZA!’), but I stayed because I saw an opportunity to make a change. Before this, I had little to no experience in working with my community, but I had always been interested. When I saw the video about what a district in New York had done and what they had accomplished I thought, ‘I wanna do something like that.’”*

Jenny Aguiar, who got involved with PB in Vallejo, CA, as a high school junior

### 3. Visionary leadership

By supporting their communities to become more resilient and connected, officials and staff who launch PB build a legacy as bold and innovative leaders.

- **Broad and empowered participation is the future of democracy.**  
True leadership is about lifting people up. PB creates an opportunity for residents to contribute their energy and excitement to government.
- **PB inspires new innovations.**  
When diverse residents engage with technical experts, they come up with new ideas. In New York, for example, public housing residents developed a winning proposal for a solar-powered greenhouse, to create job opportunities for youth and bring healthy food and nutrition education into the community.

➤ **PB leaves a legacy.**

The disconnect between communities and government is creating challenges for many officials. Through PB, visionary leaders are building healthier communities and more effective democracies, creating a lasting legacy.

“ Usually, in an alderman’s office, people contact us to fix an isolated problem. Through the PB process, we discussed not just what needed to be fixed but what we wanted our community to be.”

Owen Brugh, 45th Ward Staff, PB Chicago

For more information on the the impacts of PB and evaluation reports from local PB processes, visit the “[Research](#)” page on PBP’s website.

## Key Questions to Consider

What problems in your city could PB help solve?

What impacts would you want PB to have for individuals, the community, and government?

## II. The PB Timeline

Once a process has been approved, PB can take 3-6 months to design. A typical cycle then lasts 5-8 months, from idea collection through the public vote. Below are the major phases that happen annually, with common time frames.

PHASE	GOALS   BENCHMARKS	TIME FRAME
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Educate decision makers</li> <li>• Engage community partners</li> <li>• Identify pot of money to allocate</li> <li>• Secure funding and staffing for implementation</li> <li>• Announce approval of PB process</li> </ul>	Variable
<b>Design</b>	<ul style="list-style-type: none"> <li>• Form Steering Committee</li> <li>• Develop PB Rulebook</li> <li>• Schedule idea collection events</li> <li>• Recruit and train facilitators and outreach workers</li> </ul>	3-6 months
<b>Idea Collection</b>	<ul style="list-style-type: none"> <li>• At public meetings, residents and other community stakeholders learn about PB, discuss community needs, and brainstorm project ideas</li> <li>• Residents also submit ideas online or via other digital tools</li> <li>• Residents volunteer to serve as budget delegates to turn the ideas into full project proposals for the PB ballot</li> </ul>	1-2 months
<b>Proposal Development</b>	<ul style="list-style-type: none"> <li>• Budget delegates go through an orientation, then meet in committees to transform the community's initial project ideas into full proposals, with support from agency staff and technical experts</li> </ul>	3-5 months
<b>Vote</b>	<ul style="list-style-type: none"> <li>• Delegates present final projects at science-fair style expos</li> <li>• Residents vote on which projects to fund, at sites throughout the community over a week or two.</li> </ul>	1 month
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Participants and researchers evaluate the process and identify improvements to make the following year</li> </ul>	1-2 months
<b>Implementation and Monitoring</b>	<ul style="list-style-type: none"> <li>• Government implements winning projects and participants help monitor and troubleshoot problems as they arise</li> </ul>	ongoing

*For a sample PB process timeline, see **Appendix A**.*

## Key Questions to Consider

When is your annual budget cycle, and when would final projects need to be incorporated into the budget?

Are there existing public engagement processes that should connect with PB?

# III. The Pot of Money

## A. WHAT BUDGETS WORK BEST?

PB allocates funds that are not already committed to fixed expenses - like pensions or debt service - and that are instead allocated at the discretion of decision-makers. While this is often a small part of the overall budget, it is a big part of the funds that are available and up for debate each year. PB can save money down the road, as participants discover new ways to make limited budget dollars go farther.

PB does not require a new pot of money, just a change to how existing budget funds are decided. For example, a city may have \$5 million earmarked for capital improvements or economic development programs, but exactly what improvements or programs will be funded remains to be decided. PB is a different way of deciding how these funds will be used.

Potential pots of money include (but are not limited to):

- Discretionary funds of elected officials
- City, county, or state budgets
- Housing authority or other public agency budgets
- School, school district, or university budgets
- Federal funds such as Community Development Block Grants or transportation funds
- Community Benefit Agreements
- Tax Increment Financing (TIF) money
- Non-governmental sources like foundations, nonprofit organizations, or grassroots fundraising, if this money is oriented towards public or community projects.

When choosing possible budgets to use for PB, prioritize funding streams that matter to communities that are traditionally least represented in government. These often include funds for schools, housing, and community programs and services. The pot of money on the table will drive who shows up to participate.



## B. HOW MUCH MONEY IS ENOUGH?

The amount of money you need to do PB depends on what it will be used for and the size of your total budget. Typically, PB allocates 1-15% of the total budget of an institution.

For a process in a city or district, we suggest starting with at least \$1 million per ~100,000 residents, so that invitations to participate are compelling, the process has a visible impact on communities, and participants feel like it's worth their time.

While PB can be done with any pot of money, the larger the pot, the greater the likelihood that participants will leave feeling that the process could address their most pressing concerns.



Change Agents from “Youth Lead the Change: Participatory Budgeting Boston.”

## Examples of PB Budgets

CITY / INSTITUTION	POT OF FUNDS	SOURCE FUNDS AND PURPOSE	POPULATION
<b>New York City</b>	\$1-2.5 million per Council District	Council member discretionary funds, capital projects	~ 150-180,000 per district
<b>Boston, <i>youth process</i></b>	\$1 million citywide	Mayor's capital budget	667,000
<b>Vallejo, CA</b>	\$3.2 million citywide	City sales tax from General Fund	117,000
<b>Toronto Community Housing</b>	\$5-9 million	Capital improvements to buildings	164,000 residents in buildings
<b>Overfelt High School, San Jose, CA</b>	\$50,000	Principal's discretionary funds	2,800 students
<b>Paris</b>	500 million Euros	5% of the City budget over 5 years	2.2 million

### Key Questions to Consider

What budgets - or departments or institutions that have budgets - are connected to the problems or issues you want to address through PB?

What budgets currently have public engagement processes?

What budgets have faced the greatest demands for more transparency?

# IV. The Resources Needed

## A. WHO DOES THE WORK?

Effectively engaging thousands of community members in a months-long decision-making process requires the following work and staffing:

- Community Outreach & Partnerships
- Group Facilitation & Training
- Volunteer Recruitment & Coordination
- Administrative & Logistical Support
- Budgeting & Technical Support
- Communications & Promotion
- Digital Technology Coordination
- Research & Evaluation

Dedicated PB staff are typically responsible for coordinating the process overall, but other partners also play key roles in supporting participants in developing projects, conducting outreach, and evaluation.



Group facilitation and training at a Budget Delegate Orientation Meeting in PB Vallejo.

## PB Staff

To manage the areas of work outlined above, PB processes at the citywide level require the equivalent of at least two full-time staff, plus support from community partners and resource organizations. The following two arrangements are common:

<b>PB Manager (75% FTE)</b>	<b>PB Coordinator (100% FTE)</b>
<ul style="list-style-type: none"> <li>• Responsible for oversight and implementation of process</li> <li>• Represents PB process to local electeds and city department heads</li> <li>• Interfaces between participants and city departments</li> <li>• Supports PB Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for oversight and implementation of process</li> <li>• Supports PB Steering Committee</li> <li>• Leads trainings for PB participants</li> <li>• Develops partnerships with community groups to engage their members in PB</li> <li>• Manages outreach volunteers and canvassers</li> </ul>
<b>Community Engagement Coordinator (100% FTE)</b>	<b>PB Assistant (75% FTE)</b>
<ul style="list-style-type: none"> <li>• Directly conducts community outreach and recruits, trains, and manages outreach volunteers, canvassers, and partners</li> <li>• Leads trainings for PB participants and volunteers</li> <li>• Maintains public communications and social media channels</li> <li>• Prepares materials for meetings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Provides overall administrative and logistical support for the process</li> <li>• Coordinates volunteers during each stage of the process</li> <li>• Prepares materials for meetings and events</li> <li>• Supports PB Coordinator at meetings and trainings</li> </ul>
<b>Budget Director (5% FTE)</b>	<b>Department Director (10% FTE)</b>
<ul style="list-style-type: none"> <li>• Interfaces between PB staff and city departments</li> <li>• Ensures smooth and timely vetting of project proposals by staff in other city departments</li> </ul>	<ul style="list-style-type: none"> <li>• Oversees PB staff</li> <li>• Interfaces between PB staff and city departments</li> <li>• Ensures open and timely communication with staff in other city departments, especially during proposal vetting</li> </ul>

<b>[BOTH ARRANGEMENTS] Additional Support Staff (10% FTE)</b>
<ul style="list-style-type: none"> <li>• Point people in city departments to oversee project vetting</li> <li>• Communications &amp; web support to oversee public communications and integration with city digital platforms</li> <li>• Translators for PB materials and interpreters at PB events</li> <li>• Child care providers at PB events</li> <li>• 2-4 outreach canvassers during idea collection and the PB vote</li> </ul>



## Examples of PB Staffing

CITY / INSTITUTION	POPULATION	STAFFING
<b>Vallejo, CA</b>	117,000	<ul style="list-style-type: none"> <li>• 2 full-time staff in the Office of the City Manager</li> <li>• Outreach intern</li> </ul>
<b>New York City</b>	8.4 million	<ul style="list-style-type: none"> <li>• Central Council Staff: 40% FTE Director; 40% FTE each for three liaisons, 5% public tech.</li> <li>• District offices: 50% FTE per office</li> <li>• Outreach coordinator: 30% FTE</li> <li>• Tech vendor - 10% FTE</li> <li>• Outreach orgs: 2 weeks full time/year/district</li> <li>• PBP staff (TA) 90% FTE</li> </ul>
<b>Dieppe, New Brunswick</b>	25,400	<ul style="list-style-type: none"> <li>• PBP Staff 35% FTE</li> <li>• Director 35% FTE</li> <li>• Support staff 35% FTE</li> </ul>
<b>Boston</b>	667,000	<ul style="list-style-type: none"> <li>• 10% FTE Department supervisor</li> <li>• 75% FTE project lead</li> <li>• 10% communications</li> <li>• 5 PTE youth employment positions (10 hours per week)</li> <li>• PBP staff 60% FTE</li> </ul>

## Non-PB Staff

Departments and agencies play an integral role in the development and implementation of PB projects. In addition to dedicated PB staff, PB processes require staff in other departments to provide timely information to participants on project costs and feasibility and to vet final project proposals.

## Steering Committee

In PB, unlike in many other forms of public participation in government, **community members don't just participate in the process - they help design it.** A key first step in launching PB is to assemble a diverse and representative Steering Committee of local residents to oversee the process and make important decisions about how it will work, such as who is eligible to participate and what kinds of projects are eligible for funding.



An inclusive Steering Committee should include key community partners that can facilitate buy-in and encourage broad participation by diverse groups—especially those least likely to participate, such as youth, immigrants, low-income communities, and communities of color.

The Steering Committee is a vital resource not only in promoting PB, but in adding capacity to carry out work. Individual Steering Committee members serve as facilitators, conduct outreach, and provide logistical support at events, while Steering Committee organizations mobilize their networks to participate.



PBNYC Steering Committee meeting.

## Outreach Partnerships

Grassroots groups with long-standing ties in underrepresented communities - such as low-income communities, communities of color, immigrants, and youth - are essential partners in making PB inclusive. To engage groups that are least likely to participate, set up outreach contracts with organizations in those communities that are already trusted and have a track record of effective engagement.

## Research & Evaluation

Every PB process needs a research partner to help you assess and communicate impacts. This data enables you to make the case for support to other officials, staff, and funders, and to show constituents why their participation matters. It also highlights what is working and what parts of the PB process need to be improved.

Local universities or nonprofit research groups focused on civic issues are good places to turn for evaluation partners. The North American PB Research Board has developed key evaluation metrics and standard research instruments to aid local researchers in evaluating PB processes.

## Technical Assistance & Training

PBP provides technical assistance to cities and other institutions to help plan and implement PB processes. We have supported most PB processes in the US and Canada, and can provide flexible support to help you plan, design, and implement a successful and innovative PB process.

*See **Appendix B** for more information on our services.*



PBP staff members train high school students, teachers, and principals in Phoenix.

## Key Questions to Consider

What department or office should “house” PB? Are there staff in those departments currently responsible for community engagement, and will they play a lead role in the process?

How many other staff need to be hired or assigned to PB, and what new skills are needed to carry out the work most effectively?

Which staffing needs can be most effectively addressed by government staff, and which by contracting out?

Which communities have historically been most marginalized from government decision-making, and which organizations have deep roots in those communities?

## B. FUNDING FOR IMPLEMENTATION

Building a new democratic process requires significant resources. You need staff to run the process, funds for operating costs like design, printing, and publicity, and amenities to make the process accessible for diverse communities, including translation, interpretation, childcare, refreshments, trained facilitators, and outreach canvassers.

The costs vary depending on how large and complex the process is. For a city of under 200,000 residents, \$200,000 is a good starting point for an implementation budget. In other words, one dollar per resident. For larger cities, there are more economies of scale - such as cheaper mass printing and publicity, or fixed costs like translation and digital tools - so the process may cost less per resident.

*For a sample PB budget, see Appendix C.*

Funding for PB implementation should start with an investment by the city or institution administering the process. For PB to be sustainable, it needs to become institutionalized and integrated into the way government does business. Many processes, however, have been aided by seed funding from private foundations in their early years. Foundations focused on democracy, civic engagement, community organizing, racial and economic disparities, or local community issues are often good prospects for support. In Greensboro, NC, for example, City Council allocated \$100,000 for implementation, which was matched by a consortium of local funders, including Z Smith Reynolds Foundation, Fund for Democratic Communities, Community Foundation of Greater Greensboro, and the University of North Carolina at Greensboro.

To make the process more affordable to implement, work with partners in other city departments or institutions in the community who can provide in-kind support, such as event space, refreshment donations, printing or meeting supplies, translation, or graphic design for flyers.

## Key Questions to Consider

What local foundations might have an interest in PB?

What departments or agencies might use their administrative budgets to launch and sustain PB implementation?

Which departments already have public engagement staff?

## C. LEGISLATION

PB is often codified in basic legislation that establishes the process and calls for the formation of a Steering Committee to design and oversee it, as in Vallejo, Greensboro, and Cambridge. PB generally does not require a legal change in budgetary authority and, therefore, legislation is not necessary to begin a process. Still, it can be valuable for building buy-in of city leaders, creating public transparency, and signaling the city's commitment to the process.

Legislation can set requirements for:

- The pot of money to be allocated for the process and its implementation. This may include an equity index or distribution formula, to outline how PB funds are initially divided among districts or neighborhoods.
- Steering Committee composition and rules, to ensure that key stakeholders are represented in the governance of PB. This may initially be determined by elected officials and later revised by the Steering Committee.
- Eligibility criteria for project funding, which may also be revised later by a Steering Committee.
- City staffing and department responsibilities, to identify the role of different city departments in the process, including who will vet and approve projects before they are placed on the PB ballot.

*For sample PB ordinances, see **Appendix D**.*

## D. PB RULEBOOK

Once a city establishes the basic parameters for PB, the Steering Committee further defines the goals, rules, and procedures in a Rulebook that governs the process. Rulebooks define issues such as the timeline of the process, the roles and responsibilities of stakeholders, and participant requirements such as the minimum voting age. They are revisited each year to address challenges that arise and improve the process. For sample PB Rulebooks, see pg. X in the “Resources” section.

### Key Questions to Consider

Who currently has decision-making power over the funds being considered for PB?

Is legislation needed to start a PB process?

# V. How to Start

*So, what are the next steps?*

## **Create an exploratory committee**

Laying the groundwork for a successful PB process requires bringing together champions from government and the community early on. Form an exploratory committee with a diverse group of organizations and staff, who can identify the pot of money, an initial timeline for the process, potential staffing and resources for implementation, key officials and partners to engage, and key questions to answer.

## **Educate decision-makers and the community**

Work with the exploratory committee or initial champions to educate decision-makers and community leaders about PB.

- **Host briefings with local elected officials**  
Bring PB practitioners from other cities - including elected officials who've done PB, PB participants and Steering Committee members, researchers, and/or Participatory Budgeting Project staff - to share their knowledge and experience with local elected officials and staff.
- **Host a community info session**  
Invite those PB practitioners to speak at a community info session. These work best when co-hosted by several community organizations who can bring their members - and their questions - to the event.
- **Observe PB in action**  
Are you near a community where PB is taking place? The best way to learn about PB is to see it in action. Visiting events like assemblies, budget delegate committee meetings, or voting are perfect opportunities to better understand the process and collect stories to bring back home. Visit PBP's website to see where PB is happening in your area, and contact PBP or local PB representatives ahead of time to set up meetings with staff and/or participants while you're there.
- **Attend PBP events**  
PBP hosts regular trainings, webinars, and an international conference that brings together hundreds of PB practitioners, participants, advocates, and researchers from around the world. Visit our website for upcoming events!



**Identify Potential Pots of Money and Implementation Funds**

Survey potential funds that could be allocated via PB, using the guidance in this toolkit. Contact key staff and officials responsible for allocating these funds, to scope out questions and concerns, and identify the best candidates for PB.

Research local foundations that might be able to support a pilot process.

**Build Political and Community Support**

Meet directly with key officials and organizations to share your excitement and knowledge, address their concerns, and get their buy-in.

**Contact PBP for More Resources and Assistance**

PBP can help with all of the next steps above, and provide more resources for planning and implementing a successful PB process.

[info@participatorybudgeting.org](mailto:info@participatorybudgeting.org)

347-652-1478

<https://www.participatorybudgeting.org>

<https://www.facebook.com/ParticipatoryBudgetingProject/>

<https://twitter.com/pbproject>

# VI. Appendix

- A. Sample PB calendar
- B. PBP Service sheets
- C. Sample PB budget
- D. Sample PB ordinance
- E. PB Rulebook
- F. Key articles and media



## Appendix A: Sample PB calendar

MEETINGS	GOALS   BENCHMARKS	DATE
<b>Writing the Rules</b>	<ul style="list-style-type: none"> <li>• Make initial decisions about the PB process</li> <li>• After this meeting, write up decisions in a draft rulebook for feedback from the committee</li> <li>• Finalize PB Rulebook</li> </ul>	Early/Mid Sep.
<b>Idea Collection Assemblies</b>	<ul style="list-style-type: none"> <li>• Community members come together to brainstorm and prioritize community needs and project ideas</li> </ul>	Oct. & Nov.
<b>Orientation</b>	<ul style="list-style-type: none"> <li>• Learn about the delegate process and project development</li> <li>• Choose the committee you want to work on</li> </ul>	Dec. 14th
<b>Committee Meeting 1</b>	<ul style="list-style-type: none"> <li>• Review community data and discuss needs</li> <li>• Discuss project idea list and eligibility criteria</li> <li>• Identify important research questions and site visits needed</li> </ul>	Week of Jan. 4th
<b>Department Briefing</b>	<ul style="list-style-type: none"> <li>• Learn about project development from city staff in your committee's issue area</li> </ul>	Week of Jan. 18th
<b>Committee Meeting 2</b>	<ul style="list-style-type: none"> <li>• Select priority projects and assign delegates to work on priority projects</li> <li>• Identify next steps for site visits and other research</li> </ul>	Week of Feb. 1st
<b>Committee Meeting 3</b>	<ul style="list-style-type: none"> <li>• Report back from field research</li> <li>• Decide on short list of projects to develop into proposals</li> <li>• Identify key questions for city staff meetings</li> </ul>	Week of Feb. 22nd
<b>Meetings with City Staff</b>	<ul style="list-style-type: none"> <li>• Delegates meet with city staff from different departments to ask questions about their project proposals</li> </ul>	Week of Feb. 29th
<b>Committee Meeting 4</b>	<ul style="list-style-type: none"> <li>• Report back from department meetings</li> <li>• Finalize list of projects to submit to city for vetting</li> <li>• Identify any outstanding research needed</li> </ul>	Week of Mar. 7th
<b>IMPORTANT DEADLINE 1!</b>	<ul style="list-style-type: none"> <li>• EACH COMMITTEE SUBMITS 5-10 PROJECT PROPOSALS TO COUNCILMEMBER STAFF, WHO RELAY PROPOSALS TO AGENCIES FOR FINAL REVIEW AND PRICE ESTIMATES.</li> </ul>	MAR. 20TH
<b>Committee Meeting 5</b>	<ul style="list-style-type: none"> <li>• Review city feedback on proposals</li> <li>• Identify any necessary proposal adjustments</li> </ul>	Week of April 4th
<b>IMPORTANT DEADLINE 2!</b>	<ul style="list-style-type: none"> <li>• SUBMIT FINAL TEXT FOR THE BALLOT AND VOTE SITE PROJECT POSTERS</li> </ul>	APRIL 21ST
<b>EXPO PREP WORKSHOP</b>	<ul style="list-style-type: none"> <li>• CREATE DISPLAYS FOR PROJECT EXPOS</li> </ul>	LATE APRIL
<b>Get out the VOTE!</b>	<ul style="list-style-type: none"> <li>• Spread the word about the final PB vote!</li> </ul>	Early/Mid May
<b>Evaluation Workshop</b>	<ul style="list-style-type: none"> <li>• All community members involved in PB come together to review what they thought worked well and what could be improved for future PB processes</li> </ul>	Late May

# OUR SERVICES FOR CITIES

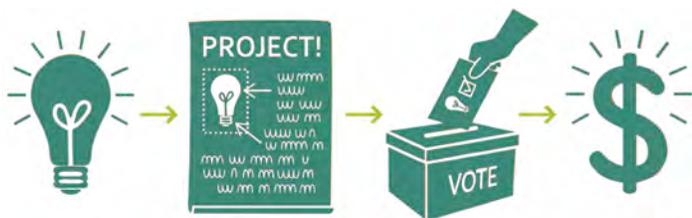


**The Participatory Budgeting Project (PBP) is a non-profit organization that empowers communities to decide together how to spend public money.**

## PARTICIPATORY BUDGETING PROJECT

### WHAT IS PARTICIPATORY BUDGETING?

Participatory budgeting (PB) is a democratic process in which community members decide how to spend part of a public budget. **PB gives ordinary people real power over real money.** Residents identify spending priorities, develop project proposals, and decide which projects to fund.



Since the Brazilian city of Porto Alegre first launched PB in 1989, over 3,000 cities, counties, states, schools, universities, housing authorities, and other institutions have used PB to engage diverse communities in making budget decisions.

### WHAT WE DO

Our team of experts works with governments and organizations to promote, develop, and evaluate PB processes. We provide staff, officials, and community members with the support necessary to make budget decisions fair, informed, and democratic.

### TESTIMONIALS

*"This is the process that made me say 'I am going to be the voice of this community.'"*

**Kioka Jackson**  
Community participant, New York

*"I love the PB process. We haven't seen this brightness, this synergy in years. This process is amazing, that citizens can come here and ask these questions and we can have this exchange.... This is what makes me want to get up and come to work in the morning."*

**Nimat Shakoor-Grantham**  
Code Enforcement Manager,  
City of Vallejo

*"PBP's advice and counsel proved indispensable, and contributed enormously to the success of our 'experiment in democracy.'"*

**Chicago Alderman Joe Moore**

### OUR IMPACT

\$190 million in public money on 679 local projects

84 elected officials brought closer to their constituents

500 organizations linked together to build community

227,000 people engaged in democracy

## OUR EXPERIENCE

### CHICAGO

*After working with 49th Ward Alderman Joe Moore to launch the first PB process in the US, we serve as a lead partner for the multi-ward process PB Chicago, in which residents of eight wards are allocating over \$8 million.*

### NEW YORK CITY

*Since 2011, we have served as Technical Assistance Lead for PBNYC, a joint PB process across several City Council Districts. In the 2015-16 cycle, residents in 28 districts are deciding how to spend at least \$35*

### VALLEJO, CALIFORNIA

*In the City of Vallejo, California, PBP coordinated the first city-wide PB process in the US, for \$3.2 million in sales tax revenues. PB Vallejo has since completed two additional cycles.*

### BOSTON

*We serve as the technical assistance partner for Youth Lead the Change, the first youth participatory budgeting process in the US. The process is in its third cycle, with young people directly deciding how to spend \$1 million*

## PBP SERVICE PACKAGES

Services Provided	IMPLEMENT	DESIGN	ADVISE
Face-to-face project meetings (2-5)	✓	✓	✓
Conference call project meetings (6-12)	✓	✓	✓
Training workshops (1-4)	✓	✓	✓
Full set of sample project management, info, outreach, and publicity materials	✓	✓	✓
Email and phone support for questions	✓	✓	✓
Assistance with publicity and media outreach	✓	✓	✓
Participatory workshops to design PB process (2)	✓	✓	
Development of community-based PB rulebook	✓	✓	
Customized project management & info materials	✓	✓	
Customized outreach & publicity materials	✓		
Coordination of publicity, social media & outreach	✓		
Development and management of website and digital participation tools	✓		
Coordination of public meetings & engagement	✓		
Development of evaluation plan and tools, with local research partners	✓	✓	
Coordination of evaluation research and report	✓		
Cost <i>[Includes PBP fees only, not other project costs]</i>	\$125,000- \$180,000	\$50,000- \$100,000	\$20,000- \$30,000

## CONTACT US

www.participatorybudgeting.org | info@participatorybudgeting.org | 347-652-1478  
540 President Street | 3rd Floor | Brooklyn | New York | 11215 | USA

# OUR SERVICES FOR CITY DISTRICTS AND SMALL TOWNS

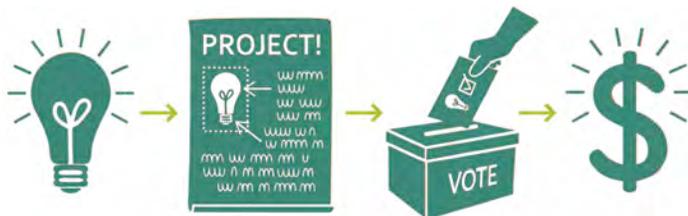
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Services Provided	DESIGN	ADVISE
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<i>Conference call project meetings (6-12)</i>	✓	✓
<i>Training workshops (1-4)</i>	✓	✓
<i>Full set of sample project management, info, facilitation, outreach, and publicity materials</i>	✓	✓
<i>Email and phone support for questions</i>	✓	✓
<i>Assistance with publicity and media outreach</i>	✓	✓
<i>Participatory workshops to design PB process (2)</i>	✓	
<i>Development of community-based PB rulebook and plan</i>	✓	
<i>Customized project management, facilitation &amp; info materials</i>	✓	
<i>Development of evaluation plan and tools, with local research partners</i>	✓	
<b>Cost</b> <i>[Includes PBP fees only, not other project costs]</i>	<b>\$30,000-\$50,000</b>	<b>\$10,000-\$20,000</b>

## CONTACT US

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## Appendix B:

# OUR SERVICES FOR SCHOOLS AND UNIVERSITIES

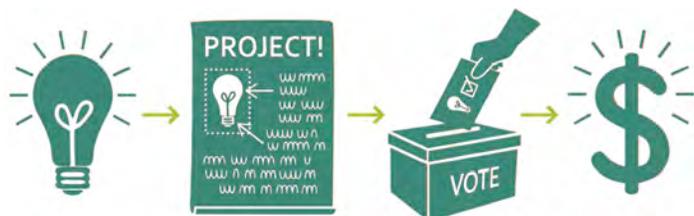
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**Kioka Jackson**  
Community participant, New York

*"Participatory Budgeting at Brooklyn College was a huge success--one that empowered students to take a more active role in their government, gave us a better relationship with our constituents, and set us on a path towards an even more transparent and inclusive budgeting system."*

**David Rosenberg**  
Brooklyn College Student Government

*"PBP's advice and counsel proved indispensable, and contributed enormously to the success of our 'experiment in democracy.'"*

**Chicago Alderman Joe Moore**

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*In the City of Vallejo, California, PBP coordinated the first city-wide PB process in the US, for \$3.2 million in sales tax revenues. PB Vallejo has since completed two additional cycles.*

### BROOKLYN COLLEGE

*In 2012, we launched the first university PB process in the US, in which students at the City University of New York decided how to spend \$25,000 of student government funds*

## PBP SERVICE PACKAGES

Services Provided	DESIGN	ADVISE
<i>Face-to-face project meetings (1-5)</i>	✓	✓
<i>Conference call project meetings (6-12)</i>	✓	✓
<i>Training workshops (1-4)</i>	✓	✓
<i>Email and phone support for questions</i>	✓	✓
<i>Assistance with publicity and media outreach</i>	✓	✓
<i>Templates for outreach and publicity materials (outreach plan, rap sheets, posters, postcards, press releases, etc.)</i>	✓	✓
<i>Participatory workshops to design PB process (1-2)</i>	✓	
<i>Development of community-based PB rulebook and plan</i>	✓	
<i>Development of project management tools &amp; info materials (guides, handouts, powerpoints, etc.)</i>	✓	
<i>Development of evaluation plan and tools, with local research partners</i>	✓	
<b>Cost</b> <i>Includes PBP fees only, not other project costs</i>	<b>\$20,000-\$50,000</b>	<b>\$10,000-\$20,000</b>

## CONTACT US

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## Appendix C: Sample PB budget

<b>Sample PB Budget</b>	<b>Expenses</b>
<b>Personnel (salaries will vary locally)</b>	
Director (3-5% FTE)	\$4,000
Project Manager (20-35% FTE)	\$20,000
Community Engagement Coordinator (100% FTE)	\$45,000
Assistant/Intern (20-50% FTE)	\$10,000
Benefits (30%)	\$23,700
<b>Total Personnel</b>	<b>\$102,700</b>
<b>OTPS</b>	
Staff transportation	\$500
Transportation for participants	\$600
Refreshments	\$5,000
Child care	\$600
Interpretation & Translation	\$2,000
Website and IT	\$1,000
Printing	\$3,000
Meeting supplies	\$700
Postage	\$500
Graphic Design	\$1,000
Publicity	\$2,000
Targeted outreach contracts	\$20,000
Facilitators	\$6,000
Consultant - Technical assistance	\$40,000
Consultant - Research & evaluation	\$10,000
Civic technology and data tools	\$8,000
Video documentation/production	\$6,000
<b>Total OTPS</b>	<b>\$106,900</b>
<b>TOTAL</b>	<b>\$209,600</b>

## Appendix D: Sample PB ordinance

### PARTICIPATORY BUDGETING (PB) MODEL ORDINANCE

ESTABLISH A PARTICIPATORY BUDGETING (PB) PROCESS WITH THE GOAL OF ALLOCATING [A PERCENTAGE/FIXED AMOUNT] OF [DESCRIBE THE FUNDING SOURCE] FUNDS

WHEREAS, by re-engaging citizens in the democratic process and giving them real power to make decisions about how to spend their taxpayer dollars, Participatory Budgeting (PB):

- Improves the effectiveness of the distribution of municipal funds by putting resources behind the public's most valued projects.
- Is an antidote to the public's lack of trust in government.
- Assures the citizenry that their views about the operations and administration of their City are heard and matter.

WHEREAS, PB is a democratic process in which members of the public directly decide how to spend part of a public budget through an annual series of local assemblies, meetings, project proposals and research that result in a final vote by the public to allocate discretionary funds to specific projects; and

WHEREAS, PB would directly empower and engage citizens in a deliberative democratic process enabling them to propose, research, analyze, decide and vote on projects that they want in their community, thereby helping to enhance civic trust and a sense of community in the [CITY NAME].

NOW, THEREFORE BE IT RESOLVED that the City Council of the [CITY NAME] hereby declares its intent to establish a PB process as set forth in this Resolution with the goal of allocating [A PERCENTAGE/FIXED AMOUNT] of the [DESCRIBE THE FUNDING SOURCE] funds collected over [MONTH PERIOD/FISCAL YEAR]

BE IT FURTHER RESOLVED that the City Council will:

- Upon approval of the Fiscal Year \_\_\_\_\_ budget and as the [DESCRIBE THE FUNDING SOURCE] revenues are collected, deposit [A PERCENTAGE/FIXED AMOUNT] of those revenues as set by the City Council as part of the approved budget in a reserve account until the PB process is complete in \_\_\_\_\_ and the City Council is able to consider the approval of the public's voter approved projects.
- Consider qualified and proposed PB projects to be those that satisfy the criteria of a one-time expenditure to complete the project.
- Contract with a recognized expert in the field of PB to consult on the design of the PB process and its facilitation, and allocate [A FIXED AMOUNT] toward this consultation.

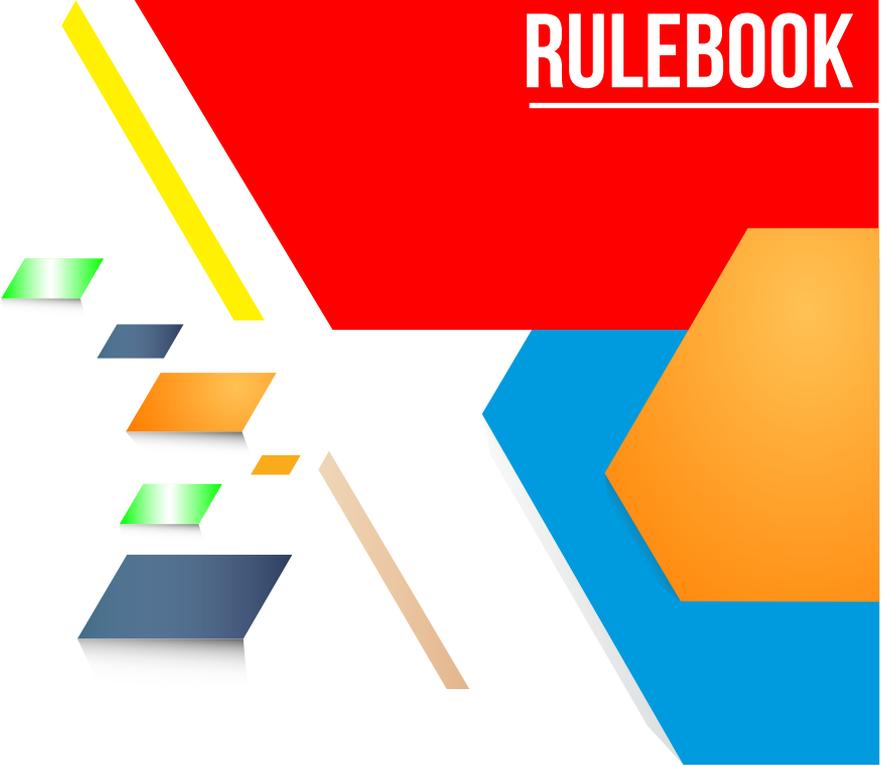
- Establish a Community Steering Committee of at least 15 and no more than 24 individuals to assist in the design of the PB process with the following parameters:
  - Each City Council Member selects three civic organizations that will then recommend individuals from those organizations to serve on the Committee. The recommendations of these organizations will be passed to the Mayor for consideration and approval.
  - The Community Steering Committee will be tasked with developing a structure and rules for the PB process, in the form of a Rulebook.
  - The Community Steering Committee's proposed PB Rulebook will return to City Council for consideration and approval before implementation of the process.
  - Appoint two Councilmembers to act in a liaison capacity to the Steering Committee.

**BE IT FURTHER RESOLVED** that after [CITY NAME] citizens vote for PB projects, the City Council will consider approval of the expenditure of [DESCRIBE SOURCE OF FUNDS] funds on the public's approved and voted on projects.



NEW YORK CITY COUNCIL

# RULEBOOK



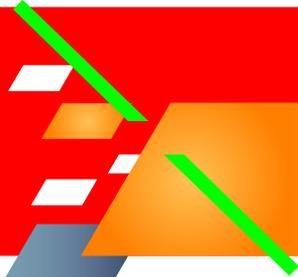
NEW YORK CITY COUNCIL

**PARTICIPATORY**

**BUDGETING**



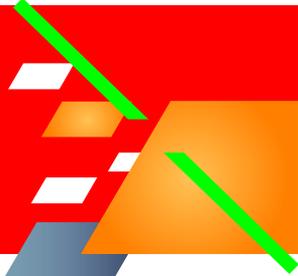
# ABOUT THIS RULEBOOK



This booklet was originally developed by the Citywide Steering Committee for Participatory Budgeting<sup>\*1</sup> in New York City (PBNYC) in July 2011 and is revised annually. While Participatory Budgeting is inspired by experiences elsewhere, the PBNYC Steering Committee created these guidelines and rules to reflect the unique needs, issues, and interests of New York City's communities and the structure of the NYC process.

This rulebook remains a work in progress; together with the community, we will continue to develop and improve the process as it unfolds in future years.

# INTRODUCTION BY THE COUNCIL MEMBERS



As members of the New York City Council who represent diverse districts, we are pleased to embark on the sixth cycle of a new form of democracy: Participatory Budgeting in New York City. Through this exciting initiative, **we are putting budget decisions directly in the hands of people those decisions impact the most: the residents of our districts.**

Cycle 3 of PBNYC was **transparency, grassroots democracy, local empowerment and inclusion\*** at its best. Between September 2013 and April 2014, over 17,000 people across 10 City Council districts decided how to spend around \$14 million in public money, funding over 50 community projects.

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<sup>1</sup> \* Denotes terms that can be found in the Glossary at the end of the Rulebook

In Cycle 4 of PBNYC, 14 additional districts joined the process. Residents came together to exchange and debate ideas, teamed up to turn ideas into proposals, and then decided at the ballot box which projects would receive funding. **This process makes budgeting more transparent and accessible, and it opens up participation to people who have never been involved before.**

Participatory Budgeting requires elected officials to collaborate with constituents, and the Participatory Budgeting in New York City 2016-2017 Rulebook was developed through a similar democratic process. The work of a Citywide Steering Committee, representing a wide spectrum of New Yorkers with different backgrounds and ideologies, **this rulebook was put together through compromise and consensus.** We want to thank everyone who participated, especially Community Voices Heard and The Participatory Budgeting Project, for their thoughtful work, bringing us all together and structuring the decision-making process.

We are proud to present this rulebook to you and are excited to launch Cycle 6 of this innovative new democratic practice for NYC.

**Let the participating begin!**

# WHAT IS PARTICIPATORY BUDGETING?

Participatory Budgeting (PB) is a democratic process in which community members directly decide how to spend part of a public budget. **PB gives people real power to make real decisions over real money.** The process was first developed in Brazil in 1989, and there are now over 1,500 participatory budgets around the world, most at the municipal level.

# WHAT IS PARTICIPATORY BUDGETING?

PBNYC enables New York City residents to propose and vote on projects to fund with Council Member discretionary funds. Discretionary funds are resources that the Council Members typically allocate\* as they desire.

Residents in each participating district will decide how to spend at least \$1 million dollars of Council Member discretionary funds. Discretionary funds fall into two categories:

- **Capital\* Funds:** These funds can be used for physical infrastructure\* projects that benefit the public, cost at least \$35,000 and have a lifespan of at least 5 years. For example, local improvements to schools, parks, libraries, housing, and other public spaces.
- **Expense\* Funds:** In some districts, residents may also decide how to allocate expense funds. Allocation of expense funds may go toward programs or services, or one-time expenditures on small infrastructure projects, provided by non-profit organizations or City agencies.

The Council Members submit the projects receiving the most votes to the City to be allocated in the budget at adoption in June and are then implemented\* by City agencies.

# Our Goals: Why PB?

We aim for PB to have the following impacts:

## 1. Open up Government

Allow residents a greater role in spending decisions, and inspire increased transparency in New York City government.

## 2. Expand Civic Engagement

Engage more people in politics and the community, especially young people, people of color, immigrants, low-income people, the formerly incarcerated, and other marginalized groups\*.

## 3. Develop New Community Leaders

Build the skills, knowledge, and capacity of community members.

## 4. Build Community

Inspire people to more deeply engage in their communities, and to create new networks, organizations and community economic opportunity.

## 5. Make Public Spending More Equitable\*

Generate spending decisions that are fairer, so resources go where they are needed most.

# Our Principles: How We Work

We strive to implement PB according to the following principles:

## 1. Empowerment\*

Enable local people to decide how PB works in their communities and across the city.

## 2. Transparency\*

Share information and make decisions as openly as possible.

## 3. Inclusion\*

Make special efforts to engage people who face obstacles to participating, are often excluded, or are disillusioned with politics.

## 4. Equality\*

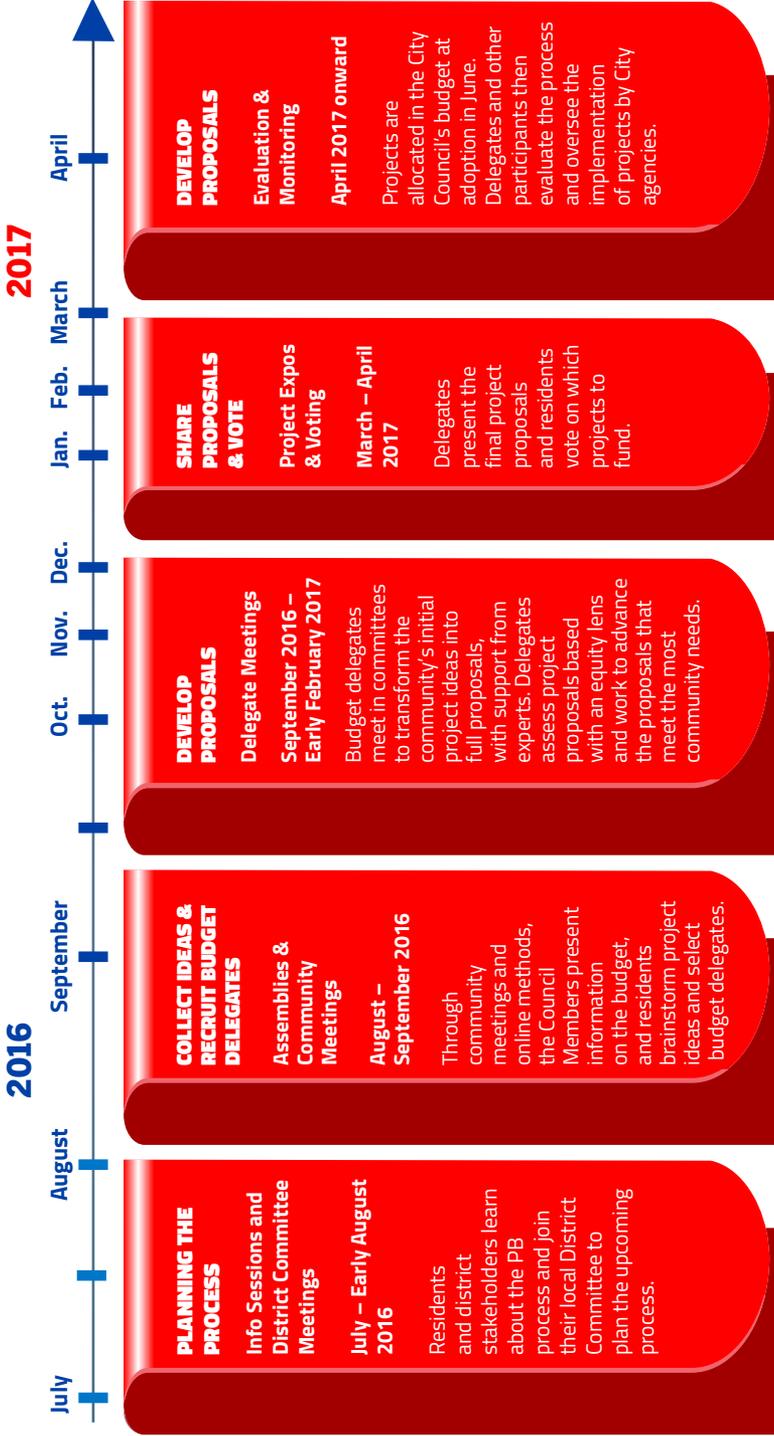
Ensure that every person can have equal power over public spending.

## 5. Community

Bring people together across traditional lines of division, to work together for the good of the whole community.

# TIMELINE: WHAT HAPPENS WHEN?

The PB process involves a series of meetings that feed into the City's annual budget cycle. The 2016-2017 cycle has five main steps, starting in July 2016 and continuing into 2017.



# RULES: HOW DOES IT WORK?

## **Collect Ideas & Recruit Budget Delegates\*: Neighborhood Assemblies, Informal Idea Collection and Online**

- Each district will collect project ideas and recruit budget delegates through all of the following methods:
  - At least three public assemblies
  - At least four special meetings for underrepresented community members (e.g. youth, non-English speakers, seniors, public housing residents, etc.). Informal idea collection at public events and spaces where there is a high concentration of underrepresented community members. At these events, volunteers and district staff should explain the PB process to attendees and collect ideas and recruit delegates via paper forms or tablets.
- Anyone is welcome to propose project ideas.
- People can volunteer to serve as budget delegates if they:
  1. Live in the district, work in the district, own a business in the district, attend school in the district, or are parents of children who attend school in the district, and
  2. Are at least 14 years old. District Committees may decide to lower the minimum age of budget delegates.
- Districts should aspire to have a minimum of 60 delegates who should represent the district's demographics and geography.
- District offices must provide the following information at idea collection and events
  1. PB Process including project eligibility
  2. Previously funded projects (if applicable)
  3. Status of previously funded projects (if applicable)

## **Develop Proposals: Budget Delegate Meetings**

- All delegates must attend an orientation session and sign a delegate agreement.
- Each delegate committee will have one or two trained facilitators.
- At the delegate orientation sessions, each budget delegate will join a committee to discuss and develop project proposals for a certain issue area or demographic group.

- Potential issue committees may include but are not limited to:
  1. Transportation
  2. Public Health
  3. Public Safety
  4. Education
  5. Parks, Recreation & Environment
  6. Art & Culture
  7. Housing
- If some delegates feel that they face major obstacles to participating fully in issue committees, they may discuss with the Council Member's office whether to form a demographic committee. Demographic committees are meant to ensure maximum participation from people who might not otherwise participate, not to divide or separate sectors of the community. These committees will develop projects that specifically address the needs of their demographic group. Potential demographic committees may include but are not limited to:
  - Youth
  - Seniors
  - Committees for non-English speaking communities in the district
- In cases where there is a significant geographic divide in the district (such as a body of water), delegates may chose to form geography-based committees.
- Districts may establish a limit for how many project proposals each committee will submit for the public vote.
- When prioritizing projects, delegates will consider criteria that include need, impact and feasibility.
- Delegates will use an equity matrix to assess various projects and work to ensure that projects that meet the most need and advance equity get prioritized to be on the ballot.
- Each committee will send its final project proposals to the district's Council Member at least one month before the public vote.
- Agencies will return feedback through a form procedure to allow City Council Central Staff to oversee process.
- Delegates will adhere to guidelines for fair campaigning as outlined by the Steering Committee.

## Project Expos

- At the Project Expos, budget delegates will present their project proposals to the community through a science fair format.
- Each district will hold at least one Project Expo and post project proposals online.
- Project Expos may be combined with the launch of the voting period.

## Voting for Projects

- People can vote for projects if they live in the district and are at least 14 years old.
- Anyone who serves as a budget delegate will be eligible to vote if they live in a participating Council district, regardless of age.
- Districts may decide to lower the voting age to allow people under the age of 14 to vote.
- At the time of voting, voters must present proof that they satisfy the eligibility requirements. Acceptable IDs are listed on the next page.
- Each voter may cast five votes, one vote per project.
- Voting Locations:
  - Each district will have at least six advertised voting locations, including:
    - At least two large voting events;
    - At least four mobile voting events in places with a high concentration of underrepresented community members, (eg. at senior centers, during lunch at schools in the district, etc.).
    - “Pop-Up” voting can also be held at subway stations and in high traffic areas to target hard to reach populations.
  - Each district will also offer weekday voting in the Council Member office.
  - Each district will offer absentee ballots to handicapped, out of town or limited mobility voters. Ballots can be mailed to district residents who request an absentee ballot. These ballots must be numbered and voter information must be tracked by the Council office to avoid duplicate voting. Ballots can be returned to the district office in person or by mail, and must be received by the end of vote week.
- “The aspiration is to provide full translation in as many languages as are represented in the district. At a minimum, the three languages most represented in the district will be translated. The Steering Committee will pursue additional resources for translation to support further translation. Each voter can only cast one ballot per cycle. To ensure the integrity of the vote, all voting sites will be administered by poll workers that have completed a PBNYC vote training, and all Council Member offices will use a standardized system of voter and ballot tracking.
- Budget delegates can manage vote sites, but they must be trained on the campaigning guidelines. A copy of the campaigning guidelines must also be available at each of the poll sites.
- If there is a tie for the last bit of funding, the Council Member will decide how to resolve the tie. Options may include attempting to draw on additional funds to implement both proposals or funding the cheaper of the tied projects.
- If the last bit of available funds does not cover the cost of the next highest vote-getting project, the Council Member will try to find additional funds to implement the project. If this is not possible, funds will be allocated to the unfunded project with the next most votes.

## Outreach & Engagement

- Outreach plans should be developed for the Neighborhood Assemblies, the Project Expo(s), and the Vote. They should include both broad-based outreach to reach all parts of the district, and targeted outreach to ensure to make special efforts to engage populations traditionally disenfranchised.
- Fliers should be translated into the various primary languages in the district.
- Leading up to the Assemblies and the Vote, districts should host at least three group outreach days (street/subway/door) and at least two group phone banks.
- All public events should be publicized at least two weeks in advance, online and through publicly displayed posters and fliers.
- District offices will recruit community organizations and coordinate with them for outreach for events.
- Outreach should include social media and traditional press, including local ethnic media outlets.
- District offices should utilize their newsletter and/or send a mailer to constituents.
- Data (contact information) should be tracked and managed for continued follow up communications and announcements.

## Evaluation, Implementation & Monitoring

- After the vote, each district will hold at least one evaluation meeting.
- In each district, the District Committee will monitor the implementation of projects and address any problems that arise.
- The City Council will designate a Monitoring Committee to oversee the progress of winning projects, provide regular updates to the districts, and address issues that arise during implementation.

## Acceptable IDs for Voter Eligibility

Voters must prove that they live in the district and are 14 years or older.

In order to facilitate broad participation, voters may present a wide array of proofs of ID, including but not limited to one or more of those below:

- A document with name and current address from a local, state, or U.S. government agency such as a state driver's license or non-driver ID, consular ID, passport, EBT card, military ID card;
- Voter registration card;
- Municipal ID;
- Utility, medical, credit card bill with name and current address;
- Current lease;
- Paycheck or paycheck stub from an employer or a W-2 statement;
- Bank statement or bank-issued credit card statement;

- Student ID;
- Employee ID;
- Permanent Resident Card (Green Card) or other Immigration Documentation;
- Residency Letter or Identification issued by a homeless shelter, halfway house, etc;
- Passport or other ID issued by a foreign government;
- Social Security Card or Social Security benefit statements or check;
- Employment Authorization Document;
- Medicare or other insurance document with address;
- Tax forms;
- School records (or naming the parents of children attending school and the parents' address;
- Title to any property (automobiles, house, etc.) with address;
- Birth or marriage certificate;
- Union Membership Card.

Eligible voters may sign an affidavit confirming their age and residency in the district if they are unable to present the required forms of ID.



There is a role for everyone in Participatory Budgeting, but different people have different responsibilities, based on their stake in the community and their time commitment to the process. We encourage everyone to both participate and encourage others to participate.

### **Community Members**

Anyone can participate, even if they only come to one meeting or only vote.

- Identify local problems and needs
- Propose project ideas
- Provide input and feedback on project proposals
- Monitor and provide input on the implementation of projects
- Provide feedback for the PB evaluation
- Volunteer to be budget delegates, if they are at least 14 years old and live in the district, work in the district, own a business in the district, attend school in the district, or are parents of children who attend school in the district

- Vote on project proposals, if they are at least 14 years old and live in the district

## **Budget Delegates\***

Budget delegates do the extra work necessary to turn ideas into real projects.

- Research local problems, needs, and projects
- Agree to put the needs of the community above their personal interests
- Learn about the budget funds and the budget process
- Discuss and prioritize project ideas based the criteria of need, impact and feasibility
- Develop full project proposals and posters, with assistance from experts
- Update residents on project proposals and solicit feedback
- Serve as spokespeople for city-wide and local media, when called upon
- Monitor and provide input on the implementation of projects
- Evaluate the PB process
- Communicate delegate concerns and ideas to the District Committee and Steering Committee

## **Facilitators\***

Facilitators help residents participate effectively in neighborhood assemblies and budget delegate meetings. They are neutral parties that do not advocate for particular projects.

- Attend at least one facilitator training
- Facilitate group discussions and meetings, and ensure that all participants are able to contribute
- Serve as the main point of contact between Council Member staff and delegates, helping to coordinate communication and resolve conflicts
- Remain neutral throughout the process, but work to ensure that the principles of PBNYC are adhered to and make efforts to ensure that the delegate committees advance equity.
- Connect delegates with information and resources
- Strive to keep delegates engaged throughout the entire process
- Ensure that notes are taken at meetings and distributed afterward
- Support delegates with the tools they need to research, assess and develop proposals, based on criteria that include feasibility, need and impact

## **District Committees**

Each participating Council Member convenes a District Committee that meets regularly to provide oversight and assist with planning throughout the process. The district committee is composed of local organizations, institutions, community leaders, and former budget delegates, to manage PB locally. The make-up of the District Committee should be representative of the entire district, both geographically and demographically.

- Determine the number of neighborhood assemblies, and help plan and carry out the assemblies
- Arrange food, childcare, and interpretation for assemblies and meetings
- Recruit volunteers for outreach, assemblies, and the vote
- Distribute educational and promotional materials about the PB process
- Develop and execute outreach plans to mobilize broad, inclusive, and proportional community participation
- Facilitate budget assemblies and meetings
- Provide guidance and background information to delegates
- Serve as spokespeople for city-wide and local media, when called upon
- With the Council Member staff, coordinate voting events
- Monitor project implementation
- Oversee any necessary changes to approved projects, with the Council Member offices
- Communicate with delegates and residents about progress on projects
- Evaluate and revise the rules of the PB process
- Provide orientation to new District Committee members
- Provide the following information at events:
  1. PB Process including project eligibility
  2. Previously funded projects (if applicable)
  3. Status of previously funded projects (if applicable)

## **Council Member Offices**

- Allow residents of each district to decide how to spend at least \$1 million of City FY 2016 discretionary funds, and deliver final budget priorities to the City
- Designate a staff person who commits at least 50 percent of their time per year to PB, to attend regular coordinating meetings convened by the Central Staff and to coordinate PB in the district, in collaboration with the District Committee
- Keep website up-to-date with meetings and information about the PB process
- Participate in the Steering Committee and the local District Committee, and assist with their responsibilities
- Work with the City Council Central Office and District Committee to recruit and train volunteers and interns
- Work with the District Committee to coordinate and facilitate outreach to organizations, individuals, and special constituencies
- Provide information on the budget funds and past spending
- Secure spaces – in collaboration with the District Committee and Delegate Committee Facilitators – for assemblies, meetings and voting events, in accessible and ADA-compliant locations whenever possible
- Provide cost estimates for project proposals

- Offer feedback and technical assistance on project proposals, presentations, and ballot text
- Serve as a liaison between budget delegates and city agencies
- Determine eligibility of projects in collaboration with the city agencies
- Facilitate and oversee online participation by residents
- Coordinate outreach to city-wide and local media
- Serve as spokespeople for city-wide and local media
- Coordinate the public vote, in collaboration with the District Committee
- Oversee any changes to approved projects, with the District Committee
- Deliver regular updates to budget delegates and the public during all stages of the PB process
- Work with the Central Office to ensure that winning projects are moving forward and provide regular updates to district residents.

### **New York City Council Central Staff**

- Coordinate central staff involvement and support district staff on as-needed basis
- Work with agencies to plan and hold presentations for budget delegates
- Supervise PB Fellows placed in participating districts
- Facilitate Council Coordinating Committee meetings of district staff
- Track district processes status
- Identify, recruit and deploy volunteers citywide for the vote
- Work with the Participatory Budgeting Project to develop operating manual and training curricula
- Create template work plan for district offices
- Convene Steering & Governmental Coordinating Committees
- Assist with vote count
- Conduct “train the trainer” sessions on budget eligibility, including capital and expense budgets.
- Connect staff to relevant capital budget staff at agencies
- Help cost out complex projects
- Create & implement strategic press plan
- Create and maintain PB page on official Council website
- Promote various events
- Contact for citywide & local media
- Design and printing of materials
- Provide limited technology & translation assistance
- Provide information on the state of previously funded projects annually on the PB website, to be updated as changes occur
- Assist with the agency feedback process by providing oversight into agency’s submissions when needed

Work with Council Member Offices to get updates from City Agencies about the status of project implementation

## **Research & Evaluation Team**

Researchers document and evaluate the PB process.

- Coordinate and monitor research and evaluation of PBNYC
- When possible, observe Assemblies, Expos, Voting Sites, and other meetings to collect data and conduct interviews
- Develop reports and materials to summarize the evaluation of PB and assess achievement of the goals of PBNYC

## **City Agencies\***

- Provide budget delegates with relevant background information about their agency and about the types of projects that are feasible
- Assess feasibility of project proposals
- Provide cost estimates for project proposals
- Offer feedback on project proposals
- Work with budget delegates to make desired projects feasible within City guidelines
- Implement winning projects
- Provide updates on project implementation status

## **Community Voices Heard**

- Participate in the Steering Committee
- Provide technical assistance on best practices for outreach and engagement of traditionally underrepresented groups through coaching and citywide trainings
- Lead efforts to expand and deepen PBNYC
- As funds permit & grants prioritize, recruit, train, and deploy “boost organizers” & canvassers for targeted outreach for neighborhood assemblies, project expo and vote
- Pilot delegate engagement & retention program
- Leverage foundation funding to support the PB process

## **The Participatory Budgeting Project**

- Participate in the Steering Committee
- Available for central/district staff questions
- Conduct facilitation trainings for committee facilitators
- Conduct process preparation workshops for district staff
- Develop operating manual and training curricula for district staff in conjunction with Central Staff
- Lead efforts to expand and deepen PBNYC
- Leverage foundation funding to support the PB process

## Outreach Service Providers

- Conduct limited amount of outreach targeted at hard-to-reach populations in participating districts for vote and neighborhood assembly turnout, as coordinated by Central Staff, in consultation with the City Council districts.

## Steering Committee

The Steering Committee guides and supports the PB process across the participating districts. *See the end of the rulebook for more information about the Steering Committee and a list of members.*

- Design and guide PB process
- Attend PB events and meetings in participating districts during each stage of PB
- Provide specialized support for the PB process, including with research, organizing, media, online engagement, social media, policy & budgeting, data visualization, and design
- Promote the PB process through the press, social media, and other networks, using protocol agreed-upon by the Steering Committee
- Help raise support funding
- Create and distribute educational and promotional materials about PB
- Mobilize broad, inclusive, and proportional community participation
- Provide assistance at budget assemblies, delegate meetings, and/or budget delegate orientations
- Evaluate and revise the rules of the PB process
- Encourage PB for other districts and budgets
- Identify and recruit groups to support PB at the city & district level
- Ensure that the district-level PB processes are inclusive and consistent with the core goals of PBNYC
- District Committee representatives on the Steering Committee will also serve as the voice of the local processes

# ABOUT THE STEERING COMMITTEE

## Steering Committee Governance

- The Steering Committee is convened and coordinated by the New York City Council Central Staff and co-chaired by two individuals who are a part of the Steering Committee member organizations
- Whenever possible, decisions are made by consensus at meetings
- For changes to or issues where there is no consensus, decisions are made by vote. Fifty percent quorum\* is necessary for a vote to be valid, and a 66 percent majority of participating members is necessary for a vote to pass. For example, if there are 30 Steering Committee members, 16 need to be present in order to have a vote and 11 votes are needed in order for an item to pass. Voting may take place at Steering Committee meetings or online
- Each member organization, district committee member, budget delegate, facilitator, and Council Member office has one vote
- Working-groups are formed at various moments throughout the process to ensure that certain critical aspects of PBNYC are carried out efficient and effectively
- At the end of the PB cycle, candidates for the Steering Committee are recruited through an open call and are vetted by the Office of the General Counsel of the New York City Council.

## Steering Committee Co-Chairs - 2016-2017

Catherine McBride, Red Hook Initiative

Aaron Jones, Community Voices Heard



## **\*GLOSSARY OF TERMS**

### **\*Allocate**

To distribute funds for a specific reason.

### **\*Capital Budget**

Funds used in the City of New York to build or improve physical spaces like schools, streets, parks, libraries, community centers and other public spaces. Capital funds can only be used for physical infrastructure projects that will last at least five years, cost at least \$35,000 and benefit the public. For example, repairing a basketball court in a public park would be a capital project. However, repairing a basketball court in your backyard would not be a capital project because it would not benefit the public. Similarly, paying for staff and referees to run a basketball league would not be a capital project because it would not be an improvement to physical infrastructure.

### **\*Budget Delegates**

Volunteers who turn ideas into project proposals for the vote.

### **\*City Agencies**

A city regulated organization that implements city projects and upholds the standards and ordinances of their respective fields.

### **\*Empowerment**

Giving power or authority to a person or group.

### **\*Expense Budget**

The Expense Budget pays for the day-to-day operating costs of the city, such as the salaries of teachers and police officers, supplies, contracted services with non-profits and debt service. This is like a household's annual budget that includes food, clothing, and childcare.

**\*Equality**

Being equal in rights, status, and opportunity.

**\*Equitable**

The quality of being fair and impartial.

**\*Facilitator**

Someone who helps a group of people understand their common objectives and achieve them, without taking a particular position in the discussion.

**\*Grassroots Democracy**

Political processes where as much decision-making authority as practical is shifted to the organization's lowest geographic level of organization.

**\*Implementation**

The process of putting a decision or plan into effect.

**\*Inclusion**

The act of including something, someone, or a group of people; making sure that everyone's voice is heard.

**\*Infrastructure**

The basic equipment and structures (such as roads, school buildings, parks) that are needed for a city to function.

**\*Marginalized Groups**

A group that is treated as insignificant or peripheral.

**\*Participatory Budgeting (PB)**

A democratic process in which community members directly decide how to spend part of a public budget.

**\*Quorum**

The number of members required to be present in order to make official decisions.

**\*Transparency**

Openness and honesty about the way decisions are made.







NEW YORK CITY COUNCIL  
**PARTICIPATORY**  
BUDGETING



THE NEW YORK CITY COUNCIL  
**SPEAKER MELISSA MARK-VIVERITO**

**GET INVOLVED:**

- Visit [council.nyc.gov/PB](http://council.nyc.gov/PB) • Follow @PB\_NYC
- Suggest your project ideas at [ideas.pbny.org](http://ideas.pbny.org)



## Appendix F: Key articles and media

- [Real Money, Real Power: Participatory Budgeting](#), Introductory video produced by Participatory Budgeting Project, 2016.
- [Participatory Budgeting: Next Generation Democracy](#), White Paper produced by Participatory Budgeting Project, 2016.
- [Participatory Budgeting's Promise for Democracy](#), Carolin Hagelskamp & Matt Leighninger, *Governing*, 2016.
- [Public Spending, by the People: Participatory Budgeting in the United States and Canada in 2014 – 15](#), *Public Agenda*, 2016.
- [Budgeting for Equity: How Can Participatory Budgeting Advance Equity in the United States?](#) Madeleine Pape & Josh Lerner, *Journal of Public Deliberation*, 2016.
- [Participatory Budgeting: Core principles and Key Impacts](#), Brian Wampler, *Journal of Public Deliberation*, 2012.
- [By the People, For the People: Participatory Budgeting from the Bottom Up in North America](#), Josh Lerner & Donata Secondo, *Journal of Public Deliberation*, 2012.

Check out more articles and media on PBP's Articles page:

<https://www.participatorybudgeting.org/>

# Participatory Budgeting Voter Survey Template

## Instructions:

1. Make a copy of this digital file
2. Customize the [highlighted] words to your specific vote city/school/place and time or year.
3. Get it translated, if needed
4. Print a few more than you think you need, double -sided, page 2-3 of this document.
5. Have these available at vote sites and hand to voters
6. After your vote, put all the answers into a big spreadsheet, so you can report back.

## Survey Support:

### METRICS, INSTRUMENTS & TEMPLATES:

Please see the most recent Key Metrics documents for Evaluator support, specific explanations, and other evaluation instruments.

Online here: <https://www.participatorybudgeting.org/how-to-start-pb/research/for-researchers/>

The PB Research Board and the Participatory Budgeting Project maintain templates for all PB Evaluation Instruments.

## DIGITAL SURVEY:

One [digital version of this survey](#) is available for free to any place conducting a PB voter survey.

This survey is mobile phone ready, anonymous, and you will have access to an automatic download of the results and a basic analysis PDF of responses.

Please contact: [hello@survey.participatorybudgeting.org](mailto:hello@survey.participatorybudgeting.org) to request your free digital PB voter survey.



The screenshot shows a digital survey interface. At the top, there is a dark blue header with the text "PB Digital Vote Survey (TEMPLATE)" and a hamburger menu icon. Below the header, the main content area has a light gray background. It features the title "PB Digital Vote Survey (TEMPLATE)" in a large, bold, black font. Underneath the title, there is a sub-heading "PB Voter Survey" in a smaller, blue font. The main text of the survey includes: "Thank you for voting in today's participatory budgeting election.", "Please take five minutes to fill out this form to help us improve the participatory budgeting process.", "If you do not feel comfortable answering a question, feel free to skip it.", "Your answers are confidential.", and "There are 11 questions in this survey." At the bottom right of the survey content, there is a dark blue button with the word "Next" in white text.



# PARTICIPATORY BUDGETING [city name] [year] VOTER SURVEY

\*\*\*YOUR ANSWERS ARE CONFIDENTIAL\*\*\*

Thank you for voting in today's participatory budgeting election. Please take five minutes to fill out this form to help us improve the participatory budgeting process. If you do not feel comfortable answering a question, feel free to skip it.

How did you first hear about today's vote? (Check all that apply)

- Television, newspaper or radio
- Online or social media, such as Facebook or Twitter
- From my [council member, alderman, supervisor, etc.]
- Someone came to my door
- A mailing was sent to my house
- I got a text message
- I got a phone call
- The school
- Friend or family member
- Community group: \_\_\_\_\_
- I passed by the voting site

Besides voting, how else have you been involved in participatory budgeting over the last [insert number of months process lasted] months? (Check all that apply)

- I was not involved besides voting
- I attended a meeting or event in [enter season or month during which idea collection took place] where project ideas were collected
- I submitted a project idea online
- I was a budget delegate
- Other: \_\_\_\_\_

Is this the first time you voted in a participatory budgeting process, or did you vote in a participatory budgeting process last year [in a previous year]?

- First time
- I voted in participatory budgeting in a previous year
- I am not sure

In the past 12 months, have you worked with other people in your

neighborhood to fix a problem or improve a condition in your community, *not including* work you may have done related to participatory budgeting?

- Yes, I have done that
- No, I have not done that
- I am not sure

The following demographic questions allow us to report on the diverse range of people who participate in PB.

Did you vote in the [specify year and type of last local election]?

- I am not eligible to vote
- No, I did not vote, but I am eligible to vote
- Yes, I voted
- I am not sure

Do you identify as: (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or Pacific Islander
- White
- Other (please specify): \_\_\_\_\_

Do you identify as: (Check all that apply)

- Female
- Male
- Transgender
- Different gender identity: \_\_\_\_\_

What is your age?

- Under 18
- 20–24
- 35–44
- 55–64
- 18–19
- 25–34
- 45–54
- 65+

What was your total household income  
in [last year]?

- Under \$10,000
- \$25,000–\$49,999
- \$75,000–\$99,999
- \$10,000–\$24,999
- \$50,000–\$74,999
- \$100,000 or more

Highest level of education:

- Less than high school diploma
- High school diploma, GED or equivalent
- Some college, no degree
- Associate's degree
- Bachelor's degree
- Graduate or professional degree

**Thank you for taking the time to complete this survey!**  
**If you have any comments, please use the space below.**

**Comments:**

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**Office Use Only**

Vote date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Vote location: \_\_\_\_\_

Survey number: \_\_\_\_\_

Survey language: \_\_\_\_\_

# PB Outreach Toolkit

*A Guide to Engaging Underrepresented Communities in Participatory Budgeting*



PARTICIPATORY  
BUDGETING PROJECT

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## **ACKNOWLEDGEMENTS**

The content in this toolkit draws heavily from materials developed by Community Voices Heard (CVH) for PB NYC. PBP thanks CVH for their generosity, leadership, and commitment to ensuring effective outreach is core to PB practice in New York and beyond.

# I. Introduction

What makes participation in PB different from other forms of public engagement in government is that, at its best, it can better represent and reflect the full diversity of your community.

Chances are you wouldn't have embarked on a participatory budgeting process if you weren't invested in engaging those people you're not used to seeing in council chambers, but whose knowledge and experience of the pressing issues facing your community are essential to creating lasting, inclusive solutions. Inclusion is a fundamental promise of PB - and effective outreach is the key to making good on that promise.

This toolkit aims to equip PB implementers with a solid grounding in the basic principles of community outreach and a set of concrete tools to guide you. The first section lists the important elements you'll need to plan effective outreach. The second section focuses on putting that plan into practice and how to get the most out of the time, energy, and other resources you invest in outreach. In the appendix you'll find a battery of tools to aid you along the way.

## CORE PRINCIPLES FOR OUTREACH IN PB

Broadly speaking, outreach can be any effort to get information out to members of the public. However, while there may be a handful of residents in your community who will show up to a public meeting simply because they received an email, the vast majority won't. Many people - especially those whose communities have been historically underrepresented in government - face a host of barriers to participating in public meetings, including child care needs, work schedules, limited transportation, lack of translation and interpretation services, concerns about potential interaction with law enforcement, and more. Others may have lost their legal right to vote due to a previous conviction that took place decades earlier and, unsurprisingly, have come to believe they are not welcome in the halls of government. But even beyond these barriers, one of the biggest reasons people don't show up is that they don't think their participation will make a difference. And let's face it - much of the time, they're right. In order to overcome these barriers, people have to be personally invited, convinced of the importance of their presence, and made aware of the specific impact their participation will have on the outcome. To do this, you need to engage people in conversation.

This toolkit focuses on the single best form of outreach for engaging those who are least represented in government: person-to-person, face-to-face outreach. While flyers, posters, and other printed materials are essential for information sharing, drawing a broad, diverse, and representative pool of participants to your PB process depends first and foremost on effective person-to-person outreach.

The overall approach to outreach and specific strategies laid out in this toolkit are rooted in the following core principles. We'll delve deeper into these in the pages that follow.

- **Person-to-person, face-to-face outreach** is the key to engaging underrepresented and disenfranchised communities in PB.
- **With finite resources**, outreach efforts should be devoted to engaging those communities, as they are least likely to participate.
- **Repetitive contact yields the highest participation.**

- **Invest time in building relationships with community leaders and grassroots groups** in the communities you're trying to reach. You may not always be the best person to stand up in front of their constituents and recruit them to participate, but they'll know who is.

## KEY TIME POINTS FOR OUTREACH



In most PB processes, there are three windows of time that require strong public outreach: first is recruiting members for your steering committee; second is idea collection, when you're inviting people to

attend public assemblies, learn about PB, brainstorm ideas for PB projects, and signing up to serve as budget delegates; and third is the PB public vote. You'll see in the coming pages that the more effective your outreach is early on, the stronger, broader, and more representative participation will be by the time the vote comes around. For the purposes of this toolkit, we assume you have already built a steering committee and focus instead on outreach during idea collection and the PB vote.

## WHAT IT TAKES

Good outreach takes resources: money, time, and people. You'll need a budget to hire canvassers or contract with community groups for outreach, provide food for your volunteers, print materials, and stock up on clipboards, pens, and printer paper.

You'll need time: Building relationships with leaders in underrepresented communities, recruiting and training volunteers, gathering contacts and following up with them prior to an event - these all take time. In addition to time, the people you have may be your greatest asset. You'll need people to knock on doors, make phone calls, present to community groups, enter

contacts into databases, create signs and banners - and of course people to recruit and train those people and coordinate the myriad pieces into a cohesive operation.

In the pages that follow, we refer you to a range of sample materials, collected in the Appendix at the end of the toolkit. Some of these are examples from other PB processes, while others are blank templates you can use for your own PB process.

# II. Planning for Effective Engagement

## A. IDENTIFYING DISENFRANCHISED GROUPS & UNDERSERVED NEIGHBORHOODS

While the goal is to engage all community members in the PB process, outreach and mobilization efforts should focus on community members that are least likely to participate on their own. These groups include:

- Low-income communities
- Communities of color
- Immigrants, especially those who are undocumented
- Non-English speakers
- Youth
- Formerly incarcerated individuals
- LGBTQ individuals
- Individuals with disabilities



There are two primary ways to identify underrepresented groups in your community:

### Using Census Data and Demographic Maps

To engage a diverse group of community members, you must first understand the demographic makeup of your jurisdiction. Start out by analyzing Census statistics of your city or council district to get a big picture view of its composition in terms of race, ethnicity, income, languages spoken, and family size. Maps with demographic and socioeconomic data are tremendously useful in outreach planning – they can help you visualize where different racial, ethnic, age, and language groups are located. Ask your local planning, health, or human services departments for support here, as they frequently produce and update these maps. One caveat to be aware of: census data is often outdated and undercounts certain communities, especially undocumented immigrants. Use it as a guide and a starting point.

### Engaging Stakeholders

In order to effectively engage hard-to-reach constituencies, it's essential to partner with groups in the communities that are already trusted and know how to appropriately and effectively reach out to their members. Start with the PB steering committee and other community leaders, as they can help give you a sense of who the key stakeholders of the community are. These community leaders should play a central role in helping you craft an outreach plan that reaches their constituents. Partner with groups that actively work with young people, public housing residents, new immigrants, communities of color, formerly incarcerated people, people with disabilities, and non-English speakers.

## **B. DEVELOP YOUR GOALS & OBJECTIVES**

Once you've identified the communities you want to engage, work with your Steering Committee to set concrete goals and objectives that will enable you to assess the efficacy of your outreach. The following two sets of questions should guide outreach goal setting:

- **How many** people do we want to participate, and **who** should be included among participants? What would participation look like that is both high

in numbers and representative in terms of income, race, ethnicity, age, and language?

- **What** specific strategies will we use meet our engagement goals? **What** activities – places to go, people to talk to – should we plan for that will help get us there?

Goals should be unique to the make-up and complexities of your community. They may include increasing the participation of a particular ethnic or age group, increasing turnout to neighborhood assemblies, spreading the word about PB, or encouraging action among your neighbors. Objectives should be more specific and measurable.

**Example goal & objective:**

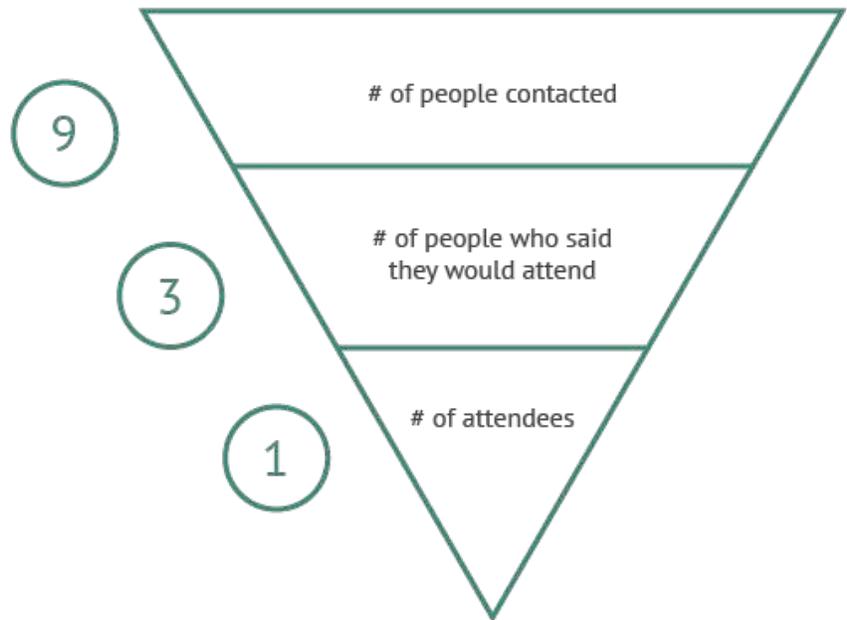
**Goal:** Increase participation of the Chinese-American community in the remaining neighborhood assemblies.

**Objective 1:** Conduct outreach tabling at downtown Lunar New Year Celebration and get 20 people share their contact info.

## C. REMEMBER THE RULE OF THIRDS!

Political campaigns have taught us a valuable metric for driving turnout to big events like elections or important community meetings.

On average, one-ninth of the people you contact in any given person-to-person outreach effort will show up to the event you've invited them to attend. The idea is that you need to talk to nine people to get one commitment, *and* you



need three commitments to get one attendee. For example, if you want 30 attendees at an event, you need to contact 270 people to get 90 committed and 30 to show up.

## **D. COORDINATE YOUR PEOPLE**

Proper staffing for outreach requires two equally important elements:

1. people, and 2. the right people.

In order to do great outreach, you need a strong team! Ideal outreach sessions have between 10 and 20 people ready to volunteer for the shift. Some places to turn to for outreach volunteers include:

- Steering Committee members & their networks
- Community-based organizations & service clubs
- Local high schools and colleges
- People who facilitated small groups at assemblies
- People who attended assemblies
- People who served as budget delegates in a previous PB cycle

Never miss an opportunity to recruit volunteers – always bring sign-up sheets to presentations on PB at schools or community group meetings, tabling events, and so on. Follow up with potential volunteers within a week of signing up to let them know how they can plug in. *See Appendix A: Outreach Sign-Up Sheet.*

As you assign staff and volunteer roles to outreach activities, keep in mind the strengths, qualities, and personal connections of your people and let those guide where they can be best utilized. Are you setting up a table at a public housing development? If so, try ahead of time to recruit a volunteer from that development who knows its residents and the issues they may care about. Are you making presentations to high school classes? Send a staff or volunteer who is energetic and as close in age as possible to those students. Lastly, providing resources to community-based organizations to support your engagement efforts is critical. Whenever possible, allocate resources in your budget to

contract with groups who have long-standing ties with the communities you want to engage, as they will be most effective in turning out their people.

## **E. SET THE SCHEDULE**

The earlier you start outreach the better. Outreach should be done throughout the PB process, but it's important to start *no less than* one month before your first event – whether at an assembly or a vote launch. If you think about the Rule of Thirds, you'll realize the amount of time it takes to contact a good amount of people for the turnout you want.

### **Sample Schedule:**

- 2 months before first PB assembly: Plan and prepare for outreach & mobilization
- 6 weeks before first assembly: 2 group outreach sessions per week
- 2 weeks before first assembly: 1 group phone banking session per week
- During assemblies: 1-2 outreach sessions per week targeting neighborhoods closest to the upcoming assembly site
- Mid-way through assembly schedule: 1-2 phone bank sessions to new contacts and contacts who said they would attend but haven't yet
- Reminder mailing to all new outreach contacts who did not provide a phone number or email
- After each outreach session & mid-way through assemblies: Emails to new outreach contacts

## **F. CREATE COMPELLING MATERIALS**

To aid them in their conversations with the public, outreach volunteers will need simple, eye-catching, and informative flyers. Don't forget: list all offered amenities, like childcare, interpretation, and refreshments, on your printed materials. Flyers should be translated into any language for which you'll be providing interpretation. Make sure you provide a way for your target audience to access additional information, whether through a staff member's contact information, a website, or an upcoming meeting time and place. Keep in mind

that not everyone has access to a telephone or computer. *See Appendix B: Sample PB Flyer.*

## G. CRAFT YOUR MESSAGE

In our experience, the messages that work best with people who typically do not participate in government are ones that stress the uniqueness of PB – how it's different from government as usual – and stress the words power and participation.

Some of the messages we encourage trying in the field include:

- Our Money. Our Neighborhood. Our Decision.
- Your Money. Your Neighborhood. You Decide.
- Propose. Develop. Decide.
- Participation is Power!

In PB, it's important to talk about the amount of money that people are being given power over. For example: **What would you do with \$1 million in your neighborhood? Now's your chance to decide!**

Once you understand the group you're reaching out to, you can craft a message designed to achieve your objective(s). The message should be attention grabbing, specific, and tied directly to something the people in this community value (for example: their ability to improve the playgrounds in their neighborhood, build a ramp in a senior center, or have a new stop light put in



at a dangerous intersection). Questions to ask include: Is it understandable and accessible to the group you're trying to reach? Does it capture their attention?

## H. WRITE THE RAP

In addition to flyers, volunteers will need a “rap” - or script - that outlines key talking points, including what PB is, why they should participate, and details on how they can get involved. An effective rap also includes a probing question to get people talking about the issues that matter to them. *For a sample PB outreach rap, see Appendix C.*

Be sure to get feedback from Steering Committee members and others in the communities you're trying to reach on your outreach materials to find out whether the language, messages, and visuals will be effective.

## I. SUGGESTED LOCATIONS FOR OUTREACH

The strategies mentioned above are key to reaching underrepresented communities. In addition, listed below are some general suggestions for places to go in your community to reach underrepresented groups. Keep note that many of these sites will overlap in regard to reaching different groups:

- Public housing developments
- Public assistance offices
- Public school pickup and drop-off locations
- Adult education centers
- Movie theaters
- Libraries
- Job training centers
- Community centers
- Ethnic grocery stores
- Playgrounds
- Basketball courts
- Reentry services organizations
- Gyms
- Tenant associations
- Faith-based institutions
- Sports fields
- After-school programs
- LGBTQ community centers

# III. Doing Effective Outreach

## TYPES OF OUTREACH

In the introduction, we listed several core principles for successful outreach to underrepresented communities. Top among them was the importance of person-to-person, face-to-face outreach. Below, we outline the four key types of person-to-person outreach and some key strategies for implementing them.

Type	Description	Materials Needed
<b>Street Outreach</b>	Tabling and flyering at high traffic places and community events	Outreach rap, flyers, sign-up sheet or pledge card
<b>Canvassing</b>	Door knocking in neighborhoods near assembly sites	Turf map*, Outreach rap, flyers, sign-up sheet or pledge card
<b>Phone Banking</b>	Phone calls to existing PB contacts and contact lists from Steering Committee organizations	Phone rap, contact list with space for notes
<b>Organizational Outreach</b>	Presentations to—and meetings with—community organizations, faith-based groups, and other local institutions	Talking points, sign-up sheet, flyers

\*Map of the area where someone will be canvassing.

## MAKING EFFECTIVE USE OF CONTACTS

The importance of collecting contact information during outreach efforts cannot be overstated! People are more likely to attend events if they tell someone they'll be there and are reminded of their commitment. It's essential to get contact information from people who show interest in order to follow up with them in the future. Repetitive contacts are equally critical to mobilization efforts. A combination of a knock on a door, a follow-up phone call, and a reminder mailing are significantly more effective than just a single contact.

## Tracking Contacts

Have a sign-in sheet at all events, include an RSVP form whenever possible in email invitations, and carry a sign-up sheet or pledge cards during in-person outreach. Use a shared spreadsheet to record contact information and pledges collected during group outreach sessions, sign-up sheets from events/info sessions, and organizational contacts. A sample contact tracking spreadsheet is included in *Appendix G*.

Outreach volunteers should take the following steps during in-person outreach sessions and phone banks:

- During in-person outreach: Collect contact information names, emails and/or phone numbers of people that you speak with either on pledge cards or on sign-up sheets.
- Soon after an outreach session: Add any names and contact information to a contact spreadsheet managed by City Staff.
- Up to 3 days before the event: Follow up with an RSVP call. People are more likely to show up if they say they will come. Mark on the tracking spreadsheet if they've agreed to come to an assembly.
- One to two days before event: Final confirmation call or email.

# HOW TO RUN A SUCCESSFUL OUTREACH EVENT

## Typical Outreach Session Schedule:

Morning	Afternoon	Evening	Agenda
9:00 am	1:00 pm	5:00 pm	Meet Up & Settle In <i>Provide some snacks if possible!</i>
9:15 am	1:15 pm	5:15 pm	Quick Training in Outreach & the Raps
9:45 am	1:45 pm	5:45 pm	Travel to Destination for Outreach
10:00 am	2:00 pm	6:00 pm	Door Knocking or Public Site Engagement <i>Make sure to gather names and contact information of everyone you talk to!</i>
12:15 pm	4:15 pm	8:15 pm	Travel back to Central Site
12:30 pm	4:30 pm	8:30 pm	Debrief and Tally Numbers
1:00 pm	5:00 pm	9:00 pm	Thank Everyone & Close Out

Bringing everyone together for a training at the start and a debrief at the end helps to make everyone feel prepared, part of a team, and see the progress towards the goals. It's also important for organizers of the sessions to keep track of information in terms of both contacts made and information gathered so that assessments can be done along the way and follow-up can be done later on.

## Prepping your volunteers

As we've mentioned already, outreach isn't just about handing out flyers, but about engaging people in conversation. Your volunteers should take the time to give people deeper information than is on a flyer or poster. Give them the tools they need by going over the outreach rap together and make sure they have time to practice it before going out into the field. Even if they cannot engage folks in a full conversation for a minute or two they should have catchy statements (related to your overall message & audience) that they can make

while handing out the flyers, things that will make people look at what they've just taken.

## **Setting Roles and Responsibilities**

In most cases, PB Staff will provide overall coordination for outreach efforts, including outreach tracking, volunteer management, and preparing outreach materials. Steering Committee members often serve as the primary volunteers responsible for reaching out to their organization's members and networks, recruiting additional volunteers, and promoting PB in the community. Steering Committee members can help coordinate outreach and phone-banking sessions and any other outreach efforts to supplement those coordinated by staff.

In the lead up to the PB vote, budget delegates and facilitators are also important pools of potential volunteers. In every process, delegates receive a list of "Campaigning Do's and Don'ts" indicating that, while they may speak to the public about their own projects, their greater responsibility is to promote the PB vote and process overall.

## **Additional Tips for Phone Banks**

A similar structure and approach can be used for phone bank sessions. The only difference is that instead of heading to the field, you hit the phones. In order to do this you'll either need to secure a space with a number of phone lines to use OR you'll need to ask your volunteers to bring along cell phones that they can use.

Phone lists can be pulled from a voter database and reminder phone calls can be made from the contact information gathered during organizational and individual outreach. To expand your reach, ask Steering Committee organizations or other partner groups to bring their member contact lists to the phone bank!

## **Always End With a Debrief**

Before breaking for the evening, ask participants how the outreach session went. What messages or strategies worked best with which people? What didn't work as well, and how could it be improved next time? This space for

reflection not only gives you important information to improve your outreach efforts, it gives volunteers the chance to learn from each other and solidify the skills they developed over the course of the day or evening.

# IV. Conclusion

## EVALUATING YOUR OUTREACH

We hope the tips and tools in this guide have set you up for strong, effective PB outreach! As you build and implement your outreach plan, be sure to schedule in key time points to pause, reflect, and evaluate the success of your efforts. While you'll learn a lot in the course of doing outreach what works best with the different communities you're trying to engage, ultimately the proof is in who shows up to participate. Survey data collected from PB participants, as well as conversations with community partners and participants themselves, will help you determine where outreach is working and where it needs to be adjusted. Who is showing up, and who isn't? How are participants finding out about PB, and does this differ between groups? Who is missing from the conversation, where can you go to reach them? Especially useful times to ask these questions are midway through idea collection, after formal assemblies are over but before the budget delegate orientation, and midway through the vote. Once the PB cycle is over, make sure outreach is a focal point of evaluation meetings with participants. The more you can capture in detail what was effective and what wasn't, the more you'll set yourself up for success in launching next year's efforts.

# V. Appendix: Outreach Tools & Sample Materials

- 23 [Outreach Sign-up Sheet](#)
- 24 [Sample PB Flyer](#)
- 25 [Sample Outreach Rap](#)
- 28 [Template for Phone Bank List](#)
- 29 [Outreach Tracking Worksheet](#)
- 30 [Pledge card](#)
- 32 [Contacts Tracking Spreadsheet](#)
- 33 [PBNYC/CVH Outreach Video](#)

PB [Your City here] SIGN UP SHEET

EVENT:

DATE:

Name <i>Nombre</i>	E-mail <i>Correo Electrónico</i>	Phone <i>Teléfono</i>	Address <i>Dirrección</i>	I want to volunteer! I can help with ... <i>Quiero ser voluntario! Puedo ayudar con ...</i>	Preferred Language <i>Idioma preferido</i>
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:
				<input type="checkbox"/> Outreach/Alcance a la comunidad <input type="checkbox"/> Facilitation/facilitación <input type="checkbox"/> Other/Otro _____	<input type="checkbox"/> English <input type="checkbox"/> Español <input type="checkbox"/> Other/Otro:

# EMPOWER UPTOWN PROJECT

Join Councilmember  
Richardson and vote to directly  
decide how to spend \$250,000  
to improve our community.

## Neighborhood Assembly Dates

 **October 16 • 6:30pm - 8:30pm**  
**150 W Victoria St.**  
**Colin Powell Academy (Cafeteria)**

 **October 22 • 6:30pm - 8:30pm**  
**6301 Myrtle Ave.**  
**Houghton Park Community Center**  
\*Child care available

 **November 2 • 3:00pm - 5:00pm**  
**6465 Cherry Ave.**  
**Light of Life Church**  
\*Child care available  
*\*\*Meeting will be presented in Spanish and translated in English*



## Participatory budgeting

is a democratic process in which  
community members decide how  
to spend part of a public budget.



For more information  
on the participatory  
budgeting process in  
Long Beach, visit:  
[PBlongbeach.org](http://PBlongbeach.org)

Refreshments and translations  
will be available at all meetings



**Rex Richardson**  
Long Beach City Councilmember, 9th District

For more information please  
visit [www.insidedistrict9.com](http://www.insidedistrict9.com)



## PBLB D9 Outreach Rap In Person & Phone Bank Script Neighborhood Assemblies 2014

### 1. Introduce Yourself

Hi, my name is \_\_\_\_\_ and I'm a volunteer/staff with \_\_\_\_\_  
(*your organization or "Participatory Budgeting Long Beach"*).

### 2. Information

I'm out here today to let you know about an exciting opportunity for residents of District 9 to decide how to spend \$250,000 to improve the community.

### 3. Ask & Listen

***Are you satisfied with the decisions government is currently making about how to spend our tax dollars? What would you do with \$250,000 here in District 9?***

Listen and probe!

### 4. Explain Participatory Budgeting

***Have you heard about participatory budgeting? (wait)***

District 9 is taking part in a new process called Participatory Budgeting, where Councilmember Rex Richardson is asking district residents to come together and decide how to spend \$250,000 of city capital funds. In PB, you and your neighbors will get to come up with ideas for community improvement projects, develop these ideas into proposals, and then vote on a ballot for where the money will go. The top ideas that get voted on, up to \$250,000, will be funded in next year's city budget.

***How does that sound to you? (wait)***

### 5. Make the Ask

The process starts with neighborhood assemblies around the district, where you'll have a chance to discuss with your neighbors and brainstorm ideas for how to spend your tax dollars to improve this community.

*(Indicate the dates, times and locations on a flyer)*

**Will you join us at a Neighborhood Assembly on \_\_\_\_\_ in \_\_\_\_\_? The meeting is from \_\_\_\_\_ to \_\_\_\_\_. *(wait for a yes or no)***

→ IF THEY SEEM UNSURE...

This is our chance to have real power over real tax money for our community.

We know local residents know best what the needs and challenges are in their communities. We know that the decisions government makes don't always reflect these needs. The only way you can change this, though, is by getting involved and doing something about that. You're being given a chance here to decide on real money and real proposals, to show people \*and\* government that it can be done differently. What do you say?

## 6. Collect Contact Information

Great! We'd like to be able to give you a reminder call right before the meeting and keep you posted on the progress of the process.

**Can I get your phone number and email? Which meeting will you be attending?**

*(Record their contact information on a pledge card or on a sign-up sheet. You can't get in touch with people unless you have their contact info!)*

## **Phone Banking**

### 7. If you reach an answering machine:

Hello. I'm calling from \_\_\_\_\_ *(insert your organization name or Participatory Budgeting Vallejo)* to let you know about an opportunity for you to decide how \$2.4 million dollars in tax money is spent in our community. Our City Council is setting aside \$2.4 million and letting community residents directly decide how to spend it. Last year through this process, we decided to fund 12 projects to improve our city, including things like pothole repair, funding for school programs and improvements to the senior center.

Our [next/first] Budget Assembly will take place on \_\_\_\_\_ *(insert date)* at \_\_\_\_\_ *(insert location and time)*. This is where residents like you can propose and brainstorm ideas for how to spend the money this year.

If you have any questions, don't hesitate to call \_\_\_\_\_ (*contacts*) at City Hall at \_\_\_\_\_ (*phone number*). You can see all of the Assembly dates, times and locations at our website, [www.pbvallejo.org](http://www.pbvallejo.org).

Hope we can count on you to come out to the Budget Assembly on \_\_\_\_\_  
(*repeat date, location, & time!*)



Participatory Budgeting

<b>Volunteer Name:</b> _____	<b>Phone Number:</b> _____
<b>Email:</b> _____	<b>Volunteer Age:</b> _____
<b>Volunteer Shift Start:</b> _____	<b>End:</b> _____
<b>Shift Supervisor:</b> _____	
How did you find out about PB?	Other
Friend or Family	Email
Website	Social Media
	Other

**Canvassing Neighborhood/Area** \_\_\_\_\_ *(Circle the areas canvassed, see Map for clarification)*

For example: Starr King Neighborhood

Other: \_\_\_\_\_

**Street(s) Canvassed** \_\_\_\_\_ *(For example: Atlantic between Artesia and South, Harding between Orange and Cherry, etc.)*

Types of Outreach (Circle):	Flyers	Pledge Cards	Posters	Phone Calls	Sign-Up Sheets	Door-to-Door
# Items Provided						N/A

	Tally	Shift Total
<b># Successful Contacts</b> <i>Each person that you were able to talk to.</i>		
<b># Unsuccessful Contacts</b> <i>Each person that did not want to talk.</i>		
<b># Repeat Contacts</b> <i>Each person who has heard of PBLB before.</i>		
<b># Pledge Cards Signed</b> <i>sheet.</i>		
<b># Volunteers Recruited</b> <i>Each person who signed up to volunteer.</i>		
<b># Spanish Speakers Contacted</b>		
<b># Youth Contacted</b>		

**Notes/Feedback** \_\_\_\_\_ *Use this area to give us your feedback about the outreach process. For example: What worked? What didn't work?*

The City of Boston is making \$1,000,000 available through **YOUTH LEAD THE CHANGE**, and **YOU** decide how it will be spent!

Engage in a democratic process in our community to fund capital projects like improvements to parks, libraries, schools and other public spaces. It's a new way to make decisions about publicly funded projects, called **PARTICIPATORY BUDGETING**.

All Boston residents ages  
12-25 can vote!  
text **YOUTHCHANGE** to 877877  
for more info!

Twitter and Instagram: @youthleadboston      Facebook: youthleadthechange

#youthleadthechange  
[boston.gov/youthzone/youthleadthechange](http://boston.gov/youthzone/youthleadthechange)  
[boston.citizeninvestor.com](http://boston.citizeninvestor.com)



# YOUTH LEAD THE CHANGE

## PARTICIPATORY BUDGETING VOTE June 14 - 21, 2014

What Would YOU Do With  
**\$1,000,000**  
to improve Boston!

- I pledge to vote!
- I pledge to bring a friend to vote!

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

- I want to volunteer!



## PBNYC/CVH Outreach Video

<https://vimeo.com/121934134>

# Participatory Budgeting Key Metrics: Questionnaire for Evaluators and Implementers

**The goal of this questionnaire is to provide a standard way for local evaluators and the PB Research Board to collectively document and compare key aspects of PB processes across the U.S. and Canada and over time.**

This is also intended to assist local evaluators and implementers keep track of key information about specific participatory budgeting (PB) processes while the process is ongoing and from year to year.

## ***Completing this form***

Each item in this 30-question form informs a PB Key Metric, and having these answers will allow you as well as other PB researchers to report impacts on your PB process. We highly advise you to look over this form before you start your PB process, so you're aware of what you'll want to track.

To maximize the form's usefulness to PB administrators as a data collection tool, you may use this paper questionnaire or request an online version. You can use the online form here: <http://bit.ly/2jvpBkm>

*Please complete this form to the best of your knowledge and ability.*

*If you are unsure about a question, feel free to leave it blank.*

## ***The PB Key Metrics***

The Participatory Budgeting Project, in collaboration with local evaluators and implementers, aims to collect data from each PB site across the U.S. and Canada to analyze the growth, reach and impacts of PB in individual communities and across North America.

We hope local evaluators or implementers will be able to complete this form for **each** PB process they are researching or implementing (that is, in a city where several districts are implementing distinct district-wide processes, we hope evaluators or implementers will complete a separate form for each district).

Get further details, free instruments, and support on tracking the PB Key Metrics here:  
<https://www.participatorybudgeting.org/for-researchers/>

## ***Need Help?***

Please contact Jake at Participatory Budgeting Project at [jake@participatorybudgeting.org](mailto:jake@participatorybudgeting.org) with questions or feedback on this form.

If you are evaluating or implementing more than one PB process, please complete a separate form for each process:

## Name of PB Process

---

Name of District, City, County, School or Community \_\_\_\_\_

Please identify the type of place

- City
- County
- District or Ward
- School
- Organization

What is the total population? \_\_\_\_\_

## CORE METRICS

### Information about the process

1. What month and year did idea collection begin? \_\_\_\_\_
2. What month and year did voting conclude? \_\_\_\_\_
3. How many idea collection events or assemblies took place? \_\_\_\_\_
4. How many different in-person voting sites were there? \_\_\_\_\_
5. How much money was originally pledged for projects for this PB process (not including the implementation budget)? \_\_\_\_\_
6. Please identify the source budget from which the money comes (eg., council member discretionary funds, tax increment financing, youth programming, etc.)
  - City capital budget
  - City general funds
  - District or ward discretionary capital funds
  - District or ward discretionary general funds
  - City agency capital funds

- School district funds
  - Other (TIF, Measure B sales tax, etc) \_\_\_\_\_
7. What is the total size of that source budget for this year? (eg. if the source money is a council member's discretionary fund, please report the total of this one council member's discretionary fund, not the total amount of all council members discretionary funds) \_\_\_\_\_
8. Are there any factors on the source of the money that are important to note? (eg. only can be used for capital funds, can be spent only on parks, etc):  
\_\_\_\_\_  
\_\_\_\_\_
9. Did any additional money come for projects on the ballot or related projects, beyond what was originally pledged? \_\_\_\_\_
- a. How much? \_\_\_\_\_
  - b. Please describe how PB inspired that additional money to come in.  
\_\_\_\_\_  
\_\_\_\_\_

## Participation

10. How many people participated in this process? (*Use number of voters, unless you have detailed data to be able to identify unique participants throughout the process*): \_\_\_\_\_
- a. If you do have unique participant data, how many people voted in your process? \_\_\_\_\_
11. How many of the following other participants or volunteers did you have through this PB process?
- a. Idea collection participants \_\_\_\_\_
  - b. Steering committee members \_\_\_\_\_
  - c. Budget delegates \_\_\_\_\_
  - d. Volunteers to help with outreach, voting, or other aspects of the process \_\_\_\_\_
  - e. If you do not have these numbers, how many total volunteers did you have throughout the process? \_\_\_\_\_
12. How many ideas were submitted?
- a. In-person \_\_\_\_\_
  - b. Online \_\_\_\_\_

13. How many votes were cast
- a. In-person \_\_\_\_\_
  - b. Online \_\_\_\_\_
14. What percentage (%) of voter survey respondents were people of color? *(Report the percentage of survey respondents who indicated something other than "white" as their racial/ethnic identity. Include those who indicate "white" along with other racial/ethnic identities)*  
\_\_\_\_\_
15. If you collected information on the racial/ethnic identity of other volunteers in the PB process. What percentage (%) were people of color, and which group was surveyed? (For example, "25%, idea collection participants") \_\_\_\_\_
16. In total, how many organizations were represented in steering and district committees, and that helped with outreach? (Include only organizations that district/city/county offices partnered with (through contracts or on an explicit volunteer basis) for the purpose of outreach - including organizations that hosted an idea collection meeting or were a voting site.)  
\_\_\_\_\_

## ADVANCED METRICS

### Analyzing Survey Results

17. How many voter surveys were completed? \_\_\_\_\_
18. What percentage (%) of PB voters, who were eligible to vote electorally, who reported that they did not vote in the most recent election? \_\_\_\_\_
19. What percentage (%) of PB voters are ineligible to vote in local elections? \_\_\_\_\_
20. What percentage of PB voters report prior civic engagement or participation? \_\_\_\_\_
21. What percentage of PB voters report being new or returning to PB?
- a. New \_\_\_\_\_
  - b. Returning \_\_\_\_\_
22. What percentage (%) of voter survey respondents reported making less than \$25,000 in annual household income? \_\_\_\_\_

23. What percentage (%) of volunteers reported making less than \$25,000 in annual household income, and which group was surveyed? (eg. 25% of idea collection participants) \_\_\_\_\_

## Deeper Process Details

24. How many different non-governmental or community-based organizations were involved? (*"involved" means they participated in a steering committee, helping with outreach - any role in the process*): \_\_\_\_\_

25. What percentage (%) of PB funds were allocated to the following project types.

- a. Culture & arts \_\_\_\_\_
- b. Libraries \_\_\_\_\_
- c. Community & social services \_\_\_\_\_
- d. Schools \_\_\_\_\_
- e. Parks & recreation \_\_\_\_\_
- f. Streets & sidewalks \_\_\_\_\_
- g. Transportation & traffic \_\_\_\_\_
- h. Other \_\_\_\_\_

26. What were the voting eligibility criteria for your PB process?  
\_\_\_\_\_

27. How much did you receive in grant funding (or other sources) explicitly allocated for implementation costs? \_\_\_\_\_

28. What, if any, is the amount of money your city, county, district/ward, school, or organization spent to implement Participatory Budgeting? \_\_\_\_\_

29. What is your best estimate of the cost of city staff time to implement this PB process? (*note, this can be difficult to calculate. The simplest way is estimated staff hours by an estimated hourly rate. Planning to track time at the beginning of the process can help with this*)  
\_\_\_\_\_

## CITATION & SIGNOFF

Person filling out this report \_\_\_\_\_

Organization name \_\_\_\_\_

Who should be cited or thanked for reporting and tracking this information?  
\_\_\_\_\_

---

I understand that this data is aggregated and anonymized, and used to report on PB across North America, and give permission for the Participatory Budgeting Project and/or the PB Research Board to use this information in an aggregated and anonymized format: \_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

# Key Metrics for Evaluating Participatory Budgeting (v1.1): A Toolkit for Evaluators and Implementers

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*These metrics were originally developed by Public Agenda and Participatory Budgeting Project together with the North American Participatory Budgeting Research Board. They were designed by Public Agenda and released in 2015, with generous funding from Democracy Fund.*

*Participatory Budgeting Project revised the metrics in 2017 with input from the North American Participatory Budgeting Research Board, with funding from Democracy Fund and Rita Allen Foundation.*

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# Toolkit Attachments

Key PB Metrics Research Instruments:

- o Idea Collection Participant Survey Template
- o Voter Survey Template
- o Questionnaire for Evaluators and Implementers

# See Also

*[Library of Additional Participatory Budgeting Research Instruments](#)*

# Comments

*With any questions or feedback, please contact Jake at Participatory Budgeting Project, [jake@participatorybudgeting.org](mailto:jake@participatorybudgeting.org).*

# Introduction

Research and evaluation has been a critical component of the expansion and improvement of participatory budgeting (PB) since it first came to North America in the early 2000s. Local evaluators and researchers took on the task documenting how PB unfolded locally to show what's working and what can be improved. This information has been used to make the case for why PB should be continued and expanded, based on its impacts on local communities and democracy.

In addition to the hard work of local evaluators, a shared framework of tools and strategies for data collection and sharing made it possible to tell the story of the growth of PB across North America - as well as make it a little easier in the process. It allowed Public Agenda to release reports in 2015 and 2016, showing the rapid growth of PB, as well as how it engaged new communities in their local democracy.

This research is guided by several questions about PB's impacts:

## Impacts on Civic and Political Life:

- a) To what extent does PB engage a significant and growing number of residents, including those who cannot or do not participate in mainstream political life? (*Metrics 1, 7, 8, 9, 10*).
- b) To what extent does PB foster collaboration between civil society organizations and government? (*Metric 3*)
- c) Is PB associated with elected officials' political careers? (*Metric 11*)

## Impacts on Inclusion and Equity:

- a) Is PB engaging traditionally marginalized communities? (*Metric 2, 12*)
- b) Through what means does PB facilitate participation? (*Metric 4*)
- c) Is PB fostering equitable distribution of resources? (*Metric 13*)

## Impacts on Government:

- a) How are the number of PB processes and dollar amounts allocated to PB changing from year to year? (*Metrics 5, 6*)
- b) What is the implementation rate of winning PB projects? (*Metric 14*)
- c) Are additional resources being allocated to projects or needs identified through PB? (*Metric 15*)
- d) What is the cost to government of implementing PB? (*Metric 16*)

To answer these questions, we have developed a set of *Key Metrics*. The Key Metrics are a set of shared tools and measurements to allow for comparability across PB processes. With shared definitions and methodologies, researchers don't have to start from scratch - they can use tools that have already been created, and which can be used to make comparisons between other PB processes. There are two types of metrics:

- Core Metrics can be used to compare growth of PB across North America. They track participation, as well as some of the institutional factors that can help increase it. These metrics can be collected through records kept throughout the process, or by short surveys of participants.
- Advanced Metrics These measures generally require a more substantial survey of participants, or additional investigation of other data sources.

All of the metrics are important and can be used to help improve PB and make the case for why it should be expanded. We strongly encourage all PB processes to collect and share the Core Metrics and to fill out the Evaluator Questionnaire. Advanced Metrics should be collected when time and capacity render them feasible.

For all metrics, evaluators are strongly encouraged to use the Key Metrics framework and tools, to ensure comparability across PB processes.

This toolkit includes only those metrics defined as the Key Metrics, as well as research instruments to help with data collection and comparability.

For evaluators who are interested in further data collection including the impact and advanced metrics, such as conducting qualitative interviews with participants and observing meetings, we have compiled a selection of additional research instrument templates. These instruments have been used previously in PB evaluations in the U.S. They do not directly inform the key PB metrics, but local evaluators may find them useful as they develop additional research questions. This *Library of Additional Participatory Budgeting Research Instruments* currently includes *additional demographic questions for participant surveys, sample budget delegate surveys, qualitative interview guides and sample meeting observation sheets.*

## How to Read the Key PB Metrics

The PB Metrics, outlined in the rest of this document, describe PB's potential impacts. They are defined as "core" or "advanced" metrics based on demonstrated ability to collect data for the metrics to date. Each metric is described with:

- A *title* and a *description* of how it contributes to a better understanding of PB
- The specific way that the primary metric is *measured*
- A description of the *sub-metrics*, and how they are *measured*
- Additionally, some metrics include further *notes* on measurement and analysis issue.

## Summary Table of Key PB Metrics

<i>Key Metric</i>	<i>Description</i>	<i>Measurement (Local Evaluators)</i>	<i>Sub-metric</i>	<i>Impact Categories</i>	<i>Original Metric #</i>
<b>CORE METRICS</b>					
1. # of PB participants	Indicates PB's reach and ability to engage the targeted population.	# of unique participants throughout the PB process, in most cases this will be the same as # of voters	# of PB voters, # of volunteers (including idea collection and other meetings), participants as % of area population	Civic and Political Life	1
2. % of PB participants who are people of color	Along with metric 12, indicates PB's potential to engage communities that are marginalized in the traditional political process.	Responses to a survey of voters, asking for racial identity	% of PB voters who are people of color, % of volunteers who are people of color, % of area's population who are people of color	Inclusion and Equity	8
3. # of nongovernmental and community based organizations involved in PB	Indicates the extent to which PB engages civil society and fosters collaborations between civic society and local government.	# and names of organizations represented in steering and district committees, helped with outreach, hosted meetings, etc.		Civic and Political Life	6
4. # of community events and vote sites	Captures aspects of the process implementation that increase access during the idea collection phase, the project development phase and the voting phase.	Sum of all community events in a process, plus the # of in-person voting locations	# of idea collection events, # of voting locations	Inclusion and Equity	9
5. # of total PB processes	Tracks growth and sustainability in PB processes over time. It will track the # of processes implemented each year overall and track the # and proportion of individual PB processes that continue vs. discontinue over time	Total # of active PB processes in a given year	# of new PB processes, # of continued PB processes, # of discontinued PB processes	Government	11
6. Amount of funds allocated to PB Projects	Tracks the money allocated through PB in any one year. It indicates the actual amount of money committed to PB projects by officials.		% of funds allocated to PB projects, type of funding	Government	12

		ADVANCED METRICS			
7. % of PB voters who are eligible to vote, but did not vote in most recent election	Indicates PB's potential to engage residents who do not participate in the mainstream political process.	Voter surveys		Civic and Political Life	2
8. % of PB voters who are ineligible to vote in local elections	Indicates PB's potential to engage people who are excluded from standard forms of political participation.	Voter surveys		Civic and Political Life	3
9. % of participants who report prior civic engagement or participation	Indicates PB's potential to attract otherwise less civically engaged residents.	Voter surveys		Civic and Political Life	4
10. % of participants who report being new or returning to PB	Indicates both growth and retention of PB participants and various patterns of participation over time.	Voter surveys		Civic and Political Life	5
11. % of elected officials re-elected	Help to assess over time PB's association with officials' political careers.	The # of elected officials re-elected after PB	Media	Civic and Political Life	7
12. % of participants who are of low household income	Indicates PB's potential to engage communities that are marginalized in the traditional political process.	Voter surveys	% of voters who are low household income, % of volunteers who are low household income	Inclusion and Equity	8
13. Allocation of PB funds by projects type	Describes how PB funds get allocated across types of projects.	% of PB funds allocated by the following project types	Allocation of comparable funds outside of PB	Inclusion and Equity	10
14. % of projects completed within 3 years	Highlights the # and % of winning ballot projects that are completed within a three-year time frame	% of projects fully implemented within 3 years		Government	13
15. Amount of additional money allocated to project and needs identified through PB	Indicate PB's potential to bring additional funds to communities and/or to allocate funds differently by raising the importance of and issue.	Amount of money allocated, beyond winning ballot items		Government	14
16. Dollar amount spent on PB implementation	Makes transparent implementation costs	Total dollar amount spent by agencies to execute a PB process		Government	15

# Detailed Descriptions of Key Metrics

## 1. Number of PB participants

CORE	Civic and Political Life
------	--------------------------

*Description:* This metric indicates PB's reach and ability to engage the targeted population.

*Measurement:* # of unique participants throughout the PB process. In most cases this will be the same as # of voters (described below).

If you have the ability to track an individual's participation at different stages of the process (idea collection, delegates, voting, etc), then you can have a more accurate view of the type of participation in your process. Otherwise, use the total number of voters in the final ballot.

### *Sub-metrics:*

- a. *Number of PB voters*
  - i. *Measurement: a count of the number of total unique voters in your PB process.*
- b. *Number of volunteers*
  - i. *Measurement: a count of the number of unique volunteers throughout a PB process.*
    1. *A "volunteer" is anyone that helps at a non-voting stage of the process. This can be an idea collection participant, a steering committee member, an outreach volunteer, or others. Since voting is very different from other types of PB volunteering, the better you can track this for your process, the better picture you will have of the type of engagement your PB process has.*
- c. *Participants as percent of area population*
  - i. *Measurement: Participants divided by the total area population, as reported by the Census.*

### *Notes:*

The better you can track detailed participation, the better you can understand the depth of engagement with PB. Here are some other numbers you can collect relatively easily to help give you a picture of your local process:

- o # of participants at idea collection assemblies and other idea collection events (e.g., sign-up sheets or head counts)
- o # of people submitting ideas online (if applicable)
- o # of *active* budget delegates/community representatives/change agents (e.g., as reported by facilitators)
- o # of online versus in-person voters

## 2. Percent of PB participants who are people of color

CORE	Inclusion and Equity
------	----------------------

*Description:* This metric and Metric 12 indicates PB’s potential to engage communities that are marginalized in the traditional political process due to race or ethnicity.

*Measurement:* Responses to a survey of voters, asking for racial identity.

*Sub-metrics:*

- a. *Percent of PB voters who are people of color*
  - i. *Measurement: Percent of Voter survey respondents who indicate something other than “white” as their racial identity. Include those who indicate “white” in conjunction with other racial identities.*
- b. *Percent of volunteers who are people of color*
  - i. *Measurement: Percent of (Idea Collection/Budget Delegate) Participant survey respondents (or other surveys you may administer) who indicate something other than “white” as their racial identity. Include those who indicate “white” in conjunction with other racial identities.*
- c. *Percent of area’s population who are people of color*
  - i. *Measurement: Census data for the district/city where the specific PB process is being implemented. This number will be the share of the area’s population who are not “white alone”.*

*Notes:*

Collecting demographic information at different stages of the process is very useful to see if there are differences as different stages of participation.

In most cases, racial identity will not be available for *all* participants, so you will have to get surveys from a *sample* of participants. This means that these numbers will be *estimates* of the total percent of people of color participating in PB. See the Participant Surveys Template for suggested racial categories for your survey.

For Census data, check if the district or city has these numbers available and calculated for the area. If not, you can find the information at the US Census American FactFinder. Table “DP05” provides detailed demographic information, and you can select the relevant geography.

**Additional demographic questions:** Some local evaluators have included additional demographic questions on their idea collection participant and voter surveys to assess participation of traditionally marginalized communities, including questions about their primary language use, country of origin, etc. The *Additional Demographic Questions for PB Participant Surveys* document in the [\*Library of Additional Participatory Budgeting Research Instruments\*](#) includes examples of these questions.

### 3. Number of nongovernmental and community-based organizations involved in PB

CORE	Civic and Political Life
------	--------------------------

*Description:* This metric indicates the extent to which PB engages civil society and fosters collaborations between civic society and local government. It is also an indicator of variation in how processes are implemented. Organizations may include nonprofits, community groups, religious institutions, business improvement districts, parent-teacher associations, political clubs, etc.

*Measurement:* # and names of organizations represented in steering and district committees and that helped with outreach—we recommend including only organizations that district/city/county offices partnered with (through contracts and on a volunteer basis) for the purpose of outreach, including organizations that hosted an idea collection meeting or were a voting site

*Notes:*

Why limit the count of organizations involved in outreach only to those who formally partner with city staff? This count provides an indicator of the degree to which civil society and local government collaborate on and share efforts around the implementation of PB. Greater collaboration may be associated with greater sustainability of PB overtime and with better outcomes. It is important to note however that this fairly narrow count of nongovernmental and community-based organizations involved in outreach is likely to underestimate the actual involvement of civil society in PB.

## 4. Number of community events and vote sites

CORE	Inclusion and Equity
------	----------------------

*Description:* A metric that captures aspects of the process implementation that increase access during the idea collection phase, the project development phase and the voting phase.

*Measurement:* Sum of all community events in a process, plus the number of in-person voting locations

*Sub-metrics:*

- a. *Number of idea collection events*
  - i. *Measurement: Number of idea collection events*
- b. *Number of voting locations*
  - i. *Measurement: Number of in-person voting locations*

*Notes:*

You can also track number of mobile voting locations, and whether online participation (voting/idea collection/etc.) was available.

Surveys can also be used to identify how participants heard about PB (See the Participant Survey template for wording)

*Additional accessibility measures:* Some local evaluators have used additional accessibility measures in the past, such as whether or not idea collection events had language translation, child care, food, transportation, etc. (For example, PBNYC 2014-15 used an idea collection event observation sheet that included these and other questions.) The *Event Observation Sheets* included in the *Library of Additional Participatory Budgeting Research Instruments* include these measures.

## 5. Total number of PB processes

<b>CORE</b>	Government
-------------	------------

*Description:* This metric tracks growth and sustainability in PB processes over time. It will track the number of processes implemented each year overall and track the number and proportion of individual PB processes that continue vs. discontinue over time.

*Measurement:* Total number of active PB processes in a given year

*Sub-metrics:*

- a. *Number of new PB processes*
  - i. *Measurement: Number of jurisdictions having a vote in their first cycle in a given year*
- b. *Number of continued PB processes*
  - i. *Measurement: Number of jurisdictions having a vote for their second or more cycle in a given year*
- c. *Number of discontinued PB processes*
  - i. *Measurement: Number of jurisdictions which did not have a vote in a year, when they had a vote in the previous year*

*Notes:*

Given that PB processes span multiple months, to maintain consistency the date of the final vote is used to specify when a process occurs.

## 6. Amount of funds allocated to PB projects

CORE	Government
------	------------

*Description:* This metric tracks the money allocated through PB in any one year. It indicates the actual amount of money committed to PB projects by officials—can be compared with the amount spent on implementation (Metric 16).

### *Sub-metrics:*

- a. *Percent of funds allocated to PB projects*
  - i. *Measurement: The total amount allocated divided by the total size of the source pot of money*
- b. *Type of funding*
  - i. *Measurement: Whether the funds are capital or operations funding, or other.*

### *Notes:*

The denominator for this fraction can vary. For example, is it an individual city council member's discretionary budget? All councilmember discretionary money in a city? A city's entire capital budget? Make sure to specify which denominator you're using.

Comparing relative PB allocations across sites: One could divide the exact \$ amount allocated to PB by the total population size in respective PB districts, cities or counties.

## 7. Percent of PB voters who are eligible to vote, but did not vote in the most recent election.

ADVANCED

Civic and Political Life

*Description:* This metric indicates PB's potential to engage residents who do not participate in the mainstream political process.

*Measurement:* From a survey of voters. The following survey question is suggested:

*Did you vote in the [specify year and type of last local election]?*

- I am not eligible to vote*
- No, I did not vote, but I am eligible to vote*
- Yes, I voted*
- I am not sure*

*Notes:*

Some other data to consider that might help give this number context, that you can report:

- The "citizen voting age population" (CVAP) - the actual number of eligible voters in your district
- The voter turnout in recent elections.

Depending on the PB voter verification process and what data you have access to, you can try matching PB voters with the general Voter File to analyze voter history.

Note, these measures and extra data may not align with your PB process's voter eligibility rules if, for example, people who are non-residents but work in the district are eligible to vote.

## 8. Percent of PB voters who are ineligible to vote in local elections.

ADVANCED

Civic and Political Life

*Description:* This metric indicates PB's potential to engage people who are excluded from standard forms of political participation owing to age, immigration status or other reasons.

*Measurement:* From a survey of voters. The following survey question is suggested:

*Did you vote in the [specify year and type of last local election]?*

- I am not eligible to vote*
- No, I did not vote, but I am eligible to vote*
- Yes, I voted*
- I am not sure*

### *Notes:*

This metric is important because it shows how much PB brings people who, for a variety of reasons, haven't been involved in the traditional democratic process. It's important to ask it as a survey question, because even though many PB processes are officially open to many otherwise ineligible voters (due to age, citizenship status, criminal background, etc), we don't know if they actually participate in PB.

Additional question regarding ineligibility to vote in local elections: Some local evaluators have included a question on their voter surveys about the *reason* why a PB voter may not be eligible to vote in local elections (such as age, immigration status, etc.). (For example, these questions were included on voter surveys in PBNYC 2014-15 and Chicago 2014-15.) The *Additional Demographic Questions for PB Participant Surveys* document in the [Library of Additional Participatory Budgeting Research Instruments](#) includes this question.

## 9. Percent of participants who report prior civic engagement or participation.

**ADVANCED**

Civic and Political Life

*Description:* This metric indicates PB's potential to attract otherwise less civically engaged residents.

*Measurement:* From a survey of voters. The following survey question is suggested:

*In the past 12 months, have you worked with other people in your neighborhood to fix a problem or improve a condition in your community, not including work you may have done related to participatory budgeting?*

- Yes, I have done that*
- No, I have not done that*
- I am not sure*

## 10. Percent of participants who report being new or returning to PB

ADVANCED

Civic and Political Life

*Description:* This metric indicates both growth and retention of PB participants and various patterns of participation over time. (This metric is not applicable to PB processes in their inaugural cycle.)

*Measurement:* From a survey of voters. The following survey question is suggested:

*Is this the first time you have voted in a participatory budgeting process, or did you vote in a participatory budgeting process last year [if district/city/county has a longer history of PB: a previous year]?*

- First time*
- I voted in participatory budgeting last year [in a previous year]*
- I am not sure*

### *Notes:*

You can also ask a similar question of idea collection participants, or people at other phases of the PB process. Since voting is one of the less time-consuming phases of PB, it would be important to know if people come back after being involved in a deeper way with PB.

Here's some suggested wording if you were to ask a similar question of idea collection participants:

*Did you vote or participate in any way in participatory budgeting last year [if district/city/county has a longer history of PB: a previous year]?*

- Yes*
- No*
- I am not sure*

## 11. Percent of elected officials re-elected.

**ADVANCED**

Civic and Political Life

*Description:* This metric can help to assess over time PB's association with officials' political careers.

*Measurement:* The number of elected officials who are re-elected after implementing PB, divided by the total number of elected officials implementing PB, in a particular geography and over a particular period of time

*Notes:*

This metric could be calculated separately for a city, region, country, or continent.

Special consideration should be paid to:

- Term limits for an office
- Whether the elected official ran again
- Whether the elected official ran for a different office
- How competitive an elective office is (measured by vote share, number of candidates, etc)
- Local differences between primary and general elections
- Other factors that might over/under-state the re-election rate of elected officials in a particular area.

## 12. Percent of participants who are of low household income.

ADVANCED

Inclusion and Equity

*Description:* This metric indicates PB's potential to engage communities that are marginalized in the traditional political process due to socio-economic status.

*Measurement:* From a survey. The following question is suggested:

*What was your total household income in [LAST YEAR]:*

- Under \$10,000
- \$10,000–\$24,999
- \$25,000–\$49,999
- \$50,000–\$74,999
- \$75,000–\$99,999
- \$100,000 or more

*Sub-Metrics:*

- a. *Percent of voters who are of low household income*
  - i. *Measurement: The above question wording, on a survey for voters.*
- b. *Percent of volunteers who are of low household income*
  - i. *Measurement: The above question wording, on a survey for idea collection participants, budget delegates, or other volunteers/participants throughout your PB process*

*Notes:*

Collecting socioeconomic status information at different stages of the process is very useful to see if there are differences as different stages of participation.

In most cases, income will not be available for all participants, so you will have to get surveys from a sample of participants. This means that these numbers will be estimates of the total percent of low household income participants in PB.

With detailed survey data, you can calculate cross tabulations with other Key Metrics for more refined information (eg. "what percent of PB participants are low household income AND people of color?")

You may also wish to collect data on educational background and age, as these can help add context to the income data. The following survey questions are suggested:

*Highest level of education:*

- Less than high school diploma
- High school diploma, GED or equivalent
- Some college, no degree
- Associate's degree

- Bachelor's degree
- Graduate or professional degree

*What is your age?*

- Under 18
- 18–19
- 20–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65+

To make comparisons to the rest of your area, check if the district or city has these numbers available and calculated for the area. If not, you can find the information at the US Census American FactFinder. Table "DP03" provides detailed household income, and you can select the relevant geography. Table "S1501" has information on education, and Table "S0101" has information on age.

## 13. Allocation of PB funds by project type.

ADVANCED	Inclusion and Equity
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*Description:* This metric describes how PB funds get allocated across types of projects. It is one step toward studying differences in the allocation of funds through PB compared with traditional methods of allocation and one step toward considering equity in the distribution of PB funds. The metric can also highlight differences between the distribution of ballot items across project types and the distribution of winning projects across project types (e.g., are winning projects representative of the distribution of projects that are on the ballot or not?).

*Measurement:* Percent of PB funds allocated by the following project types:

- Culture & Arts
- Libraries
- Community & Social Services
- Schools
- Parks & Recreation
- Streets & Sidewalks
- Transportation & Traffic

*Sub-metric:*

a. *Allocation of comparable funds outside of PB*

i. *Measurement: Comparison of funding expenditures using the same categories above, prior to PB.*

*Notes:*

This metric is to see if PB allocates money differently than other budget methods. You will need to select an original budget to compare it to. This should be the same budget used for *Metric 6a*.

You can gather additional information by making the same comparisons to:

- % of winning PB project by project category
- % of PB ballot items by project category
- % of money proposed in each project category (based on ballot items)

*Analyzing spatial equity:* Another way to think about project diversity and equity is to consider where in the community projects are located and whether the location benefits some community members more than others. Such a spatial equity project would use geographers' and planners' tools to estimate characteristics of the population most likely to benefit from the project. That can then be compared with spatial analyses of projects funded prior to PB or with projects funded in matched comparison districts/cities/counties.

## 14. Percent of projects completed within 3 years.

ADVANCED	Government
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*Description:* This metric highlights the number and percentage of winning ballot projects (i.e., ballot projects that are awarded funding from the pot of money dedicated to PB) that are completed within a -year time frame (and every year thereafter).

*Measurement:* Number of projects fully implemented within 3 years, divided by total number of projects that won in the same time frame.

*Notes:*

This may require enquiring about the status of winning ballot projects by calling district/city/county staff, or searching through public records.

For projects that were not implemented, it can be useful qualitative data to track why.

Additionally, it may be useful to track implementation costs of winning ballot projects. You can compare this with the total amount allocated by PB.

## 15. Amount of additional money allocated to projects and needs identified through PB.

<b>ADVANCED</b>	Government
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*Description:* This metric indicates PB’s potential to bring additional funds to communities and/or to allocate funds differently by raising the importance of an issue. It is the amount of matching or external funds invested in projects or needs that were identified and/or developed during the PB process. Funds could come from other officials, other district/city/county budgets and/or third parties. (Does not include money provided to organizations to implement PB: e.g., foundation grants.)

*Measurement:* Amount of money promised to some project as a result of PB, that is above and beyond what official won on the ballot.

*Notes:*

Instances of extra money coming in to fund projects that the PB process highlighted as an important need is common. The stories of exactly why the extra money was allocated are helpful to point out the ripple effects of PB, and are great to report.

**Context of the money:** This metric is most valuable with more context of the fiscal structure and the budget context of the respective PB process (see Metric 6). It’s also helpful to report specifically which projects received the additional money, and where that extra money came from.

**Causality attributions:** These data alone do not allow for causal attributions—that is, it is not clear what might have happened to these additional resources without PB. The data depend on staff or implementers identifying PB as the primary reason for the allocation of certain additional funds. However, anecdotal evidence is growing regarding this issue, and capturing it systematically is important, even for purely descriptive purposes.

## 16. Dollar amount spent on PB implementation.

**ADVANCED**

Government

*Description:* This metric will help make transparent how much money is spent on PB implementation and how that compares with the funds allocated to projects, with quality indicators of the process and with outcomes.

*Measurement:* Total dollar amount spent by the implementing agencies to execute a PB process

*Notes:*

To implement PB, it takes staff time from city agencies, as well as additional fees when outside help is brought in. Here are some possible expense sources for a PB process:

- Government staff time
- Technical assistance consultants
- Organizing help, other than technical assistance consultants (e.g., canvassers, contracts with community organizations)?
- IT services
- Event space, food, language support, transportation, photocopies and other materials for events
- Other expenses

Government staff time can be one of the largest implementation costs, and can be difficult to track. It requires a way for staff to track the amount of time they spend on PB tasks, compared with their other work. Time tracking software (eg. Harvest, Toggl, TimeCamp, etc.) can assist with this. This would then need to be converted to a dollar amount, based on staff wages.

# About

## The Participatory Budgeting Project

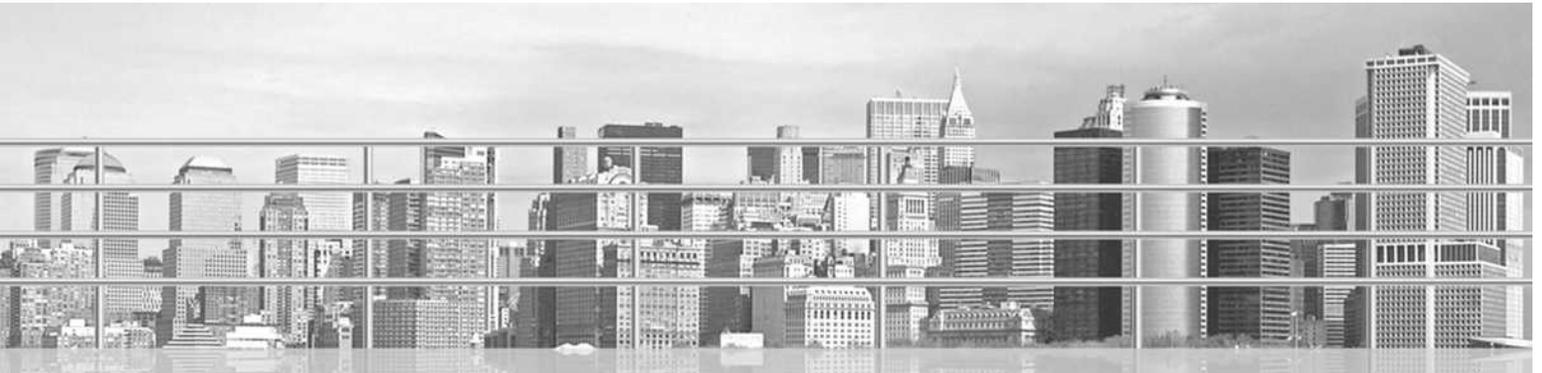
The Participatory Budgeting Project (PBP) is a non-profit organization that empowers people to decide together how to spend public money, primarily in the US and Canada. We create and support participatory budgeting processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective.

## The North American Participatory Budgeting Research Board, 2017-18

- Thea Crum, Great Cities Institute, University of Illinois - Chicago
- Benjamin Goldfrank, Seton Hall University
- Ron Hayduk, San Francisco State University
- Gabriel Hetland, State University of New York - Albany
- Gary Hytrek, California State University - Long Beach
- Carolina Johnson, University of Washington
- Spoma Jovanovic, University of North Carolina - Greensboro
- Matt Leighninger, Public Agenda
- Stephanie McNulty, Franklin & Marshall College
- Christine Paulin, University of Moncton
- Sonya Reynolds, New York Civic Engagement Table
- Chloe Rinehart, Public Agenda
- David Schleifer, Public Agenda
- Daniel Schugurensky, Arizona State University
- Rebecca Silliman, Public Agenda
- Paolo Spada, Empatia, University of Coimbra
- Celina Su, City University of New York
- Ana Paula Pimentel Walker, University of Michigan
- Brian Wampler, Boise State University
- Rachel Weber, University of Illinois - Chicago

## The Democracy Fund

The Democracy Fund invests in organizations working to ensure that our political system is responsive to the public and able to meet the greatest challenges facing our nation. [www.democracyfund.org](http://www.democracyfund.org).



Black Brilliance Research Project

# **APPENDIX C: SAMPLE SEATTLE OUTREACH PLANS**

**SAMPLE EARLY COMMUNITY OUTREACH PLANS FOR DESIGN REVIEW**
**June 2018**

This document is intended to serve as a resource for development projects conducting early community outreach for Design Review, as required by [Seattle Ordinance No. 125429](#) and [joint SDCI Director's Rule 4-2018 / DON Director's Rule 1-2018](#). While the Rule contains the specific requirements and process for early community outreach, this document helps provide examples of how outreach could be planned and documented to meet the intent and requirements of the Rule.

**TABLE A. SAMPLE OUTREACH PLANS**

	<b>SAMPLE OUTREACH PLAN #1 (Townhouse Scenario)</b>	<b>SAMPLE OUTREACH PLAN #2 (Small Apt Building Scenario)</b>	<b>SAMPLE OUTREACH PLAN #3 (Medium Apt Building Scenario)</b>	<b>SAMPLE OUTREACH PLAN #4 (Large Apt Building Scenario)</b>	<b>SAMPLE OUTREACH PLAN #5 (Highrise Scenario)</b>	<b>SAMPLE OUTREACH PLAN #6 (Affordable Housing Scenario)</b>
<b>In-Person Outreach</b>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Door-to-door canvassing/visits (to homes and businesses within a 500 ft radius at least seven days in advance of the first drop-in hours)</li> <li>Drop-in hours at local venue (open to the general public)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Focus Group (open to representatives of community organizations registered on DON's Community Connector or listed in DON's Neighborhood Snapshot)</li> </ul>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Brief presentation at a local community organization's regular meeting (org is registered on DON's Community Connector or listed in DON's Neighborhood Snapshot and meeting is open to the general public)</li> <li>Drop-in hours at a local venue that is open to the public</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Guided community site walk (open to the general public)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Co-host a community meeting with a community organization (org is registered on DON's Community Connector or listed in DON's Neighborhood Snapshot and meeting is open to the general public)</li> </ul>	<b>HIGH-IMPACT METHOD*:</b> <ul style="list-style-type: none"> <li>Presentation at a local community organization's meeting (org is registered on DON's Community Connector or listed in DON's Neighborhood Snapshot and meeting is open to the general public)</li> </ul> <p>* Note: This method is only high-impact for affordable housing projects conducting outreach for OH</p>
<b>Digital Outreach</b>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Basic project webpage</li> <li>Project hotline (with information about project and voicemail option)</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>Drop-in hours events added to DON's "Early Outreach for Design Review" calendar (by applicant) seven days in advance</li> </ul>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Basic project webpage</li> <li>Emails to project distribution list (and community organizations identified by DON)</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Online survey</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>Both events are added to DON's "Early Outreach for Design Review" calendar (by applicant) seven days in advance</li> </ul>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Basic project webpage</li> <li>Post on a local, online news outlet (promote project webpage and site walk)</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>Guided site walk event added to DON's "Early Outreach for Design Review" calendar (by applicant) 14 days in advance</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Interactive project website (multiple pages with public commenting function)</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>DON's "Early Outreach for Design Review" calendar (by applicant) 14 days in advance</li> </ul>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Basic project webpage</li> <li>Email to community organizations identified by DON</li> </ul> <b>ALSO:</b> <ul style="list-style-type: none"> <li>Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>Presentation at community org meeting added to DON's "Early Outreach for Design Review" calendar (by applicant) seven days in advance</li> </ul>
<b>Printed Outreach</b>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Door to door flyer (delivered to homes and businesses within a 500 ft radius at least seven days in advance of drop-in hours, promotes the project webpage, project hotline number, and drop-in hours)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>10 posters in neighborhood (hung within ½ mile of the site and promote the project webpage, five are visible from the street)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Door to door fact-sheet (delivered to homes and businesses within a 500 ft radius at least seven days in advance of both in-person events, promotes the survey and in-person events)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Direct mailing (to homes and businesses within a 500 ft radius at least 14 days in advance of site walk event, promotes project webpage and site walk)</li> </ul>	<b>MULTI-PRONGED METHODS:</b> <ul style="list-style-type: none"> <li>Sign posted on site</li> <li>Advertisement in local print paper (Both include basic project information and promote the interactive project website and community meeting)</li> </ul>	<b>HIGH-IMPACT METHOD:</b> <ul style="list-style-type: none"> <li>Direct mailing (to homes and businesses within a 500 ft radius at least seven days in advance of in-person event, promotes project webpage and community org meeting)</li> </ul>

**TABLE B. OUTREACH CONDUCTED FOR SPECIFIC PROJECT SCENARIOS**

	<b>SCENARIO FOR SAMPLE PLAN #1 (Townhouses)</b>	<b>SCENARIO FOR SAMPLE PLAN #2 (Small Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #3 (Medium Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #4 (Large Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #5 (Highrise)</b>	<b>SCENARIO FOR SAMPLE PLAN #6 (Affordable Housing)</b>
<b>Scenario Project Description</b>	West Seattle Approx. 8,000 sf / 6 townhouses 3 stories Residential arterial	Capitol Hill Pike/Pine Corridor (Vicinity) Approx. 17,000 sf / 20 apartments 4 stories Residential arterial near retail corridors Green component	Crown Hill Approx. 50,000 ft / 40-50 apartments 5 stories Corner of commercial arterial, bordering residential Mixed use, some live/work MFTE (affordable housing) component	Columbia City (located in an Equity Area) Approx. 100,000 sf / 80-100 apartments 6 stories Commercial arterial, bordering residential Mixed use / ground-floor retail	Belltown / South Lake Union Approx. 500,000 sf / 30 stories Hotel with several floors of condos and ground-floor retail Mixed use, very dense area	University District Approx. 40,000 sf / 60 apartments 7 stories Side street in a mixed-use area Affordable Housing (100%) Non-Profit Developer using public funds

	<b>SCENARIO FOR SAMPLE PLAN #1 (Townhouses)</b>	<b>SCENARIO FOR SAMPLE PLAN #2 (Small Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #3 (Medium Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #4 (Large Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #5 (Highrise)</b>	<b>SCENARIO FOR SAMPLE PLAN #6 (Affordable Housing)</b>
<b>In-Person Outreach</b>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>•Door-to-door canvassing/visits to homes and businesses within 500 ft radius of project at least seven days before the first drop-in hours event. Leaves a printed flyer on each stoop.</li> <li>•Hosts drop-in hours in a small meeting room at the local library for one hour on two weekday evenings. Basic project information is printed out for reference. A member of the project team is available to answer questions and hear feedback.</li> </ul>	<p>HIGH-IMPACT METHOD:</p> <ul style="list-style-type: none"> <li>•Hosts a 2-hour focus group on a weekday evening in a nearby meeting space (found on DON’s Spacefinder). Invites representatives of the following community organizations (orgs are registered on DON’s Community Connector or listed in DON’s Neighborhood Snapshot) to attend: <ul style="list-style-type: none"> <li>- Community council</li> <li>- Local land use group</li> <li>- Local renters group</li> <li>- Local cultural organization</li> <li>- Local business support org</li> </ul> </li> </ul> <p>After reaching out to DON for other suggestions, invites green building advocacy group as well. Email invitations are sent two weeks in advance and include link to the project webpage. At the meeting, group discusses site and two members of project team ask questions intended to solicit priorities and concerns.</p>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>•Contacts a local community organization (org is registered on DON’s Community Connector or Neighborhood Snapshot) asking to be on the agenda at their next monthly meeting. At the meeting, held on a weekday evening and open to the general public, two members of the project team present basic project info for 10 minutes then answers questions and hears feedback for 10 minutes.</li> <li>•Hosts drop-in hours at a local bakery or cafe for two hours on a Saturday afternoon. Coffee is provided. Basic project information is printed out for reference. Two members of the project team are available to answer questions and hear feedback.</li> </ul>	<p>HIGH-IMPACT METHOD:</p> <ul style="list-style-type: none"> <li>•Hosts a 1-hour community site walk on a Sunday afternoon. Walk is open to the general public and focuses on the view of the site from the sidewalk in front of the site, the view of the site from across the street, and the edges of the site. At DON suggestion, site walk does not include very challenging terrain that would create accessibility issues, and a voice amplifier is used. Due to location in an Equity Area, DON suggests holding the site walk on the weekend, providing basic refreshments (water and juice/lemonade), and making the event family-friendly.</li> </ul>	<p>HIGH-IMPACT METHOD:</p> <ul style="list-style-type: none"> <li>•Co-hosts a 2-hour open house with the local Community Council (org is registered on DON’s Community Connector or listed in DON’s Neighborhood Snapshot). Event is open to the general public and is held on a weekday evening in a community space near the project site (found on DON’s Spacefinder). Large comment boards (24x36 inches) are used to share information and collect community feedback. Three members of the project team and three members of Community Council are available to answer questions and help record feedback. Event is cross-promoted by Community Council.</li> </ul>	<p>HIGH-IMPACT METHOD*:</p> <ul style="list-style-type: none"> <li>•Contacts a local community organization (registered on DON’s Community Connector or listed in DON’s Neighborhood Snapshot) asking for 20 minutes on the agenda at their next meeting. At the meeting, held on a weekday evening and open to the general public, two members of project team present basic project info for 10 minutes then answer questions and hear feedback for 10 minutes.</li> </ul> <p>* Note: This method is high-impact only for affordable housing projects required to conduct additional outreach by the Office of Housing</p>
<b>Digital Outreach</b>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>•Basic project webpage is published/ live by the time the door-to-door canvassing occurs. Webpage has basic project info and project hotline number and promotes drop-in hours.</li> <li>•Project hotline with recorded, current information about project, how to find webpage, info on upcoming drop-in hours, and option to leave voicemail. Hotline is set up by the time the door-to-door canvassing occurs.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>•Drop-in hours events are added to DON’s “Early Outreach for Design Review” calendar” (by applicant) at least seven days in advance</li> </ul>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>• Basic project webpage is published/ live by the time the focus group invitations are sent and the posters go up. Webpage has basic project info and opportunity to sign up for project email distribution list for updates.</li> <li>• Emails to distribution list and community orgs. First email is sent after the focus group meeting, to summarize the feedback heard from the focus group. Recipients are encouraged to forward email on to their networks. A second email is sent just before submitting EDG application to provide basic information on next steps for design review.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> </ul>	<p>HIGH-IMPACT METHOD:</p> <ul style="list-style-type: none"> <li>•Creates online survey that provides very basic background information on the project, asks eight questions intended to solicit priorities and concerns. Survey is published/live before fact-sheet is delivered and open for at least 21 days.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>•Drop-in hours event and community organization meeting is added to DON’s “Early Outreach for Design Review” calendar seven days in advance</li> </ul>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>•Basic project webpage is published/ live by the time the news outlet post goes up and the direct mail postcard goes out. Webpage has basic project info and promotes community site walk.</li> <li>•Posts information about project and community site walk on a local, online news outlet. Includes link to project webpage. News outlet method is suggested by DON staff due to location in an Equity Area and the broad audience reached.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>•Community site walk is added to DON’s “Early Outreach for Design Review” calendar seven days in advance</li> </ul>	<p>HIGH-IMPACT METHOD:</p> <ul style="list-style-type: none"> <li>•Interactive project website is published/ live by the time the large sign goes up and newsletter goes out. Website includes a landing page and multiple sub-pages with project email distribution list sign-up, ways to share comments online, background information, project goals, and easy to understand graphics. The website also promotes the upcoming open house.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>•Community meeting added to DON’s “Early Outreach for Design Review” calendar (by applicant) 14 days in advance</li> </ul>	<p>MULTI-PRONGED METHODS:</p> <ul style="list-style-type: none"> <li>•Basic project webpage is published/ live by the time the direct mailing and email to distribution list are sent</li> <li>•Email to distribution list that includes community-based organizations registered on DON’s Community Connector or listed in DON’s Neighborhood Snapshot, sent at least two weeks before in-person event. Includes link to project webpage and promotes upcoming in-person event.</li> </ul> <p>ALSO:</p> <ul style="list-style-type: none"> <li>•Project emailed to DON staff to be posted on Early Outreach Blog before all other outreach begins</li> <li>•Presentation at community org meeting is added to DON’s “Early Outreach for Design Review” calendar (by applicant) seven days in advance</li> </ul>

	<b>SCENARIO FOR SAMPLE PLAN #1 (Townhouses)</b>	<b>SCENARIO FOR SAMPLE PLAN #2 (Small Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #3 (Medium Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #4 (Large Apartment Building)</b>	<b>SCENARIO FOR SAMPLE PLAN #5 (Highrise)</b>	<b>SCENARIO FOR SAMPLE PLAN #6 (Affordable Housing)</b>
<b>Printed Outreach</b>	HIGH-IMPACT METHOD: <ul style="list-style-type: none"> <li>Door to door flyer (half page) dropped off at homes and businesses within a 500 ft radius of site at least seven days before the first drop-in event. Flyer includes project info and the web URL/address to the basic project webpage and promotes the drop-in hours event.</li> </ul>	HIGH-IMPACT METHOD: <ul style="list-style-type: none"> <li>10 posters (11x17 inches) hung in the following locations within ½ mile of the project: one in the window of the restaurant down the street, four on utility poles within a block of the site, one on a bulletin board in the local library, and four inside other nearby businesses. Posters includes basic project info and URL/address to the project webpage. Also let people know they can sign up for email updates on the webpage. Posters are hung at the same time that focus group members are contacted.</li> </ul>	HIGH-IMPACT METHOD: <ul style="list-style-type: none"> <li>Door to door (8.5x11) fact-sheet delivered to homes and businesses within a 500 ft radius of the site at least seven calendar days in advance of both in-person events. Fact sheet promotes the online survey, the upcoming drop-in hours event, and the upcoming community org’s meeting.</li> </ul>	HIGH-IMPACT METHOD: <ul style="list-style-type: none"> <li>Direct mailing postcard (via Postal Service) sent to addresses (homes, individual apartments, and businesses) within a 500 ft radius from the site at least 14 calendar days before the site walk. Postcard includes basic project info and URL/address to the project webpage and promotes site walk event. Direct mailing method was suggested by DON staff due to location in an Equity Area and the prevalence of apartment/renter households in the vicinity.</li> </ul>	MULTI-PRONGED METHODS: <ul style="list-style-type: none"> <li>One 3x6 ft colorful vinyl poster is printed and posted near the sidewalk at the site at least 14 days before open house. It contains basic project information and URL/address to the interactive project website and promotes the upcoming open house.</li> <li>Publishes a small ad in a neighborhood monthly print paper at least two weeks before open house. Promotes upcoming open house and provides the URL/address for the interactive project website.</li> </ul>	HIGH-IMPACT METHOD: <ul style="list-style-type: none"> <li>Direct mailing to homes and businesses within a 500 ft radius at least seven days before community org’s meeting. Includes basic project information and project webpage URL/address and promotes community org’s meeting.</li> </ul>

**TABLE C. DOCUMENTATION SUBMITTED TO DEPARTMENT OF NEIGHBORHOODS**

	<b>DOCUMENTATION FOR SCENARIO #1 (Townhouses)</b>	<b>DOCUMENTATION FOR SCENARIO #2 (Small Apartment Building)</b>	<b>DOCUMENTATION FOR SCENARIO #3 (Medium Apartment Building)</b>	<b>DOCUMENTATION FOR SCENARIO #4 (Large Apartment Building)</b>	<b>DOCUMENTATION FOR SCENARIO #5 (Highrise)</b>	<b>DOCUMENTATION FOR SCENARIO #6 (Affordable Housing)</b>
<b>Scenario Project Description</b>	West Seattle Approx. 8,000 sf / 6 townhouses 3 stories Residential arterial	Capitol Hill Pike/Pine Corridor (Vicinity) Approx. 17,000 sf / 20 apartments 4 stories Residential arterial near retail corridors Green component	Crown Hill Approx. 50,000 ft / 40-50 apartments 5 stories Corner of commercial arterial, bordering residential, some live/work MFTE (affordable housing) component	Columbia City (located in an Equity Area) Approx. 100,000 sf / 80-100 apartments 6 stories Commercial arterial, bordering residential, ground-floor retail	Belltown / South Lake Union Approx. 500,000 sf / 30 stories Hotel with several floors of condos and ground-floor retail Mixed use, very dense area	University District Approx. 40,000 sf / 60 apartments 7 stories Side street in a mixed-use area Affordable Housing (100%) Non-Profit Developer using public funds
<b>In-Person Outreach</b>	<ul style="list-style-type: none"> <li>Copy of sign-in sheets from drop-in events</li> <li>Copy of map showing the area canvassed</li> </ul>	<ul style="list-style-type: none"> <li>Copy of email inviting community orgs to attend focus group</li> <li>Copy of sign in sheet from focus group meeting</li> </ul>	<ul style="list-style-type: none"> <li>Copy of sign-in sheet from drop-in event</li> <li>Copy of agenda from community org’s meeting</li> </ul>	<ul style="list-style-type: none"> <li>Copy of applicant notes from community site walk</li> </ul>	<ul style="list-style-type: none"> <li>Copy of sign-in sheet from open house</li> </ul>	<ul style="list-style-type: none"> <li>Copy of agenda from community org’s meeting</li> </ul>
<b>Digital Outreach</b>	<ul style="list-style-type: none"> <li>Webpage address and screen shot /print-out</li> <li>Hotline phone number and transcript of out-going message(s)</li> </ul>	<ul style="list-style-type: none"> <li>Copy of two emails sent and distribution list</li> <li>Webpage address and screen shot</li> </ul>	<ul style="list-style-type: none"> <li>Survey URL/address and screen shot/print-out</li> </ul>	<ul style="list-style-type: none"> <li>News outlet post URL/address and screen shot/ print-out</li> <li>Webpage address and screen shot</li> </ul>	<ul style="list-style-type: none"> <li>Website address and screen shot /print-out</li> </ul>	<ul style="list-style-type: none"> <li>Webpage address and screen shot /print-out</li> <li>Copy of email sent and distribution list</li> </ul>
<b>Printed Outreach</b>	<ul style="list-style-type: none"> <li>Digital copy of flyer</li> <li>Map showing the area that received the flyer</li> </ul>	<ul style="list-style-type: none"> <li>Photo of the posters on-site at five venues/locations</li> <li>Addresses of all poster locations</li> </ul>	<ul style="list-style-type: none"> <li>Digital copy of fact sheet</li> <li>Map showing the area that received the fact sheet</li> </ul>	<ul style="list-style-type: none"> <li>Digital copy of direct mail postcard</li> <li>Map showing the area that received direct mailing</li> </ul>	<ul style="list-style-type: none"> <li>Photo of large sign posted on site</li> <li>Digital copy of local print ad and distribution area</li> </ul>	<ul style="list-style-type: none"> <li>Digital copy of direct mail postcard</li> <li>Map showing the area that received direct mailing</li> </ul>
<b>Summary of Outreach Plan</b>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates. Includes a brief description of how people were directed to the project webpage.</li> </ul>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates, and a brief description of how people were directed to the project webpage.</li> </ul>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates, and a brief description of how people were directed to the online survey.</li> </ul>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates, and a brief description of how people were directed to the project webpage.</li> </ul>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates, and a brief description of how people were directed to the project website.</li> </ul>	<ul style="list-style-type: none"> <li>One-page list of outreach methods used. Includes a sentence describing each method and the associated dates, and a brief description of how people were directed to the project webpage.</li> </ul>
<b>Summary of Feedback</b>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard during drop-in hours, door-to-door canvassing, voicemails on hotline, and via email</li> </ul>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard from focus group and via email</li> </ul>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard at local community org meeting, during drop-in hours, through online survey, and via email</li> </ul>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard at site walk and received via email.</li> </ul>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard at open house, through interactive project website, and via email</li> </ul>	<ul style="list-style-type: none"> <li>One-page summary of feedback heard at community org meeting and via email</li> </ul>



Black Brilliance Research Project

# **APPENDIX D: HISTORICAL SEATTLE PB PROJECTS**

**YOUR VOICE,  
YOUR CHOICE!**



**PARKS  
& STREETS**



**Seattle**  
Neighborhoods

# What is Your Voice, Your Choice: Parks & Streets?



Your Voice, Your Choice: Parks & Streets is a participatory budgeting program in which Seattle residents democratically decide how to spend a portion of the City's budget on small-scale park and street improvements.



A total of **\$2 million** has been allocated in the 2020 budget and residents can participate in the district where they live, work, go to school, receive services, or volunteer.



2020 is the fifth year of participatory budgeting in Seattle.

# Context



**Seattle Department of Neighborhoods (DON) Goals:** Put racial equity at the center of all decisions and actions. Invest in the power of community to forge solutions.



**Requirements:** Open to anyone age 11 and up who lives, works, goes to school, worships, receives services, volunteers, or participates in activities within the City of Seattle.

# History

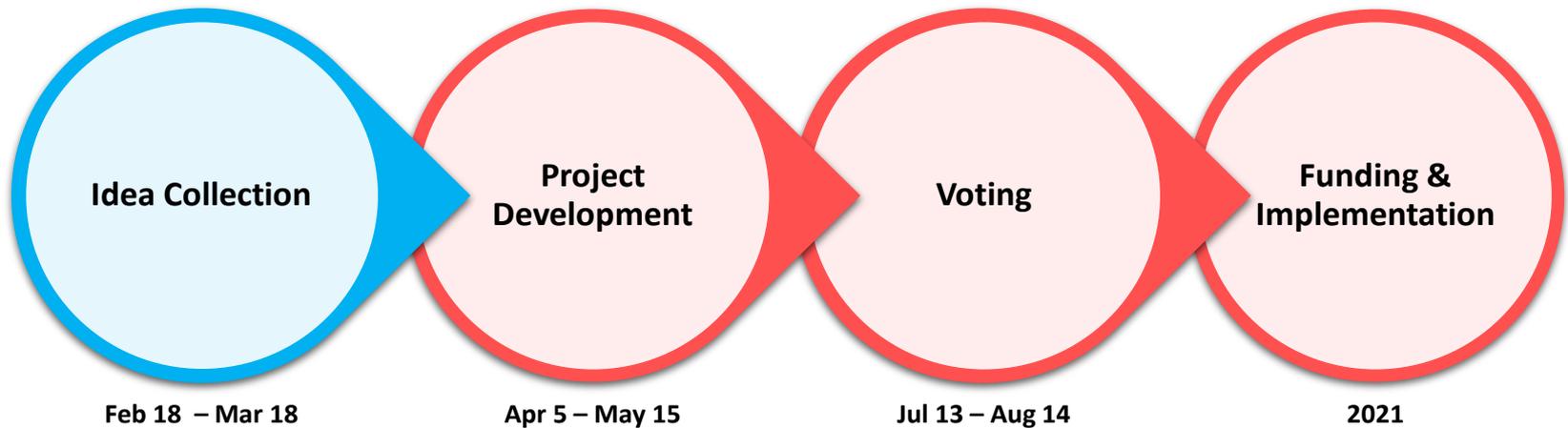
**2016** Seattle's first year of PB, focused on youth civic engagement in which youth decided how to spend \$700,000 of the City's budget.

**2017** Seattle's second year of PB, open to everyone to decide how to spend \$2 million for small-scale park and street improvements.

**2018** Seattle's third year of PB, open to everyone to decide how to spend \$3 million for small-scale park and street improvements. Funding split with consideration of directly additional funds to EEI focus areas.

**2019** Seattle's fourth year of PB, open to everyone to decide how to spend \$2 million for small-scale park and street improvements. First year there was online access for every phase the program.

# 2020 Program Calendar



Idea Collection is taking place right now!



During this phase, you can submit project ideas **online** or **in-person**.

# Project Ideas

## Eligible

- Benefits the public
- Is a physical or capital improvement project in Seattle's parks or streets
- Does not exceed \$150,000

After Idea Collection, all projects will be vetted by Seattle Department of Transportation (SDOT) and Seattle Parks & Recreation (SPR) before moving to Project Development.

## Ineligible

- Projects that require extensive design and/or community input processes
- Projects that aren't under SDOT or SPR
- Projects that don't involve a physical or capital improvement, such as implementing new programs
- Larger-scale street improvement projects, such as bike lanes or neighborhood greenways
- New parks or extensive renovations of parks, such as dog parks, new playgrounds or ballfields
- Traditional multi-block sidewalk construction projects
- Routine or ongoing maintenance projects, such as new wood chips in playgrounds or pothole repairs
- Lighting projects in parks
- Projects that don't have one specific location (e.g. "Install Flashing Beacons Citywide")

# Project Examples



## Flashing Beacons

- Lights with highly visible flashing patterns, installed at crosswalks and activated by pedestrians and bicyclists by manually pushing a button.



## Low-Cost Sidewalks

- Sidewalk constructed with lower-cost materials, such as stamped and stained asphalt.



## Trail Improvements

- Existing trails can be renovated to be more user-friendly, including adding box steps for trails on hillsides and crushed surfacing for accessibility.

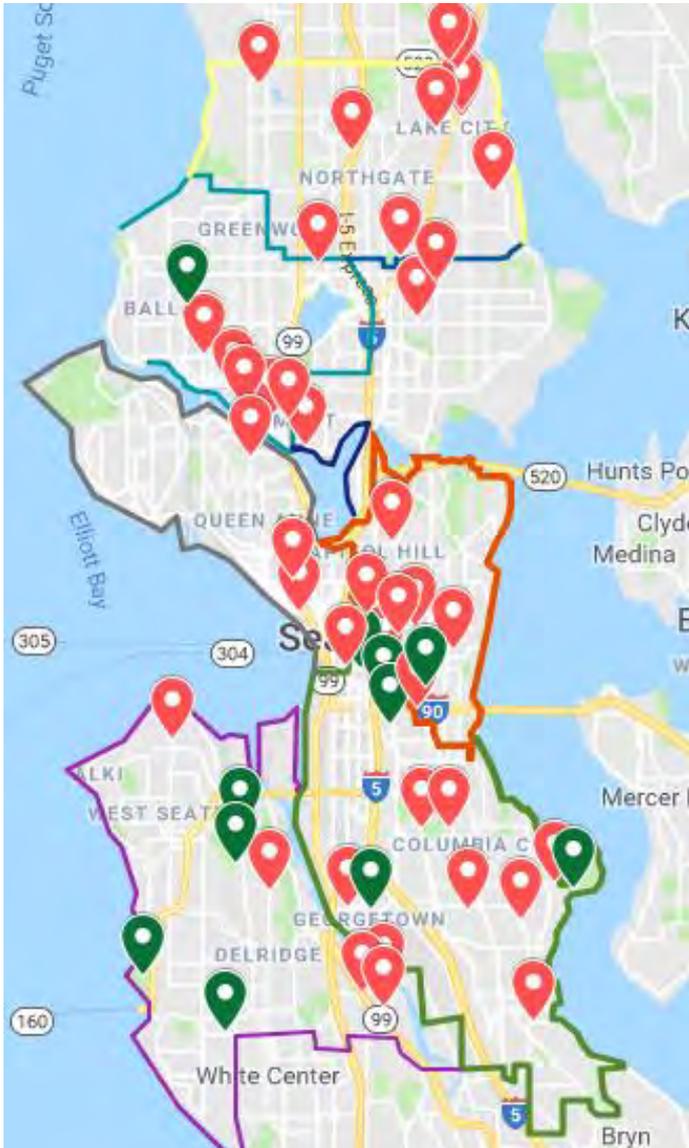


## Park Equipment

- Existing equipment, such as basketball poles, hoops, and backboards, as well as fences, can be replaced, and courts can be restriped.

# 2018

## YVYC 2018: BY THE NUMBERS



**1,246**

Ideas collected from community members



**562**

Contributors to Project Development



**7,216**

Participants in Voting (4,598 online and 2,618 paper ballots)

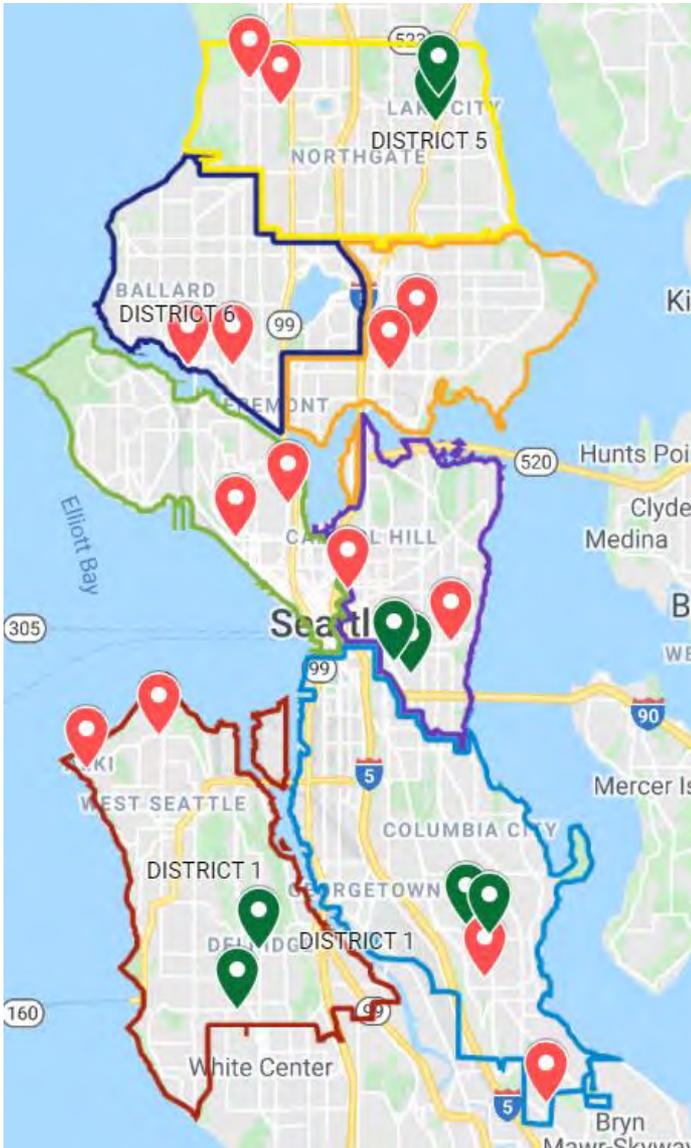


**51**

Projects funded for implementation in 2019

# 2019

## YVYC 2019: BY THE NUMBERS



### 619

Ideas collected from community members



### 1289

Contributors to Project Development



### 6560

Participants in Voting (4,121 online and 2,439 paper ballots)



### 22

Projects funded for implementation in 2020

# How can you get involved?



Bring your community together to submit ideas



Become an outreach champion



Promote the program at local events and orgs



Vote and get your community to vote

# Why should you participate?



Opportunity to engage and be involved in government or budget processes



Be able to directly decide how to spend part of the City's budget on improvements in your neighborhood



Learn to build relationships with neighbors to help advocate concerns of your community



Gain skills in leadership, equity, and community organizing to help unite communities of diverse backgrounds

# Have any additional questions about Your Voice, Your Choice?

**Please feel free to reach out!**

**Shaquan Smith**

Participatory Budgeting  
Program Manager

[Shaquan.smith@seattle.gov](mailto:Shaquan.smith@seattle.gov)

**T: 206.256.5944**

**C: 206.276.0089**

2017 Your Voice, Your Choice: Parks and Streets  
Vote Results- All Projects



Key:	
	Funded SDOT Project
	Funded Parks Project

Project	Cost	Online Votes	Paper Votes	Total Votes
<b>DISTRICT 1</b>				
		<b>508</b>	<b>603</b>	<b>1111</b>
Delridge: Crossing Improvements at Delridge Way SW & SW Oregon St	\$90,000	223	254	477
Westwood/Highland Park: Bus Stop Improvements at Delridge Way SW & SW Barton St	\$90,000	199	271	470
High Point: Walkway Improvements on SW Orchard St between Delridge Way SW & Sylvan Way SW	\$80,081	195	230	425
South Park: Crossing Improvements on S Cloverdale St	\$85,700	164	232	396
South Park: Crossing Improvements at Dallas Ave S, 12th Ave S, and S Thistle St	\$44,000	110	198	308
Highland Park: Crossing Improvements at SW Henderson St & 12th Ave SW	\$59,235	152	144	296
Roxhill: Improvements at Roxhill Park	\$90,000	144	151	295
North Admiral: Crossing Improvements on California Ave SW & SW College St	\$90,000	125	117	242
Fairmount Park: Traffic Calming near 35th Ave SW & SW Dawson St	\$61,900	99	90	189
<b>DISTRICT 2</b>				
		<b>834</b>	<b>781</b>	<b>1615</b>
Hillman City: Sidewalk improvements on 39th Ave S	\$90,000	366	504	870
Rainier Beach: Lighting Improvements on S Henderson St between MLK Way S & Renton Ave S	\$90,000	362	196	558
Hillman City: Accessibility Improvements along 39th Ave S	\$90,000	283	247	530
Rainier Beach: Lighting & Landscape Improvements at Rose St and Rainier Ave S	\$57,319	251	143	394
Beacon Hill: Crossing Improvements near 15th Ave S & S Angeline St	\$90,000	209	156	365
Genesee: Crossing Improvements at Rainier Ave S & S Charlestown St	\$20,900	240	77	317
Beacon Hill: Accessibility Improvements at 15th Ave S & Beacon Ave S	\$40,000	158	145	303
Georgetown: Walkway Improvements on 4th Ave S, between E Marginal Way & Michigan St S	\$75,600	184	100	284
Georgetown: Pedestrian improvements on Myrtle, near Ellis Ave S	\$6,000	145	71	216
<b>DISTRICT 3</b>				
		<b>434</b>	<b>122</b>	<b>556</b>
Capitol Hill: Crossing Improvements at I-5 Exit on to Olive Way	\$75,000	198	42	240
Central District: Traffic Calming on 17th Ave S between E Yesler Way & S Jackson St	\$15,000	132	68	200
Judkins Park: Improved Connections to Judkins Park from S. Dearborn St	\$90,000	139	34	173
Capitol Hill: Crossing Improvements at 19th Ave E & E Denny Way	\$83,000	150	21	171
Squire Park: Crossing Visibility Improvements at 19th Ave E & E Cherry St	\$90,000	154	11	165
Capitol Hill: Accessibility & Crossing Improvements at 15th Ave E & E Prospect St	\$90,000	125	37	162
Judkins Park: Lighting Improvements on 23rd Ave S & S Dearborn St	\$35,000	107	25	132
North Rainier: Corner Redesign at S Plum St & 25th Ave S	\$68,800	88	31	119
Judkins Park: Traffic Calming on 24th Ave S between S Massachusetts St & S Grand St	\$30,000	79	31	110
North Rainier: Bus Stop Improvements on S Walker St & 25th Ave S	\$71,200	59	45	104
<b>DISTRICT 4</b>				
		<b>594</b>	<b>28</b>	<b>622</b>
Wallingford/Fremont: Crossing Improvements near Gasworks Park	\$8,000	250	12	262
Wallingford: Crossing Improvements on Green Lake Way N & N 48th St	\$90,000	243	14	257
Wallingford: Crossing Improvements on N 40th St	\$45,000	217	11	228
Ravenna/Bryant: Crossing Improvements on NE 55th St at 30th Ave NE	\$8,770	191	2	193
Wedgwood: Crossing Improvements on 35th Ave NE at NE 80th St	\$80,000	178	10	188
Magnuson Park: Accessibility Improvements between Sand Point Way NE & "A" St	\$45,000	161	9	170
Bryant: Crossing Improvements on NE 55th St at 35th Ave NE	\$2,500	145	6	151
Magnuson Park: Crossing Improvements in Magnuson Park	\$6,000	134	7	141
U-District: Sidewalk Repair on 12th Ave NE between NE 47th St & NE Ravenna Blvd	\$90,000	118	11	129
<b>DISTRICT 5</b>				
		<b>1436</b>	<b>484</b>	<b>1920</b>
Lake City: Crossing Improvements on 35th Ave NE & NE 130th St	\$75,000	484	202	686
Meadowbrook: Traffic Calming along Ravenna Ave NE near NE 98th St	\$88,200	483	150	633
Pinehurst: Crossing Improvements near Hazel Wolf School	\$90,000	506	124	630
Broadview: Walkway Improvements near Broadview-Thomson K-8*	\$90,000	444	140	584
Broadview: Walkway Improvements near Viewlands Elementary	\$90,000	425	116	541
Lake City: Crossing Improvements at 30th Ave NE & NE 137th St	\$48,600	335	169	504
Lake City: Improvements at Little Brook Park	\$90,000	293	140	433
Pinehurst: Walkway Improvements on Pinehurst Way/17th Ave NE between NE 123rd St & NE 125th St	\$80,000	252	60	312
Bitter Lake: Traffic-calming on N. 143rd St, between Greenwood and Linden Ave N.	\$30,000	214	98	312
Licton Springs: Traffic-calming on Stone Ave between N. 90 & Northgate Way	\$20,000	182	46	228
<b>DISTRICT 6</b>				
		<b>875</b>	<b>73</b>	<b>948</b>
Ballard: Crossing Improvements on Leary Way NW & 20th Ave NW	\$5,000	565	25	590
Wallingford/Woodland Park: Crossing Improvements on N 50th St & Whitman Ave N	\$6,000	296	21	317
Phinney Ridge/Woodland Park: Crossing Improvements on N 50th St & Dayton Ave N	\$75,000	300	15	315
Green Lake: Crossing Improvements at N 80th St & Corliss Ave N	\$75,430	256	54	310
Crown Hill: Traffic Calming on 14th Ave NW between Holman Road NW & NW 95th St	\$40,000	291	10	301
Sunset Hill: Accessibility Improvements on 24th Ave NW & NW 70th St	\$9,000	240	9	249
Crown Hill: Accessibility Improvements on 8th Ave NW	\$90,000	215	17	232
Wallingford/Tangletown: Crossing Improvements on N 55th/56th St & Keystone Ave N	\$65,600	150	23	173
<b>DISTRICT 7</b>				
		<b>666</b>	<b>44</b>	<b>710</b>
Queen Anne: Crossing Improvements at Several Locations in Queen Anne	\$90,000	357	19	376
Queen Anne: Crossing Improvements at upper N. Raye St & 4th Ave N	\$90,000	267	18	285
Uptown: Crossing Improvements at 1st Ave N & Thomas St	\$45,000	255	9	264
Belltown: Crossing Improvements at 5th Ave & Denny Way	\$62,899	225	9	234
Uptown: Walkway Improvements at Lower Kinnear Park	\$70,000	218	7	225
Queen Anne: Crossing Improvements on 3rd Ave W between W Fulton St & W Armour St	\$83,500	150	13	163
Queen Anne: Crossing Improvements at Nickerson St & Dravus St	\$90,000	117	13	130
Pioneer Square: Accessibility Improvements at 2nd Ave Ext S & S Jackson St	\$43,000	107	12	119
Magnolia: Walkway Improvements on Thorndyke Ave W	\$90,000	83	19	102
Westlake: Crossing Improvements on Dexter Ave N at Galer & Comstock Streets	\$88,200	75	6	81

**2018 YVYC RESULTS**

<b>AWARDED Equity &amp; Environment Focus Areas (EEI)</b>	
<b>AWARDED Highest # of Votes</b>	
<b>Project</b>	
<b>DISTRICT 1</b>	
1A- Project # 18-161: Pedestrian Lighting Improvements at SW Morgan St bus stop near South Seattle College- \$90,000 Neighborhood: Riverview/Puget Ridge	
1B- Project # 17-014: Intersection Improvements at Dallas Ave S, 12th Ave S, and Thistle St- \$3,500 Neighborhood: South Park (EEI Focus Area)	
1C- Project # 18-149: Walkway Improvements on S Cloverdale St under SR-99 overpass- \$90,000 60% design only Neighborhood: South Park (EEI Focus Area)	
1D- Project # 17-187: Signage Improvements at S Henderson St & 12th Ave S- \$2,000 Neighborhood: South Park (EEI Focus Area)	
1E- Project # 17-125: Improvements between 21st Ave SW and 23rd Ave SW at SW Brandon St- \$90,000 Design only, construction contingent on private funds Neighborhood: Puget Ridge/North Delridge	
1F- Project # 17-174: Crossing Improvements on California Ave SW and SW College St- \$90,000 Neighborhood: North Admiral	
1G- Project # 18-167: Improvements on Fautleroy Way SW & SW Brandon St- \$72,600 Design only Neighborhood: Fairmount Park	
1H- Project # 17-177: Improvements to basketball courts at Delridge Community Center- \$7,000 Neighborhood: North Delridge	
1I- Project # 18-1045: Equipment Refurbishment at Puget Boulevard Commons/Cottage Grove Park- \$90,000 Neighborhood: North Delridge	
1J- Project # 18-1043: Benches in Lincoln Park- \$15,330 Neighborhood: Fautleroy	
1K- Project # 17-006: Trail Improvements at Roxhill Park- \$88,800 Neighborhood: Roxhill/South Delridge (EEI Focus Area)	
<b>TOTAL AWARDED- D1</b>	
<b>DISTRICT 2</b>	
2A- Project #17-235: Walkway Improvements on 4th Ave S, between E Marginal Way S & S Michigan St- \$75,600 60% design only Neighborhood: Georgetown	
2B- Project #18-262: Improvements on Corson Ave S & E Marginal Way S- \$90,000 Neighborhood: Georgetown	
2C- Project #18-231: Crossing Improvements at Lake Washington Blvd S and 45th Ave S- \$90,000 Neighborhood: Lakewood	
2D- Project #17-207: Crossing Improvements on Beacon Ave S between S Spokane St & S Alaska St- \$90,000 Neighborhood: Beacon Hill (EEI Focus Area)	
2E- Project #18-297: Public Safety Improvements on S Genesee St between Jill Pl S and 29th Ave S- \$90,000	
2F- Project #18-240: Pedestrian Lighting on S Jackson St at 12th Ave S- \$90,000 Neighborhood: Little Saigon/International District (EEI Focus Area)	
2G- Project #18-210: Walkway Improvements on 33rd Ave S between Graham and Holly Drive South- \$90,000 Design only Neighborhood: New Holly (EEI Focus Area)	

2H- Project #18-207: Crossing Improvements on Rainier Ave S & S Holly St- \$90,000 Neighborhood: Brighton (EEI Focus Area)
2I- Project #17-260: Crossing Improvements at Seward Park Ave & S. Orcas St- \$90,000 Neighborhood: Lakewood/Seward Park
2J- Project #18-202: Pedestrian Improvements on Rainier Ave from 57th Ave S to Henderson Ave S- \$90,000 Neighborhood: Rainier Beach (EEI Focus Area)
2K- Project #18-2024: Safety Improvements in Oxbow Park- \$5,900 Neighborhood: Georgetown
2L- Project #17-333: Improvements in Hing Hay Park- \$90,000 Neighborhood: Chinatown/International District (EEI Focus Area)
2M- Project #18-2011: Trail Improvements in Dr. Jose Rizal Park- \$44,000 Neighborhood: Beacon Hill (EEI Focus Area)
2N- Project #17-322: Improvements to Basketball Courts at Beacon Hill Playfield- \$29,980 Neighborhood: Beacon Hill (EEI Focus Area) Neighborhood: Beacon Hill (EEI Focus Area)
2O- Project #17-344: Trail Improvements in Seward Park- \$90,000 Neighborhood: Seward Park
TOTAL AWARDED- D2
<b>DISTRICT 3</b>
3A- Project #18-313: Sidewalk Repair on Summit Ave between Madison St & Spring St- \$90,000 Neighborhood: First Hill
3B- Project #18-805: Crossing Improvements on E Aloha St and 14th Ave E- \$83,298 Neighborhood: Capitol Hill
3C- Project #18-818: Signage at Shoreline Street Ends (S Irving St, E Pine St, E Olive Way, E Lee St, E Allison St- Portage Bay, E Martin St- Portage Bay, E Martin St- Lake Union)- \$7,000 Neighborhood: Various
3D- Project #17-347: Corner Improvements at 25th Ave S & Plum St- \$68,800 Neighborhood: North Rainier
3E- Project #17-358: Crossing Improvements on 19th & Cherry- \$10,000 Neighborhood: Squire Park
3F- Project #18-360: Crossing Improvements on E Jefferson & 16th/17th/18th Avenues- \$5,000 Neighborhood: Squire Park
3G- Project #18-357: Traffic Calming on 29th Avenue between E Yesler Way and E Alder St- \$16,100 Neighborhood: Leschi
3H- Project #18-346: Pathway Improvements on Rainier & I-90- \$56,800 Neighborhood: Atlantic (EEI Focus Area)
3I- Project #18-3013: Improvements at Lakeview Park- \$46,400 Neighborhood: Denny-Blaine
3J- Project #18-3006: Improvements at Judkins Park- \$24,700 Neighborhood: Judkins Park (EEI Focus Area)
TOTAL AWARDED- D3
<b>DISTRICT 4</b>
4A- Project #18-412: Crossing Improvements at NE 45th St & 8th Ave NE- \$90,000 Neighborhood: U District
4B- Project #18-449: Improvements at NE 55th St & Ravenna Pl NE- \$46,300 Neighborhood: Ravenna
4C- Project #18-418/18-470: Traffic Calming on 20th Ave NE between 65th and Lake City Way- \$88,000 Neighborhood: Ravenna

4D- Project #18-481: Crossing Improvements at NE 77th St and 25 Ave NE- \$90,000 Neighborhood: Wedgwood
4E- Project #18-402: Crossing Improvements on Burke-Gilman Trail crossing Stone Way N at N 34th St- \$90,000 Neighborhood: Wallingford
4F- Project #18-413: Crossing Improvements at Woodland Park Avenue North and N 46th/N Midvale Pl & N 45th Streets- \$35,000 Neighborhood: Wallingford
4G- Project #18-451: Crossing Improvements at 15th Avenue NE and NE 55th Street- \$90,000 Neighborhood: Ravenna
4H- Project #18-425: Crossing Improvements at 15th Ave NE and NE 85th St- \$33,570 Neighborhood: Maple Leaf
4I- Project #17-464: Improvements at Cowen Park- \$86,500 Neighborhood: Ravenna
TOTAL AWARDED- D4
<b>DISTRICT 5</b>
5A- Project #17-558: Walkway Improvements on 33rd Ave NE, between 125th & NE 130th- \$30,000 Neighborhood: Lake City (EEI Focus Area)
5B- Project #18-580: Crossing Improvements on 33rd Ave NE between NE 125 Street and NE 130 Street- \$70,000 Neighborhood: Lake City (EEI Focus Area)
5C- Project #18-566: Walkway Improvements on 26th Ave NE from NE 125th St to Virgil Flaim Park- \$90,000 Neighborhood: Lake City
5D- Project #18-521: Intersection Improvements on 32nd Ave NE at NE 137th & NE 140th Streets- \$3,000 Neighborhood: Little Brook (EEI Focus Area)
5E- Project #17-532: Crossing Improvements at 1st Ave NE & NE 117th St- \$90,000 Neighborhood: Haller Lake
5F- Project #18-540: Walkway Improvements on NE 104th Way between Lake City Way and Lakeview Lane NE- \$90,000
5G- Project #18-543: Traffic Calming & Crossing Improvements at NE 105 ST and NE 104th PL- \$27,500 Neighborhood: Meadowbrook
5H- Project #18-586: Traffic Calming on N 143rd St between Greenwood Ave N and Aurora Ave N- \$36,000 Neighborhood: Bitter Lake
5I- Project #18-520: Intersection Improvements at 1st Ave NW & N/NW 137th St- \$2,750 Neighborhood: Broadview
5J- Project #18-592: Traffic Calming and Pedestrian Improvements on NE 145th St & 30th Ave NE- \$90,000 Neighborhood: Little Brook (EEI Focus Area)
5K- Project #18-5001: Trail Improvements at Licton Springs Park- \$12,820 Neighborhood: Licton Springs
TOTAL AWARDED- D5
<b>DISTRICT 6</b>
6A- Project #17-687: Improvements on 8th Ave NW from NW 85th St to NW 100th St- \$86,640 Neighborhood: Crown Hill
6B- Project #17-696: Crossing Improvements on 8th Ave NW & NW 97th St/NW 100th St- \$90,000 Neighborhood: Crown Hill
6C- Project #17-682: Crossing Improvements at NW 80th St & 13th Ave NW- \$90,000 Neighborhood: Whittier Heights
6D- Project #18-695: Crossing Improvements at 15th Ave NW & NW Market St- \$35,000 Neighborhood: Ballard

6E- Project #18-682: Improvements on 8th and Leary- \$90,000 Neighborhood: Ballard
6F- Project #18-671/18-675: Crossing Improvements on N 39th St and Phinney Ave N- \$90,000 Neighborhood: Fremont
6G- Project #18-672: Improvements on N 39th St & Linden Ave N- \$7,700 Neighborhood: Fremont
6H- Project #18-604: Crossing Improvements at Leary Way NW & NW 40th/41st Streets- \$40,000 Neighborhood: Fremont
6I- Project #18-661: Traffic Calming on Ashworth Avenue North between 85th and 80th- \$20,000 Neighborhood: Green Lake
6J- Project #17-675: Crossing Improvements at Linden Ave N & N 77th St- \$90,000 Neighborhood: Greenwood
6K- Project #18-6003: Improvements at Salmon Bay Park- \$12,550 Neighborhood: Ballard
TOTAL AWARDED- D6
<b>DISTRICT 7</b>
7A- Project #18-714: Crossing Improvements on Queen Anne Dr. and 4th Ave North- \$90,000 Neighborhood: Queen Anne
7B- Project #18-749: Crossing Improvements & Traffic Calming on 10th Avenue West and Olympic Way West- \$89,000
7C- Project #18-703: Improvements at 9th & University Pavement Park- \$45,000
7D- Project #17-338: Crossing Improvements to 2nd Ave Ext S and S Jackson intersection- \$43,000 Neighborhood: Pioneer Square (EEI Focus Area)
7E- Project #18-725: Crossing Improvements on Western Ave & Lenora/Blanchard- \$90,000 Neighborhood: Belltown
7F- Project #17-715: Crossing Improvements at Denny Way & 5th Ave- \$90,000 Neighborhood: Belltown
7G- Project #17-761: Crossing Improvements on 3rd Ave W, near Fulton St- \$83,500 Neighborhood: Queen Anne
7H- Project #18-717: Pathway Improvements on Jesse Ave W from W Nickerson St to W Emerson St- \$90,000 Neighborhood: Queen Anne
7I- Project #18-7002: Pathway Improvements at Cascade Playfield- \$77,700 Neighborhood: Cascade
7J- Project #18-7008: Improvements at Cottages/P-Patch Park- \$90,000 Neighborhood: Belltown
TOTAL AWARDED- D7
Total Cost (EEI)
Total Cost (Highest Votes)
<b>TOTAL AWARDED- ALL DISTRICTS</b>

\*With an additional \$1 million allocated to YVYC in 2018, our Steering Committee considered a number of options to determine how this funding is distributed, with a focus on centering equity, inclusive democracy and environmental justice. This analysis was done in partnership with the City of Seattle's Equity and Environment Initiative (EEI), which is shifting the City's approach so those most affected by environmental challenges and racial-socio economic conditions will lead on designing solutions and directly benefit from City programs and policies. The Steering Committee unanimously decided to designate this \$1 million in funding for projects in EEI Focus Areas: geographic areas where communities of color, immigrants, refugees, people with low incomes, Native peoples and limited-English proficiency individuals tend to live. These areas are highly impacted by socio-economic and environmental challenges. Projects will be voted on through district-based ballots, and the top vote-getting projects in EEI Focus Areas citywide will be funded up to \$1 million overall. The original \$2 million in YVYC funding will continue to be divided equally among all City Council Districts, with each district receiving approximately \$285,000 in funding.

Cost	Online Votes
	<b>600</b>
\$90,000	127
\$3,500	140
\$90,000	168
\$2,000	92
90000	152
\$90,000	157
\$72,600	110
\$7,000	198
\$90,000	168
\$15,330	145
\$88,800	127
\$639,230	
	<b>710</b>
\$75,600	113
\$90,000	81
\$90,000	105
\$90,000	167
\$90,000	145
\$90,000	93
\$90,000	79

\$90,000	192
\$90,000	88
\$90,000	226
\$5,900	79
\$90,000	71
\$44,000	136
\$29,980	127
\$90,000	226
\$1,145,480	
	<b>563</b>
\$90,000	109
\$83,298	238
\$7,000	80
\$68,800	99
\$10,000	197
\$5,000	144
\$16,100	126
\$56,800	144
\$46,400	79
\$24,700	228
\$408,098	
	<b>684</b>
90000	162
\$46,300	169
\$88,000	245

90000	199
\$90,000	257
\$35,000	142
\$90,000	102
\$33,570	250
\$86,500	139
\$354,500	
	<b>592</b>
\$75,000	195
\$98,100	175
\$90,000	172
\$90,000	171
\$90,000	163
90000	142
\$27,500	114
\$90,000	111
\$3,000	100
\$90,000	92
\$90,000	44
\$833,600	
	<b>905</b>
\$86,640	196
\$90,000	124
\$90,000	149
\$35,000	293

\$90,000	297
\$90,000	222
\$7,700	125
\$40,000	209
\$20,000	205
\$90,000	143
\$12,550	225
\$287,550	
	544
\$90,000	170
\$89,000	135
\$45,000	30
\$43,000	125
\$90,000	215
\$90,000	235
\$83,500	135
\$90,000	102
\$77,700	81
\$90,000	127
\$788,200	
\$950,080	
\$1,975,748	
<b>\$2,925,828</b>	
	<b>4598</b>



Paper Votes	Total Votes
545	1145
160	287
150	290
196	364
116	208
86	238
120	277
79	189
169	367
103	271
210	355
178	305
<b>936</b>	<b>1646</b>
77	190
39	120
31	136
120	287
212	357
425	518
101	180

71	263
86	174
170	396
45	124
493	564
102	238
136	263
124	350
<b>128</b>	<b>691</b>
27	136
59	297
23	103
22	121
39	236
32	176
22	148
38	182
33	112
63	291
<b>109</b>	<b>793</b>
40	202
26	195
32	277

44	243
43	300
35	177
21	123
19	269
40	179
<b>400</b>	<b>992</b>
197	392
179	354
142	314
71	242
38	201

37 FALSE

82	196
65	176
82	182
82	174
64	108
<b>204</b>	<b>1109</b>
32	228
12	136
17	166
84	377

82	379
22	244
20	145
52	261
75	280
17	160
82	307
222	766
50	
61	196
30	60
64	189
80	295
83	318
66	201
58	160
72	153
47	174
<b>2544</b>	<b>7,142</b>

Project	District	Cost	Online Votes	Paper Votes	Total Votes	Top Voted	EEI	Top EEI	City & Environment For	AWARDED Highest # of Votes
1A. Project 19-3: Crossing Improvements on Intersection of SW Admiral Way and 44th Ave SW Neighborhood: Admiral, 98116	1	\$120,000	394	160	554	D1 - 1				
1B. Project 19-4: Traffic Calming Improvements on 61st Avenue SW between SW Admiral Way and Beach Drive SW Neighborhood: Aki, 98116	1	\$30,000	273	155	428	D1 - 2				
1C. Project 19-24: Crossing Improvements on 16th Ave SW & SW Holden St Neighborhood: Highland Park, 98106	1	\$30,000	243	50	293		X	EEI D1 - 1		
1D. Project 19-10: Crossing Improvements on 9th Ave SW from SW Kenyon St, SW Elmgrove St, and SW Thistle St Neighborhood: Highland Park, 98106	1	\$120,000	163	29	192		X			
1E. Project 19-27: Crossing Improvements on 16th Avenue SW Neighborhood: Paper Ridge, 98106	1	\$120,000	256	20	276					
1F. Project 19-43: Sidewalk/Trail Improvements on SW Barton St between 21st Ave SW and SW Barton Pl Neighborhood: South Duvette, 98106	1	\$112,700	190	71	261		X	EEI D1 - 2		
1G. Project 19-22: Crossing Improvements on Olson Pl SW & SW Roxbury St Neighborhood: South Duvette, 98106	1	\$35,000	163	59	222		X			
1H. Project 19-1: Crossing Improvements on 705 S Cloverdale St Neighborhood: South Park, 98108	1	\$90,000	149	28	177		X			
1I. Project 19-34: Crossing Improvements on Glyn Way and Oregon St Neighborhood: West Seattle Junction, 98116	1	\$10,000	263	55	318	D1 - 3				D1
1J. Project 19-40: Crossing Improvements on the corner of 39th Ave SW and SW Oregon Neighborhood: West Seattle Junction, 98116	1	\$45,000	227	76	303	D1 - 4				
1K. Project 19-33: Crossing Improvements on SW Alaska St. & 36th Ave. SW Neighborhood: West Seattle Junction, 98116	1	\$20,000	179	60	239					\$150,000
2A. Project 19-63: Crossing Improvements on S Thistle St & 42nd Ave S Neighborhood: Beacon Hill, 98118	2	\$45,000	125	594	719	D2 - 1	X			
2B. Project 19-74: Traffic Calming Improvements on Holly Park Dr S Neighborhood: New Holly, 98118	2	\$20,800	207	611	818		X	EEI D2 - 2		
2C. Project 19-75: Crossing Improvements on MLK Blvd and Othello St Intersection Neighborhood: Othello, 98118	2	\$50,000	250	611	861		X	EEI D2 - 1		
2D. Project 19-87: Traffic Calming Improvements on Waters Ave S between 63rd Ave S and S Thayer St, and Waters Ave S between 64th Ave S and S Thayer St Neighborhood: Rainier Beach, 98118	2	\$36,100	32	191	223	D2 - 5	X			
2E. Project 19-94: Traffic Calming Improvements on Waters Ave S from S Pilgrim St to S 57th Ave S Neighborhood: Rainier Beach, 98118	2	\$35,000	35	143	178	D2 - 6	X			
2F. Project 19-78: Traffic Calming Improvements on Renton Avenue South between 51st Avenue S and S Henderson Street Neighborhood: Rainier Beach, 98118	2	\$115,000	79	249	328	D2 - 3	X			
2G. Project 19-79: Traffic Calming Improvements on Renton Ave S between S Henderson St and S Kenyon St Neighborhood: Rainier Beach, 98118	2	\$120,000	75	244	319	D2 - 4	X			D2
2H. Project 19-81: Road Safety Improvements on S Augusta St between 56th Ave and 57th Ave S. Neighborhood: Rainier Beach, 98118	2	\$90,000	48	298	346	D2 - 2	X			\$135,000
3A. Project 19-103: Crossing Improvements on Bellevue Ave E & E Republican St and Bellevue Ave E & E Thomas St Neighborhood: Capitol Hill, 98122	3	\$120,000	117	52	169					
3B. Project 19-119: Crossing Improvements on 37th Ave and E Pike St Neighborhood: Central District, 98122	3	\$120,000	190	52	242	D3 - 3	X			
3C. Project 19-129: Crossing Improvements on the Intersection of Union Street, Minor Ave, and Bellevue Ave Neighborhood: First Hill, 98101	3	\$90,000	173	157	330	D3 - 1				
3D. Project 19-112: Traffic Calming Improvements on 20th Ave S from S Lane St to S Judkins St Neighborhood: Judkins Park, 98144	3	\$114,500	214	134	348		X	EEI D3 - 1		
3E. Project 19-77: Crossing Improvements on 30th and 31st Ave Neighborhood: Leschi, 98144	3	\$79,500	243	21	264	D3 - 2				
3F. Project 19-133: Crossing Improvements on Lakeside Ave S, and S Lane St Neighborhood: Leschi, 98144	3	\$7,500	151	28	179					
3G. Project 19-114: Traffic Calming Improvements on 31st and Terrace St Neighborhood: Leschi, 98122	3	\$27,500	155	28	183					
3H. Project 19-115: Crossing Improvements on Waller St S and 16th Ave S Neighborhood: Little Saigon, 98144	3	\$30,000	237	32	269		X	EEI D3 - 2		
3I. Project 19-118: Crossing Improvements on 19th Ave E and E Republican, 22nd Ave and E John, 22nd Ave E and E Madison Neighborhood: Miller Park, 98112	3	\$120,000	121	48	169					D3
3J. Project 19-128: Crossing Improvements on across E Union St at 17th Ave Neighborhood: Square Park, 98122	3	\$89,100	134	30	164					\$169,500
4A. Project 19-158: Crossing Improvements on the intersection of N 35th St and Troll Ave N Neighborhood: Fremont, 98103	4	\$77,700	96	22	118					
4B. Project 19-134: Crossing Improvements on Mary Gates Memorial Dr. NE and Clark Rd Neighborhood: Laurelhurst, 98105	4	\$120,000	109	19	128					
4C. Project 19-163: Crossing Improvements on 65th between 20th and 15th NE Neighborhood: Ravenna, 98115	4	\$70,000	129	37	166	D4 - 3				
4D. Project 19-154: Traffic Calming Improvements on Ravenna Ave NE and NE 55th St Neighborhood: Ravenna, 98105	4	\$50,000	153	38	191	D4 - 1				
4E. Project 19-143: Sidewalk/Trail Improvements on Roosevelt and 68th, 12th Ave and 68th, 15th and 68th Neighborhood: Roosevelt, 98115	4	\$100,000	119	37	156	D4 - 4				D4
4F. Project 19-147: Crossing Improvements on the intersection of Univ. Way NE & NE 45th St Neighborhood: University District, 98105	4	\$10,000	129	46	175	D4 - 2				\$60,000
5A. Project 19-174: Crossing Improvements on N 325th St and Interurban Trail Crossing Neighborhood: Aurora, 98133	5	\$70,000	308	137	445	D5 - 2				
5B. Project 19-222: Crossing Improvements on 132nd Street, between Greenwood Ave and 3rd Ave Neighborhood: Broadview, 98133	5	\$100,000	294	252	546	D5 - 1				
5C. Project 19-183: Sidewalk/Trail Improvements on 28th Ave NE between 120th and 121st Neighborhood: Lake City, 98125	5	\$109,000	135	54	189		X	EEI D5 - 2		
5D. Project 19-184: Crossing Improvements on 123rd St and 35th Ave NE Neighborhood: Lake City, 98125	5	\$17,600	126	44	170		X			
5E. Project 19-182: Road Safety Improvements on NE 127th between 28th and 30th Ave NE Neighborhood: Lake City, 98125	5	\$120,000	139	52	191		X	EEI D5 - 1		
5F. Project 19-179: Sidewalk/Trail Improvements on the east side of Sand Point Way NE and north of NE 123th St Neighborhood: Lake City, 98125	5	\$120,000	119	38	157		X			
5G. Project 19-223: Traffic Calming Improvements on Corliss Ave. N and Meridian Ave. N between North 85th and N. 92nd St. Neighborhood: Licton Springs, 98133	5	\$45,000	183	39	222	D5 - 3				D5
5H. Project 19-200: Traffic Calming Improvements on N 107th St & Meridian Ave. N Neighborhood: Licton Springs, 98133	5	\$12,000	140	30	170					\$170,000
6A. Project 19-256: Crossing Improvements on Shiloh and 46th Ave NW Neighborhood: Ballard, 98107	6	\$26,000	309	22	331	D6 - 2				
6B. Project 19-221: Crossing Improvements on the north side of the intersection at 14th Ave NW and NW 56th St Neighborhood: Ballard, 98107	6	\$100,000	231	10	241					
6C. Project 19-251: Crossing Improvements on the intersection of 15th and 62nd in Ballard Neighborhood: Ballard, 98107	6	\$75,000	134	14	148					
6D. Project 19-228: Crossing Improvements on 65th NW & 22nd NW Neighborhood: Ballard, 98117	6	\$28,000	143	18	161					
6E. Project 19-312: Crossing Improvements on 6th Ave NW between NW 50th & NW 43rd Neighborhood: West Woodland, 98107	6	\$107,600	532	31	563	D6 - 1				
6F. Project 19-267: Crossing Improvements on 3rd Ave NW and NW 43rd St Neighborhood: Fremont, 98107	6	\$15,000	171	10	181					
6G. Project 19-266: Crossing Improvements on 3rd Ave NW and NW 44th St Neighborhood: Fremont, 98107	6	\$15,000	182	26	208					
6H. Project 19-257: Crossing Improvements on intersection of Fremont Ave N. & N. 43rd St Neighborhood: Fremont, 98103	6	\$18,000	163	21	184					
6I. Project 19-239: Crossing Improvements on intersection of Wallingford Ave N and N 82nd St Neighborhood: Green Lake, 98103	6	\$122,500	144	22	166					D6
6J. Project 19-248: Crossing Improvements on W Green Lake Way N and N 83rd St Neighborhood: Green Lake, 98103	6	\$120,000	254	36	290	D6 - 3				\$131,600
7A. Project 19-271: Sidewalk/Trail Improvements on the northwest corner of 5th Ave and Blanchard St Neighborhood: Belltown, 98121	7	\$150,000	82	20	102					
7B. Project 19-303: Crossing Improvements on First Ave and Vine St Neighborhood: Belltown, 98121	7	\$20,000	76	14	90					
7C. Project 19-299: Sidewalk/Trail Improvements on top of Union steps path that connect to Terry Ave Neighborhood: First Hill, 98101	7	\$101,600	56	67	123					
7D. Project 19-282: Crossing Improvements on 34th Ave W by Catherine Blaine K-8 Neighborhood: Magnolia, 98199	7	\$98,000	91	22	113					
7E. Project 19-288: Road Safety Improvements on 3rd Ave W between W Ewing St and W Nickerson St Neighborhood: North Queen Anne, 98119	7	\$120,000	93	34	127	D7 - 3				
7F. Project 19-290: Crossing Improvements on the north side of the intersection of Pine St and Boren Ave Neighborhood: Pike/Pine, 98101	7	\$25,000	85	42	127	D7 - 3				
7G. Project 19-298: Crossing Improvements on Galer St and Taylor Ave N Neighborhood: Queen Anne, 98109	7	\$102,000	106	31	137	D7 - 2				D7
7H. Project 19-280: Crossing Improvements on W Mercer and 5th Ave W Neighborhood: Uptown, 98119	7	\$100,000	133	31	164	D7 - 1				\$202,000

Total Results							
	# of EEI Projects	# of WV Projects	Total # of Projects	Cost	Online Votes	Paper Votes	Total Votes
District 1	2	2	4	\$150,000	999	342	1341
District 2	2	2	4	\$135,000	339	1177	1516
District 3	2	2	4	\$169,500	706	312	1018
District 4	0	2	2	\$60,000	289	77	366
District 5	2	2	4	\$170,000	606	327	933
District 6	0	2	2	\$133,600	910	83	993
District 7	0	2	2	\$202,000	272	121	393
Total Awarded (EEI)			8	\$587,000			
Total Awarded (Highest Votes)			14	\$1,020,100			
Total Awarded (All Districts)	8	14	22	\$1,607,100	4121	2439	6,560

# OVERVIEW

Your Voice, Your Choice: Parks & Streets (YVYC) is a participatory budgeting initiative in which Seattle residents democratically decide how to spend a portion of the City's budget on small-scale park and street improvements. In 2017, \$2 million of the City's budget was set aside for this program, with a focus on engaging people who have not historically been involved in government or budget processes.



## YVYC 2017: BY THE NUMBERS



## WHAT WE HEARD FROM PARTICIPANTS

-  "Your Voice, Your Choice, brought our neighborhood together. We saw an opportunity to make our community safer." -Susannah, District 6
-  "The Your Voice, Your Choice program has motivated all members, elders and youths to get involved. This program welcomes all, opening the opportunity for small unheard voices to be loud." -Mohamad, District 2
-  There is an inequitable division of funds between and within districts, particularly for neighborhoods with high needs and lower populations.
-  Asking communities that have been traditionally under-engaged by the City to contribute volunteer time to lead outreach efforts has the potential to replicate and reinforce inequitable power structures.
-  More clarity is needed on what projects are achievable through Your Voice, Your Choice and how the program fits within other City processes related to park and street improvements.

## NEXT STEPS

-  Funding for the 33 projects selected by community members was included in the Mayor's 2018 proposed budget and approved by Seattle City Council in November 2017.
-  Seattle Department of Transportation (SDOT) and Seattle Parks and Recreation (SPR) will begin implementing projects in 2018. Once implementation begins, project updates will be available on the [YVYC Program website](#).

# 2018 ACTION STEPS

## OVERALL

- **Develop an advisory body to address concerns related to equity, funding, and accountability:**  
We will convene a steering committee to advise on key program needs, with representatives who reflect communities that have not historically been involved in government or budget processes.\*
- **Maintain a sustained, consistent connection with the community through program phases:**  
We will maintain regular communications that are focused on encouraging participation, providing clarity on program structure and processes, and promoting transparency of program decisions.
- **Leverage partnerships with City agencies and institutions that can reach broad populations:**  
We will build stronger connections internally within Seattle Department of Neighborhoods (DON), with City Council staff, and with key Boards and Commissions.
- **Set outreach goals and collect data to accurately measure program reach & impact:**  
We will set clear, ambitious and attainable participation goals and develop indicators that inform consistent data collection across all program phases.
- **Improve access across program phases for limited English proficient (LEP) participants:**  
We will expand access to in-language program materials and will continue to work with DON's Community Liaisons and community-based organizations to reach LEP participants.

## IDEA COLLECTION

- **Revise Idea Collection materials for clarity on scale and scope of YVYC-eligible projects:**  
We will provide clear instructions on what is and is not eligible for YVYC as well as build a list of resources and make connections to help participants achieve projects that do not fit in YVYC's scope.
- **Roll over potentially feasible ideas received in 2017 to the 2018 YVYC process:**  
We will roll over the ideas deemed potentially eligible by SDOT and SPR in the 2017 process in order to recognize that these ideas should receive a second review by community members in 2018.

## PROJECT DEVELOPMENT

- **Redesign Project Development to allow for more participation options:**  
We will structure Project Development to consist of a wider variety of participation options, including meetings at community-based organizations and schools in addition to libraries and general community spaces.
- **Provide tools to facilitate the decision-making process during Project Development:**  
We will revise evaluation criteria to provide a clear scoring framework and will provide more sophisticated and easier-to-use tools for accessing decision-making information.

## VOTING

- **Improve preparation and communication during the Voting phase to facilitate participation:**  
We will clearly communicate options for online and in-person voting, provide training for vote facilitators, ensure materials and instructions are available at vote sites throughout the Voting phase and increase Voting time to five weeks to provide more opportunities to participate.

\*The Committee will be compensated for their work. Applications will be open in early January.

# PARTICIPATION BY DISTRICT

**D6**

- 91
- 19
- 637

**D7**

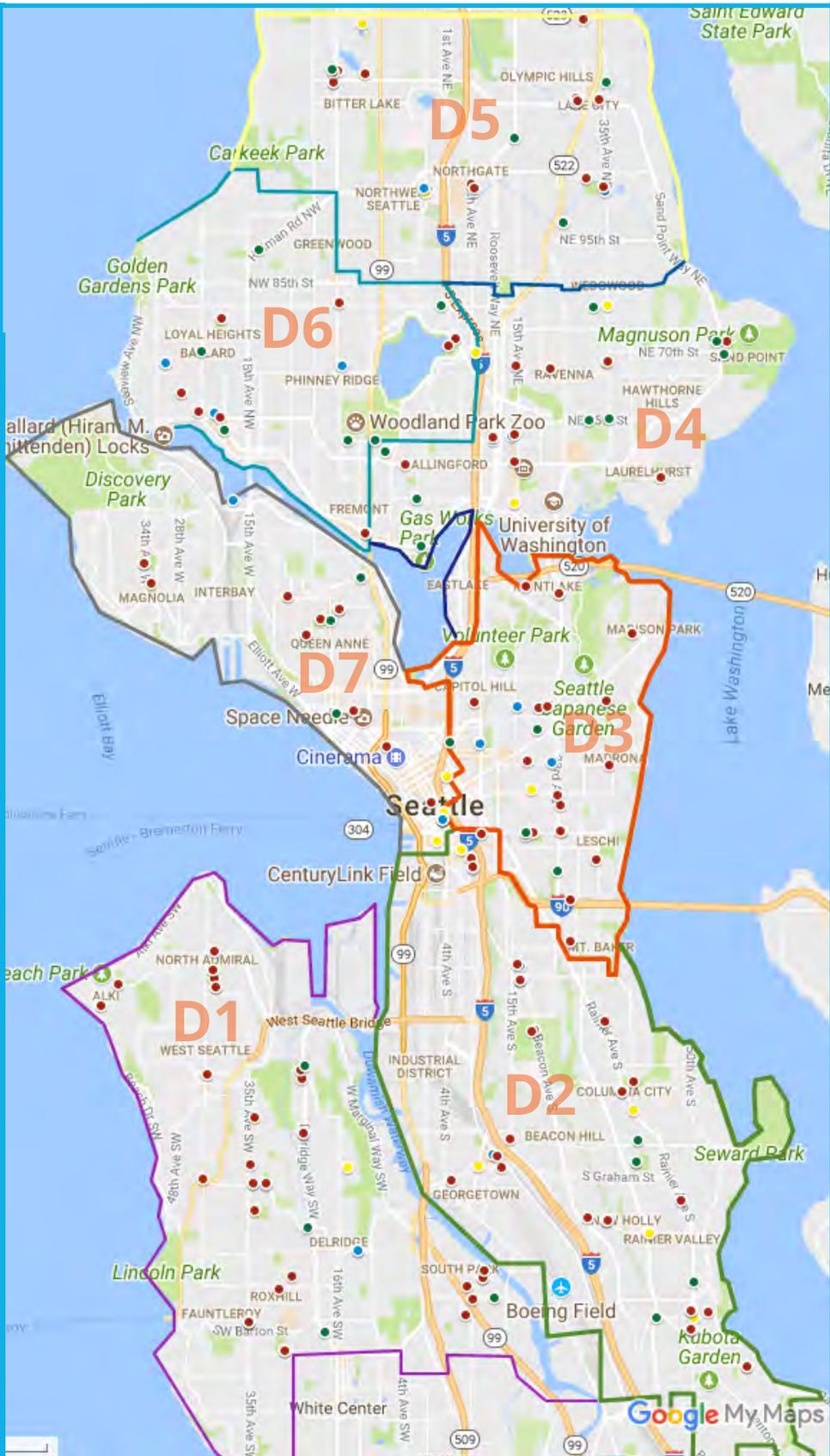
- 78
- 36
- 720

**LOCATIONS**

- Idea Collection
- Project Development
- Voting
- Funded Projects

**D1**

- 208
- 32
- 1119



**D5**

- 122
- 60
- 1949

**D4**

- 91
- 19
- 637

**D3**

- 105
- 25
- 567

**D2**

- 175
- 58
- 1672



Number of Ideas Collected



Project Development Participants



Voters

# 2018 PREVIEW

## IDEA COLLECTION: JANUARY



- Online and in-person options to submit ideas
- Ideas "rolling over" from the 2017 process will be clearly indicated on a map to avoid duplication

## PROJECT DEVELOPMENT: FEBRUARY & MARCH



- Multiple in-person project review opportunities in each Council District
- Project prioritization lists will be divided geographically within Council Districts

## VOTING: JUNE & JULY



- Online and in-person voting throughout the city
- Ballots will be translated and outreach conducted in multiple languages

## HOW TO GET INVOLVED

- Join the Steering Committee! Applications will be available January 2 at [seattle.gov/yvyc](http://seattle.gov/yvyc).
- Sign up for the [Seattle Department of Neighborhoods](#) newsletter to receive YVYC updates.
- Contact the YVYC team at [YVYC@seattle.gov](mailto:YVYC@seattle.gov) to figure out the participation option that works best for you.

# IDEA COLLECTION

In February, we kicked off YVYC 2017 by collecting community members' ideas for park and street improvements in their neighborhoods. We coordinated outreach and idea collection meetings throughout the city and collected ideas online.

## IDEA COLLECTION: BY THE NUMBERS



894

Ideas Collected from Community Members



38

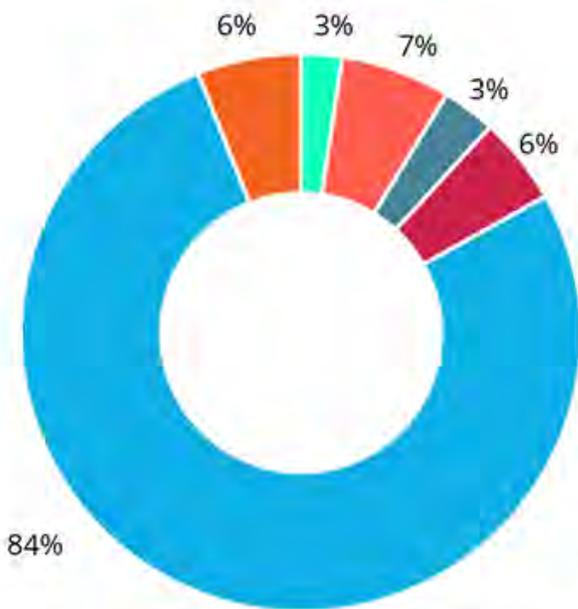
In-Person Outreach & Idea Collection Events



683

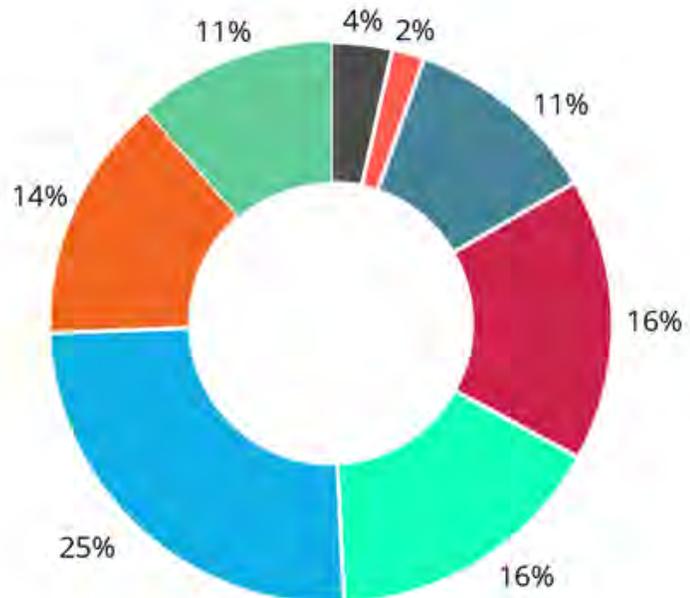
Participants at Idea Collection Events

### Participation by Race/Ethnicity\*



- American Indian/Alaska Native (3%)
- Asian (7%)
- Black or African American (3%)
- Hispanic/Latino (6%)
- Native Hawaiian/Pacific Islander (0%)
- White (84%)
- Other (6%)

### Participation by Age\*



- 11-17 (4%)
- 18-24 (2%)
- 25-30 (11%)
- 31-35 (16%)
- 36-40 (16%)
- 41-50 (25%)
- 51-64 (14%)
- 65+ (11%)

 33% of Idea Collection participants were under the age of 35.

 Approximately 420 potentially-eligible ideas submitted in 2017 were **not** funded through YVYC.

\*Demographic information was collected voluntarily from participants who submitted ideas online only. 508 participants answered the Race/Ethnicity question in which they could choose all options that applied. 540 participants answered the Age question.

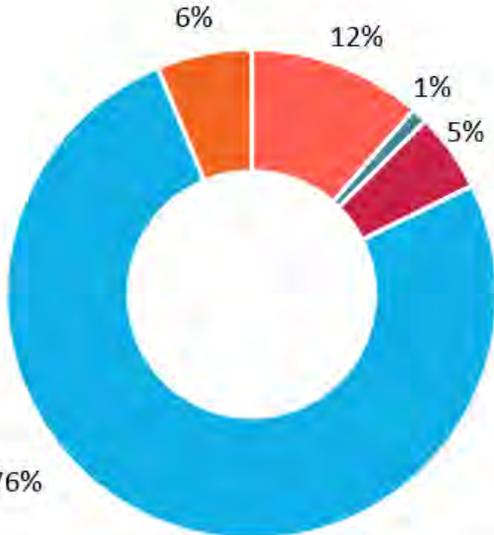


# PROJECT DEVELOPMENT

In March, we held 28 project development meetings: four per Council district. These meetings were open to all and held in neighborhood locations like libraries and schools.

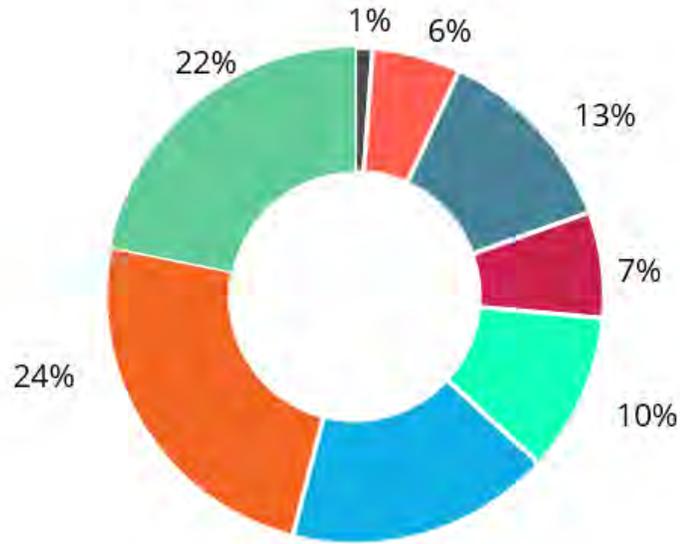
## PROJECT DEVELOPMENT: BY THE NUMBERS

Participation by Race/Ethnicity\*



- American Indian/Alaska Native (0%)
- Asian (12%)
- Black or African American (1%)
- Hispanic/Latino (5%)
- Native Hawaiian/Pacific Islander (0%)
- White (76%)
- Other (6%)

Participation by Age\*



- 11-17 (1%)
- 18-24 (6%)
- 25-30 (13%)
- 31-35 (7%)
- 36-40 (10%)
- 41-50 (17%)
- 51-64 (24%)
- 65+ (22%)

# 263

Unique Participants

# 28

Project Development Meetings

# 85%

New Participants\*\*

\*Data from optional "Inclusion Sign-In Sheet" at Project Development meetings. 0% of participants reported identifying as American Indian/Alaska Native or Native Hawaiian/Pacific Islander. 95 participants answered the Race/Ethnicity question, in which they could self-identify. 87 participants answered the Age question.

\*\*Participants who did not participate in the 2015 or 2016 Neighborhood Park and Street Fund review process.

## WHAT WE HEARD FROM PARTICIPANTS

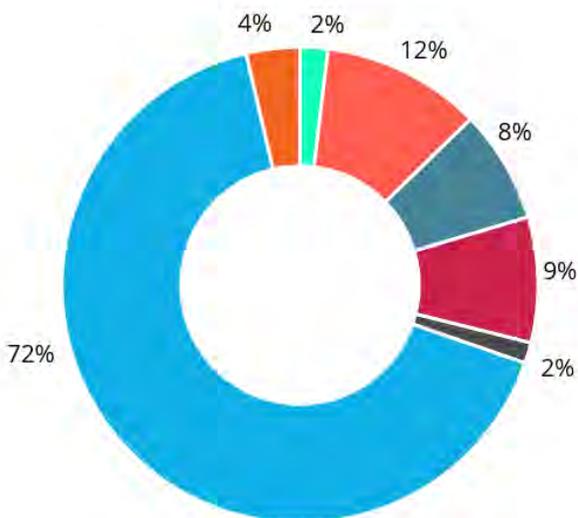
- Participants liked discussing projects with neighbors who care about their communities, hearing other people's perspectives, and making group decisions.
- It was tough for some to participate due to this phase's reliance on evening meetings for which advance notice of times and locations was not consistently provided.
- People felt like they had a strong impact on the entire YVYC process through participating in Project Development.
- Prioritizing projects in this phase was difficult due to 1) lack of advance information on which projects would be discussed at particular meetings; 2) unclear criteria on need, impact, and feasibility; and 3) participants being asked to discuss projects outside of their neighborhoods.

# VOTING

In June, community members participated in online and in-person voting at 27 libraries, 30 community centers, 11 schools, and 48 community events and meetings.

## VOTING: BY THE NUMBERS

Participation by Race/Ethnicity\*



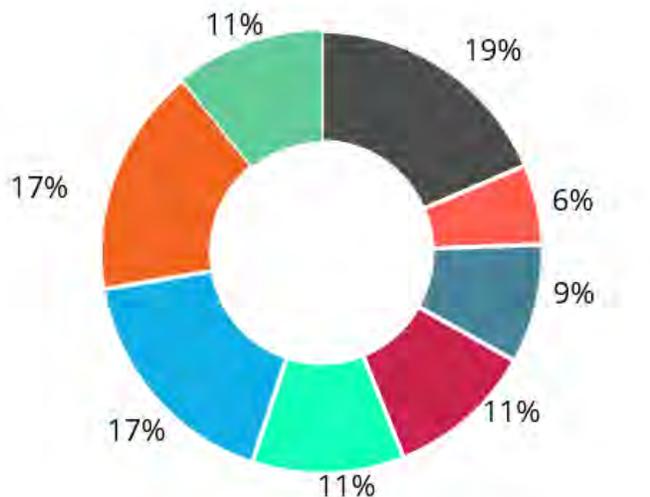
- American Indian or Alaska Native (2%)
- Asian (12%)
- Black or African American (8%)
- Hispanic or Latino/a (9%)
- Native Hawaiian or Pacific Islander (2%)
- White (72%)
- Other (4%)

**7,737**  
Participants

**116**  
In-Person  
Voting Sites

**6**  
Languages  
Available  
for Ballots

Participation by Age\*



- 11-17 (19%)
- 18-24 (6%)
- 25-30 (9%)
- 31-35 (11%)
- 36-40 (11%)
- 41-50 (17%)
- 51-64 (17%)
- 65+ (11%)

 68% of in-person voting participants identified as people of color.

\*Demographic information was obtained through an optional survey provided to participants following both online and in-person voting. 3,668 participants answered the Race/Ethnicity question, in which they could choose all options that applied. 3,757 participants answered the Age question.

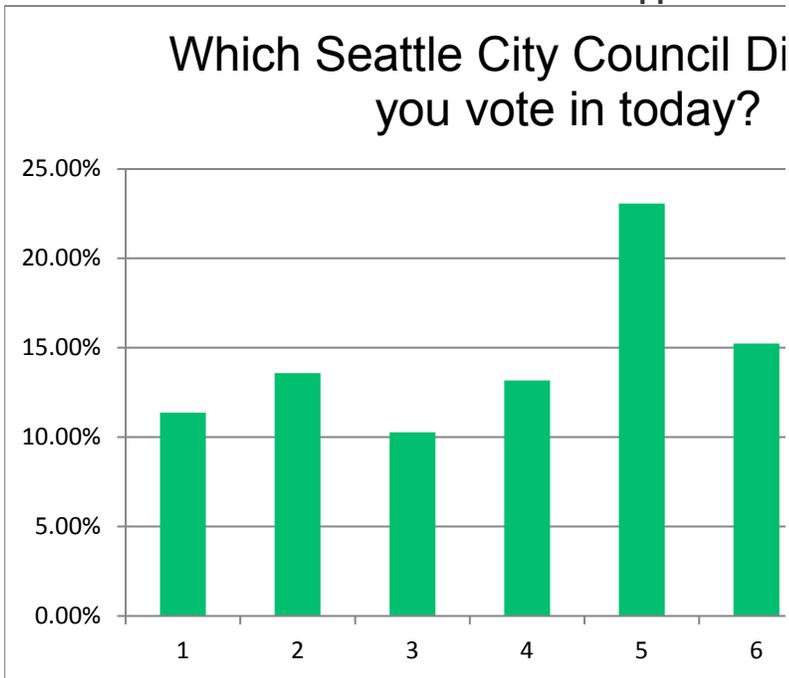
## WHAT WE HEARD FROM PARTICIPANTS

-  "Paper ballots in many languages were a huge hit at the Lake City Farmer's Market and the library." -Janine, District 5
-  "What a refreshing way to do business! I was really impressed not only by the way you set up this voting project, but how you enlisted energetic volunteers to help and really really PUSHED it through social media." -Kathy, District 5
-  Many people who would have liked to participate did not find out about the program until voting was over.
-  While in-person voting was available at all Seattle Public Library branches and SPR community centers, instructions to staff were inconsistent. Additionally, in some locations, materials were not always visible or available to the public. This caused frustration for those who had been told they could access in-person voting at these locations.

Your Voice, Your Choice 2017 Voter Survey  
**Which Seattle City Council District did you vote in t**

Answer Choices	
1	11.37%
2	13.59%
3	10.28%
4	13.17%
5	23.07%
6	15.23%
7	13.30%
More than one district (please specify)	

Answered  
Skipped



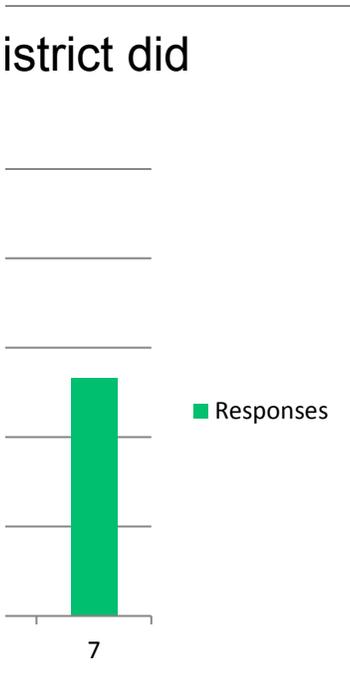
Respondents	Response Date
1	Jun 30 2017 11:00
2	Jun 25 2017 09:00
3	Jun 25 2017 09:00
4	Jun 25 2017 09:00
5	Jun 23 2017 11:00
6	Jun 22 2017 09:00
7	Jun 22 2017 09:00
8	Jun 20 2017 09:00
9	Jun 17 2017 09:00
10	Jun 16 2017 09:00
11	Jun 16 2017 09:00
12	Jun 15 2017 09:00

13 Jun 15 2017 0:  
14 Jun 14 2017 1:  
15 Jun 14 2017 0:  
16 Jun 14 2017 0:  
17 Jun 14 2017 1:  
18 Jun 14 2017 1:  
19 Jun 13 2017 0:  
20 Jun 13 2017 0:  
21 Jun 12 2017 0:  
22 Jun 12 2017 0:  
23 Jun 11 2017 0:  
24 Jun 10 2017 0:  
25 Jun 10 2017 0:  
26 Jun 09 2017 1:  
27 Jun 08 2017 1:  
28 Jun 08 2017 0:  
29 Jun 08 2017 0:  
30 Jun 08 2017 1:  
31 Jun 08 2017 1:  
32 Jun 07 2017 0:  
33 Jun 07 2017 0:  
34 Jun 07 2017 1:  
35 Jun 07 2017 1:  
36 Jun 04 2017 0:  
37 Jun 04 2017 1:  
38 Jun 04 2017 0:  
39 Jun 03 2017 0:

oday?

Responses	
	271
	324
	245
	314
	550
	363
	317
	39
<b>2384</b>	
<b>182</b>	

istrict did



More than one district (please specify) Tags

- Lake city
- Unfamiliar with city council district numbers.
- A
- not sure
- South East
- i wanted to vote in 2 districts but your survey wouldn't let me. that seems to favor provincial thinking!
- If iremember correctly
- I voted on my residential and work districts (2 and 7)
- Pinehurst, Lake City way
- District 4
- north. I don't know the number.
- I'm not sure, really.

6, 7

Crossing lights at 80th and Corliss are needed. Cost seems to be the same as a curb bulb.

No idea

Don't know

I voted for projects outside of my neighborhood4.

Not sure...this survey is not giving me the areas I just voted in...Need people with intelligence to wri

South Seattle is 7, right?

Ballard/ Crown Hill

Queen Anne district (I don't have these #s memorized but think 3 is correct)

Don't know which city council district I am--Lake City=7?

Not sure, we live near Nathan Hale hs

Dont know

Don't recall

I do not know what the number is, do people actually know that or would a neighborhood be a better i

4 & 5

Don't know

Central

I dont remember. Add a map here.

6 and 7

Broadview 110th and 1st

Magneson park

I could be wrong - but I don't think most people know what district they're in.

Not sure what number but..I put Hillman city and near genessee park.

west Seattle

I support all North Seattle projects.

I have no idea what the number is: Southern West Seattle

2 also for 3rd vote

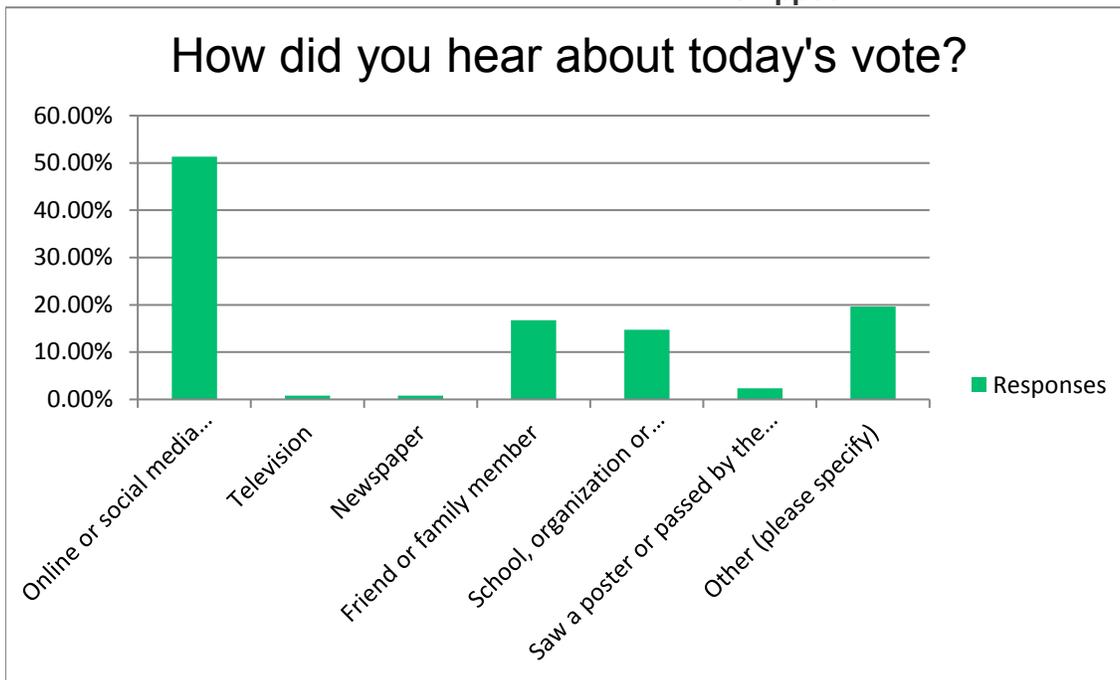
I'd like to voice an opinion about safety across the city.



## Your Voice, Your Choice 2017 Voter Survey

### How did you hear about today's vote?

Answer Choices	Responses	
Online or social media (Facebook, Twitter, etc.)	51.29%	1316
Television	0.78%	20
Newspaper	0.78%	20
Friend or family member	16.72%	429
School, organization or community group	14.73%	378
Saw a poster or passed by the voting site	2.34%	60
Other (please specify)	19.64%	504
	<b>Answered</b>	<b>2566</b>
	<b>Skipped</b>	<b>0</b>



Respondents	Response Date	Other (please specify)
1	Jun 30 2017	1 card at library
2	Jun 30 2017	1 Rob Johnson's tent at the
3	Jun 30 2017	0 Volunteer at farmers ma
4	Jun 30 2017	0 Public library
5	Jun 30 2017	0 Mailing
6	Jun 30 2017	0 neighborhood newsletter
7	Jun 30 2017	0 POSTCARD REMINDER
8	Jun 30 2017	0 Alki Community Council
9	Jun 30 2017	0 meeting with Rob Johnsc
10	Jun 30 2017	0 Shared email at the comp
11	Jun 30 2017	0 got a flyer from a bar
12	Jun 30 2017	0 at the library
13	Jun 30 2017	0 Brochure at community c

14 Jun 30 2017 0 Find It Fix it Walk walk wi  
15 Jun 30 2017 0 community e-mail group  
16 Jun 30 2017 1:SDOT staff  
17 Jun 30 2017 1:Nextdoor.com  
18 Jun 30 2017 1:Postcard mailed by City c  
19 Jun 30 2017 0:Neighbors  
20 Jun 30 2017 0:Community board  
21 Jun 30 2017 0:Seattle Bike Blog  
22 Jun 29 2017 1 Neighbors  
23 Jun 29 2017 1 Seattle Bike Blog  
24 Jun 29 2017 0:Rob Johnson tent at farm  
25 Jun 29 2017 0:was given a postcard at a  
26 Jun 29 2017 0 Email from Dept of Neigh  
27 Jun 29 2017 0 local library branch  
28 Jun 29 2017 0 Link in a work email  
29 Jun 29 2017 0 Seattle Bike Blog  
30 Jun 29 2017 0: The Roosie (neighborhoc  
31 Jun 29 2017 0:seattle bike blog  
32 Jun 29 2017 0:city website  
33 Jun 29 2017 0 Community event - Static  
34 Jun 29 2017 0 email  
35 Jun 29 2017 0 email  
36 Jun 29 2017 0 Neighborhood group  
37 Jun 29 2017 0 Local news blog  
38 Jun 29 2017 0 Seattle Bike Blog  
39 Jun 29 2017 1:Seattle Bike Blog  
40 Jun 29 2017 1:Bike Blog  
41 Jun 29 2017 1:The Library  
42 Jun 29 2017 1 Bike blog  
43 Jun 29 2017 1 Neighborhood associatio  
44 Jun 29 2017 1:Seattle Bike Blog!  
45 Jun 29 2017 0:Co-worker  
46 Jun 28 2017 0:Nextdoor posting  
47 Jun 28 2017 0:Phinney wood blog  
48 Jun 28 2017 0:email  
49 Jun 28 2017 0:Community Center staff  
50 Jun 28 2017 0:crown hill urban village er  
51 Jun 28 2017 0 Work newsletter  
52 Jun 28 2017 1:email  
53 Jun 28 2017 1:Co-worker forwarded it al  
54 Jun 28 2017 1 picked up info at library  
55 Jun 28 2017 1 Neighborhood block  
56 Jun 28 2017 0:Email (why wasn't that ar  
57 Jun 28 2017 0:Council Member  
58 Jun 28 2017 0:A friend

59 Jun 28 2017 0: email  
60 Jun 28 2017 0: via email notification  
61 Jun 28 2017 0: Online neighborhood new  
62 Jun 27 2017 0: participated in project def  
63 Jun 27 2017 0: Dept of Neighborhoods N  
64 Jun 27 2017 0: co-worker  
65 Jun 27 2017 0: Email invite from Nextdoc  
66 Jun 27 2017 0: Phinneywood website  
67 Jun 27 2017 0: Direct email  
68 Jun 27 2017 0: Ballard District Council  
69 Jun 27 2017 0: Yard sign  
70 Jun 27 2017 0: Neighborhood newsletter  
71 Jun 27 2017 0: co worker  
72 Jun 27 2017 0: Seattle Department of Ne  
73 Jun 27 2017 0: email  
74 Jun 27 2017 0: Email newsletter  
75 Jun 27 2017 0: Email  
76 Jun 27 2017 0: Seattle neightoods email  
77 Jun 27 2017 0: was part of the project se  
78 Jun 27 2017 0: Email update from Dept.  
79 Jun 27 2017 0: Dept. of Neighborhoods e  
80 Jun 27 2017 1: DON email  
81 Jun 27 2017 1: email notification  
82 Jun 27 2017 1: Y  
83 Jun 27 2017 1: Neighborhoods Newslette  
84 Jun 27 2017 1: Flier at the library  
85 Jun 27 2017 1: eMAIL  
86 Jun 27 2017 1: email from neighborhood  
87 Jun 27 2017 1: neighbor passing out flye  
88 Jun 27 2017 1: a sign at the Seattle publi  
89 Jun 26 2017 0: library display  
90 Jun 26 2017 0: Phinneywood blog  
91 Jun 26 2017 1: Neighborhood blog  
92 Jun 26 2017 1: Neighborhood email grou  
93 Jun 26 2017 1: Radio  
94 Jun 26 2017 1: email from WWRHAH  
95 Jun 26 2017 0: My employee newsletter :  
96 Jun 26 2017 0: Community Center  
97 Jun 25 2017 0: post card sent to my hou  
98 Jun 25 2017 0: NextDoor  
99 Jun 25 2017 0: Councilwoman just twitter  
100 Jun 25 2017 0: squire park community cc  
101 Jun 25 2017 0: email  
102 Jun 25 2017 0: email  
103 Jun 25 2017 0: Street fair

104 Jun 25 2017 0: Library flier  
105 Jun 25 2017 1 saw a postcard  
106 Jun 24 2017 1: D5 Community Meeting  
107 Jun 24 2017 0: NextDoor  
108 Jun 24 2017 0 Garfield Community Cent  
109 Jun 24 2017 1 booth at Capitol Hill farm  
110 Jun 24 2017 0: Workplace daily news enr  
111 Jun 24 2017 0: Email  
112 Jun 24 2017 0: West Seattle Blog  
113 Jun 23 2017 1: One of those lil yard sign  
114 Jun 23 2017 0: Neighbor  
115 Jun 23 2017 0: city  
116 Jun 23 2017 0 Saw a flyer outside Crow  
117 Jun 23 2017 0 My work  
118 Jun 23 2017 1 Work weekliy message  
119 Jun 23 2017 1 Teacher  
120 Jun 23 2017 1: Beacon Hill Block Party  
121 Jun 23 2017 0: West Seattle Blog  
122 Jun 23 2017 0: library  
123 Jun 23 2017 0: SDOT website  
124 Jun 23 2017 0 Nextdoor  
125 Jun 23 2017 0: Link at wsb  
126 Jun 23 2017 0: WSB  
127 Jun 22 2017 1 West Seattle Blog  
128 Jun 22 2017 1: Nextdoor Website  
129 Jun 22 2017 0: Flyer at city farm stand  
130 Jun 22 2017 0: West Seattle Blog  
131 Jun 22 2017 0: West Seattle Blog  
132 Jun 22 2017 0: Condo email blast  
133 Jun 22 2017 0: West Seattle Blog  
134 Jun 22 2017 0: west seattle blog  
135 Jun 22 2017 0: West Seattle Blog  
136 Jun 22 2017 0: community meetings  
137 Jun 22 2017 0 nextdoor.com  
138 Jun 22 2017 1: A card at the Ravenna Ec  
139 Jun 22 2017 1: SDOT blog  
140 Jun 22 2017 1: Email from condo manag  
141 Jun 22 2017 1 Condo building sent an e  
142 Jun 22 2017 1 next door app  
143 Jun 22 2017 1: At a meeting, face to face  
144 Jun 22 2017 1: Next Door App  
145 Jun 22 2017 0: At the housing meeting a  
146 Jun 22 2017 0: postcard at city pool  
147 Jun 22 2017 0: Work  
148 Jun 22 2017 0: Georgetown Gazette

149 Jun 21 2017 0 Neighbors  
150 Jun 21 2017 0 work colleague  
151 Jun 21 2017 0 library  
152 Jun 21 2017 0 Employer  
153 Jun 21 2017 0 Nice gentleman, Earl, car  
154 Jun 21 2017 1 library  
155 Jun 21 2017 1 Next Door  
156 Jun 21 2017 0 Flyer in neighborhood  
157 Jun 21 2017 0 City Housing meeting re l  
158 Jun 21 2017 0 emails from neighborhoo  
159 Jun 20 2017 1 The Evergrey  
160 Jun 20 2017 1 Library card notice  
161 Jun 20 2017 0 Queen Anne View (blog)  
162 Jun 20 2017 0 HOA email list serve  
163 Jun 20 2017 0 Newsletter  
164 Jun 20 2017 0 Seattle.gov site  
165 Jun 20 2017 0 link in my work's weekly p  
166 Jun 20 2017 0 Saw flyer at public library  
167 Jun 20 2017 0 Employer  
168 Jun 20 2017 0 Georgetown Gazette  
169 Jun 20 2017 0 Through Seattle Children  
170 Jun 20 2017 0 Employer  
171 Jun 20 2017 0 information distribued at l  
172 Jun 20 2017 0 It was in one of our on-lin  
173 Jun 20 2017 1 Employer  
174 Jun 20 2017 1 through work email  
175 Jun 20 2017 1 workplace newsletter  
176 Jun 20 2017 1 Work newsletter  
177 Jun 20 2017 1 The Queen Anne Library  
178 Jun 20 2017 1 Work - Seattle Children's  
179 Jun 20 2017 1 Beacon Hill Block Party  
180 Jun 20 2017 0 Work email  
181 Jun 20 2017 0 SCH  
182 Jun 20 2017 0 Employer, Seattle Childre  
183 Jun 20 2017 0 work newsletter  
184 Jun 20 2017 0 email from Seattle Childr  
185 Jun 19 2017 1 after submitting improvem  
186 Jun 19 2017 0 Neighborhood Associatio  
187 Jun 19 2017 0 Neighbor  
188 Jun 19 2017 0 Email  
189 Jun 19 2017 0 employer  
190 Jun 19 2017 0 Email from you  
191 Jun 19 2017 0 Seattle Childrens Hospita  
192 Jun 19 2017 0 Find it fix it walk  
193 Jun 19 2017 0 Advertised in a work ema

194 Jun 19 2017 0 jimi hendrix park opening  
195 Jun 19 2017 1 Nextdoor  
196 Jun 18 2017 0 Farmers Market  
197 Jun 18 2017 0 Ballots at the library  
198 Jun 18 2017 0 Dept. of Neighborhoods/  
199 Jun 18 2017 1 Crown Hill Urban Village  
200 Jun 18 2017 0 NextDoor  
201 Jun 17 2017 1 Station Block Party  
202 Jun 17 2017 0 Nextdoor.com  
203 Jun 17 2017 0 Block party at the station  
204 Jun 17 2017 0 PostCard  
205 Jun 17 2017 0 Saw an informational flye  
206 Jun 17 2017 0 Georgetown gazette  
207 Jun 17 2017 0 Morgan Community Sum  
208 Jun 17 2017 0 Community member goin  
209 Jun 17 2017 0 WWRHAH Rep came to  
210 Jun 17 2017 0 Morgan Junction festival  
211 Jun 17 2017 0 neighborhood organizatic  
212 Jun 17 2017 1 Response to my letter  
213 Jun 16 2017 0 Nextdoor  
214 Jun 16 2017 0 Post card in library  
215 Jun 16 2017 0 nextdoor.com  
216 Jun 16 2017 0 I participated in the YVYC  
217 Jun 16 2017 1 SPL NE Branch  
218 Jun 16 2017 0 Nextdoor app  
219 Jun 16 2017 0 News Clips email from er  
220 Jun 16 2017 0 Nextdoor Neighbor  
221 Jun 15 2017 0 Nextdoor  
222 Jun 15 2017 0 NextDoor  
223 Jun 15 2017 0 Email from Seattle Green  
224 Jun 15 2017 0 NextDoor  
225 Jun 15 2017 1 Hiawatha Community Ce  
226 Jun 15 2017 1 Neighborhood app  
227 Jun 15 2017 0 King 5 Website  
228 Jun 15 2017 0 King 5 website  
229 Jun 15 2017 0 Nextdoor Haller Lake  
230 Jun 15 2017 0 Community forum  
231 Jun 15 2017 0 Maybe Nextdoor?  
232 Jun 14 2017 1 South Seattle Emerald  
233 Jun 14 2017 0 University Branch SPL  
234 Jun 14 2017 0 Neighborhood email grou  
235 Jun 14 2017 0 King 5 News  
236 Jun 14 2017 0 Next Door Matthews Bea  
237 Jun 14 2017 0 Email  
238 Jun 14 2017 0 Neighbor app

239 Jun 14 2017 0: Library  
240 Jun 14 2017 0: Next door app  
241 Jun 14 2017 0: Nextdoor, neighbors  
242 Jun 14 2017 0: email from neighbor  
243 Jun 14 2017 0 Queen Anne Moms and I  
244 Jun 14 2017 1 email  
245 Jun 14 2017 1 Crown Hill Urban Village  
246 Jun 14 2017 1 neighborhood email listsc  
247 Jun 14 2017 0: email  
248 Jun 14 2017 0: my work  
249 Jun 14 2017 0: Nextdoor app  
250 Jun 13 2017 1 Komo news  
251 Jun 13 2017 1 email  
252 Jun 13 2017 1 Through the city  
253 Jun 13 2017 1 next door web site  
254 Jun 13 2017 0: DON Newsletter  
255 Jun 13 2017 0: Info at community center:  
256 Jun 13 2017 0: L  
257 Jun 13 2017 0: Fremont Neighbourhood  
258 Jun 13 2017 0: Email from DON  
259 Jun 13 2017 0: Email from Council Memt  
260 Jun 13 2017 0: Seattle Department of Ne  
261 Jun 13 2017 0: Seattle Public Library  
262 Jun 13 2017 0: Neighborhood email  
263 Jun 13 2017 0: Condo association  
264 Jun 13 2017 0: e-mail  
265 Jun 13 2017 0: participated in planning, c  
266 Jun 13 2017 0: Library  
267 Jun 13 2017 0: DON newsletter  
268 Jun 13 2017 0: DON newsletter  
269 Jun 13 2017 0 Neighborhood website  
270 Jun 13 2017 0 West Seattle Blog  
271 Jun 13 2017 1: Community Council emai  
272 Jun 13 2017 1 frontporch  
273 Jun 13 2017 1 post on NextDoor  
274 Jun 13 2017 1 NextDoor  
275 Jun 13 2017 1 Crown Hill Urban Village  
276 Jun 13 2017 0: Mapleleaf Life Blog  
277 Jun 13 2017 0: neighborhood organizatic  
278 Jun 13 2017 0 neighborhood blog  
279 Jun 13 2017 0 Reading  
280 Jun 12 2017 0 Booth at Jefferson Fair  
281 Jun 12 2017 0: Next Door  
282 Jun 12 2017 0: emailed to me  
283 Jun 12 2017 0: direct email

284 Jun 12 2017 0: Flier at my local library  
285 Jun 12 2017 0: nextdoor neighborhood  
286 Jun 12 2017 0 Work  
287 Jun 12 2017 1: HOA  
288 Jun 12 2017 1: At the Library  
289 Jun 12 2017 0 Handout at farmers mark  
290 Jun 12 2017 1: I  
291 Jun 11 2017 1 Email from my councilwo  
292 Jun 11 2017 0: Farmer's Market Booth  
293 Jun 11 2017 0: Email from neighbor  
294 Jun 11 2017 0: Councilperson Lisa Herb  
295 Jun 11 2017 0: Lisa Herbold's newsletter  
296 Jun 11 2017 0: Mayor's newsletter  
297 Jun 11 2017 0: District Council rep email  
298 Jun 11 2017 0: Nextdoor  
299 Jun 11 2017 0: Nextdoor  
300 Jun 11 2017 0: Nextdoor  
301 Jun 11 2017 1: Heard on KUOW  
302 Jun 11 2017 1: Nextdoor neighborhood b  
303 Jun 11 2017 1: Next door north beach/bl  
304 Jun 11 2017 0: I organize the community  
305 Jun 11 2017 0: It was in my council mem  
306 Jun 11 2017 0: Reddit article  
307 Jun 11 2017 0: P  
308 Jun 11 2017 0: Twitter  
309 Jun 11 2017 0: Broadview/Bitter Lake Cc  
310 Jun 11 2017 0: Facebook  
311 Jun 11 2017 0: Nextdoor  
312 Jun 10 2017 1 Nextdoor  
313 Jun 10 2017 1: neighbor  
314 Jun 10 2017 0: Neighbor  
315 Jun 10 2017 0: The Evergrey newsletter  
316 Jun 10 2017 0: Email  
317 Jun 10 2017 0 I am active in community  
318 Jun 10 2017 0 Jefferson Park Communi  
319 Jun 10 2017 1: email from ppatch office  
320 Jun 10 2017 1: West Seattle Blog  
321 Jun 10 2017 1: Uptown Alliance  
322 Jun 10 2017 0: Neighborhood organizati  
323 Jun 10 2017 0: On the Job with Rob ema  
324 Jun 10 2017 0: your email newsletter, wh  
325 Jun 10 2017 0: Email from District Counc  
326 Jun 10 2017 0: Email  
327 Jun 09 2017 0: My Council representativ  
328 Jun 09 2017 0: Nextdoor.com

329 Jun 09 2017 0: LISA HERBOLD NEWSL  
330 Jun 09 2017 0: Coworker  
331 Jun 09 2017 0: KUOW radio station  
332 Jun 09 2017 1: email  
333 Jun 09 2017 1: group email board  
334 Jun 09 2017 1: Jenny Frankl told me.  
335 Jun 09 2017 1: The Evergrey  
336 Jun 09 2017 1: The Evergrey  
337 Jun 09 2017 1: Evergrey article  
338 Jun 09 2017 0: South Seattle Emerald or  
339 Jun 09 2017 0: Side walk sign  
340 Jun 09 2017 0: Neighborhood App  
341 Jun 08 2017 1: Email notification  
342 Jun 08 2017 0: The Seattle Public Library  
343 Jun 08 2017 0: Nextdoor  
344 Jun 08 2017 0: Nextdoor Broadview post  
345 Jun 08 2017 0: Evergrey  
346 Jun 08 2017 0: Dep of Neighborhoods pc  
347 Jun 08 2017 0: email  
348 Jun 08 2017 0: Seattle Public Library - U  
349 Jun 08 2017 0: Neighborhood email list  
350 Jun 08 2017 0: seattle library fb feed  
351 Jun 08 2017 0: theevergrey.com  
352 Jun 08 2017 0: nextdoor  
353 Jun 08 2017 0: Email  
354 Jun 08 2017 0: Rob Johnson's email new  
355 Jun 08 2017 0: The Evergrey  
356 Jun 08 2017 0: The Evergrey  
357 Jun 08 2017 0: The Evergrey newsletter  
358 Jun 08 2017 0: The Evergrey  
359 Jun 08 2017 1: The Evergrey  
360 Jun 08 2017 1: O  
361 Jun 08 2017 1: Evergrey  
362 Jun 08 2017 1: Evergrey email newslette  
363 Jun 08 2017 1: email from jenny frankl  
364 Jun 08 2017 1: The Evergrey newsletter  
365 Jun 08 2017 1: west seattle bike connect  
366 Jun 08 2017 1: Evergrey Newsletter  
367 Jun 08 2017 1: The Evergrey  
368 Jun 08 2017 1: Coworker  
369 Jun 08 2017 1: The Evergrey newsletter  
370 Jun 08 2017 1: The Evergrey  
371 Jun 08 2017 1: The Evergray blog  
372 Jun 08 2017 0: The Everygrey  
373 Jun 08 2017 0: Evergrey Newsletter

374 Jun 08 2017 0: The Evergrey email news  
375 Jun 08 2017 0: Evergrey newsletter  
376 Jun 08 2017 0: email from neighbor  
377 Jun 08 2017 0: Online newsletter: The E  
378 Jun 08 2017 0: Evergrey  
379 Jun 08 2017 0: The Evergrey Newsletter  
380 Jun 08 2017 0: Everygrey  
381 Jun 08 2017 0: The Evergrey  
382 Jun 07 2017 1: Email from a community  
383 Jun 07 2017 1: thecisforcrank.com  
384 Jun 07 2017 1: QueenAnneMomsAndDa  
385 Jun 07 2017 0: Seattle People with DisAb  
386 Jun 07 2017 0: Ballard newsletter  
387 Jun 07 2017 0: Next door Ravenna postin  
388 Jun 07 2017 0: Radio  
389 Jun 07 2017 0: council member's newsle  
390 Jun 07 2017 0: NextDoor  
391 Jun 07 2017 0: Work email  
392 Jun 07 2017 0: email  
393 Jun 07 2017 0: Email  
394 Jun 07 2017 0: Ballard Blog  
395 Jun 07 2017 0: Email from the Your Voic  
396 Jun 07 2017 0: Rob Johnson's email  
397 Jun 07 2017 0: Councilmember Rob Joh  
398 Jun 07 2017 0: I was sent the link by a fr  
399 Jun 07 2017 0: "On the Job with Rob" en  
400 Jun 07 2017 0: email from councilmemb  
401 Jun 07 2017 0: email  
402 Jun 07 2017 0: "On The Job With Rob" e  
403 Jun 07 2017 1: Nextdoor  
404 Jun 07 2017 1: Reddit  
405 Jun 07 2017 1: email from neighborhood  
406 Jun 07 2017 1: <https://thecisforcrank.com>  
407 Jun 07 2017 0: Nextdoor  
408 Jun 07 2017 0: Dept presentation at my  
409 Jun 07 2017 0: work daily news clips  
410 Jun 07 2017 0: nextdoor broadview  
411 Jun 07 2017 0: coworker who lives in sea  
412 Jun 07 2017 0: Sherwood, Shelly  
413 Jun 07 2017 0: C is for Crank News Blog  
414 Jun 07 2017 0: Myballard.com  
415 Jun 07 2017 1: Through a Facebook gro  
416 Jun 06 2017 0: Neighborhood yahoo gro  
417 Jun 06 2017 0: C is for Crank website  
418 Jun 06 2017 0: direct email

419 Jun 06 2017 0: next door  
420 Jun 06 2017 0: Central Area Neighborho  
421 Jun 06 2017 0: Beacon Hill Festival 6/3  
422 Jun 06 2017 0: email  
423 Jun 06 2017 0: International Examiner  
424 Jun 06 2017 0: KUOW Public Radio  
425 Jun 06 2017 0 The Voice Paper  
426 Jun 06 2017 0 neighborhood listserve  
427 Jun 06 2017 1 C is for Crank  
428 Jun 06 2017 1 West Seattle Blog  
429 Jun 06 2017 1 Email  
430 Jun 06 2017 1 C is for Crank  
431 Jun 06 2017 1 email Dept. of Neighborh  
432 Jun 06 2017 1: no  
433 Jun 05 2017 1 DON email  
434 Jun 05 2017 1 Nextdoor Arboretum with  
435 Jun 05 2017 0 At Lincoln High School pl  
436 Jun 05 2017 0 NextDoor  
437 Jun 05 2017 0 Duwamish Waterway Par  
438 Jun 05 2017 0 Email  
439 Jun 05 2017 0 Next door  
440 Jun 05 2017 0 On line next door app  
441 Jun 05 2017 0 p patch list serv  
442 Jun 05 2017 0 email  
443 Jun 05 2017 1 West Seattle Blog  
444 Jun 05 2017 1 radio  
445 Jun 05 2017 1 neighborhood email grou  
446 Jun 05 2017 1 Highland Park Improvem  
447 Jun 05 2017 1 Sol Villarreal's Civic Minu  
448 Jun 05 2017 1 Email from seattle.gov  
449 Jun 05 2017 1 email list  
450 Jun 05 2017 1 email  
451 Jun 05 2017 0 Neighborhoods eNewslet  
452 Jun 05 2017 0 I submitted a project that  
453 Jun 05 2017 0 Nextdoor Neighbor Post  
454 Jun 05 2017 0 The Evergrey  
455 Jun 05 2017 0 email  
456 Jun 05 2017 0 Work for city  
457 Jun 05 2017 0 HOA government affairs  
458 Jun 04 2017 1 West Seattle blog  
459 Jun 04 2017 1 Nextdoor.com  
460 Jun 04 2017 1 Online news search  
461 Jun 04 2017 1 Neighborhood Facebook  
462 Jun 04 2017 1 Jenny frankl  
463 Jun 04 2017 0 email

464 Jun 04 2017 0: Email  
465 Jun 04 2017 0: West Seattle Blog  
466 Jun 04 2017 0: P-51 email  
467 Jun 04 2017 0: West Seattle Blog  
468 Jun 04 2017 0 Email  
469 Jun 04 2017 1: Broadview neighborhood  
470 Jun 04 2017 1 Email  
471 Jun 04 2017 1 DON email  
472 Jun 04 2017 1: Nextdoor  
473 Jun 04 2017 0: email reminder  
474 Jun 04 2017 0: Nextdoor South Delridge  
475 Jun 04 2017 0: NextDoor  
476 Jun 04 2017 0: Took part in selection in I  
477 Jun 04 2017 0: Sol'sAll's Civic Minute  
478 Jun 04 2017 0: NextDoor  
479 Jun 04 2017 0: The  
480 Jun 04 2017 0: The Urbanist  
481 Jun 03 2017 0: Poster in Blue Moon in Fi  
482 Jun 03 2017 0: email newsletter from city  
483 Jun 03 2017 0: west seattle blog  
484 Jun 03 2017 0: email message  
485 Jun 03 2017 0: WS blog  
486 Jun 03 2017 0: West Seattle Blog  
487 Jun 03 2017 0: Listserv  
488 Jun 03 2017 0: I get the neighborhood ne  
489 Jun 03 2017 0: West Seattle Blog  
490 Jun 03 2017 0: On email list from the firs  
491 Jun 03 2017 0 Did planning session  
492 Jun 03 2017 0 I am on DON's email list.  
493 Jun 03 2017 1: P-Patch  
494 Jun 03 2017 1 Email  
495 Jun 03 2017 1 Email  
496 Jun 03 2017 1 Email  
497 Jun 03 2017 1 Email from Your Voice Yc  
498 Jun 03 2017 0: This is a test response.  
499 Jun 03 2017 0: Department of Neighborh  
500 Jun 03 2017 0: P-patch  
501 Jun 03 2017 0: Nextdoor  
502 Jun 03 2017 0 P-patch email  
503 Jun 02 2017 0: Next door  
504 Jun 02 2017 0: P Patch List Serve

## Tags

› U-District Farmer's Market  
rket had information

in  
many i work for in georgetown

enter

ith Mayor Murray

of Seattle

ers market  
a community meeting  
borhoods

od flyer)

in Block Party

n

mail group

t work

i option?)

vs  
initiation process so on email list  
newsletter (email)

or

email

neighborhood newsletter/email

l  
selection process  
of Neighborhoods  
emailed newsletter

er

group  
rs at mitigation location  
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rail

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n Hill Community Center

ckstein Community Center

ement  
mail

communication

t Daybreak Star on June 19.

me to my door and told me.

Discovery Park  
d groups

ublication

's Employee Centralized Messaging System/Announcement

Lawton park meeting  
ie weekly news letters at Seattle Children's

Branch  
Hospital newsletter

n's

ens Hospital Transportation Department.  
nent suggestion to city of Seattle i was informed of this project  
n Newsletter

il Bike Newsletter

il

City of Seattle  
Committee for smart growth

in Beacon Hill

r (card) at my Seattle Parks Pool

mer Fair, 6/17/17  
g door to door  
my door

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project selection process

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Dads Yahoo group

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EML

er Herbold  
ighborhoods Newsletter - email

got email from YVYC

I and work I have been doing with Your Voice

Newsletter

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man.

old's email newsletter

log  
ueridge

ber's blog update

ommunity Council

events  
ty Festival

on  
ail newsletter from Rob Johnson  
ich I appreciate very much  
:il Representative

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ETTER

line

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ing

ost and The Evergrey

niversity Branch

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r

ions, west seattle transportation coalition

letter

vergrey

organization. I was very surprised I didn't hear about it any other way first!

ds email forum  
ilities co-chair

ng

tter

e Your Choice program

nson email  
iend  
rail  
er

-newsletter from Rob Johnson

community council  
r/

apt building

attle

|

up created by gentrifying whites. They wanted people to vote for their whack proposal. Also, there s  
up

od District Council

oods

a link to the Madison Valley news  
anning meeting from another parent

rk design get together.

p  
ent Committee  
te newsletter

ter  
was not selected for voting.

liaison

pagr

email newsletter

March

remont  
/

newsletters

1st round of proposing projects

our Choice

roads



















should be an option for people to check "I grew up here" for their primary reason for voting.

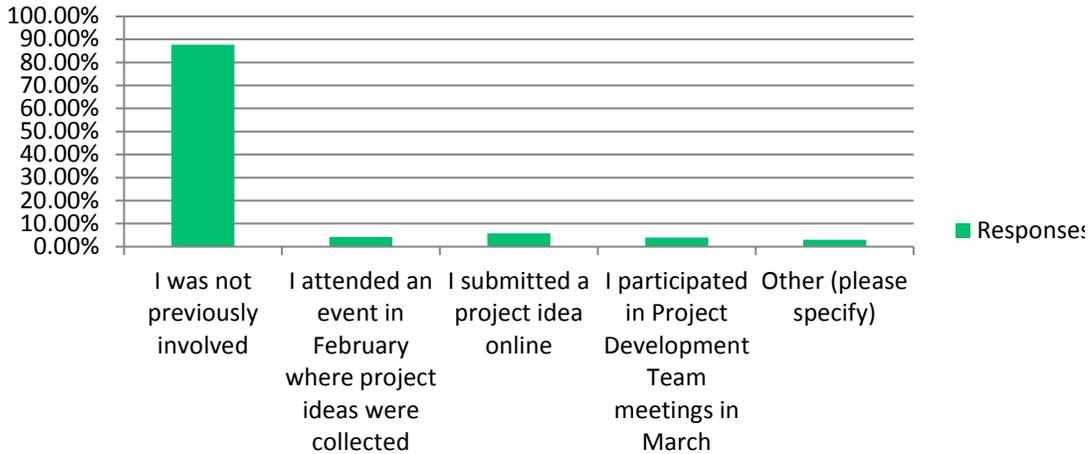
# Your Voice, Your Choice 2017 Voter Survey

## Besides voting, how else have you been involved with Your Voice, Your Choice

Answer Choices	
I was not previously involved	87.74%
I attended an event in February where project ideas were collected	4.20%
I submitted a project idea online	5.74%
I participated in Project Development Team meetings in March	3.91%
Other (please specify)	2.97%

Answered  
Skipped

### Besides voting, how else have you been involved with Your Voice, Your Choice 2017?



Respondents	Response Date
1	Jun 30 2017 0:
2	Jun 30 2017 0:
3	Jun 30 2017 0:
4	Jun 30 2017 0:
5	Jun 29 2017 0:
6	Jun 29 2017 1:
7	Jun 29 2017 1:
8	Jun 28 2017 0:
9	Jun 27 2017 0:
10	Jun 26 2017 0:
11	Jun 22 2017 0:
12	Jun 20 2017 0:
13	Jun 20 2017 0:
14	Jun 19 2017 0:
15	Jun 19 2017 0:

16 Jun 16 2017 0:  
17 Jun 16 2017 0:  
18 Jun 16 2017 0:  
19 Jun 16 2017 0:  
20 Jun 16 2017 0:  
21 Jun 16 2017 0:  
22 Jun 16 2017 0:  
23 Jun 15 2017 0:  
24 Jun 15 2017 0:  
25 Jun 15 2017 1:  
26 Jun 15 2017 1:  
27 Jun 15 2017 1:  
28 Jun 14 2017 1:  
29 Jun 14 2017 0:  
30 Jun 14 2017 0:  
31 Jun 14 2017 1:  
32 Jun 14 2017 0:  
33 Jun 13 2017 1:  
34 Jun 13 2017 0:  
35 Jun 13 2017 0:  
36 Jun 13 2017 0:  
37 Jun 13 2017 0:  
38 Jun 12 2017 1:  
39 Jun 12 2017 0:  
40 Jun 10 2017 1:  
41 Jun 10 2017 1:  
42 Jun 10 2017 0:  
43 Jun 10 2017 1:  
44 Jun 10 2017 1:  
45 Jun 10 2017 1:  
46 Jun 10 2017 1:  
47 Jun 09 2017 1:  
48 Jun 09 2017 1:  
49 Jun 08 2017 1:  
50 Jun 08 2017 1:  
51 Jun 07 2017 0:  
52 Jun 07 2017 1:  
53 Jun 07 2017 0:  
54 Jun 06 2017 0:  
55 Jun 05 2017 0:  
56 Jun 05 2017 0:  
57 Jun 05 2017 1:  
58 Jun 05 2017 0:  
59 Jun 05 2017 0:  
60 Jun 05 2017 0:

61 Jun 04 2017 0:  
62 Jun 04 2017 1:  
63 Jun 04 2017 1:  
64 Jun 03 2017 0:  
65 Jun 03 2017 0:  
66 Jun 03 2017 0:  
67 Jun 03 2017 0:  
68 Jun 03 2017 0:  
69 Jun 03 2017 0:  
70 Jun 03 2017 0:  
71 Jun 03 2017 1:  
72 Jun 03 2017 1:  
73 Jun 02 2017 0:

## Choice 2017?

### Responses

2154

103

141

96

73

**2455**

**111**

s

### Other (please specify) Tags

My family members (husband and father) were involved in submitting a project that wasn't accepted.

CANDC

Provided feedback about logistics of process; also co-sponsored voting site

Involved in the re-zoning on lower Queen Anne.

many accidents or near misses in Meadowbrook crossing area

Attended community meetings to voice my opinion

Followed online

word of mouth

Local hala related meetings.

Team 137th meeting (Next Door web page)

Voted for monorail four times

I've taken ballots from patrons at the library

ongoing participation as officer in community council

I attended a community planning meeting with dot and don

I voted yes for sidewalks and pedestrian improvements at least twice in elections over the last 25 years

School project

School project

Project in Class

Presented a project to a class about which locations they should vote for

visited various sites and presented which ideas i thought were most important to social studies classes

School project, visited the areas

Art on Pier 86 project

Oo

I wrote neighbors suggesting that they vote

followed issues online

Neighborhood meetings

I participate in an org that requested a project

Mayor's Find It Fix It Walk in my neighborhood

I visited sites in the 5th council district for my AP Human Geography class at Roosevelt High School, a

Put speed bump on 80th and Sunnyside

We have not been contacted about even having a voice in this manner....only privileged people get invi

J

I complained bitterly to my elected officials

I have been following this project

Wallingford CC

A past history of involvement in project submissions and vetting process at the Neighborhood Council &  
from Nextdoor.com i have received info re: street changes and have tried to respond with opinions.

Viewed idea submissions

Duwamish Valley Safe Streets

Flashing crossing lights at 35th NE and Meadowbrook Pond/Meadowbrook Community Center/Nathan  
Discussed it.

previously worked on grants

Our community group is active in cleaning up neighborhood and championing positive change for the a

I have discussed the upcoming vote with neighbors.

Voted

De

I have submitted information in the past, but not heard back

i publicized and promoted YVYC to my community through personal use of community oriented social m

Participated in a Greenways group

i attended Broadview/Bitter Lake community council meetings

email

Getting roads repaired

Was not involved. I didn't hear about the process until the voting period.

I have been involved with similar efforts for many years.

Went to event in Lake City that talked about proposed street improvements

Jenny presented at Seattle Neighborhood Greenways meeting

Local meeting

Despite feeling like I'm plugged into the neighborhood channels of communication, I did not hear about

All other avenues of engagement have been shut-down by the city, including my (important) SE District

A co-worker/team member was encouraged and did attend an event in February to submit one of the p

online groups - neighborhood conversations

I participated in e-mail info campaign about projects in my neighborhood.

This was a better process when it involved the district council.

never even heard about it til now

pocket park/safety painting street improvement meeting today at LC Library

I am trying to help GOTV

just read the local news on West Seattle Blog

Publicizing the process through the North District Council

worked with some community groups advocating for projects

Through Seattle Neighborhood Greenways

Past recipient of the Neighborhood Park & Street Fund

reviewed the big list of projects before meetings

General support



media groups in my area. I shared information about this program with the local volunteer group

t this until right before voting opened. In the future, perhaps greater outreach during project idea  
t Council. This level of engagement is not representative of my community. I had no voice in th





ie choice of these projects, and not enough outreach to neighborhoods was conducted to arrive



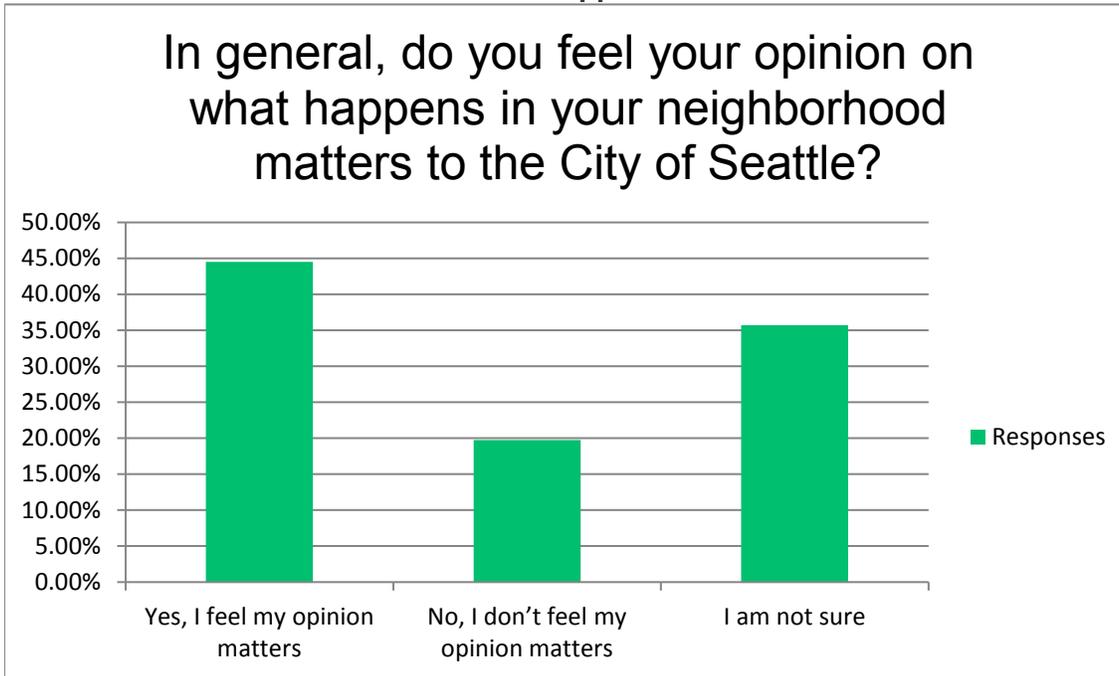


at these choices. This is too top-down, and less grassroots. Sad.

## Your Voice, Your Choice 2017 Voter Survey

In general, do you feel your opinion on what happens in your neighborhood matters t

Answer Choices	Responses	
Yes, I feel my opinion matters	44.53%	1123
No, I don't feel my opinion matters	19.75%	498
I am not sure	35.73%	901
	<b>Answered</b>	<b>2522</b>
	<b>Skipped</b>	<b>44</b>

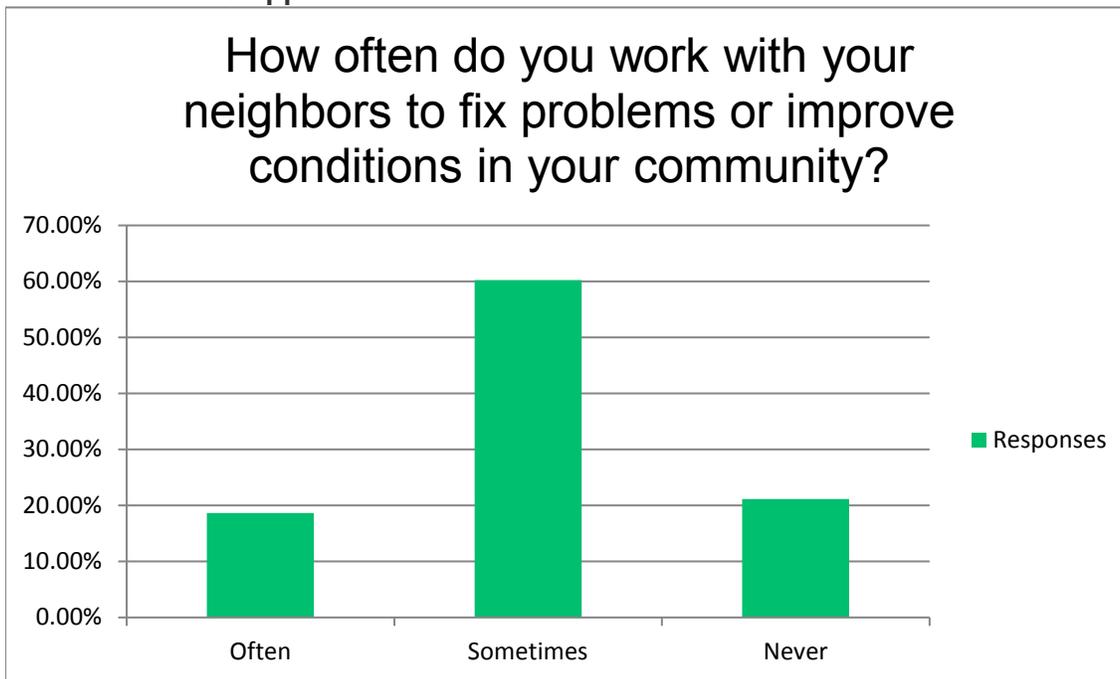


o the City of Seattle?

## Your Voice, Your Choice 2017 Voter Survey

### How often do you work with your neighbors to fix problems or improve conditions

Answer Choices	Responses	
Often	18.64%	470
Sometimes	60.23%	1519
Never	21.13%	533
<b>Answered</b>		<b>2522</b>
<b>Skipped</b>		<b>44</b>

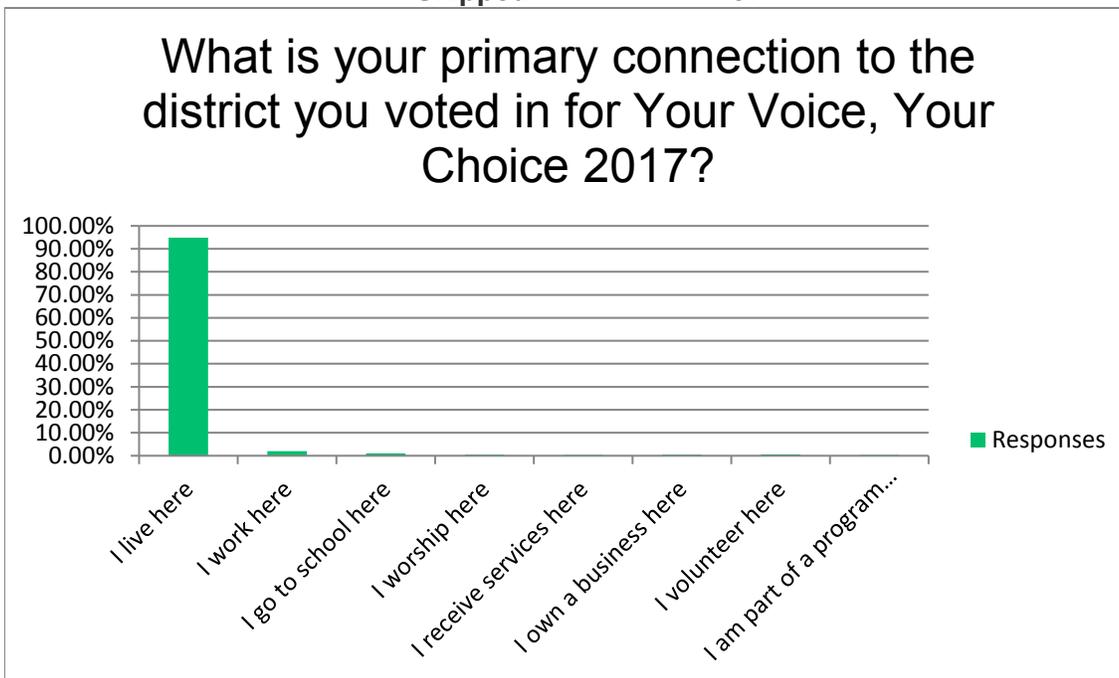


**in your community?**

## Your Voice, Your Choice 2017 Voter Survey

### What is your primary connection to the district you voted in for Your Voice, Your Choice

Answer Choices	Responses	
I live here	94.82%	2398
I work here	2.02%	51
I go to school here	0.99%	25
I worship here	0.43%	11
I receive services here	0.28%	7
I own a business here	0.47%	12
I volunteer here	0.67%	17
I am part of a program here	0.32%	8
	<b>Answered</b>	<b>2529</b>
	<b>Skipped</b>	<b>37</b>

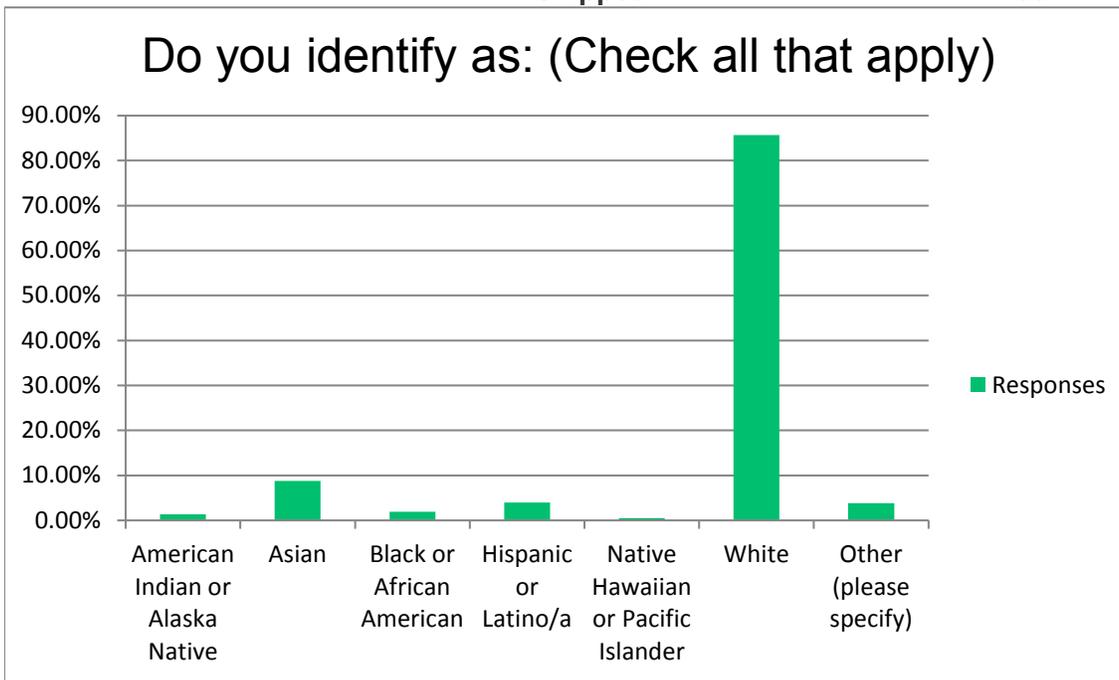


se 2017?

# Your Voice, Your Choice 2017 Voter Survey

## Do you identify as: (Check all that apply)

Answer Choices	Responses	
American Indian or Alaska Native	1.37%	33
Asian	8.81%	212
Black or African American	1.95%	47
Hispanic or Latino/a	3.95%	95
Native Hawaiian or Pacific Islander	0.50%	12
White	85.66%	2061
Other (please specify)	3.82%	92
	<b>Answered</b>	<b>2406</b>
	<b>Skipped</b>	<b>160</b>



Respondents	Response Date	Other (please specify)	Tags
	1 Jul 12 2017	12 mixed	
	2 Jun 30 2017	1 North Atlantic	
	3 Jun 30 2017	0 all lives	
	4 Jun 30 2017	0 Human Race (mixture includes Armeni	
	5 Jun 30 2017	0 Hapa	
	6 Jun 29 2017	0 Human	
	7 Jun 29 2017	0 Arab-American	
	8 Jun 29 2017	0 Latvian	
	9 Jun 29 2017	0 Human	
	10 Jun 29 2017	0 nunya business	
	11 Jun 29 2017	1 Italian	
	12 Jun 29 2017	1 American	
	13 Jun 28 2017	0 Human!	

14 Jun 28 2017 0 Human Being  
15 Jun 28 2017 0 Citizen  
16 Jun 28 2017 0 Choose not to respond  
17 Jun 27 2017 0 human  
18 Jun 27 2017 0 Prefer not to mention  
19 Jun 27 2017 1 European American  
20 Jun 25 2017 0 earthling  
21 Jun 23 2017 0 .  
22 Jun 23 2017 1 Other  
23 Jun 21 2017 0 Italian/ Irish/ American  
24 Jun 21 2017 1 mixed blood  
25 Jun 20 2017 0 International  
26 Jun 20 2017 1 human race  
27 Jun 19 2017 1 Turkish  
28 Jun 19 2017 0 attack helicopter  
29 Jun 18 2017 0 biracial  
30 Jun 18 2017 0 mixed race  
31 Jun 18 2017 0 North African  
32 Jun 18 2017 0 Italian  
33 Jun 18 2017 0 Italian  
34 Jun 16 2017 0 middle eastern  
35 Jun 16 2017 0 Mixed  
36 Jun 16 2017 0 German / Romanian / Irish / Scotch-Iris  
37 Jun 15 2017 0 Arabic  
38 Jun 15 2017 0 mixed  
39 Jun 15 2017 1 Filipino  
40 Jun 15 2017 1 I don't so identify unless it is mandatory  
41 Jun 14 2017 0 White and Filipino  
42 Jun 14 2017 0 Mixed  
43 Jun 14 2017 1 human  
44 Jun 14 2017 0 None of your business  
45 Jun 13 2017 1 French Canadian & Texan  
46 Jun 13 2017 0 Asian Indian  
47 Jun 13 2017 0 Human  
48 Jun 13 2017 0 Human  
49 Jun 13 2017 1 Sicilian  
50 Jun 13 2017 1 human  
51 Jun 13 2017 1 Middle-Eastern  
52 Jun 13 2017 0 multiracial  
53 Jun 12 2017 0 multiracial  
54 Jun 12 2017 0 Combo plate  
55 Jun 12 2017 0 Decline to answer  
56 Jun 11 2017 0 Multiracial  
57 Jun 11 2017 0 mixed  
58 Jun 11 2017 0 Yes

59 Jun 10 2017 0 White and American Indian  
60 Jun 10 2017 0 just human  
61 Jun 10 2017 0 Asian American  
62 Jun 10 2017 0 Human  
63 Jun 10 2017 0 Prefer not to comment  
64 Jun 09 2017 0 Choose not to identify  
65 Jun 09 2017 0 rainbow  
66 Jun 09 2017 0 Human  
67 Jun 09 2017 1 other  
68 Jun 08 2017 1 Deaf  
69 Jun 08 2017 0 Multiple  
70 Jun 08 2017 0 Mixed Race  
71 Jun 08 2017 0 Just not comfortable with this category  
72 Jun 08 2017 0 Mixed Race  
73 Jun 07 2017 1 Middle Eastern  
74 Jun 07 2017 0 Stop classifying us by race for statistics  
75 Jun 06 2017 0 Jewish  
76 Jun 06 2017 0 American  
77 Jun 06 2017 0 swedish  
78 Jun 06 2017 0 Multi-Racial  
79 Jun 06 2017 0 Cham  
80 Jun 05 2017 1 mixed race  
81 Jun 05 2017 0 Rather not say  
82 Jun 05 2017 0 Multi-racial  
83 Jun 05 2017 0 Racial profiling  
84 Jun 05 2017 1 Humanoid - when will quit seeing peopl  
85 Jun 05 2017 1 Mixed, always mixed  
86 Jun 04 2017 1 Jew  
87 Jun 04 2017 1 Korean and Italian  
88 Jun 04 2017 0 mixed  
89 Jun 03 2017 0 ewok  
90 Jun 03 2017 0 Saxon/Celt  
91 Jun 03 2017 0 Persian  
92 Jun 03 2017 1 k



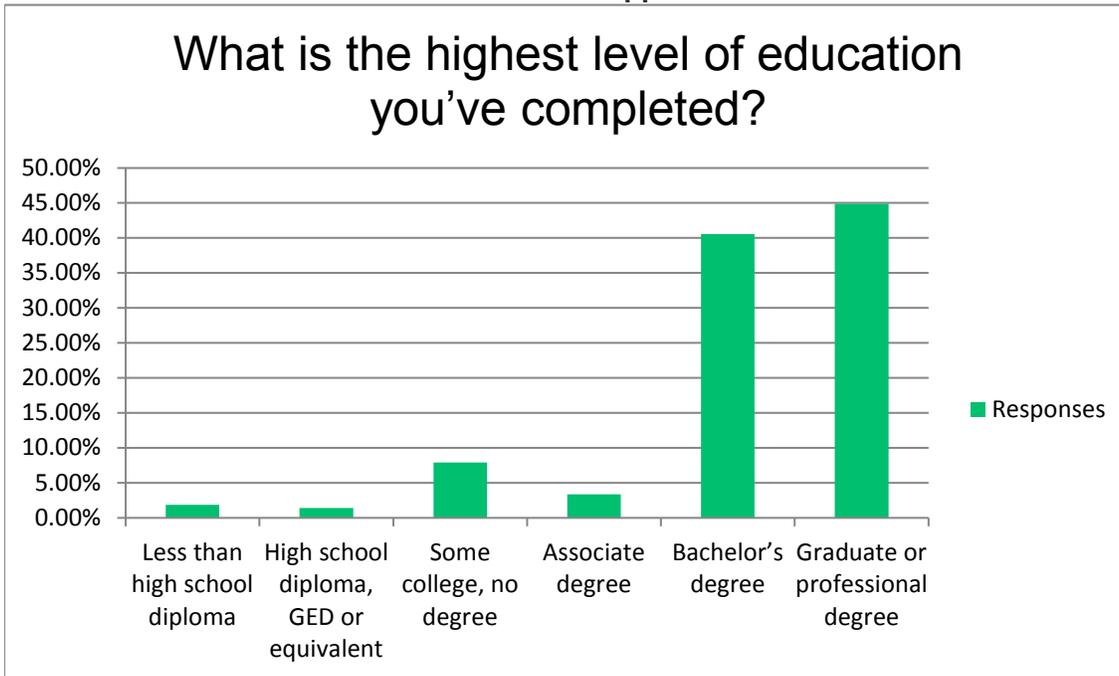


le by race & color?

## Your Voice, Your Choice 2017 Voter Survey

### What is the highest level of education you've completed?

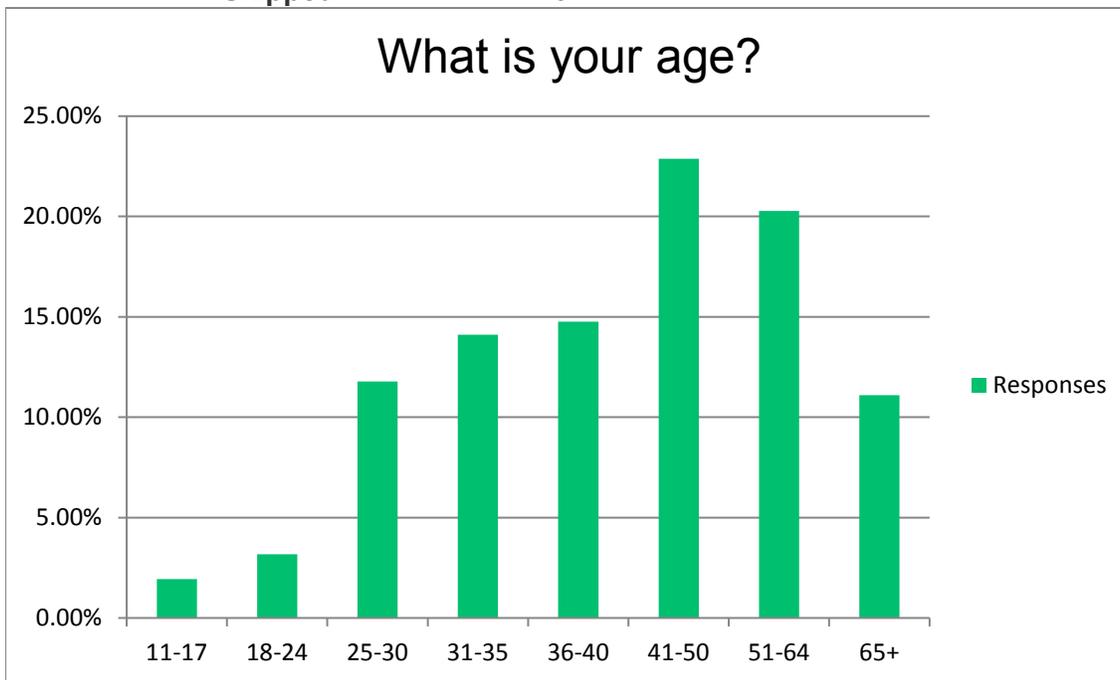
Answer Choices	Responses	
Less than high school diploma	1.88%	47
High school diploma, GED or equivalent	1.40%	35
Some college, no degree	7.90%	197
Associate degree	3.37%	84
Bachelor's degree	40.56%	1012
Graduate or professional degree	44.89%	1120
	<b>Answered</b>	<b>2495</b>
	<b>Skipped</b>	<b>71</b>



# Your Voice, Your Choice 2017 Voter Survey

## What is your age?

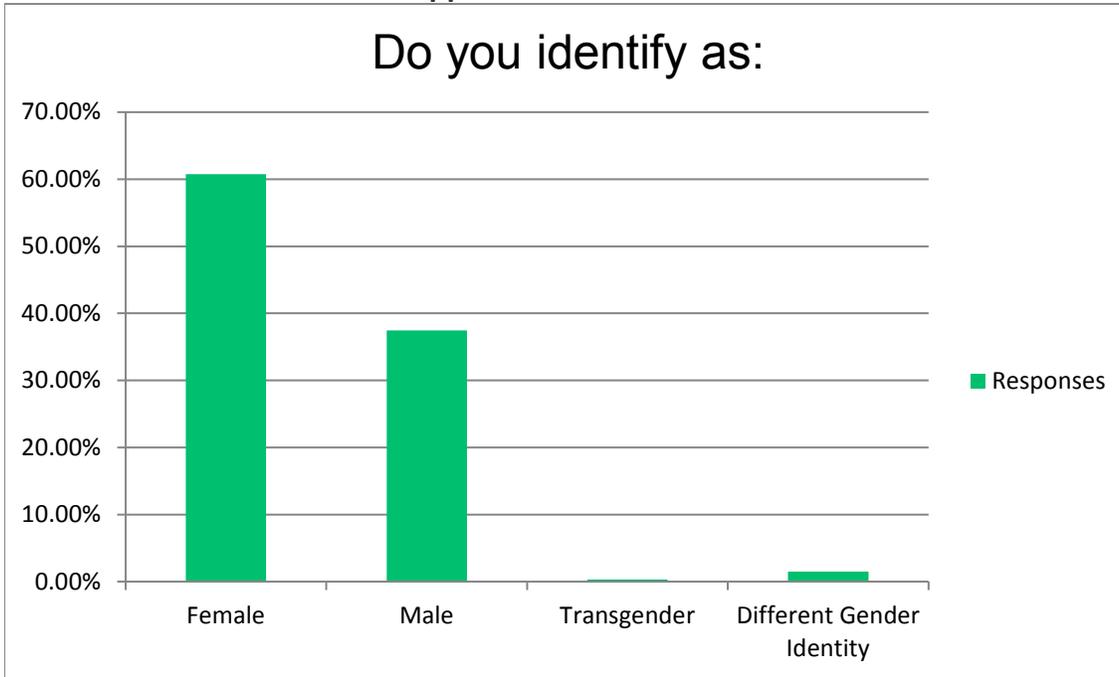
Answer Choices	Responses	
11-17	1.93%	48
18-24	3.18%	79
25-30	11.78%	293
31-35	14.11%	351
36-40	14.76%	367
41-50	22.88%	569
51-64	20.27%	504
65+	11.10%	276
<b>Answered</b>		<b>2487</b>
<b>Skipped</b>		<b>79</b>



# Your Voice, Your Choice 2017 Voter Survey

## Do you identify as:

Answer Choices	Responses	
Female	60.73%	1494
Male	37.44%	921
Transgender	0.33%	8
Different Gender Identity	1.50%	37
	<b>Answered</b>	<b>2460</b>
	<b>Skipped</b>	<b>106</b>



Respondents	Response Date	Different Gender Identity	Tags
1	Jun 28 2017 0:	Female, thank you for adding the options!!	
2	Jun 27 2017 0:	nonbinary	
3	Jun 27 2017 0:	Prefer not to mention	
4	Jun 24 2017 0:	This question SUCKS-- I am a trans MAN. I am trans	
5	Jun 22 2017 0:	80% straight 20% misanthrope	
6	Jun 22 2017 0:	Male	
7	Jun 21 2017 0:	Non specific ,due to political gender bias	
8	Jun 20 2017 1:	irrelevant to topic of street improvements	
9	Jun 19 2017 0:	attack helicopter	
10	Jun 17 2017 0:	Thanks	
11	Jun 17 2017 1:	non binary	
12	Jun 16 2017 0:	Non Binary	
13	Jun 16 2017 0:	Gender fluid	
14	Jun 16 2017 0:	Horse	
15	Jun 15 2017 1:	Gender non conforming	
16	Jun 14 2017 1:	Not Applicable - Why does it matter to this vote?	

17 Jun 14 2017 0: CisMale  
18 Jun 14 2017 0: Agender  
19 Jun 14 2017 0: geez... stupid question.. and why does it matter  
20 Jun 14 2017 0: Transmorph from planet Zicron  
21 Jun 13 2017 0: Human  
22 Jun 12 2017 0: Decline to answer  
23 Jun 11 2017 0: Thanks  
24 Jun 11 2017 0: W  
25 Jun 10 2017 0: don't put transgender as a separate gender identity  
26 Jun 09 2017 0 The Unicorn Dog From Star Trek  
27 Jun 08 2017 0: Gender non-binary  
28 Jun 08 2017 0: K  
29 Jun 07 2017 0: Agender  
30 Jun 07 2017 0: engliah  
31 Jun 07 2017 0: Gender nonconforming afab  
32 Jun 06 2017 0: CHANGE this allow someone to pick more than one i  
33 Jun 05 2017 0 Silly  
34 Jun 04 2017 1: NB  
35 Jun 03 2017 1: M  
36 Jun 03 2017 0: Genderqueer  
37 Jun 02 2017 0: Non binary

gender (part of my health and gender history) and male (my social and personal identity). If you

f you are not going to ask if some one is transgender man or transgender women or stop asking

want to know whether respondents are trans (and I'm not saying you shouldn't be interested in

g gender all together - this is insulting to have to continue to ask for this - just asking if you are t

that information!), don't prevent them from also telling you how they identify-- my experiences a

transgender with out qualifying if you are transgender man or transgender woman is basically se

ire completely different from a trans woman's, and having to check just "transgender" erases the

saying you don't actually care to capture data on transgender people - it is dehumanizing.

ose important differences.

Your Voice, Your Choice 2017 Voter Survey  
**What language do you primarily speak at home?**

**Answered 2247**  
**Skipped 319**

Respondents	Response Date	Responses	Tags
1	Jul 12 2017	12 English	
2	Jul 07 2017	12 English	
3	Jul 03 2017	09 English, American	
4	Jun 30 2017	1 English	
5	Jun 30 2017	1 English	
6	Jun 30 2017	1 English	
7	Jun 30 2017	1 english	
8	Jun 30 2017	1 English	
9	Jun 30 2017	1 english	
10	Jun 30 2017	1 English	
11	Jun 30 2017	0 English	
12	Jun 30 2017	0 English	
13	Jun 30 2017	0 English	
14	Jun 30 2017	0 English	
15	Jun 30 2017	0 English	
16	Jun 30 2017	0 English	
17	Jun 30 2017	0 English	
18	Jun 30 2017	0 English	
19	Jun 30 2017	0 English	
20	Jun 30 2017	0 English	
21	Jun 30 2017	0 English	
22	Jun 30 2017	0 English	
23	Jun 30 2017	0 English	
24	Jun 30 2017	0 English	
25	Jun 30 2017	0 english	
26	Jun 30 2017	0 english	
27	Jun 30 2017	0 English	
28	Jun 30 2017	0 English	
29	Jun 30 2017	0 english	
30	Jun 30 2017	0 American English	
31	Jun 30 2017	0 English	
32	Jun 30 2017	0 English	
33	Jun 30 2017	0 English	
34	Jun 30 2017	0 English	
35	Jun 30 2017	0 English	
36	Jun 30 2017	0 English	
37	Jun 30 2017	0 english	
38	Jun 30 2017	0 English	
39	Jun 30 2017	0 English	
40	Jun 30 2017	0 English	
41	Jun 30 2017	0 English	
42	Jun 30 2017	0 English	
43	Jun 30 2017	0 English	

## Your Voice, Your Choice 2017 Voter Survey

**Optional: Share your email address to receive updates on the winning 2017 projects**

**Answered 1074**

**Skipped 1492**

Respondents	Response Date	Responses	Tags
1	Jul 07 2017	12	lidor7@gmail.com
2	Jun 30 2017	1	jcbeetem@gmail.com
3	Jun 30 2017	1	None@gmail.com
4	Jun 30 2017	1	natalya.yudkovsky@gmail.com
5	Jun 30 2017	0	claire.axley@gmail.com
6	Jun 30 2017	0	Annekyler@gmail.com
7	Jun 30 2017	0	kerrydgrant@gmail.com
8	Jun 30 2017	0	merlinrain@gmail.com
9	Jun 30 2017	0	rhburrows@gmail.com
10	Jun 30 2017	0	zuri.jessa@gmail.com
11	Jun 30 2017	0	anne10127@gmail.com
12	Jun 30 2017	0	8448 26th SW,#A, 98106
13	Jun 30 2017	0	cecilia.noecker@gmail.com
14	Jun 30 2017	0	jerimiah797@gmail.com
15	Jun 30 2017	0	thomasvanpelt@hotmail.com
16	Jun 30 2017	0	kgkinc@comcast.net
17	Jun 30 2017	0	aileenmargaret@yahoo.com
18	Jun 30 2017	0	Sdpender2@yahoo.com
19	Jun 30 2017	0	gniblet@hotmail.com
20	Jun 30 2017	0	dansanchez5000@gmail.com
21	Jun 30 2017	0	eric.kcalb@gmail.com
22	Jun 30 2017	0	jackvanfossen@yahoo.com
23	Jun 30 2017	0	cara56anne@comcast.net
24	Jun 30 2017	0	Sarahbtrethewey@gmail.com
25	Jun 30 2017	0	cmosetick@gmail.com
26	Jun 30 2017	0	jimlevitt@igc.org
27	Jun 30 2017	1	katys@makersarch.com
28	Jun 30 2017	1	jkhlgr@gmail.com
29	Jun 30 2017	1	Caitlin.k.hart@gmail.com
30	Jun 30 2017	1	bhwarrendoc@comcast.net
31	Jun 30 2017	1	derector8381@outlook.com
32	Jun 30 2017	1	ffej_mailbox@bookrats.net
33	Jun 30 2017	0	makiko.tong@gmail.com
34	Jun 30 2017	0	ppuujjaa2000@gmail.com
35	Jun 30 2017	0	skateordie1030@gmail.com
36	Jun 30 2017	0	Erin_aiello@yahoo.com
37	Jun 30 2017	0	philip.s.jones@comcast.net

38 Jun 29 2017 0: sharilink@gmail.com  
39 Jun 29 2017 0: Carol.cummings@comcast.net  
40 Jun 29 2017 0: mail.for.jen@gmail.com  
41 Jun 29 2017 0: drbjorn@gmail.com  
42 Jun 29 2017 0: pickeringlaurie@hotmail.com  
43 Jun 29 2017 0: zanoni25@gmail.com  
44 Jun 29 2017 0: sandysullivan@eurocycle.com  
45 Jun 29 2017 0: lk222\_3@hotmail.com  
46 Jun 29 2017 0: Emiliewicker@hotmail.com  
47 Jun 29 2017 0: patboomhower@earthlink.net  
48 Jun 29 2017 0: CarolLFrederick@comcast.net  
49 Jun 29 2017 0: alec.explorer@gmail.com  
50 Jun 29 2017 0: daveshel4@yahoo.com  
51 Jun 29 2017 0: kwahmanholm@gmail.com  
52 Jun 29 2017 0: susan@smallnetworks.com  
53 Jun 29 2017 0: timcolinpalmer@gmail.com  
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1001 Jun 04 2017 0: Elizabeth.reisner@gmail.com  
1002 Jun 04 2017 0: sharonfuller@comcast.net  
1003 Jun 04 2017 0: aubrie.joseph@gmail.com  
1004 Jun 04 2017 0: Hannahbendock@gmail.com  
1005 Jun 04 2017 0: Sunajim@comcast.net

1006 Jun 04 2017 0 mjbondra@gmail.com  
1007 Jun 04 2017 0 Monkeybird@gmail.com  
1008 Jun 04 2017 0 Ateeter@gmail.com  
1009 Jun 04 2017 0 ffann@live.com  
1010 Jun 04 2017 0 crtmnseattle@gmail.com  
1011 Jun 04 2017 0 Dylan.glosecki@gmail.com  
1012 Jun 04 2017 1 andyytang@msn.com  
1013 Jun 03 2017 1 stevenjulesw@gmail.com  
1014 Jun 03 2017 1 Lenellem@yahoo.com  
1015 Jun 03 2017 1 andrew.sang32+streetprojects@gmail.com  
1016 Jun 03 2017 1 cole.drumb@gmail.com  
1017 Jun 03 2017 0 Lukoff@gmail.com  
1018 Jun 03 2017 0 wilhelmg@earthlink.net  
1019 Jun 03 2017 0 Andrea.Berkeley@Gmail.com  
1020 Jun 03 2017 0 fatcat1111@hotmail.com  
1021 Jun 03 2017 0 backroadwalker@yahoo.com  
1022 Jun 03 2017 0 cuoropuo@gmail.com  
1023 Jun 03 2017 0 Jodi.steele@gmail.com  
1024 Jun 03 2017 0 Szora2011@gmail.com  
1025 Jun 03 2017 0 uptown206@gmail.com  
1026 Jun 03 2017 0 daviddorais@yahoo.com  
1027 Jun 03 2017 0 clank@tenhand.com  
1028 Jun 03 2017 0 lorraine@virtualstream.com  
1029 Jun 03 2017 0 Stephevich@yahoo.com  
1030 Jun 03 2017 0 ctburton7@gmail.com  
1031 Jun 03 2017 0 yoderari@gmail.com  
1032 Jun 03 2017 0 Tabrizic@gmail.com  
1033 Jun 03 2017 0 Anna.melby@gmail.com  
1034 Jun 03 2017 0 David.raible@gmail.com  
1035 Jun 03 2017 0 darkdivine@gmail.com  
1036 Jun 03 2017 0 heike1966@yahoo.com  
1037 Jun 03 2017 0 mike@yakastonia.com  
1038 Jun 03 2017 0 trovato989@gmail.com  
1039 Jun 03 2017 0 katzaj@gmail.com  
1040 Jun 03 2017 0 jlombardwriter@gmail.com  
1041 Jun 03 2017 0 Ferry3527@msn.com  
1042 Jun 03 2017 0 hortonk@gmail.com  
1043 Jun 03 2017 0 ghettopugz@comcast.net  
1044 Jun 03 2017 0 lee.bruch@outlook.com  
1045 Jun 03 2017 0 dra4644@gmail.com  
1046 Jun 03 2017 0 siverk@spu.edu  
1047 Jun 03 2017 0 scott.bonjukian@hotmail.com  
1048 Jun 03 2017 0 seawalf@msn.com  
1049 Jun 03 2017 0 gordon@wa98104.us

1050 Jun 03 2017 1: matthewkvarley@gmail.com  
1051 Jun 03 2017 1: Melissa.flesch@gmail.com  
1052 Jun 03 2017 1: Lora.suggs@gmail.com  
1053 Jun 03 2017 1: mikerice32@aol.com  
1054 Jun 03 2017 1: tyler@thatopinion.com  
1055 Jun 03 2017 1: camipar.mom@gmail.com  
1056 Jun 03 2017 1: finelli1977@gmail.com  
1057 Jun 03 2017 1 tvroman1@gmail.com  
1058 Jun 03 2017 1 westbrkK@gmail.com  
1059 Jun 03 2017 1 mccarthydennis@comcast.net  
1060 Jun 03 2017 1 lbjones23@yahoo.com  
1061 Jun 03 2017 1 djquinteroperez@gmail.com  
1062 Jun 03 2017 1 sgellock@gmail.com  
1063 Jun 03 2017 1 jill.eikenhorst@gmail.com  
1064 Jun 03 2017 1 scottkaz@gmail.com  
1065 Jun 03 2017 0: holly.krejci@gmail.com  
1066 Jun 03 2017 0: megan65@mac.com  
1067 Jun 03 2017 0: greaneggznham@hotmail.com  
1068 Jun 03 2017 0: cgjanzen@comcast.net  
1069 Jun 03 2017 0 hamling@gmail.com  
1070 Jun 03 2017 1: mabeltheamazing@gmail.com  
1071 Jun 02 2017 0: bralyi@uw.edu  
1072 Jun 02 2017 0: Ronertap@solid-ground.org  
1073 Jun 02 2017 0: cpressnall@gmail.com  
1074 Jun 02 2017 0: Lololimu@yahoo.com

















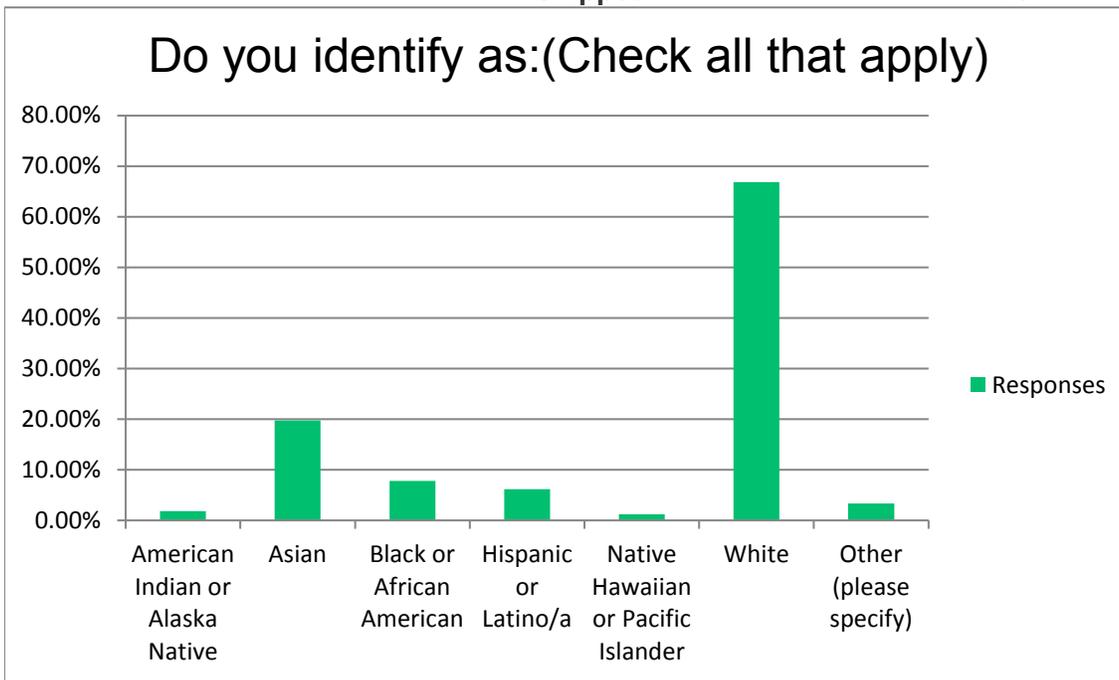


uld be prioritized

# Your Voice, Your Choice: 2018 Voter Survey

## Do you identify as:(Check all that apply)

Answer Choices	Responses	
American Indian or Alaska Native	1.83%	82
Asian	19.75%	884
Black or African American	7.78%	348
Hispanic or Latino/a	6.15%	275
Native Hawaiian or Pacific Islander	1.18%	53
White	66.84%	2991
Other (please specify)	3.37%	151
	<b>Answered</b>	<b>4475</b>
	<b>Skipped</b>	<b>204</b>



Respondents	Response Date	Other (please specify)	Tags
	1 Jul 25 2018	12 Human race	
	2 Jul 25 2018	11 Caucasian	
	3 Jul 25 2018	10 Middle Eastern	
	4 Jul 25 2018	10 Arabic	
	5 Jul 24 2018	02 European Origin	
	6 Jul 24 2018	02 N/A	
	7 Jul 24 2018	02 Multi	
	8 Jul 24 2018	02 Old guy, uncertain lineage	
	9 Jul 24 2018	01 N/A	
	10 Jul 24 2018	01 N/A	
	11 Jul 24 2018	01 European American	
	12 Jul 24 2018	12 Tan	
	13 Jul 24 2018	12 adopted, don't know	

14 Jul 24 2018 12 Filipino American  
15 Jul 24 2018 11 Filipino American  
16 Jul 24 2018 10 American  
17 Jul 24 2018 10 N/A  
18 Jul 24 2018 10 Persian American  
19 Jul 24 2018 10 Reynal Watt  
20 Jul 24 2018 10 Human  
21 Jul 24 2018 10 European American  
22 Jul 24 2018 10 Jewish  
23 Jul 24 2018 09 Black/White  
24 Jul 24 2018 09 White, Black, German  
25 Jul 24 2018 09 Human race  
26 Jul 23 2018 02 Child of God  
27 Jul 23 2018 01 Somali  
28 Jul 23 2018 01 Somali  
29 Jul 23 2018 11 White/Japanese  
30 Jul 23 2018 11 Black, Japanese, White  
31 Jul 18 2018 12 Celtic  
32 Jul 18 2018 10 Human Being  
33 Jul 18 2018 10 Afro Hispanic  
34 Jul 17 2018 03 Norwegian  
35 Jul 17 2018 02 N/A  
36 Jul 17 2018 01 Italian/Irish  
37 Jul 17 2018 12 P.R Citizen of Usa  
38 Jul 17 2018 11 Christian  
39 Jul 17 2018 11 N/A  
40 Jul 17 2018 10 N/A  
41 Jul 17 2018 10 N/A  
42 Jul 16 2018 08 n  
43 Jul 16 2018 07 I'm mixed race (asian and white) but dc  
44 Jul 16 2018 06 Mixed/multicultural  
45 Jul 16 2018 05 Jew  
46 Jul 16 2018 04 Mixed race  
47 Jul 16 2018 01 Human being  
48 Jul 16 2018 12 human  
49 Jul 16 2018 11 Human  
50 Jul 16 2018 08 Forged Piston  
51 Jul 16 2018 03 S  
52 Jul 15 2018 10 Seattleite  
53 Jul 15 2018 10 Seattleite  
54 Jul 15 2018 09 Myob  
55 Jul 15 2018 06 I  
56 Jul 15 2018 05 Human  
57 Jul 15 2018 02 Sephardic  
58 Jul 15 2018 01 Human

59 Jul 15 2018 12 East Indian  
60 Jul 14 2018 03 wheelchair user  
61 Jul 13 2018 08 Multiracial  
62 Jul 13 2018 04 Filipina  
63 Jul 13 2018 11 N/A  
64 Jul 13 2018 08 Mixed  
65 Jul 13 2018 08 Mixed  
66 Jul 13 2018 08 Middle Eastern  
67 Jul 13 2018 08 Middle Eastern  
68 Jul 13 2018 07 Jewish  
69 Jul 12 2018 01 Celtic  
70 Jul 12 2018 10 N/A  
71 Jul 11 2018 03 African  
72 Jul 10 2018 09 Arab  
73 Jul 08 2018 03 Jewish Ethnic Group  
74 Jul 07 2018 02 Jewish  
75 Jul 07 2018 02 Jewish  
76 Jul 07 2018 01 NOYFB  
77 Jul 06 2018 09 Two or more races  
78 Jul 05 2018 09 MC1R16=0  
79 Jul 03 2018 07 Euro-American  
80 Jul 03 2018 03 Swedish descent  
81 Jul 02 2018 09 slavic  
82 Jul 02 2018 09 not needed for survey  
83 Jul 02 2018 04 Z  
84 Jul 02 2018 01 Irish American  
85 Jul 01 2018 02 Mixed  
86 Jun 30 2018 0 None of your business  
87 Jun 30 2018 1 Northern European American  
88 Jun 30 2018 0 M  
89 Jun 29 2018 0 prefer not to say  
90 Jun 29 2018 1 prefer not to say  
91 Jun 29 2018 1 Multiracial  
92 Jun 29 2018 0 Mixed  
93 Jun 29 2018 1 Middle Eastern  
94 Jun 28 2018 0 J  
95 Jun 28 2018 0 two or more races  
96 Jun 27 2018 1 Mixed Pacific Islander and Caucasian  
97 Jun 27 2018 0 Indian  
98 Jun 27 2018 0 Mooreish  
99 Jun 27 2018 1 Caucasian  
100 Jun 27 2018 0 I find this offensive  
101 Jun 26 2018 0 Caucasian  
102 Jun 26 2018 1 I  
103 Jun 26 2018 0 NA

104 Jun 25 2018 1| European/Latin American  
105 Jun 25 2018 1| Multicultural  
106 Jun 25 2018 0| J  
107 Jun 25 2018 1| Filipina and Egyptian  
108 Jun 24 2018 0| S  
109 Jun 23 2018 1| Half asian  
110 Jun 23 2018 0| Indian from asia  
111 Jun 22 2018 0| Old  
112 Jun 22 2018 1| human race  
113 Jun 22 2018 1| American  
114 Jun 22 2018 0| Irish  
115 Jun 22 2018 0| hoomin bean  
116 Jun 21 2018 0| Prefer not to answer  
117 Jun 21 2018 0| earthling  
118 Jun 21 2018 0| American  
119 Jun 21 2018 1| Human  
120 Jun 21 2018 0| Korean and Hispanic  
121 Jun 21 2018 0| Prefer not to specify  
122 Jun 20 2018 0| Mixed Race  
123 Jun 20 2018 0| Mixed Race  
124 Jun 20 2018 0| Native south American  
125 Jun 20 2018 0| Korean/ Italian  
126 Jun 20 2018 1| No  
127 Jun 20 2018 1| Jewish  
128 Jun 20 2018 1| Jewish  
129 Jun 20 2018 1| Jewish  
130 Jun 20 2018 1| Jewish  
131 Jun 20 2018 1| Jewish  
132 Jun 20 2018 1| Jewish  
133 Jun 20 2018 1| Jewish  
134 Jun 20 2018 0| Irish  
135 Jun 20 2018 0| None  
136 Jun 19 2018 0| Na-yo-bezwax  
137 Jun 19 2018 1| mixed  
138 Jun 19 2018 0| East Indian and white  
139 Jun 18 2018 1| Middle Eastern  
140 Jun 18 2018 0| No comment  
141 Jun 18 2018 0| Nunya  
142 Jun 18 2018 0| Hungarian  
143 Jun 18 2018 0| Unspecified  
144 Jun 18 2018 1| Mixed  
145 Jun 18 2018 1| none  
146 Jun 18 2018 1| None of your business  
147 Jun 18 2018 0| Mixed race  
148 Jun 18 2018 0| I

149 Jun 18 2018 0 Jewish  
150 Jun 17 2018 0 Human Being  
151 Jun 17 2018 1 Mutt

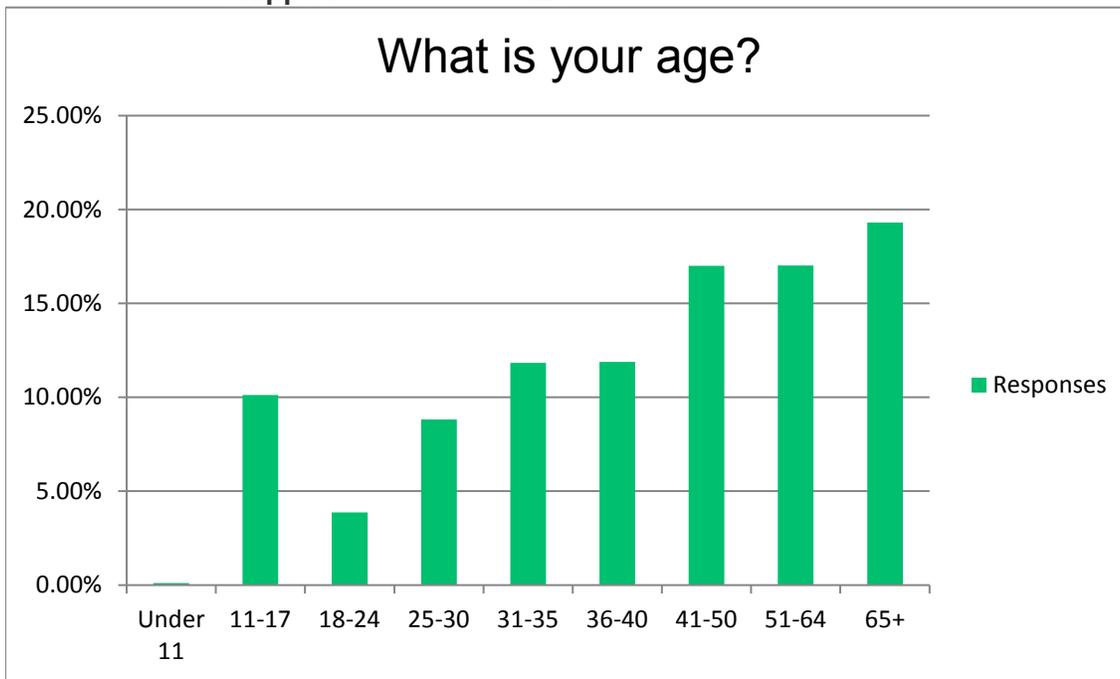


on't identify with either.

# Your Voice, Your Choice: 2018 Voter Survey

## What is your age?

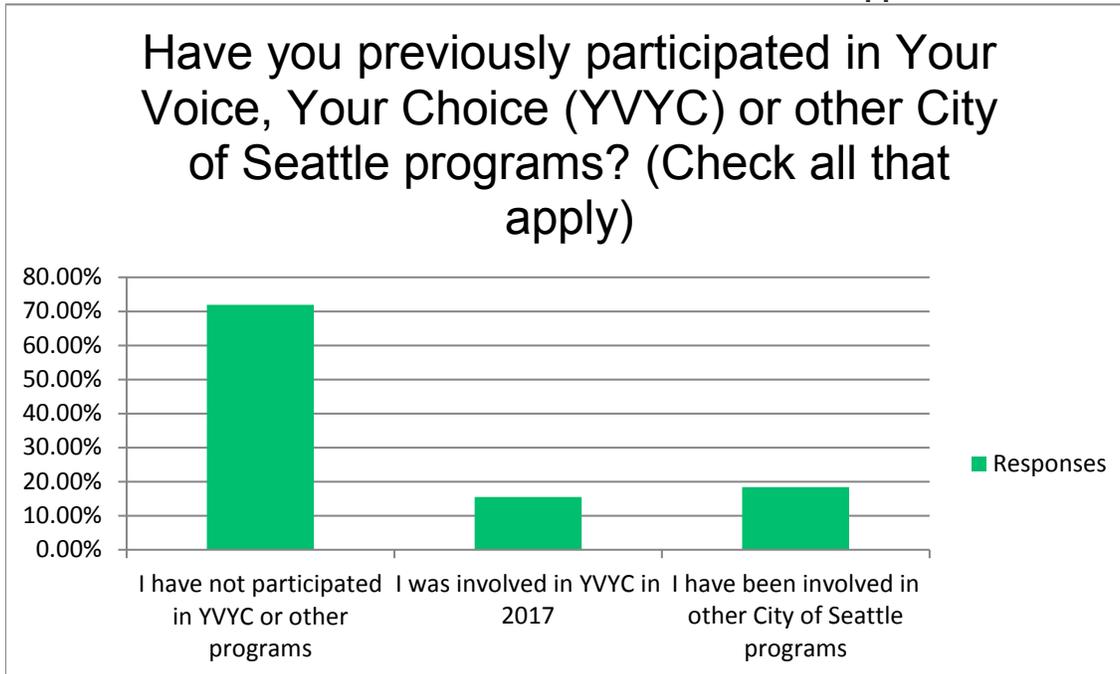
Answer Choices	Responses	
Under 11	0.11%	5
11-17	10.13%	462
18-24	3.88%	177
25-30	8.82%	402
31-35	11.84%	540
36-40	11.89%	542
41-50	17.00%	775
51-64	17.02%	776
65+	19.30%	880
<b>Answered</b>		<b>4559</b>
<b>Skipped</b>		<b>120</b>



## Your Voice, Your Choice: 2018 Voter Survey

### Have you previously participated in Your Voice, Your Choice (YVYC) or other City of S

Answer Choices	Responses	
I have not participated in YVYC or other programs	71.91%	3021
I was involved in YVYC in 2017	15.52%	652
I have been involved in other City of Seattle programs	18.40%	773
	<b>Answered</b>	<b>4201</b>
	<b>Skipped</b>	<b>478</b>

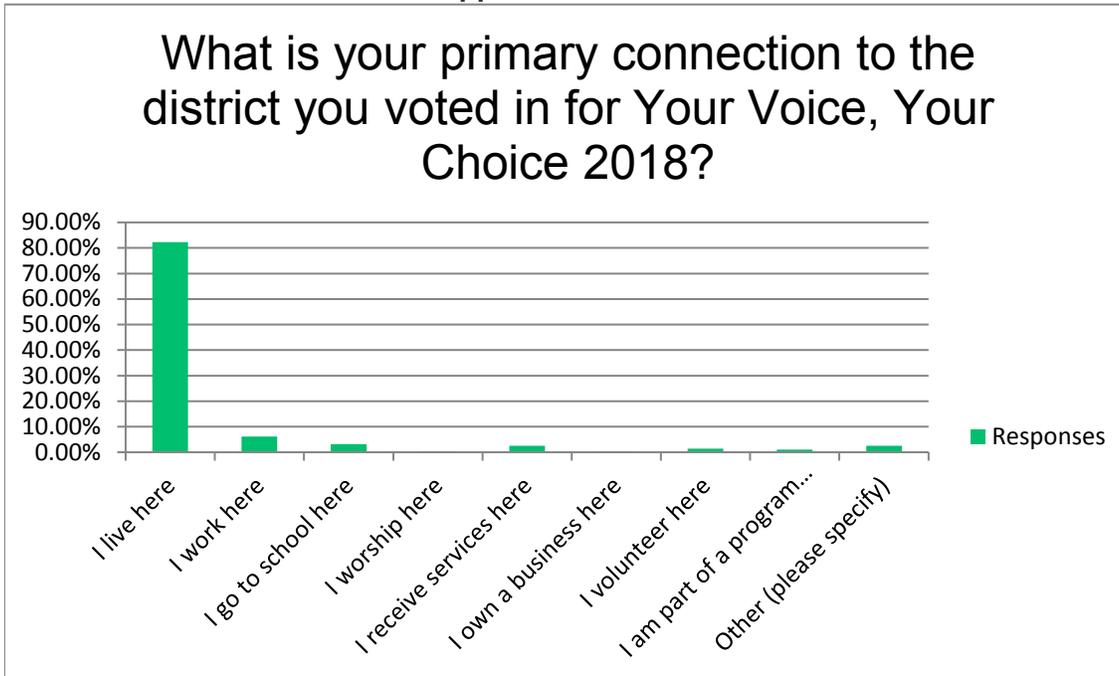


**eattle programs? (Check all that apply)**

## Your Voice, Your Choice: 2018 Voter Survey

### What is your primary connection to the district you voted in for Your Voice, Your Choice 2018?

Answer Choices	Responses	
I live here	82.34%	3740
I work here	6.21%	282
I go to school here	3.19%	145
I worship here	0.48%	22
I receive services here	2.49%	113
I own a business here	0.37%	17
I volunteer here	1.41%	64
I am part of a program here	0.99%	45
Other (please specify)	2.51%	114
<b>Answered</b>		<b>4542</b>
<b>Skipped</b>		<b>137</b>



Respondents	Response Date	Other (please specify)	Tags
1	Jul 25 2018	11 Picked most impactful	
2	Jul 24 2018	01 Relatives live here	
3	Jul 24 2018	01 Attend Montlake Library	
4	Jul 24 2018	01 Resident in and near for decades	
5	Jul 24 2018	01 I go to the park and use the trail	
6	Jul 24 2018	01 I use the libraries and other public resources in th	
7	Jul 24 2018	10 Friends in the area	
8	Jul 24 2018	10 Improvements are needed	
9	Jul 24 2018	10 Seattle Native	
10	Jul 24 2018	10 I walk in those areas	
11	Jul 23 2018	04 Frequent travel for various reasons	

12 Jul 23 2018 10 Sonny Nguyen  
13 Jul 18 2018 10 N/A  
14 Jul 18 2018 10 Grow up here  
15 Jul 17 2018 02 Farmer's Market  
16 Jul 17 2018 01 I shop here a lot  
17 Jul 17 2018 12 co-worker  
18 Jul 16 2018 11 Went to school here, would like it to be safer!  
19 Jul 16 2018 10 I visit friends here  
20 Jul 16 2018 10 I live just south of this district, so am there frequer  
21 Jul 16 2018 09 I live in D3, visit D2 a lot, and work in D7  
22 Jul 16 2018 09 I'm a customer here  
23 Jul 16 2018 09 I travel through here  
24 Jul 16 2018 08 I believe this is an area that could use more help  
25 Jul 16 2018 08 CHILDREN GO TO SCHOOL HERE  
26 Jul 16 2018 06 My friend live in this area and I like to be able to v  
27 Jul 16 2018 08 Live and work here  
28 Jul 16 2018 07 I go to these areas  
29 Jul 15 2018 05 Family lives there  
30 Jul 15 2018 01 Family lives there  
31 Jul 15 2018 12 live here, own a business here, kids go to school I  
32 Jul 15 2018 10 Other family members live here.  
33 Jul 14 2018 07 Live and own business  
34 Jul 14 2018 10 I bike through this area regularly  
35 Jul 14 2018 09 my bike commute goes through here  
36 Jul 13 2018 05 I traverse through and do business here  
37 Jul 13 2018 11 I use the park space  
38 Jul 13 2018 08 I just spend a lot of time here  
39 Jul 13 2018 07 N/A  
40 Jul 13 2018 07 I live here, recently moved  
41 Jul 13 2018 07 Hang out with friends  
42 Jul 12 2018 04 South Park needs the most help  
43 Jul 12 2018 03 n/a  
44 Jul 12 2018 02 i visit  
45 Jul 12 2018 02 Sometimes I go by there  
46 Jul 12 2018 02 N/A  
47 Jul 12 2018 01 N/A  
48 Jul 12 2018 01 Previously lived here and moved due to poor ped  
49 Jul 12 2018 12 have friends here  
50 Jul 12 2018 12 have friends here  
51 Jul 12 2018 08 n/a  
52 Jul 11 2018 03 I think need improvements  
53 Jul 11 2018 03 N/A  
54 Jul 11 2018 02 They seemed pedestrian side  
55 Jul 11 2018 11 My children & grandchildren live here & I often prc  
56 Jul 11 2018 11 places deserve improvments

57 Jul 11 2018 08 Most Needed Areas  
58 Jul 11 2018 07 I go here often  
59 Jul 10 2018 02 Don't believe there but I hope the best for the peo  
60 Jul 09 2018 12 I live here AND I work here  
61 Jul 07 2018 11 My cultural neighborhood  
62 Jul 06 2018 03 I live in a different part of D 6 now, but Leary & 39  
63 Jul 06 2018 09 District next to me and I bike / walk here  
64 Jul 05 2018 03 My partner lives here and I visit often  
65 Jul 04 2018 07 I recreate there and live near district board  
66 Jul 02 2018 10 My program (WILD) had a manager who promote  
67 Jul 02 2018 05 I used to live here  
68 Jul 02 2018 02 I own a rental property in this area  
69 Jul 02 2018 01 I live and bicycle in this region on a daily basis  
70 Jun 30 2018 0 Intl district needs a hand!  
71 Jun 27 2018 0 currently work here and did live here for 13 years  
72 Jun 27 2018 0 I live, volunteer and work in Cascade  
73 Jun 26 2018 0 frequently drive through/visit area  
74 Jun 26 2018 0 My children go to school here  
75 Jun 25 2018 0 My son attends school here.  
76 Jun 25 2018 0 I live, work, volunteer, and own a business here  
77 Jun 25 2018 1 I live near here.  
78 Jun 24 2018 0 frequently in southpark  
79 Jun 24 2018 0 I live near here  
80 Jun 23 2018 0 I have family here  
81 Jun 23 2018 1 Children attend school in these areas  
82 Jun 22 2018 0 My son's preschool is here and he lives here 50%  
83 Jun 22 2018 0 I visit and have friends with children there  
84 Jun 22 2018 0 I bike commute through here  
85 Jun 22 2018 0 I drive here.  
86 Jun 22 2018 1 \*all\* of the above apply.  
87 Jun 21 2018 0 I bike through  
88 Jun 21 2018 0 It's on my bike commute  
89 Jun 21 2018 1 My husband works here and my child goes to day  
90 Jun 21 2018 0 I live here, raising my children here, work here, ar  
91 Jun 20 2018 1 I live and work here  
92 Jun 20 2018 0 I travel through here between work and home  
93 Jun 20 2018 1 I patronize businesses here.  
94 Jun 20 2018 1 I have family here and patronize businesses here.  
95 Jun 20 2018 1 I patronize businesses here.  
96 Jun 20 2018 1 I patronize businesses here.  
97 Jun 20 2018 1 I grew up here, have family here, patronize busine  
98 Jun 19 2018 1 I am sympathetic to the communities in the area.  
99 Jun 19 2018 1 m  
100 Jun 19 2018 1 Part of my commute, biking route  
101 Jun 19 2018 0 My kids go to school here

102 Jun 19 2018 0: Have fond feelings for this area  
103 Jun 19 2018 0: I bike and walk frequently in the area  
104 Jun 19 2018 0: I bike and walk through these areas for appointme  
105 Jun 19 2018 0: I bike and drive through the area of these projects  
106 Jun 19 2018 0: I bike through here to get to my destinations.  
107 Jun 19 2018 1: This is a dangerous corner. I have observed many  
108 Jun 18 2018 0: I enjoy this neighborhood  
109 Jun 18 2018 0: An area I live near and care about  
110 Jun 18 2018 0: I bike through here.  
111 Jun 18 2018 0: I ride my bike here for recreation  
112 Jun 18 2018 0: I bike here for fitness classes, recreation and to vi  
113 Jun 17 2018 1: Daughter lives here  
114 Jun 16 2018 1: I spend time here







y accidents. A very important issue. A crosswalk is a must, especially with the SAAM remodel. A





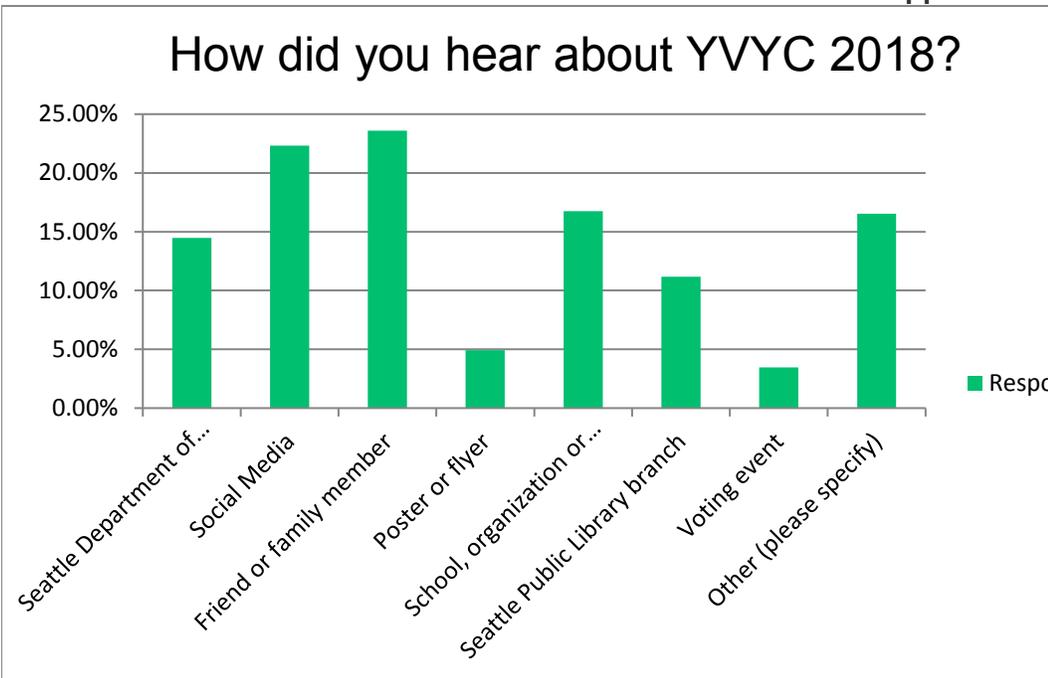


high volume of pedestrians cross at 14th & East Aloha

## Your Voice, Your Choice: 2018 Voter Survey

### How did you hear about YVYC 2018?

Answer Choices	Percentage
Seattle Department of Neighborhoods newsletter or website	14.48%
Social Media	22.32%
Friend or family member	23.59%
Poster or flyer	4.92%
School, organization or community group	16.75%
Seattle Public Library branch	11.18%
Voting event	3.45%
Other (please specify)	16.53%



Respondents	Response Date
1	Jul 27 2018 10
2	Jul 27 2018 10
3	Jul 25 2018 12
4	Jul 25 2018 12
5	Jul 25 2018 12
6	Jul 25 2018 12
7	Jul 25 2018 12
8	Jul 25 2018 12
9	Jul 25 2018 11
10	Jul 25 2018 11
11	Jul 25 2018 11
12	Jul 25 2018 11

13 Jul 25 2018 10  
14 Jul 25 2018 10  
15 Jul 25 2018 10  
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18 Jul 25 2018 10  
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21 Jul 25 2018 10  
22 Jul 25 2018 10  
23 Jul 25 2018 09  
24 Jul 25 2018 09  
25 Jul 25 2018 09  
26 Jul 25 2018 09  
27 Jul 24 2018 02  
28 Jul 24 2018 02  
29 Jul 24 2018 02  
30 Jul 24 2018 01  
31 Jul 24 2018 01  
32 Jul 24 2018 12  
33 Jul 24 2018 12  
34 Jul 24 2018 12  
35 Jul 24 2018 12  
36 Jul 24 2018 11  
37 Jul 24 2018 11  
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78 Jul 24 2018 09  
79 Jul 24 2018 09  
80 Jul 24 2018 09  
81 Jul 24 2018 09  
82 Jul 24 2018 09  
83 Jul 23 2018 05  
84 Jul 23 2018 04  
85 Jul 23 2018 04  
86 Jul 23 2018 04  
87 Jul 23 2018 04  
88 Jul 23 2018 04  
89 Jul 23 2018 04  
90 Jul 23 2018 04  
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117 Jul 23 2018 03  
118 Jul 23 2018 03  
119 Jul 23 2018 03  
120 Jul 23 2018 03  
121 Jul 23 2018 03  
122 Jul 23 2018 03  
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124 Jul 23 2018 03  
125 Jul 23 2018 03  
126 Jul 23 2018 03  
127 Jul 23 2018 03  
128 Jul 23 2018 03  
129 Jul 23 2018 03  
130 Jul 23 2018 03  
131 Jul 23 2018 03  
132 Jul 23 2018 03  
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193 Jul 23 2018 01  
194 Jul 23 2018 11  
195 Jul 23 2018 11  
196 Jul 20 2018 02  
197 Jul 18 2018 12  
198 Jul 18 2018 12  
199 Jul 18 2018 12  
200 Jul 18 2018 12  
201 Jul 18 2018 12  
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Responses

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1002  
1059  
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**4490**  
**189**

Responses

Other (please specify) Tags

- Work
- Rainier Vista
- Hand out
- Food bank patron
- Citizen outside Ballard Library
- Nice sweet lady outside of library (Ballard)
- Volunteer
- Volunteer
- Woman on the street
- Ballard District Council
- Ballard District Council
- Neighbor

Volunteer  
Jefferson Community Center  
Neighbor  
Neighbor  
LCNA + NDC  
LCNA + NDC  
Meadowbrook Community Center Meeting  
Youth Tutoring Program  
Youth Tutoring Program  
Youth Tutoring Program  
YTP  
YTP  
YTP  
YTP  
Morgan Junction Event  
Esperanza Apts  
HOSTED  
SPL Staff  
NE Seattle Greenways & U-District Greenways  
Southwest  
Roxhill Park Champions  
Roxhill Park Champions  
Daystar Retirement Village  
QACC  
QACC  
Queen Anne Days  
Saw yard sign at site  
Saw Yard Sign at Site  
Queen Anne Community Council  
Queen Anne Day Festival  
QACC  
QACC  
Yard sign at proposed improvement site  
Outdoor movie  
Food bank  
Emanuel Church Food Bank  
Food bank  
Neighbor  
Word of mouth  
Walk by  
Signs around the neighborhood  
Fellow Resident  
John Pherson  
Mirabella

Mirabella CCRC  
Salmon Bay  
Girl Scout Troop  
Girl Scout Troop  
Greenlake Community Council  
Central Library  
Salmon Bay  
Food bank  
Sign on telephone pole in neighborhood  
Meadowbrook Community Council  
Meadowbrook Community Council  
Meadowbrook Community Council  
Meadowbrook Community Council  
Broadview Community Council  
Lake City Greenways  
Broadview Thomson  
Broadview K-8  
Neighbor  
Teacher  
Broadview Thompson  
Broadview  
Teacher  
Broadview Community Group  
nextdoor.com  
Teacher  
Broadview PTA  
DON came to my neighborhood meeting!  
Belltown Community Council  
Karen Ko  
Belltown Community Council  
PRCC  
Direct contact with DON employee  
Seattle Greenways  
Thomas Whitemore  
Thomas Whitemore  
SHA  
Lake City Community Center  
Lake City Community Center  
HIP Meals  
Lake City Community Center  
Lake City Community Center  
Lake City Community Center  
HIP Program  
Lake City Community Center

Lake City Community Center

Lake City Community Center

Farmer's Market

Farmer's Market

Farmer's Market

South Park Senior Center

Karaoke

CL

CL

CL

Karaoke

CL

South Park Senior Center

CL

CL

CL

Public Event

Event at a park

CL



CL  
CL  
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ReWA  
ReWA  
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Presentation  
Broadview Biterlake Community Council  
ICNA OS com. Network  
Teen Link  
Through a program  
Guest Speaker  
Teen Link  
Seattle Housing Authority meeting  
DON  
Invited by Seattle House Auth  
Amy from DON  
N/A  
In person  
Merchants Association meeting  
15th Ave merchants Association  
D.5 event 6-30-18  
NEXTDOOR  
Department of Neighborhoods  
SPD Meeting  
Event  
African American Advisory council  
I world dance party  
Lake City future first  
Community Center  
Lake city community center  
Lake city community center  
Lake city community center seniors program  
Morgan St. Festival  
Morgan St. Festival  
Morgan St. Festival  
Morgan St. Festival  
I am working at a booth just down road  
Morgan St. Festival  
Morgan St. Festival  
Morgan St. Festival  
Drunken Sturbling



N/A  
Work in Area  
Rachta  
Com. Safety I.D.  
AMY NGUYEN  
N/A  
N/A  
QA Greenways  
postcard about the program  
Next Door  
INSIGNIFICANT OUTREACH. NEARBY SCHOOL SHOULD HAVE BEEN NOTIFIED.  
Our neighborhood block party and facebook page  
Meadowbrook neighborhood council emails  
Nextdoor.com  
Live in D5  
NextDoor.com  
sign posted on corner  
Seattle biking community  
Mtg held at Saint Alphonsus 7/12/18  
Got an email  
Hillman City HCNA  
Councilmember Lorena Gonzales' email w updates  
Lake City Community Center  
Next door  
Amy Nguyen  
Squire Park Community Council  
Neighborhood blog  
neighbor  
Evergrey newsletter  
Evergrey email  
Cesar Garcia  
Evergrey newsletter  
Nextdoor  
The Evergrey  
evergrey  
The Evergrey  
Evergrey newsletter  
Evergrey newsletter  
Evergrey  
Evergrey Newsletter  
Neighbor  
Central Area Neighborhood District Council  
neighborhood association  
Facebook post from friend

Admiral Neighborhood Association  
Next door Admiral blog  
Southwest District Council  
Queen Anne Community Council  
Signs  
Belltown Community Council  
VOLUNTEER IN CASCADE PARK  
neighborhood e-mail list  
Project sign  
I got a flyer at Ballard seafood fest  
Miss Terry, community rep.  
Community council meeting  
Not sure  
"Bike Happy" newsletter, also SNG communications  
PHINNEY FARMERS MARKET  
Nextdoor Website  
Environmental Justice Committee  
Apartment office  
Mailin  
Neighbor  
SCIDPDA  
Coworks  
NEIGHBORHOOD HOUSE SEATTLE  
Hing hay Coworks  
Hing hay Coworks  
Office  
Hing Hay Coworks  
Coworks  
Rachta  
Approached by individual  
SCIDPDA  
ISCIDIDA  
Apartment manager  
At work  
Shop where I work  
Hong Hay Coworks  
neighbour  
The center school  
Amy Naugen  
In class meeting  
Amy  
Amy  
The center school  
Amy Naugeh

The center school  
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Amy  
In class meeting  
Amy  
Amy  
Amy Nguyen  
The center school  
N/A  
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Amy  
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Amy  
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Amy  
Rainier BEach High School  
Amy  
Amy  
N  
N/A  
Concord Elementary  
Neighbor  
Someone distributed the information on 20th Ave NE  
Coworker  
Used to work for the Dept of Neighborhoods  
Chief Sealth  
IDK  
Chief Sealth  
Chief SealthHh Highh School  
Guy came in  
U  
I didn't hear it until now from a guy  
N/A  
P-patch news  
P-patch news  
Chief Sealth

Chief Sealth  
P-Patch email listserv  
I work at DON!  
FHIA First Hill Improvement Association UDPS meeting  
First Hill Improvement Association (FHIA) UDPS Committee  
A GUY CAME TO A CLASS WITH SURVEY  
CH  
A GUY CAME TO A CLASS WITH SURVEY  
chief sealth  
chief sealth  
A dude arrived at school  
Chief Sealth international HS  
YVYC People  
YVYC People  
Chief Sealth  
Neighborhood Community Council  
Chief Sealth  
csihs  
Chief Sealth international HS  
Your voice your choice  
N/A  
In school Voting  
Came to School  
N/A  
Chief Sealth  
Chief Sealth  
Chief Sealth  
Chief Sealth  
Chief Sealth  
chief sealth  
School  
N/A  
CSHS  
Chief Sealth international HS  
They came to our class  
They came  
csihs  
School Visitors  
chief sealth  
Sign on the corner of Rainier Ave S and S Holly Street  
Neighbor  
Reddit  
West Seattle blog  
Chieftain sealth

Chieftain sealth  
Chief sealth  
Chief sealth  
Echoed sealth  
Chief sealth  
someone came to my school  
email  
Seattle Transportation Website  
Reddit  
Reddit  
Neighbor  
Mayor's email list  
Mayor's email list  
Council Connection site  
I work for the city of Seattle  
Nice old lady in front of Ballard QFC  
Greenways  
neighbor  
Neighbor was canvassing the neighborhood evalgelizing the program  
neighborhood grassroots organizing  
Aurora Licton Springs Urban Village  
community residence  
coworker  
Tabling at Lake City Farmer's Market  
Meadowbrook Community Council  
A flyer was put up by a neighbor, otherwise I never would have known, and this crossing is extremely d  
Event  
Project meeting  
neighbor  
I'm a CL with DON  
Environmental Justice Committee  
SLU food bank  
nextdoor blog  
nextdoor  
Mayor Durkan Digest email  
Email  
D5 festival on June 30 and from an email from Mayor Jenny Durkan  
signage placed on parking strip  
LCFF  
Live at District 5 event  
email from council office  
I volunteer here  
Bike Happy newsletter  
direct email from program

Poster @ Salmon Bay Park  
Neighbors  
newsletter citycouncilmember  
Nextdoor.com  
Neighbor  
Notice from City Councilman  
Email since I participated last year.  
Email from councilmember M Lorena Gonzalez  
Capitol Hill Seattle BLog  
CHS blog  
CHS Blog  
Neighbor  
Neighbor gave me a flyer  
nextdoor neighbor  
OPCD Newsletter  
Chs blog  
coworker  
e-mail list  
Capitol Hill blog  
Councilmember Lorena Gonzales' email w updates  
BikeHappy email  
Email from Councilmember Lorena Gonzalez  
Council member newsletter  
Council member newsletter  
Council Member Newsletter  
CHS Blog  
Nextdoor app  
Email list at work  
Lorena Gonzales email  
City council member M. Lorena González's newsletter  
email (I think)  
Capitol Hill Blog  
CHS Blog  
Queen Anne community council & greenways  
news clipping/blog  
First Hill Community Group  
email message  
email newsletter from FHIA  
NEXTDOOR  
local news website - Capitol Hill Blog  
Capitol Hill Blog  
Internal messaging at work  
capitolhillseattle.com  
Capitol Hill blog

Nextdoor app  
Belltown CC email  
NextDoor  
Belltown Community Center  
Karen Ko  
Neighbor  
The Executive Director sent out an all staff email at work!  
Belltown Community Council  
work email  
Neighbor  
Rob Johnson's Newsletter  
neighbors  
News media  
Karen Ko - DON Outreach  
neighbor  
Neighborhood blog  
Nextdoor Broadview email  
fremont centrist  
mayors newsletter  
CID community engagement and outreach specialist  
Used to work at DON  
SPD Chinatown/International District Community Engagement and Outreach Specialist  
Employer, Seattle Childrens  
Mayor's newsletter  
Rob Johnson's email news  
Notified by co-worker  
Mayor Durkan's email digest  
Lisa Herbold  
seattle bike blog  
Durkan Digest  
Mayor Durkan newsletter  
email from Office of the Mayor  
Rob Johnson's web page  
The Durkan Digest news email  
The Durkan Digest news email  
Lisa Herbold email newsletter  
Received via email  
Seattle Transit Blog  
Mayor Durkan e-newsletter  
Mayors email  
Mayor Durkan's newsletter  
Mayor Durkan's newsletter  
email newsletter from Mayor Durkin  
email newsletter from Mayor Durkin

email newsletter from Mayor Durkin  
Salmon Bay Park Stewards  
email newsletter from Mayor Durkin  
Mayor Durkan's Weekly Newsletter  
Mayor Durkan's Weekly Newsletter  
Mayor's weekly email  
Mayor Durkan's weekly newsletter  
Mayor newsletter  
PACE  
Environmental Justice Committee member  
Mayor's newsletter  
Mayors newsletter  
Dylan Digested  
Email  
Mayor email  
Durkin Digest weekly email  
Email  
mayor's email  
Durkin digest  
Seattle City Council website  
Lisa Herbold newsletter  
email the Durkan Digest  
emails from Lisa Herbold  
Mayor's newsletter  
Lisa Herbold  
Email from mayor  
Mayor  
b  
Office email  
Work  
email  
email  
email  
Seattle Bike Blog  
Council member news letter  
My councilmber  
Coworker  
Councilmember Herbold newsletter  
co-worker  
City Council Member weekly e-mail and West Seattle Blog  
email

neighbor  
City Council Email  
Email  
work  
email  
email from SDOT  
Via the "On the Job with Rob (Johnson)" council person email.  
My councilperson included it in his updates email  
coworker  
by being involved even after the city throwing up road blocks to participation  
Rob Johnson's newsletter  
Seattle Bike Blog  
email  
Council person Rob Newsletter  
On the Job With Rob  
On the Job With Rob  
Seattle Neighborhood Greenways  
email from Councilmember Rob Johnson  
email from Councilmember Rob Johnson  
NextDoor  
Councilman Rob Johnson  
Rob Johnson newsletter  
email from Kraig Cook  
family  
Neighbor  
neighborhood group  
Community council  
Seattle Transit Blog  
Bike Happy email  
Email notification from Dept. of Neighborhoods  
West Seattle Blog  
Crown Hill Community Organization  
email  
Crown Hill Urban Village News email  
Email! That should be an option to check.  
West seattle blog  
Annoying neighbor  
NRV message group  
nextdoor.com  
email telling me to vote  
Nextdoor  
reddit  
seattle Greenways & QACC  
Roosevelt Neighborhood Association

e-mail

Received an email from YVUC

Reddit.com/r/seattlewa

Email stating that voting is open

Next door

i can't remember!

red it

Reddit

West Seattle Blog

Jane Savard

Nextdoor

Next Door

Email from LSCC

Former district council

Email from neighbors

my neighbor

Neighbor

We have a neighborhood group that's trying to improve our Salmon Bay Park!

email/community group

nextdoor app.

Email forwarded to me from P-Patch Program

WS Blog

West Seattle Blog

West Seattle Blog

Seattle's child magazine

West Seattle Blog

West Seattle Blog

West Seattle Blog

Nextdoor

West Seattle Blog

west seattle blog

West Seattle Blog

West Seattle Blog

Event

West Seattle Blog

Neighborhood email

West Seattle Blog

Neighborhood email alias

West Seattle Blog

I am involved with our neighborhood group

NextDoor  
neighborhood email listserve  
Puget ridge newsletter  
Central Seattle Greenways  
Central Seattle Greenways  
Nine  
From contacting the Seattle Department of Transportation  
I work for the city at a library, there was a notice at work  
J  
west seattle blog  
email  
west seattle blog  
Salmon Bay Picnic on 6/16  
Nextdoor  
Nextdoor online  
neighborhood listserve  
Neighbor  
though a park steward  
Salmon bay stewards  
Nextdoor  
I work at DON  
I work at DON  
I work at DON  
Thomas Whittemore  
community meeting  
Testing





















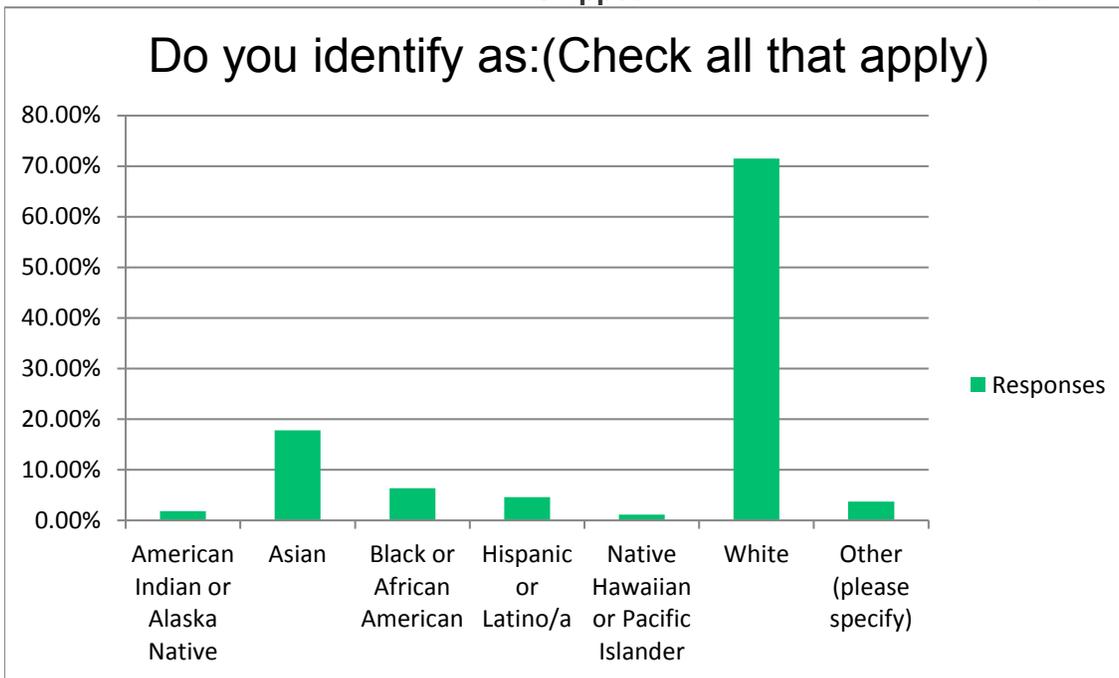


dangerous.

# Your Voice, Your Choice: 2019 Voter Survey

## Do you identify as:(Check all that apply)

Answer Choices	Responses	
American Indian or Alaska Native	1.86%	50
Asian	17.78%	477
Black or African American	6.37%	171
Hispanic or Latino/a	4.62%	124
Native Hawaiian or Pacific Islander	1.12%	30
White	71.49%	1918
Other (please specify)	3.73%	100
<b>Answered</b>		<b>2683</b>
<b>Skipped</b>		<b>113</b>



Respondents	Response Date	Other (please specify)	Tags
	1 Mar 25 2020	0 Saw	
	2 Mar 02 2020	0 native american	
	3 Mar 02 2020	0 multiracial	
	4 Mar 02 2020	0 oromian	
	5 Mar 02 2020	0 cocashion	
	6 Mar 02 2020	0 asian american	
	7 Mar 02 2020	0 african	
	8 Mar 02 2020	0 lao	
	9 Mar 02 2020	0 mixed	
	10 Mar 02 2020	0 native american	
	11 Mar 02 2020	0 decline to answer	
	12 Mar 02 2020	0 eastern european	
	13 Mar 02 2020	1 did not specify	

14 Mar 02 2020 1 Indian  
15 Mar 01 2020 0 USA!  
16 Feb 28 2020 0 I  
17 Feb 28 2020 0 All of the above  
18 Feb 28 2020 1 middle eastern  
19 Feb 28 2020 1 asian american  
20 Feb 28 2020 1 caribbean  
21 Feb 28 2020 0 mixed  
22 Feb 27 2020 1 did not specify  
23 Feb 26 2020 0 scottish american  
24 Feb 26 2020 0 BORN U.S. Citizen  
25 Feb 26 2020 0 human  
26 Feb 26 2020 0 ~Manhattan, NYC~  
27 Feb 26 2020 0 mixed  
28 Feb 26 2020 0 white jew  
29 Feb 26 2020 0 did not specify  
30 Feb 25 2020 0 middle eastern  
31 Feb 25 2020 0 did not specify  
32 Feb 25 2020 0 assimilated  
33 Feb 13 2020 0 epic  
34 Feb 13 2020 0 American Asian  
35 Feb 05 2020 1 cosmic planetary citizen  
36 Jan 27 2020 0 Bi racial  
37 Jan 27 2020 0 asian american  
38 Jan 23 2020 0 mexican  
39 Jan 23 2020 0 Arab/Muslim  
40 Jan 22 2020 0 Italian  
41 Jan 22 2020 0 european  
42 Jan 22 2020 0 Asian American  
43 Jan 22 2020 0 no response  
44 Jan 22 2020 0 Jewish  
45 Jan 22 2020 0 international  
46 Jan 16 2020 0 Asian American  
47 Jan 16 2020 0 Black, Asian  
48 Jan 16 2020 0 Asian American  
49 Jan 16 2020 0 Black/Mexican  
50 Jan 16 2020 0 filipino  
51 Jan 15 2020 0 Asian American  
52 Sep 30 2019 1 Human  
53 Sep 30 2019 1 Euro-American  
54 Sep 30 2019 1 Ethiopian with green card not citizen ye  
55 Sep 30 2019 1 Ethiopian with green card not citizen ye  
56 Sep 29 2019 0 None of your business  
57 Sep 29 2019 1 Caucasian  
58 Sep 28 2019 0 mixed

59 Sep 27 2019 0 European  
60 Sep 27 2019 0 Prefer not to say  
61 Sep 26 2019 0 Finno-American  
62 Sep 25 2019 0 Celtic  
63 Sep 25 2019 0 Jewish American  
64 Sep 24 2019 1 Irish  
65 Sep 23 2019 0 Multiracial  
66 Sep 23 2019 0 Middle Eastern  
67 Sep 23 2019 0 Human  
68 Sep 21 2019 0 Mixed race family  
69 Sep 20 2019 0 Na  
70 Sep 19 2019 0 other  
71 Sep 19 2019 1 Jewish  
72 Sep 18 2019 1 Mixed  
73 Sep 17 2019 0 Indian  
74 Sep 17 2019 0 White/Indian  
75 Sep 17 2019 0 I  
76 Sep 17 2019 1 Caucasian  
77 Sep 16 2019 0 Not specified  
78 Sep 16 2019 1 not willing to share  
79 Sep 16 2019 0 Human  
80 Sep 15 2019 1 Middle Eastern  
81 Sep 15 2019 0 Mixed race  
82 Sep 13 2019 0 n/a  
83 Sep 13 2019 0 .  
84 Sep 12 2019 0 Race should not be a factor in vote  
85 Sep 12 2019 1 Choose not to answer  
86 Sep 11 2019 0 non-identifying  
87 Sep 10 2019 1 Ashkenazi  
88 Sep 10 2019 0 Romanian  
89 Sep 10 2019 0 mixed race  
90 Sep 10 2019 0 Canadian  
91 Sep 06 2019 0 Egyptian American  
92 Sep 06 2019 1 Human  
93 Sep 05 2019 0 cajun/creole  
94 Sep 04 2019 1 heinz  
95 Sep 04 2019 1 always mixed  
96 Sep 04 2019 1 Mixed Race  
97 Sep 03 2019 0 Human  
98 Sep 03 2019 0 Jewish  
99 Sep 03 2019 0 Mix  
100 Sep 03 2019 0 Mixed Race (Asian/White)

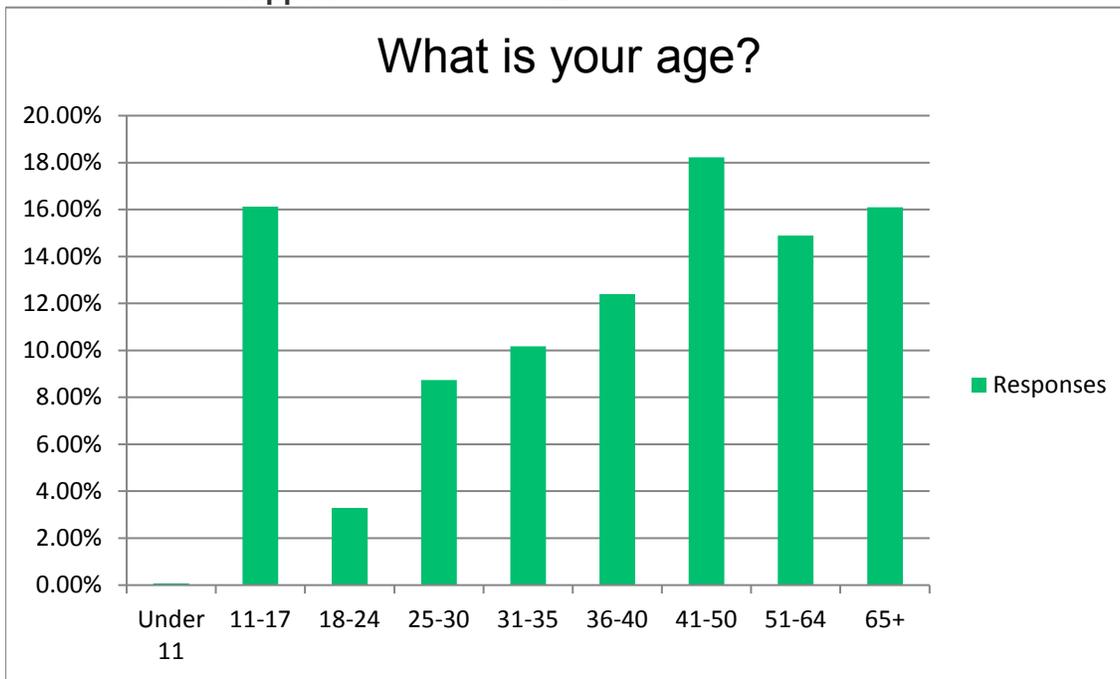


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# Your Voice, Your Choice: 2019 Voter Survey

## What is your age?

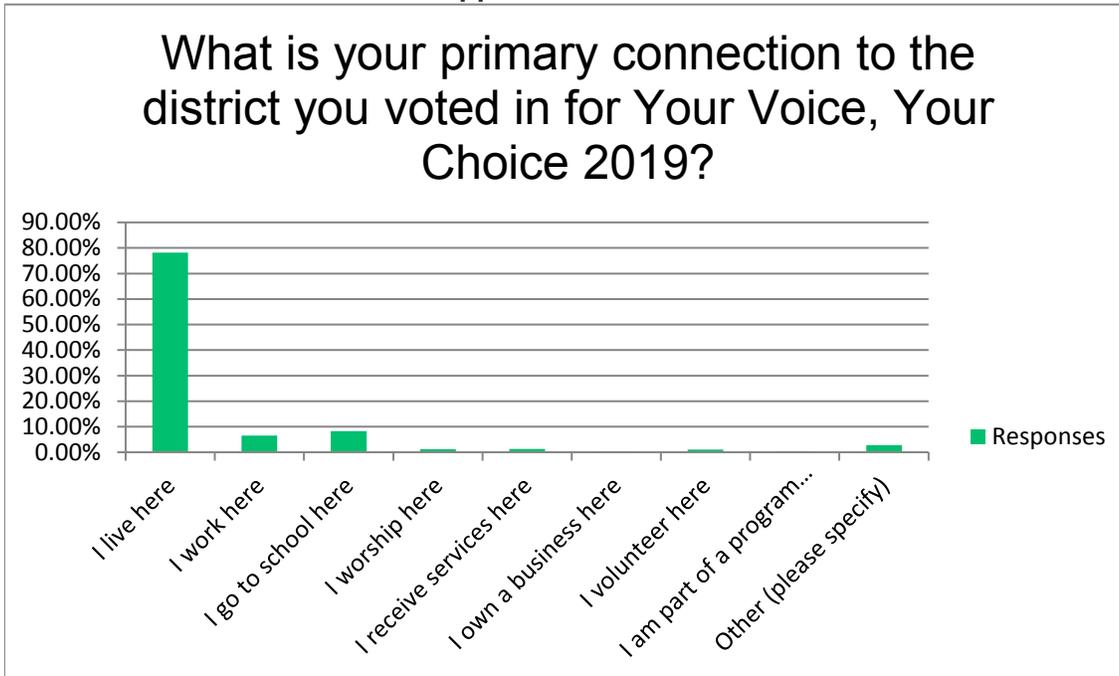
Answer Choices	Responses	
Under 11	0.07%	2
11-17	16.13%	441
18-24	3.29%	90
25-30	8.74%	239
31-35	10.17%	278
36-40	12.40%	339
41-50	18.22%	498
51-64	14.89%	407
65+	16.09%	440
<b>Answered</b>		<b>2734</b>
<b>Skipped</b>		<b>62</b>



## Your Voice, Your Choice: 2019 Voter Survey

### What is your primary connection to the district you voted in for Your Voice, Your C

Answer Choices	Responses	
I live here	78.21%	2135
I work here	6.56%	179
I go to school here	8.28%	226
I worship here	1.21%	33
I receive services here	1.25%	34
I own a business here	0.18%	5
I volunteer here	1.06%	29
I am part of a program here	0.44%	12
Other (please specify)	2.82%	77
	<b>Answered</b>	<b>2730</b>
	<b>Skipped</b>	<b>66</b>



Respondents	Response Date	Other (please specify)	Tags
1	Mar 02 2020	0 did not specify	
2	Mar 02 2020	0 like it here	
3	Feb 28 2020	0 Patronize business here	
4	Feb 28 2020	0 Did not specify	
5	Feb 28 2020	0 I socialize	
6	Feb 28 2020	1 I am your mom	
7	Feb 28 2020	0 did not specify	
8	Feb 27 2020	0 did not specify	
9	Feb 27 2020	1 did not specify	
10	Feb 27 2020	1 I visit my friend there	
11	Feb 26 2020	0 I'd like to move back to district 4	

12 Feb 26 2020 0 my kids go to school near here  
13 Feb 26 2020 0 used to live there  
14 Feb 24 2020 0 visit often  
15 Feb 19 2020 0 neighbor  
16 Feb 19 2020 0 use the park  
17 Feb 19 2020 0 my elderly parents live here  
18 Feb 19 2020 0 business  
19 Feb 19 2020 0 I do business here  
20 Feb 19 2020 0 visit family  
21 Feb 19 2020 0 visit family  
22 Feb 13 2020 0 i travel through here frequently  
23 Feb 13 2020 0 I travel there often  
24 Feb 13 2020 0 I drive here  
25 Feb 13 2020 0 i picked randomly  
26 Jan 27 2020 1 kids attend school in are  
27 Jan 22 2020 0 my job  
28 Jan 22 2020 0 I've seen pedestrians nearly hit by cars at these p  
29 Sep 30 2019 0 Kids schools  
30 Sep 30 2019 1 my kids school  
31 Sep 30 2019 1 I use the skatepark and library here in South Park  
32 Sep 30 2019 1 school  
33 Sep 29 2019 0 I live AND work here  
34 Sep 29 2019 1 I visit friends here  
35 Sep 28 2019 1 I bike through here  
36 Sep 27 2019 0 I have friends that live in that area  
37 Sep 26 2019 1 I want to support communities that are underfund  
38 Sep 26 2019 0 I live AND work here  
39 Sep 24 2019 0 I used to live here but moved to Burien and want t  
40 Sep 24 2019 0 Family lives there  
41 Sep 23 2019 1 I visit here  
42 Sep 23 2019 1 like the Japanese museum  
43 Sep 23 2019 0 I grew up here and visit often  
44 Sep 22 2019 0 Child goes to school here  
45 Sep 21 2019 0 I didn't clearly know I can vote in other areas if I q  
46 Sep 21 2019 1 My daughter takes lessons here.  
47 Sep 21 2019 0 I bicycle here  
48 Sep 21 2019 0 I bicycle here  
49 Sep 21 2019 0 I bicycle and walk here  
50 Sep 19 2019 0 other  
51 Sep 19 2019 0 I live and work here.  
52 Sep 18 2019 0 Family lives here  
53 Sep 18 2019 0 Have family here  
54 Sep 18 2019 0 my children go to school there  
55 Sep 18 2019 0 I attend events there.  
56 Sep 17 2019 0 Mother lives here and I receive services here

57 Sep 17 2019 1 I have friends here  
58 Sep 17 2019 0 I visit there frequently  
59 Sep 14 2019 1 I spend days and some evenings with my grandda  
60 Sep 13 2019 1 I live here and commute through here  
61 Sep 13 2019 0 I go to school here and have family relatives and f  
62 Sep 12 2019 0 I have family ties and volunteer in the neighborho  
63 Sep 12 2019 0 Commute through here via bike  
64 Sep 12 2019 0 Live near and visit often  
65 Sep 12 2019 0 I am the principal of the school that this project is  
66 Sep 12 2019 1 Live in north seattle  
67 Sep 12 2019 1 I live in the north end  
68 Sep 11 2019 1 I commute through here  
69 Sep 10 2019 0 I want safe walking in the district  
70 Sep 10 2019 1 My kids walk to school from here  
71 Sep 10 2019 1 KC Metro Transit Operator driving bus routes in tr  
72 Sep 10 2019 1 KC Metro Transit Operator driving bus routes in tr  
73 Sep 10 2019 1 KC Metro Transit Operator driving bus routes in tr  
74 Sep 05 2019 1 I walk here  
75 Sep 04 2019 1 homeowner  
76 Sep 04 2019 0 I pass through often  
77 Sep 03 2019 1 My family lives here





friends who live here, and whose neighborhood needs to be improved to reflect the high propert

on and there have been 2 pedestrian deaths in front of the school. I would like to be a part of th



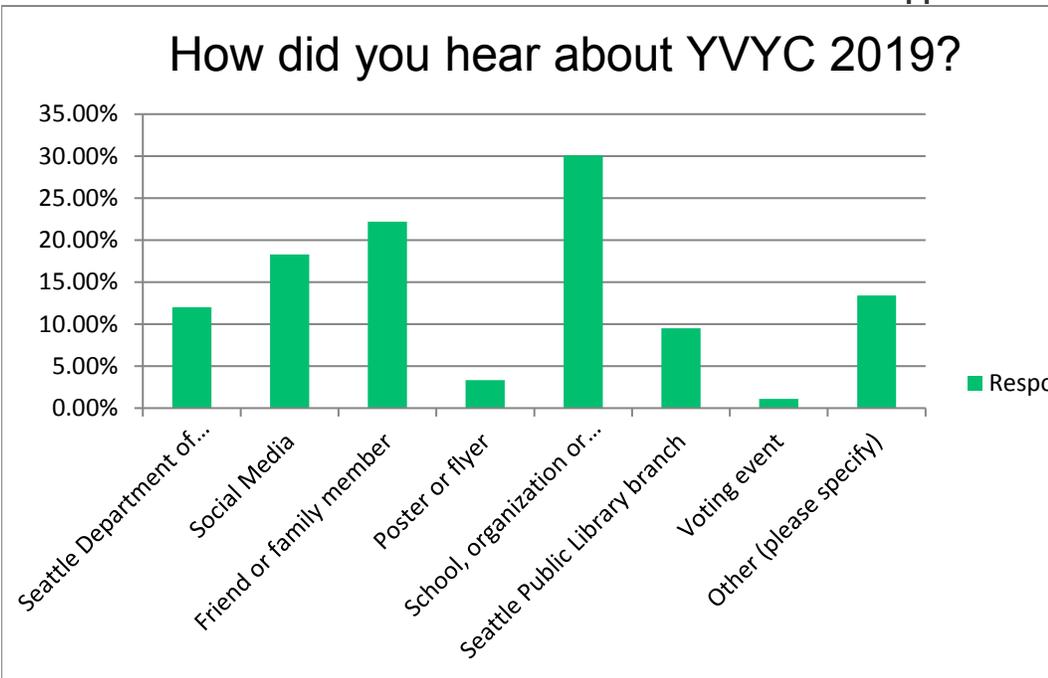


e solution to make my students safer.

## Your Voice, Your Choice: 2019 Voter Survey

### How did you hear about YVYC 2019?

Answer Choices	Percentage
Seattle Department of Neighborhoods newsletter or website	12.01%
Social Media	18.28%
Friend or family member	22.19%
Poster or flyer	3.32%
School, organization or community group	30.06%
Seattle Public Library branch	9.51%
Voting event	1.08%
Other (please specify)	13.39%



Respondents	Response Date
1	Mar 25 2020 1
2	Mar 25 2020 1
3	Mar 25 2020 1
4	Mar 03 2020 0
5	Mar 03 2020 0
6	Mar 03 2020 0
7	Mar 03 2020 1
8	Mar 03 2020 1
9	Mar 03 2020 1
10	Mar 03 2020 1
11	Mar 03 2020 1
12	Mar 02 2020 0

13 Mar 02 2020 0  
14 Mar 02 2020 0  
15 Mar 02 2020 1  
16 Mar 02 2020 1  
17 Mar 02 2020 1  
18 Mar 02 2020 1  
19 Mar 02 2020 1  
20 Mar 01 2020 1  
21 Mar 01 2020 1  
22 Mar 01 2020 1  
23 Mar 01 2020 1  
24 Mar 01 2020 1  
25 Mar 01 2020 1  
26 Mar 01 2020 1  
27 Mar 01 2020 1  
28 Mar 01 2020 1  
29 Mar 01 2020 0  
30 Mar 01 2020 0  
31 Feb 28 2020 0  
32 Feb 28 2020 0  
33 Feb 28 2020 0  
34 Feb 28 2020 0  
35 Feb 28 2020 0  
36 Feb 28 2020 1  
37 Feb 28 2020 0  
38 Feb 28 2020 0  
39 Feb 28 2020 0  
40 Feb 28 2020 0  
41 Feb 27 2020 0  
42 Feb 27 2020 1  
43 Feb 27 2020 1  
44 Feb 27 2020 1  
45 Feb 27 2020 1  
46 Feb 27 2020 1  
47 Feb 27 2020 1  
48 Feb 27 2020 1  
49 Feb 26 2020 0  
50 Feb 26 2020 0  
51 Feb 19 2020 0  
52 Feb 19 2020 0  
53 Feb 19 2020 0  
54 Feb 13 2020 0  
55 Feb 13 2020 0  
56 Feb 05 2020 0  
57 Feb 05 2020 0

58 Feb 05 2020 0  
59 Feb 05 2020 0  
60 Feb 05 2020 0  
61 Feb 05 2020 1  
62 Feb 05 2020 1  
63 Feb 05 2020 1  
64 Feb 05 2020 1  
65 Feb 05 2020 1  
66 Feb 05 2020 1  
67 Feb 05 2020 1  
68 Feb 05 2020 1  
69 Jan 27 2020 0  
70 Jan 27 2020 0  
71 Jan 27 2020 0  
72 Jan 27 2020 0  
73 Jan 27 2020 0  
74 Jan 27 2020 0  
75 Jan 27 2020 0  
76 Jan 27 2020 0  
77 Jan 27 2020 0  
78 Jan 27 2020 0  
79 Jan 27 2020 0  
80 Jan 27 2020 0  
81 Jan 27 2020 0  
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83 Jan 27 2020 0  
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86 Jan 27 2020 0  
87 Jan 27 2020 0  
88 Jan 27 2020 0  
89 Jan 27 2020 0  
90 Jan 27 2020 0  
91 Jan 27 2020 0  
92 Jan 27 2020 0  
93 Jan 27 2020 0  
94 Jan 27 2020 0  
95 Jan 27 2020 1  
96 Jan 27 2020 1  
97 Jan 22 2020 0  
98 Jan 22 2020 0  
99 Jan 22 2020 0  
100 Jan 22 2020 0  
101 Jan 22 2020 0  
102 Jan 22 2020 0

103 Jan 22 2020 0:  
104 Jan 22 2020 0:  
105 Jan 22 2020 0:  
106 Jan 22 2020 0:  
107 Jan 22 2020 0:  
108 Jan 16 2020 0:  
109 Jan 16 2020 0:  
110 Jan 16 2020 0:  
111 Jan 15 2020 0:  
112 Oct 01 2019 0:  
113 Oct 01 2019 0:  
114 Sep 30 2019 1  
115 Sep 30 2019 0  
116 Sep 30 2019 0  
117 Sep 30 2019 0  
118 Sep 30 2019 0  
119 Sep 30 2019 0  
120 Sep 30 2019 0  
121 Sep 30 2019 0  
122 Sep 30 2019 0  
123 Sep 30 2019 0  
124 Sep 30 2019 0  
125 Sep 30 2019 0  
126 Sep 30 2019 0  
127 Sep 30 2019 0  
128 Sep 30 2019 0  
129 Sep 30 2019 0  
130 Sep 30 2019 0  
131 Sep 30 2019 0  
132 Sep 30 2019 0  
133 Sep 30 2019 0  
134 Sep 30 2019 0  
135 Sep 30 2019 0  
136 Sep 30 2019 0  
137 Sep 30 2019 0  
138 Sep 30 2019 0  
139 Sep 30 2019 0  
140 Sep 30 2019 0  
141 Sep 30 2019 1  
142 Sep 30 2019 1  
143 Sep 30 2019 1  
144 Sep 30 2019 1  
145 Sep 30 2019 1  
146 Sep 30 2019 1  
147 Sep 30 2019 1

148 Sep 30 2019 1  
149 Sep 30 2019 1  
150 Sep 30 2019 1  
151 Sep 30 2019 1  
152 Sep 30 2019 1  
153 Sep 30 2019 1  
154 Sep 30 2019 1  
155 Sep 30 2019 1  
156 Sep 30 2019 1  
157 Sep 30 2019 1  
158 Sep 30 2019 0  
159 Sep 29 2019 1  
160 Sep 29 2019 0  
161 Sep 29 2019 1  
162 Sep 28 2019 1  
163 Sep 28 2019 0  
164 Sep 28 2019 0  
165 Sep 28 2019 0  
166 Sep 28 2019 0  
167 Sep 28 2019 0  
168 Sep 28 2019 0  
169 Sep 28 2019 1  
170 Sep 28 2019 1  
171 Sep 28 2019 1  
172 Sep 28 2019 1  
173 Sep 28 2019 1  
174 Sep 28 2019 0  
175 Sep 28 2019 0  
176 Sep 27 2019 0  
177 Sep 27 2019 0  
178 Sep 27 2019 0  
179 Sep 27 2019 0  
180 Sep 27 2019 0  
181 Sep 27 2019 0  
182 Sep 27 2019 0  
183 Sep 27 2019 0  
184 Sep 27 2019 0  
185 Sep 27 2019 0  
186 Sep 27 2019 0  
187 Sep 26 2019 0  
188 Sep 26 2019 0  
189 Sep 26 2019 0  
190 Sep 26 2019 0  
191 Sep 26 2019 0  
192 Sep 26 2019 0

193 Sep 26 2019 1  
194 Sep 26 2019 1  
195 Sep 26 2019 0  
196 Sep 26 2019 0  
197 Sep 25 2019 0  
198 Sep 25 2019 0  
199 Sep 25 2019 1  
200 Sep 25 2019 0  
201 Sep 24 2019 0  
202 Sep 24 2019 0  
203 Sep 24 2019 0  
204 Sep 24 2019 0  
205 Sep 24 2019 1  
206 Sep 24 2019 0  
207 Sep 24 2019 0  
208 Sep 23 2019 1  
209 Sep 23 2019 1  
210 Sep 23 2019 0  
211 Sep 23 2019 0  
212 Sep 23 2019 0  
213 Sep 23 2019 0  
214 Sep 23 2019 0  
215 Sep 23 2019 0  
216 Sep 23 2019 0  
217 Sep 23 2019 1  
218 Sep 23 2019 1  
219 Sep 23 2019 1  
220 Sep 23 2019 1  
221 Sep 23 2019 0  
222 Sep 23 2019 0  
223 Sep 22 2019 0  
224 Sep 22 2019 0  
225 Sep 22 2019 0  
226 Sep 21 2019 0  
227 Sep 21 2019 0  
228 Sep 21 2019 0  
229 Sep 21 2019 0  
230 Sep 21 2019 0  
231 Sep 21 2019 0  
232 Sep 21 2019 0  
233 Sep 21 2019 0  
234 Sep 20 2019 1  
235 Sep 20 2019 0  
236 Sep 20 2019 0  
237 Sep 20 2019 0

238 Sep 20 2019 0  
239 Sep 20 2019 0  
240 Sep 20 2019 0  
241 Sep 20 2019 1  
242 Sep 19 2019 0  
243 Sep 19 2019 0  
244 Sep 19 2019 1  
245 Sep 18 2019 1  
246 Sep 18 2019 1  
247 Sep 17 2019 0  
248 Sep 17 2019 0  
249 Sep 17 2019 0  
250 Sep 17 2019 0  
251 Sep 17 2019 1  
252 Sep 17 2019 1  
253 Sep 17 2019 0  
254 Sep 16 2019 0  
255 Sep 16 2019 0  
256 Sep 16 2019 1  
257 Sep 16 2019 1  
258 Sep 16 2019 0  
259 Sep 15 2019 0  
260 Sep 15 2019 0  
261 Sep 14 2019 0  
262 Sep 14 2019 1  
263 Sep 13 2019 0  
264 Sep 13 2019 0  
265 Sep 12 2019 1  
266 Sep 12 2019 0  
267 Sep 12 2019 0  
268 Sep 12 2019 0  
269 Sep 12 2019 0  
270 Sep 12 2019 0  
271 Sep 12 2019 0  
272 Sep 12 2019 1  
273 Sep 12 2019 1  
274 Sep 11 2019 0  
275 Sep 11 2019 0  
276 Sep 11 2019 0  
277 Sep 11 2019 0  
278 Sep 11 2019 0  
279 Sep 11 2019 0  
280 Sep 11 2019 0  
281 Sep 11 2019 0  
282 Sep 11 2019 0

283 Sep 11 2019 0  
284 Sep 10 2019 0  
285 Sep 10 2019 1  
286 Sep 09 2019 0  
287 Sep 09 2019 1  
288 Sep 09 2019 1  
289 Sep 08 2019 0  
290 Sep 08 2019 1  
291 Sep 07 2019 0  
292 Sep 07 2019 0  
293 Sep 07 2019 0  
294 Sep 07 2019 0  
295 Sep 06 2019 0  
296 Sep 06 2019 0  
297 Sep 06 2019 0  
298 Sep 06 2019 0  
299 Sep 06 2019 0  
300 Sep 05 2019 0  
301 Sep 05 2019 0  
302 Sep 05 2019 0  
303 Sep 05 2019 0  
304 Sep 05 2019 1  
305 Sep 05 2019 1  
306 Sep 05 2019 1  
307 Sep 05 2019 1  
308 Sep 05 2019 1  
309 Sep 05 2019 1  
310 Sep 05 2019 1  
311 Sep 05 2019 0  
312 Sep 05 2019 0  
313 Sep 05 2019 0  
314 Sep 04 2019 1  
315 Sep 04 2019 0  
316 Sep 04 2019 0  
317 Sep 04 2019 0  
318 Sep 04 2019 0  
319 Sep 04 2019 0  
320 Sep 04 2019 0  
321 Sep 04 2019 0  
322 Sep 04 2019 0  
323 Sep 04 2019 0  
324 Sep 04 2019 0  
325 Sep 04 2019 1  
326 Sep 04 2019 1  
327 Sep 04 2019 1

328 Sep 04 2019 1  
329 Sep 04 2019 1  
330 Sep 04 2019 0  
331 Sep 04 2019 0  
332 Sep 04 2019 0  
333 Sep 04 2019 0  
334 Sep 04 2019 0  
335 Sep 03 2019 1  
336 Sep 03 2019 1  
337 Sep 03 2019 1  
338 Sep 03 2019 1  
339 Sep 03 2019 1  
340 Sep 03 2019 1  
341 Sep 03 2019 0  
342 Sep 03 2019 0  
343 Sep 03 2019 0  
344 Sep 03 2019 0  
345 Sep 03 2019 0  
346 Sep 03 2019 0  
347 Sep 03 2019 0  
348 Sep 03 2019 0  
349 Sep 03 2019 0  
350 Sep 03 2019 0  
351 Sep 03 2019 0  
352 Sep 03 2019 0  
353 Sep 03 2019 0  
354 Sep 03 2019 0  
355 Sep 03 2019 0  
356 Sep 03 2019 0  
357 Sep 03 2019 0  
358 Sep 03 2019 0  
359 Sep 03 2019 0

Responses

322  
490  
595  
89  
806  
255  
29  
359  
**2681**  
**115**

Responses

Other (please specify)	Tags
Othello event	
Seattle Children's event	
hosted event	
work	
horizon hou resident	
horizon hou resident	
FHIA	
FHIA	
FHIA	
FHIA	
horizon hou resident	
mr. dixon	

did not specify  
district 5 event - northgate  
did not specify  
did not specify  
did not specify  
mail  
mail  
FHIA  
FHIA  
FHIA  
FHIA  
Horizon house resident  
Horizon house Resident  
FHIA  
Horizon house resident  
Horizon house resident  
Posting at Merrill Gardens  
Work  
Coworker  
FHIA  
Did not specify  
lol  
Merrill Gardens First Hill  
hi  
did not specify  
neighbor  
did not specify  
did not specify  
did not specify  
neighbor  
did not specify  
did not specify  
my council member  
picked it up @ cheese plates  
walking by  
walking by  
visit family  
KCTS Channel 9  
rights  
D4 Budget town hall  
table at budget meeting

D5 Forum  
walking by  
community center event  
n/a  
email  
farmers market  
farmers market  
farmers market  
farmers market  
farmer market stall  
neighborhood group  
didnt hear about it  
FHIA  
Amistad  
Amistad School  
Broadview Ale House  
Broadview Ale House  
church  
church  
church  
church  
church  
Luther memorial church  
church  
church  
LMLC  
neighbor  
neighbor  
handing out info  
church  
church  
luther memorial  
LMLC  
Broadview Thomson  
Broadview Thomson  
Broadview Thomson  
Broadview Thomson  
email  
130TH/145TH Light Rail Station Planning Meeting  
Broad-view Thomson  
Broadview Thomson  
Broad-view Thomson  
neighbor  
Apt Managment  
co-worker

Broad-view Thomson  
Broadview Thomson  
Church  
all  
SPL  
teacher  
teacher  
teacher  
MERCER MS  
Email  
Facebook group posting  
City Council Member email  
Next door Holly  
Councilmember Lorena Gonzalez  
Councilmember Lorena Gonzalez  
6th Ave Greenway Neighborhood Posters and Facebook Group  
e-mail notice  
Seattle City Council Member  
a journalist's Twitter  
by accident cruising the web  
email from Councilmember Gonzalez  
Queen Anne Community Council  
Lorena Gonzalez  
Email from City Council members  
district council member  
email from Councilmember Lorena Gonzalez  
city council  
Lorena Gonzales email though I'm not in her district  
email fro City Council rep  
Council member Gonzales  
Email list at work  
news. please stop wasting city money. we dont need any of this  
West Seattle Blog  
Councilmember email  
email from councilwoman gonzalez  
Email from a city councilmember  
Lorena Gonzales email  
email from Lorena  
City Councilmembers Herbold and Gonzalez  
Lorena Gonzalez newsletter  
CM newsletter  
Last minute e-mail - outreach is terrible!  
My city council member's email  
Work email  
email from Lorena González

Council member newsletter  
West Seattle Blog  
Lorena Gonzalez  
Coworker  
The link was posted to a mailing list at my work.  
From Lorena Gonzalez e-mail  
internal email  
City Councilor newsletter  
email  
neighbor  
QACC  
West Seattle blog  
Work email for college campus  
Neighbor  
As a homeowner, we need to correct the lack of infrastructure and safety in this area. After escalating i  
West Seattle Blog  
Seattle Neighborhood Greenways  
Door-to-door canvassing  
It was written in Sidewalk chalk by mailbox  
Side walk chalk by mailbox  
Side walk chalk by mailbox  
The Evergrey  
Biking e-news  
Email and West Seattle Blog  
District 5 Deborah Juarez email  
West Seattle Blog  
WestSeattleBlog.com  
Wsb  
west seattle blog  
HPAC  
West Seattle Blog  
News source: West Seattle Blog  
Neighbors  
West Seattle Blog  
West Seattle Blog  
West Seattle Blog  
Twitter  
The Everygrey  
My Ballard publication  
Laura J!  
Laura J!  
The Evergrey Newsletter  
MyBallard.com  
The Evergrey Newsletter  
Nextdoor.com

The Evergrey  
just know  
The Evergrey  
Email I  
neighborhood blog  
Laurelhurst CC email  
My Ballard Website  
Nextdoor  
Nextdoor App  
Seattle City Council EMail  
I work for the City of Seattle & I saw a flyer  
Laurelhurst E-Mail  
Queen Anne Transportation Committee mtg  
Friends of the Delridge Triangle  
My Ballard  
Myballard.com  
e-mail from JCCCW  
Seattle Bike Blog  
MyBallard  
Myballard website  
email from City  
Co-worker posted on office internal website  
OCPD Newsletter  
MyBallard.com  
neighborhood email group  
News  
Newsletter from city councilmemeber  
myballard.com  
Work  
my work told me to fill this out  
West Seattle blog  
Local group table set up on the route  
Nextdoor post  
Email  
NextDoor  
Lorena Gonzalez email  
Lorena Gonzalez email  
Lorena Gonzalez email  
Neighbors  
Lorena Gonzalez email  
Lorena Gonzalez email  
neighbors  
Council member email  
Council member email  
Lorena Gonzales email

Public official newsletter  
City councilmember email  
School PTA  
First Hill Improvement Association  
Nextdoor Leschi  
Co-worker  
PSA on NextDoor  
Nextdoor.com  
NextDoor  
Neighbor  
neighbor  
First Hill Improvement Association  
Facebook post possible an ad  
Coworker  
Seattle Neighborhood Group  
District 4 Budget Townhall  
Activists standing on a bike corner of Leary  
Neighbor  
Neighborhood email  
Neighborhood group  
Covfefe dream  
Nextdoor  
Jccw  
People who were canvassing  
Queen Ann News (weekly paper)  
Nextdoor  
Someone handed me a flyer while biking in Frelard  
email notification  
Volunteers standing along 6th Ave Greenway route  
Previous Employee  
queen anne news  
Magnolia newspaper  
Council Representative's newsletter  
Neighbor group  
Local bussiness  
Nextdoor  
West Seattle Blog  
Nextdoor  
Nextdoor website  
nextdoor.com  
email  
Randy Wiger at Parks  
Email message from neighborhood organizer  
Email  
Email

coworker  
neighbor  
Rally at Admiral/45th AND WSB  
Neighbor  
Councilmember Herbold constituent email  
blog  
email  
Neighbors  
West Seattle Blog  
Herbold  
city budget event  
Nextdoor  
West Seattle blog  
neighborhood advocacy  
NextDoor app  
npr-kuow  
My Ballard Twitter  
West Seattle blog  
myballard.com  
Neighbor  
myballard.com  
West Seattle Blog  
VP Meadowbrook Community Council  
West Seattle Blog  
west seattle blog  
myballard.com  
West Seattle Blog  
First Hill Improvement Association  
MyBallard Blog  
my Ballard  
MyBallard Blog  
Local News (Online)  
Next door Neighborhood (online)  
MyBallard.com  
My Ballard  
myballard.com  
News  
myballard.com  
MyBallard.com  
MyBallard blog  
King 5 article  
King 5 Story  
news article  
west seattle blog  
king county local services serving White Center

Nextdoor  
King5  
email  
West Seattle Blog  
Channel 5  
Neighborhood Facebook group  
West Seattle blog  
West Seattle Blog  
West Seattle Blog  
West Seattle Blog  
Neighbor  
West Seattle Blog  
west seattle blog  
Neighborhood email group  
West Seattle Blog  
WestSeattleBlog  
Queen Anne News  
West Seattle Blog  
west settle blog  
West Seattle blog  
Email from DON  
West Seattle Blog  
Online







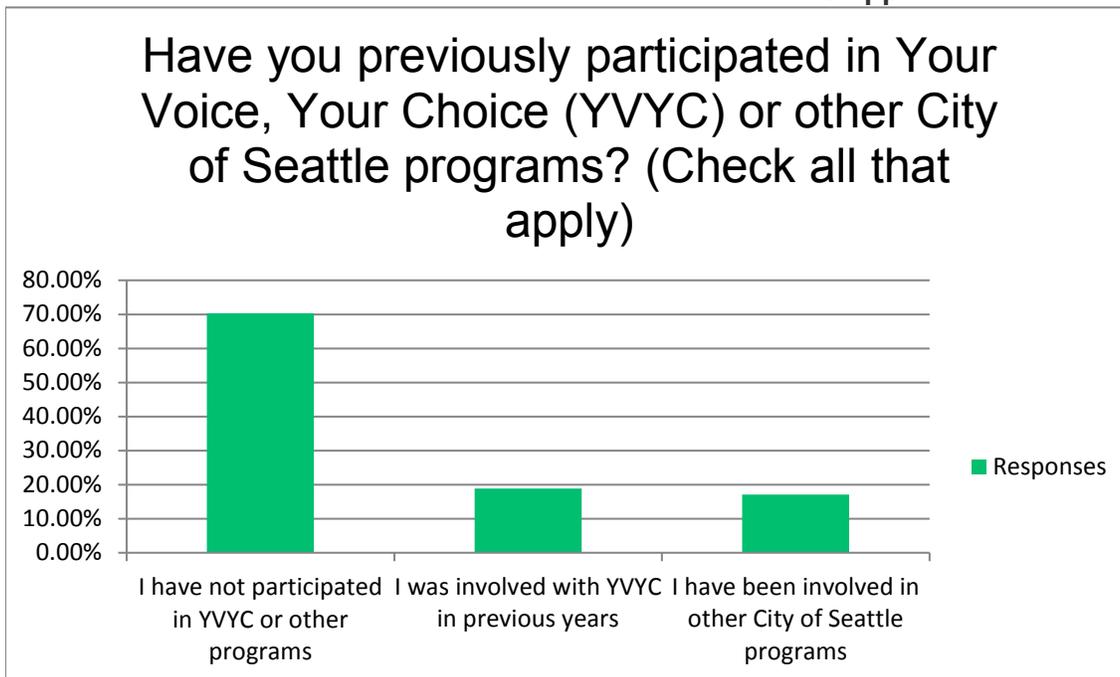


multiple safety and health issues to our representatives, we became aware of the forum.

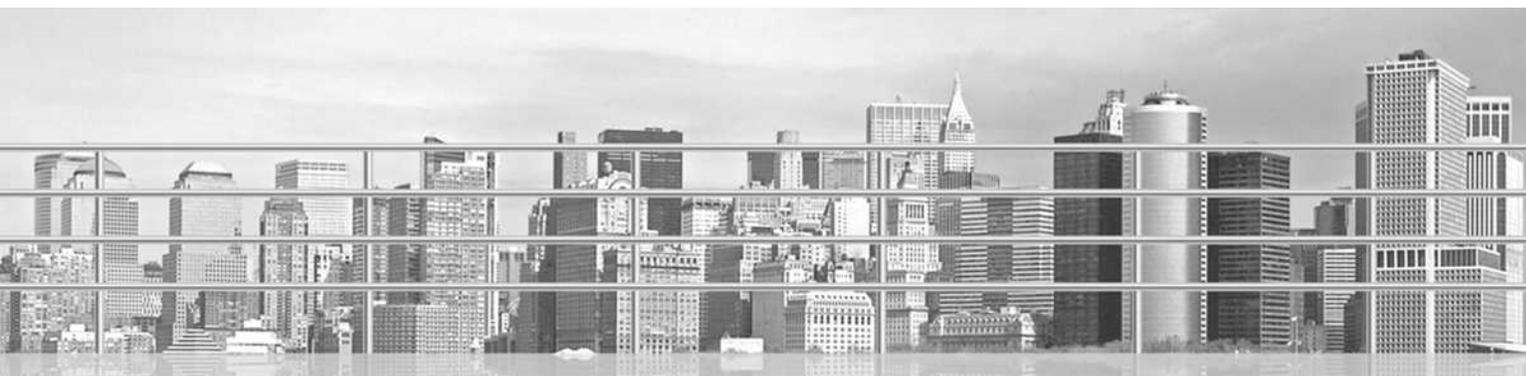
## Your Voice, Your Choice: 2019 Voter Survey

### Have you previously participated in Your Voice, Your Choice (YVYC) or other City of S

Answer Choices	Responses	
I have not participated in YVYC or other programs	70.37%	1781
I was involved with YVYC in previous years	18.85%	477
I have been involved in other City of Seattle programs	17.11%	433
	<b>Answered</b>	<b>2531</b>
	<b>Skipped</b>	<b>265</b>

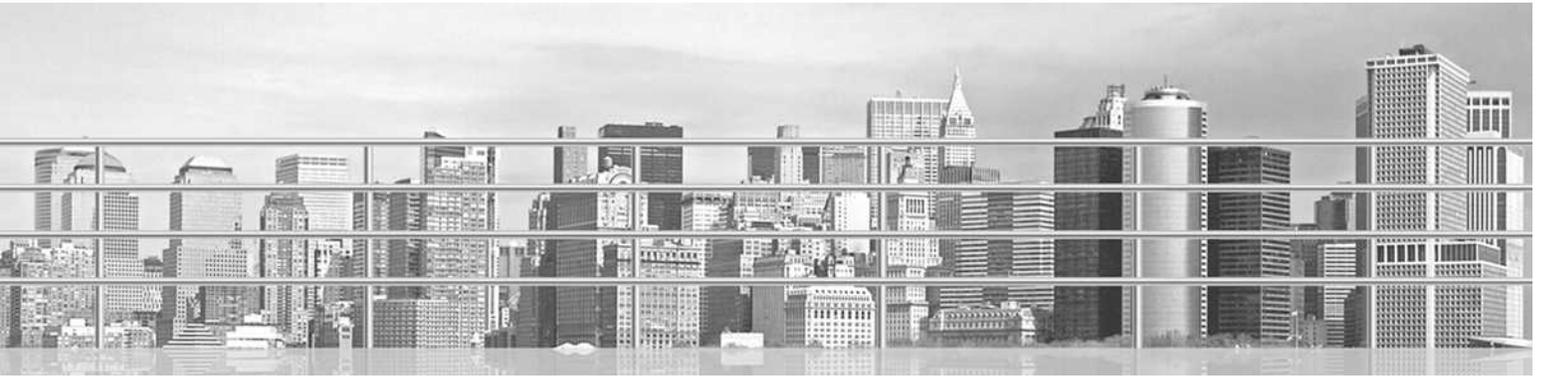


**eattle programs? (Check all that apply)**



Black Brilliance Research Project

# **APPENDIX E: INDIVIDUAL PROJECT REPORTS**



Black Brilliance Research Project

# **COMMUNITY NEEDS ASSESSMENT SURVEY ENGLISH LANGUAGE VERSION**

## COMMUNITY THRIVING MINI-SURVEY: English Language Version

This summer, King County Equity Now and Decriminalize Seattle presented a 2020 Blueprint for Police Divestment and Community Reinvestment. One of the main features was the creation of a Black-led collaborative research program to conduct a rigorous analysis of what exactly creates true community safety and health for all residents in Seattle and the surrounding areas. This research is a part of that plan, community members have been meeting to do this research. **This survey is open to anyone who is interested. It should take about 10 minutes to complete.** We'll use your answers to help connect people to community resources. We will use this unpaid survey to invite people to paid community conversations, research, or other events. We'll ask your permission for how to share your information, if at all. You do not have to agree to share your information to get paid for your work.

1. **What is your name? (e.g., Henri Dikongué).** \_\_\_\_\_

2. **So that we can follow-up with people who answer the survey, we're asking for your email address.**  
Note: We will not share it for any other purpose unless you give us your clear permission.

Email Address: \_\_\_\_\_

3. **We know not everyone uses email. Please provide your phone number.** Providing your phone number for text messages allows us to send you invites to surveys via text.

Phone #: \_\_\_\_\_ Number for text (Standard messaging rates apply): \_\_\_\_\_

4. **How did you get referred to this survey?**

- |  |  |
|--|--|
| <input type="checkbox"/> Decriminalize Seattle (coalition)   | <input type="checkbox"/> Media or news                 |
| <input type="checkbox"/> King County Equity Now (coalition)  | <input type="checkbox"/> Flyer or doorhanger           |
| <input type="checkbox"/> Community Based Organization        | <input type="checkbox"/> Social media                  |
| <input type="checkbox"/> Family, friend, or community member | <input type="checkbox"/> Other, please describe: _____ |

5. **Do you want us to contact you about future research opportunities?**

Note: If you answer yes, we will add you to our list of interested people to invite to surveys, focus groups, etc.

- |   |   |
|---|---|
| <input type="checkbox"/> Yes, please invite me to paid research                     | <input type="checkbox"/> Yes, please invite me to research for local small businesses       |
| <input type="checkbox"/> Yes, please invite me to unpaid research                   | <input type="checkbox"/> Yes, and I only want to participate in remote or online activities |
| <input type="checkbox"/> Yes, please invite me to research that could affect policy | <input type="checkbox"/> No, please don't invite me to any research                         |

6. **What language(s) do you understand? Please select all that apply.**

- |   |                                   |                                   |  |
|---|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> English  | <input type="checkbox"/> Russian  | <input type="checkbox"/> Ukrainian             |
| <input type="checkbox"/> Amharic                | <input type="checkbox"/> Korean   | <input type="checkbox"/> Somali   | <input type="checkbox"/> Vietnamese            |
| <input type="checkbox"/> Arabic                 | <input type="checkbox"/> Laotian  | <input type="checkbox"/> Spanish  | <input type="checkbox"/> Something else: _____ |
| <input type="checkbox"/> Cambodian/ Khmer       | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Tagalog  | _____  |
| <input type="checkbox"/> Cantonese              | <input type="checkbox"/> Oromo    | <input type="checkbox"/> Tigrinya | _____  |

7. **Sometimes we hire people to answer research questions, design reports, or provide translations. If we were to pay you, what would be your preferred method of payment? Please select all that apply.**

- Bank account
- Cash
- Check
- CashApp, please include your CashApp: \_\_\_\_\_
- PayPal, please include your PayPal email: \_\_\_\_\_
- Venmo, please include your Venmo: \_\_\_\_\_
- Zelle, please include your Zelle: \_\_\_\_\_
- Something else, please describe: \_\_\_\_\_

The Blueprint plans for specific budgets to meet people's needs and help them do their best work. There is budget to support community's needs during this pandemic for things like masks, childcare, disability support, transportation, nutrition, cash assistance. The next questions will ask you about specific needs you may have. We can use your answers to advocate for community needs or to send you information about resources. If you do not want to answer questions about needs you may have, skip questions 8-18.

8. **If provided, would you use a free unlimited ORCA card (free for bus, light rail, train, Access, water taxi, monorail, streetcar) valid on all major transit providers?**

- Yes
- No

9. **Do you have transportation needs?**

- Yes
- No

10. **Do you have any disabilities that will make it hard for you to participate in the research?** We ask this so we can ask you more about which specific supports would help you do your best work.

- Yes
- No

11. **Do you have nutrition needs? (e.g. food)**

- Yes
- No

12. **Do you have hardware needs? (e.g. tablet, recorder, etc.)**

- Yes
- No

13. **Do you have internet needs? (e.g., high speed internet)**

- Yes
- No

14. **Do you take care of children who are under the age of 18?**

- Yes
- No

15. **Do you take care of children who attend public school (in-person or online)?**

- Yes
- No

16. **Do you have childcare needs?**

- Yes
- No

17. **Do you have other needs?**

- Yes
- No

**18. What resources would help you to do your best work? Check all that apply.**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Gas money   | <input type="checkbox"/> Baby formula or food  | <input type="checkbox"/> Simple laptops  |
| <input type="checkbox"/> Free ORCA card  | <input type="checkbox"/> Groceries money   | <input type="checkbox"/> Tablets   |
| <input type="checkbox"/> High-speed internet   | <input type="checkbox"/> Headset or headphones                                       | <input type="checkbox"/> Simple smartphone   |
| <input type="checkbox"/> Ridehailing service (e.g., Uber, Lyft, Taxi)  | <input type="checkbox"/> Accessible transportation (e.g., Wheelchair-accessible bus) | <input type="checkbox"/> Buildings are accessible (e.g., ramps, larger doors, automatic doors) |
| <input type="checkbox"/> Hotspots (internet you can take with you)   | <input type="checkbox"/> Data plans for phones or tablets                            |  |
| <input type="checkbox"/> Money to pay or help finding childcare provider or tutor (Please tell us the number and ages of children) |  |  |
| <input type="checkbox"/> Help finding a childcare provider or tutor (Please tell us the number and ages of children) _____         |  |  |
| <input type="checkbox"/> Additional resources: _____   |  |  |

**19. Do you own a business?**

- Yes  No

**20. Are you part of a community-based organization?**

- Yes  No

**21. We are reaching out to organizations that help create true community safety and community health. Does this describe your organization?**

- Yes  Maybe  No

**Demographic Questions:** We have a couple of questions that let us know how we've done so far in reaching people. Please answer these so we can see how well we've done reaching community members.

**22. How old are you?**

- |                                   |                                |                                |                                |                                       |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> Under 18 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> 85 and older |
| <input type="checkbox"/> 18-24    | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75-84 |                                       |

**23. We know these categories do not accurately reflect the rich complexity of humanity. They do help us get a sense of who we're hearing from and give us some insight into our outreach efforts.**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> American Indian or Alaskan Native         | <input type="checkbox"/> Black or African American           | <input type="checkbox"/> Hispanic or Latinx |
| <input type="checkbox"/> Asian or Asian American                   | <input type="checkbox"/> Native Hawaiian or Pacific Islander | <input type="checkbox"/> White              |
| <input type="checkbox"/> Something else (please let us know) _____ |  |   |

**24. We sometimes create focus groups based on affinity. Please check all that apply.**

- Female      Male      Gender(s) not listed here      LGBTQ+      None of these

**25. Are you from Seattle?**

- Yes  It's complicated  No

**26. What is your zip code? \_\_\_\_\_ (leave blank if unsure)**

**27. What best describes your living situation? Please check all that apply.**

- At night, I usually don't have a regular place I sleep (for example, I sleep at hotels, in cars, at shelters, or sleep on friends' houses)
- I live in a house
- I live in an apartment building
- I live somewhere else, please describe: \_\_\_\_\_
- I live in a nursing home or assisted living building
- I live in a dorm or student housing

**28. Are you currently registered to vote in Washington state? We'll use your answer here only to help us send you relevant surveys.**

- Yes
- Unsure
- No

**There are several related research projects happening right now. Some are by local governments or businesses.**

**29. Do you want us to share your email with any of the following parties?**

- Yes, share my email address with free programs that can directly meet any needs I mentioned on this survey
- Yes, share my email for local events in my community
- Yes, share my email with the City of Seattle (e.g., Mayor's Office, City Council)
- Yes, share my email with my city government (based on my zip code)
- Yes, share my email with local small businesses
- Yes, share my email with local non-profits
- No, do not share my email with any of these

**30. If you want us to share your email with local small businesses, what type of businesses? Select all that apply.**

- Disadvantaged
- American Indian or Alaskan Native-owned
- Native Hawaiian or Pacific Islander-owned
- LGBTQ+-owned
- Asian or Asian American-owned
- White-owned
- Veteran-owned
- Black or African American-owned
- Something else, please let us know: \_\_\_\_\_
- Women-owned
- Hispanic or Latinx-owned

**31. Would you like to be added to our list for updates?**

- Yes, please add me to King County Equity Now Black Joy Newsletter
- Yes, please add me to this research team's updates list
- No, thanks

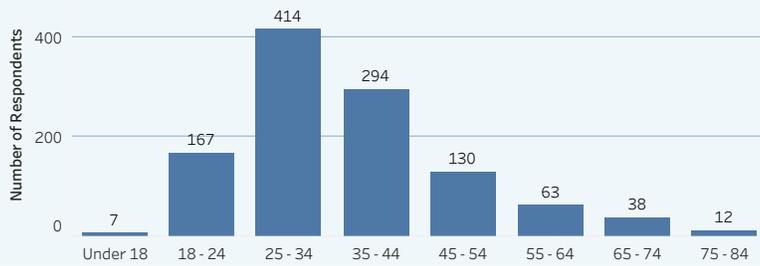
**32. If you could reinvest \$200 million into creating more community safety and health, where would you invest it?**

**33. Anything else you want to share with us?**

Thank you for completing this survey.

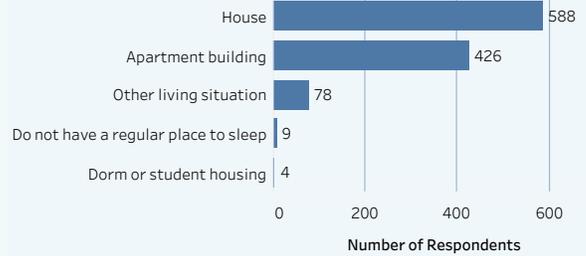
# Black Brilliance Research Project: Survey Respondent Demographics

## Age



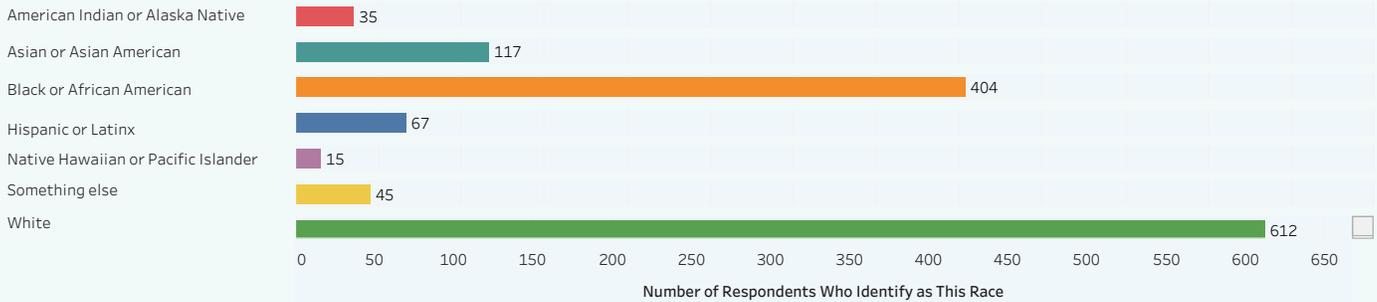
Note: Respondents also had the option to select "85+".

## Living Situation



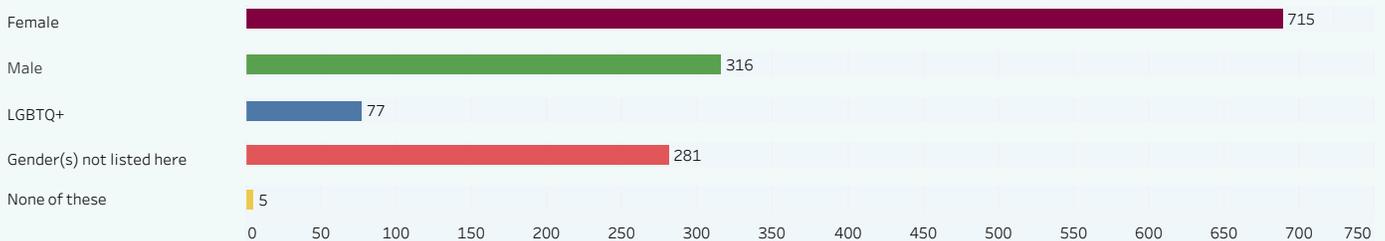
Note: Respondents also had the option to select "Nursing home or assisted living building." See the "Other Living Situation" list for write-in responses.

## Race



Note: Respondents selected every racial identity that they belong to from the list of six identities, and/or wrote in any identities that were not listed. In the above chart, respondents are counted in every category that they selected. (For example: if they checked both "White" and "Asian or Asian American", they are counted as one of the 117 Asian/Asian American respondents AND as one of the 612 white respondents.) See the "Other Race" list to see the racial identities of respondents who selected "Something else".

## Gender & Sexuality

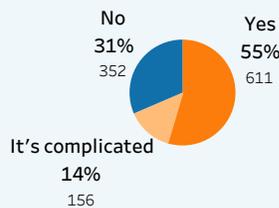


## Languages

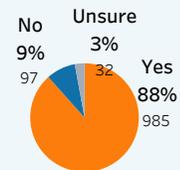
Respondents were asked to choose every language they understand from a list. Most respondents (776) only understand English. The most common language combinations was English and Spanish (74 respondents), followed by English and Somali (52 respondents).

See the "Languages" list for a complete list of languages understood/spoken by respondents, and the "Other Language" list for additional languages that respondents wrote in.

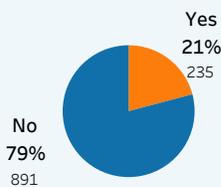
### Are you from Seattle?



### Are you registered to vote?



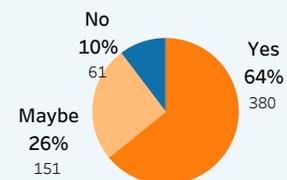
### Do you own a business?



### Are you part of a community-based organization?



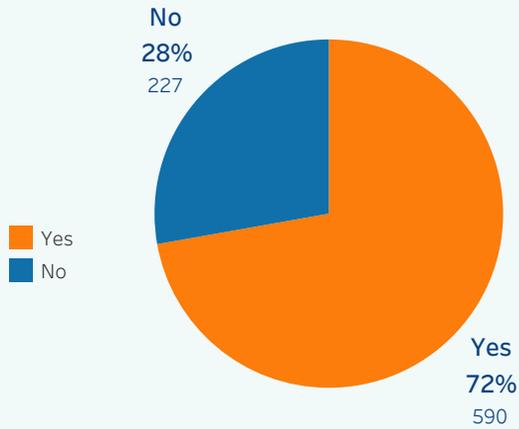
### Does your org work to create community safety/health?



# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses: If provided, would you use a free unlimited ORCA card?

## If provided, would you use a free unlimited ORCA card?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

### Age Group

All

### Racial Group

All

### Language(s) Understood

All

## What resources would help you do your best work?

Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

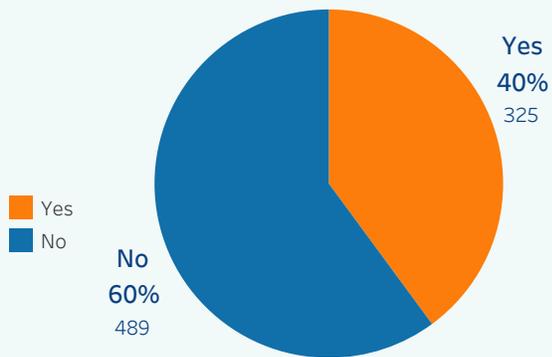
Accessible Transportation (e.g., wheelchair-accessible bus)	23	Help finding a childcare provider or tutor	43
Baby Formula or Food	19	High-speed internet	192
Buildings are accessible (e.g., ramps, larger doors, automatic doors)	34	Hotspots (internet you can take with you)	184
Data plans for phones and tablets	99	Money to pay my childcare provider or tutor	84
Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have transportation needs?

Do you have transportation needs?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

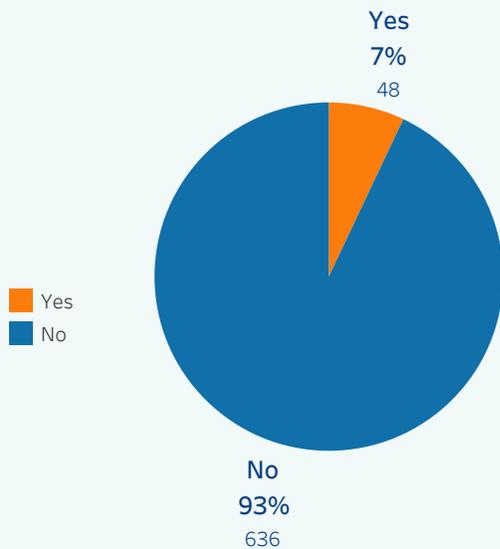
Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

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Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses: Do you have any disabilities that will make it hard for you to participate in th..

## Do you have any disabilities that will make it hard for you to participate in the research?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

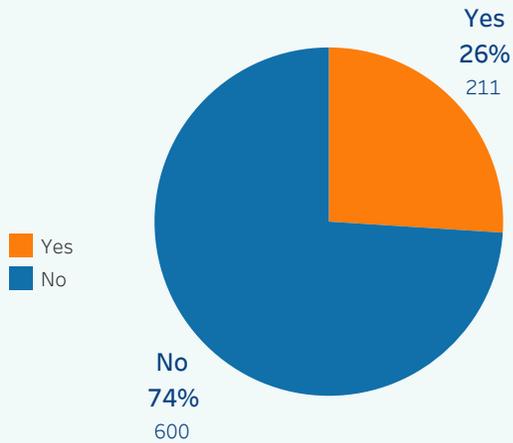
Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

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Data plans for phones and tablets	99	Money to pay my childcare provider or tutor	84
Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have nutrition needs (e.g., food)?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

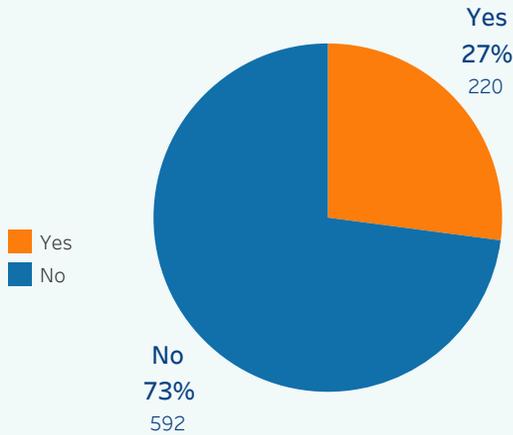
Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

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Data plans for phones and tablets	99	Money to pay my childcare provider or tutor	84
Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have hardware needs (i.e. tablet, recorder, etc.)?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

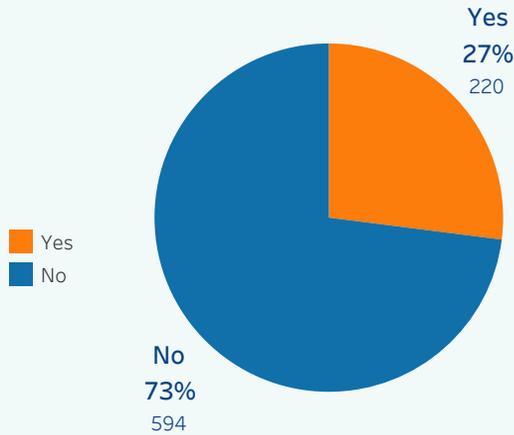
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Baby Formula or Food	19	High-speed internet	192
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Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have any internet needs (e.g., high speed internet)?

Do you have any internet needs (e.g., high speed internet)?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

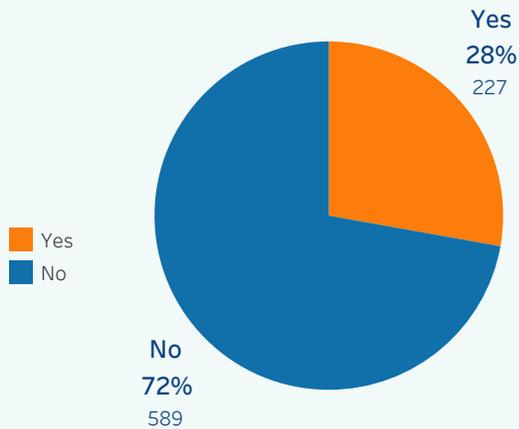
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Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses: Do you take care of children who are under the age of 18?

Do you take care of children who are under the age of 18?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

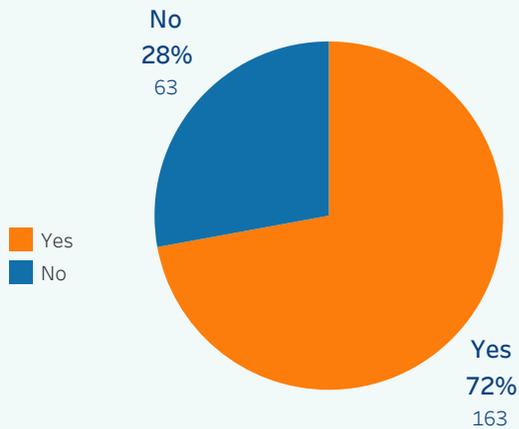
Accessible Transportation (e.g., wheelchair-accessible bus)	23	Help finding a childcare provider or tutor	43
Baby Formula or Food	19	High-speed internet	192
Buildings are accessible (e.g., ramps, larger doors, automatic doors)	34	Hotspots (internet you can take with you)	184
Data plans for phones and tablets	99	Money to pay my childcare provider or tutor	84
Free ORCA Card	258	Ridehailing service (e.g. Uber, Lyft, Taxi)	115
Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you take care of children who attend public school (in-person or on-line)?

Do you take care of children who attend public school (in-person or on-line)?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

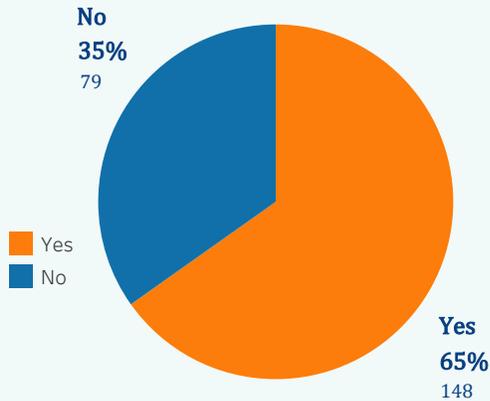
Accessible Transportation (e.g., wheelchair-accessible bus)	23	Help finding a childcare provider or tutor	43
Baby Formula or Food	19	High-speed internet	192
Buildings are accessible (e.g., ramps, larger doors, automatic doors)	34	Hotspots (internet you can take with you)	184
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Gas Money	234	Simple laptops	144
Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have childcare needs?

Do you have childcare needs?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

Age Group

All

Racial Group

All

Language(s) Understood

All

## What resources would help you do your best work?

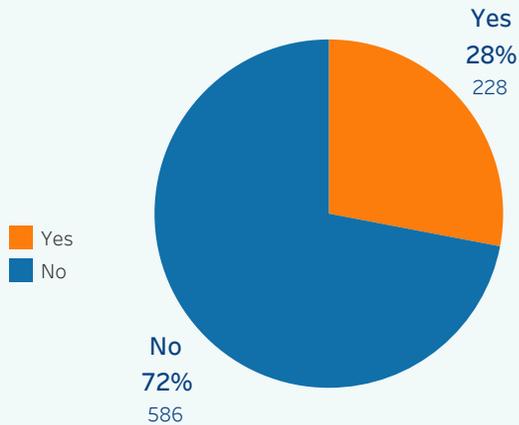
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Groceries Money	240	Simple smartphone	48
Headset or Headphones	117	Tablets	131

# Black Brilliance Research Project: Community Needs Assessment Survey

Select a question from the dropdown menu to the right to view responses:

Do you have other needs?



You can view different subsets of the data by age, racial, and language group by adjusting these filters. For example, to see what percentage of people who identify as Black or African American have Internet needs, open the "Racial Group" dropdown menu, deselect every option except "Black or African American", then click Apply. The pie chart will then update to show ONLY respondents who identified as Black or ..

**Age Group**

All

**Racial Group**

All

**Language(s) Understood**

All

## What resources would help you do your best work?

Respondents were asked to select all the resources that they would need to successfully conduct community research. The table below shows the number of people who selected each resource. Many respondents also indicated that they could use "Additional..

Accessible Transportation (e.g., wheelchair-accessible bus)	23	Help finding a childcare provider or tutor	43
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## Black Trans Prayer Book

# **AUTHOR READING: BLACK TRANS PRAYER BOOK**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

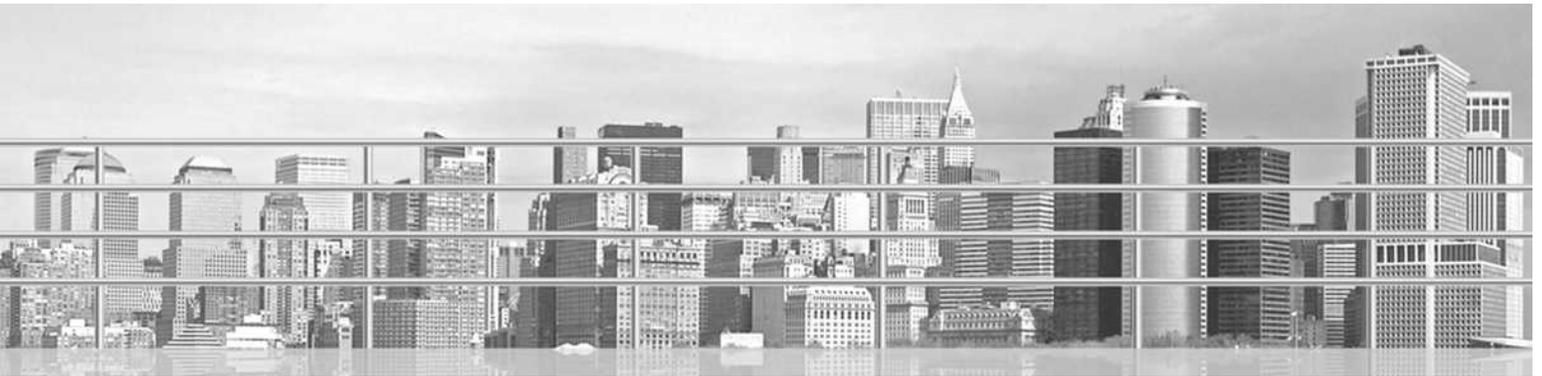
How the questions  
were answered

Case Study

**Author Reading: Black Trans Prayer Book | J Mase III & Lady Dane Figueroa Edidi | The Seattle Public Library - Online Event**

URL Link:

<https://www.facebook.com/1824738120926400/videos/825098368333336>



Black Trans Prayer Book

# THE BLACK TRANS PRAYER BOOK

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study

The Black Trans Prayer Book, led by J Mase III & Lady Dane Figueroa Edidi is a collaborative creation of healing tools for Black Trans folks that comes in the form of literature, film and workshops/community education. Through these various mediums we address religious based violence as it impacts Black Trans, Non-Binary and Gender Non-Conforming folks directly; we offer historical and theological analysis that makes clear the relationship between white supremacy and trans antagonism; and we provide spaces for Black Trans, Non-Binary & Gender Non-Conforming folks to survive these traumas.

As part of the Black Brilliance Research Project, we have been developing our feature length documentary, The Black Trans Prayer Book: A Performative Documentary, which centers the theology and spiritual needs of Black Trans/NB/GNC people. Working with community members in the PNW and around the country, we are filming Black Trans/NB/GNC folks of various faith traditions on their experiences with religious spaces and in reclaiming spirituality. This feature length film is due to be finished in 2022.

Additionally, we have been distributing a survey on accountability, and violence within religious spaces for the general population which will be used to compile a book in the coming year as a theology for survivors of violence. We have a goal of 200 survey takers and will hit this goal by Jan 15th

In the coming weeks, on Jan 15th, we will be hosting our 3rd annual #TransphobiasASin campaign, which has had participants from 6+ countries on 3 continents and a goal of at least 2k individual posts across social media. With the intention of disrupting anti-Trans religious based violence, this event will involve congregations of various religious backgrounds, folks forced out of religious institutions, and individuals invested in creating safer communities of faith with an analysis around anti-Trans violence.

In February, we will be hosting public performances and workshops through Vanderbilt University, Cal Poly Pomona, Middle Collegiate Church, WaNaWari & the Seattle Public Library among other spaces that will cover Black Trans Liberation Theologies, Theology for Survivors of Violence, Faith's relationship to the criminalization of Black/Brown/Indigenous Trans people and more.



Black Trans Prayer Book

# WHAT COMING OUT AS TRANS TAUGHT ME ABOUT ISLAMOPHOBIA

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study

## **What Coming Out as Trans Taught Me About Islamophobia | J Mase III | TEDxLosGatos**

URL Link:

[https://www.youtube.com/watch?time\\_continue=5&v=j6rhGl83jV8&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=5&v=j6rhGl83jV8&feature=emb_logo)



Bridging Cultural Gaps

# FROM POLICE INVEST IN COMMUNITY

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Storymapping  
Surveys



## Black Brilliance Research Project

Good morning, my name is Anthony Powers and I am the Project Manager for the end of year research project for BCG, Bridging Cultural Gaps, and the Black Brilliance Research Project.

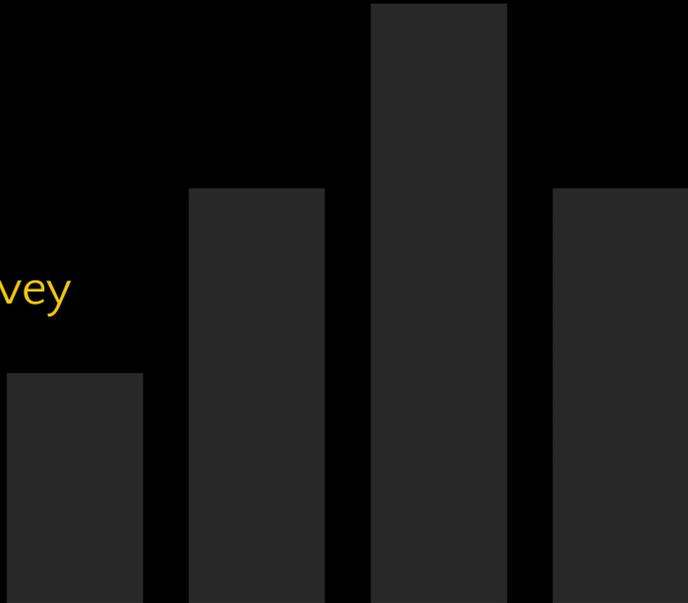
We'd like to thank Seattle City Council for providing us this opportunity and for the great partnership with KCEN (King County Equity Now) without whom none of this would have been possible.

As you will see in the following video, we hit the ground running designing and conducting customized surveys surrounding Housing, Youth, Black Owned Businesses and Mental Health in the greater Seattle area.

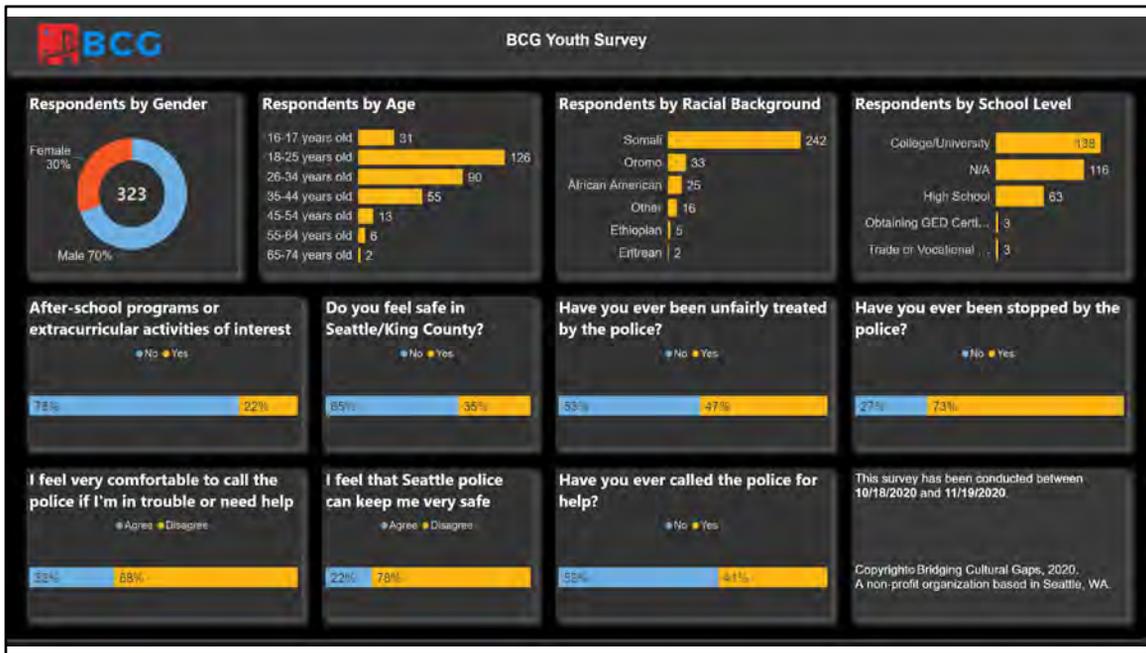


Through our engagement with the community our team of 19 people reached well over 30,000 in a three month period. We also carried out a multitude of Podcasts, that matched the survey topics, Barbershop Conversations, Community Virtual Townhalls and more.

## BCG Youth Survey



We utilized Power BI to do the data analysis around our surveys so that we could do a deep dive in finding the solutions that face our community, according to our community.

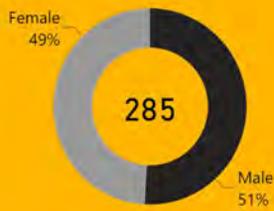


Some of the things that we heard from our youth is that they do not have the resources that they need to thrive here in Seattle. We'd like to see investments in our At Promise Youth, because with the right approach and adequate opportunity they can thrive.

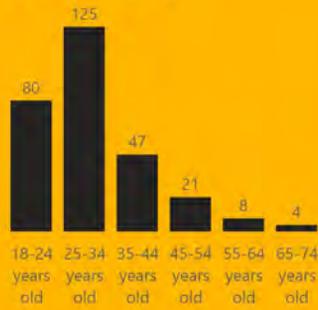
# BCG Housing Survey



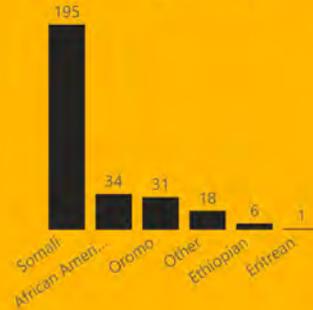
Respondents by Gender

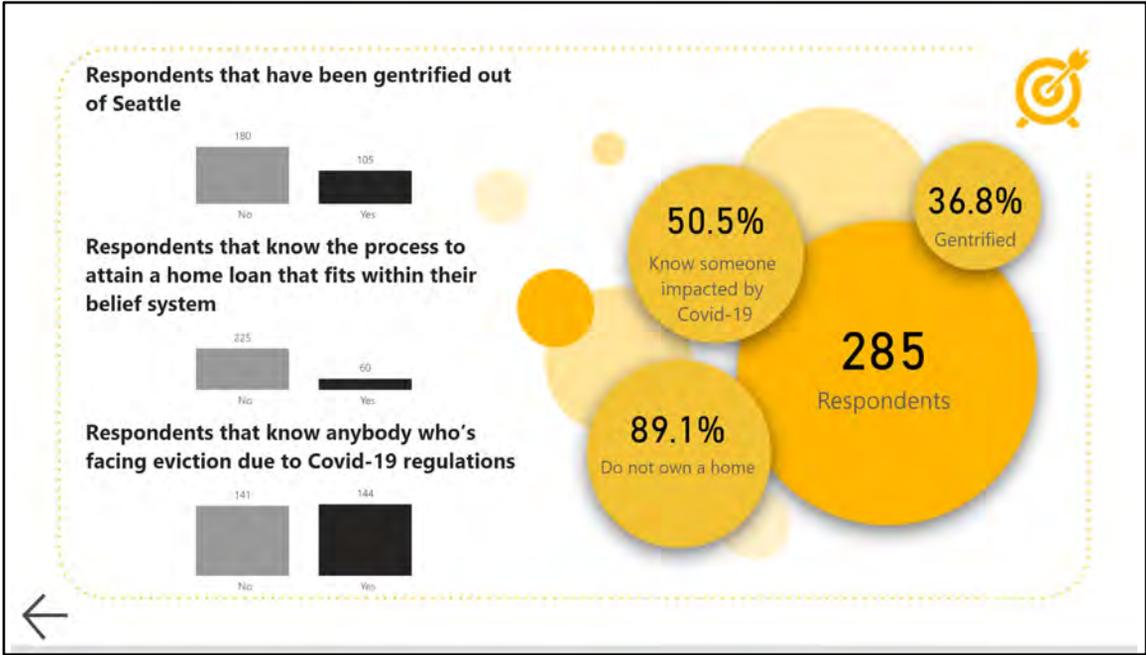


Respondents by Age

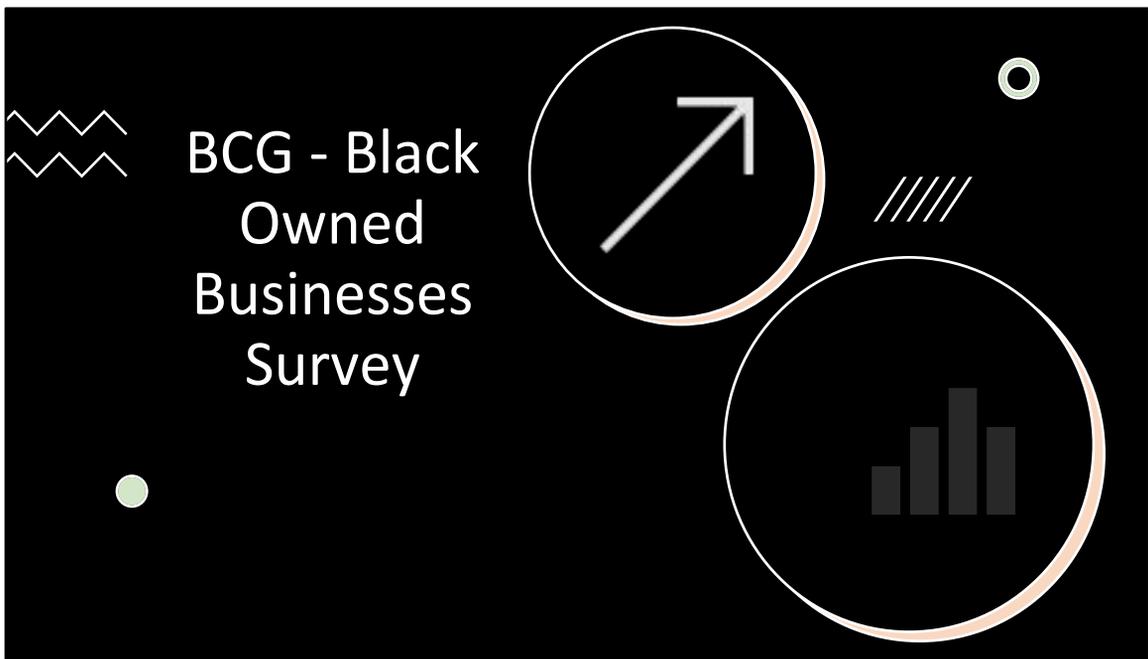


Respondents by Ethnicity





Seattle is the third most gentrified city in America, so it wasn't a surprise to learn that over a third had been gentrified and over half know someone who has been directly impacted with their housing situation due to COVID.

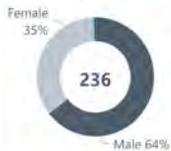


Black owned business have gotten the short end of the stick with COVID-19 business relief assistance programs. In addition to our survey, Bridging Cultural Gaps also embarked on a promotional campaign to help bring awareness to Black owned business in an attempt to generate revenue for them and help get them through these trying times.

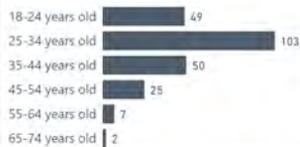


### Black Owned Businesses Survey

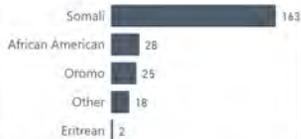
#### Respondents by Gender



#### Respondents by Age



#### Respondents by Ethnicity



Would you like to see more money allocated towards grants for Black owned businesses?

● I don't know ● No ● Yes

98%

Would you like to see things like fee waivers to waive filing costs for Black owned businesses?

● I don't know ● No ● Yes

94%

Are you more likely to shop at Black owned businesses in support of your community?

● I don't know ● No ● Yes

98%

What challenges do you think Black-owned businesses in King County face most?

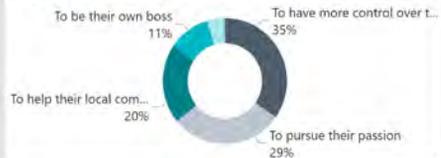
● Access t... ● Being t... ● Buildin...

54%

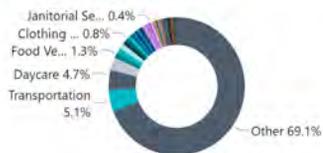
17%

18%

What reasons do you think propels black business owners in King County to start their own business?



What type of business do you own?



# PARTICIPATORY BUDGETING (SOMALI)



Breaking things down to a fundamental and easy to understand level, we first developed educational pieces, then we translated them into multiple languages to assist the our Brothers and Sisters who are immigrants to understand these processes through the assistance of their mother tongue.

# PARTICIPATORY BUDGETING (AFAAN OROMOO)

## YAADA HADDISIISUU

Kallatti marii fi meeshaalee hammayyaan (online boohi) garaaramanii jiraattonni yaadaa isaani ni kennatan.

## HOJIIWWAN (PROJECTS) HOOTUMMAA IRRAA MAALLAQA INJIFACHIISAN

Hootummaa fi dhaabbanni dhimmi isaa akka ameti akka waldorgommii maallaqa injifatan ni gargaaru.



### ADEEMSA IJAARSAA BOCUU (WIXINUU)

Koreen hawaasa bakka bu'an seeraa fi akkaataa wal-qunnamta ni qopheessu.

### AKKAATAA HOJIIN KUN BAKKA GAHU QORUU

Qaamni waa'ee 'gati' yaadichaa hoogganuu, yaada hawaasni keemba irratti hundaa'ee waan humni heyyamu dhyaessa.

### FILANNOO

Jiraattonni yaada (proposals) isaaniif sirritti barbaachisuu ni filatan.



**KING COUNTY  
EQUITY NOW**



Bridging Cultural Gaps

# **YOUTH AND HOUSING SURVEY**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

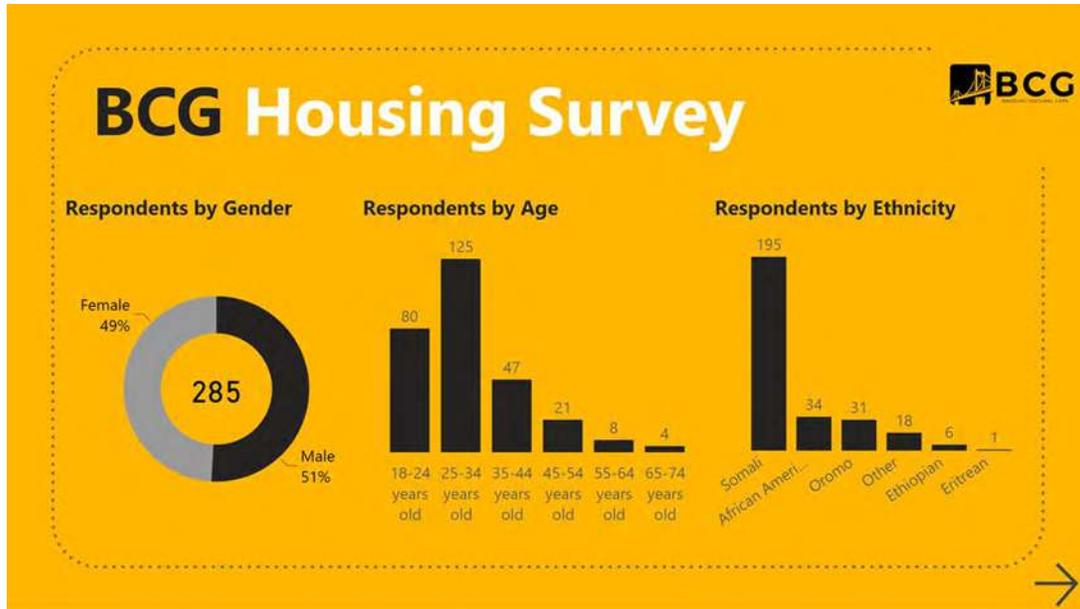
Storymapping  
Surveys

## **Gentrification and housing in Seattle's low-income Black neighbourhoods**

Seattle is the third most quickly gentrifying city in the US, a phenomenon which points to many generations of segregation and urban policies that have encouraged the return of white residents to low income neighbourhoods that are predominantly BIPOC, consequently forcing them to move out of those neighborhoods. highly-educated and predominantly white professionals are moving into previously affordable areas, drawn to the city's growing tech industry, and pricing lower-income homeowners and renters out. In both of these rapidly changing neighborhoods, gentrification not only pushes lower income people and communities of color out, but shifts the character of an area until it feels like a place for more affluent white people. In the 1990s and 2000s, as housing costs rose and immigration increased, gentrification was more likely to take place in neighborhoods with higher density of Black residents. Since the 90s, immigration in Seattle has increased even more, and at the same time, housing has become a central issue in the lives of many low income immigrant and Black communities. Due to Seattle's continuing gentrification policies, BCG conducted an extensive survey project mainly in the Black immigrant communities who reside in low-income areas and are severely impacted by gentrification and consider housing affordability as one of the main issues they encounter when it comes to their livelihood.

Through their housing survey, BCG aimed to directly get an insight on the current housing situation and gentrification concerns in South Seattle neighborhoods with large Black immigrant and refugee communities. BCG asked 285 residents of different ethnic backgrounds and age groups to complete the survey and share their experiences. Majority of the respondents were of younger age groups, predominantly between the ages of 20 and 25, which gives a good insight to what the new generation is currently experiencing. Out of everyone that was interviewed, it turned out that almost 37% of them have been gentrified out of Seattle and almost 90% of them do not own a home. These numbers are quite concerning because it shows the kind of persisting housing issues that they are facing in particular during this year of pandemic.

When asked if they knew of the process of attaining a home loan that fits within their belief system, only 60 of them said they knew how, which is not surprising considering that majority of the respondents come from immigrant and refugee communities. These communities usually experience lack of financial literacy resources or overall information that is needed to understand how the housing market works in America or if there is any adequate and affordable option that would work for them. There is a racial disparity in the resources that are available to them, coupled with the systematic marginalization that does not allow them to attain proper housing.

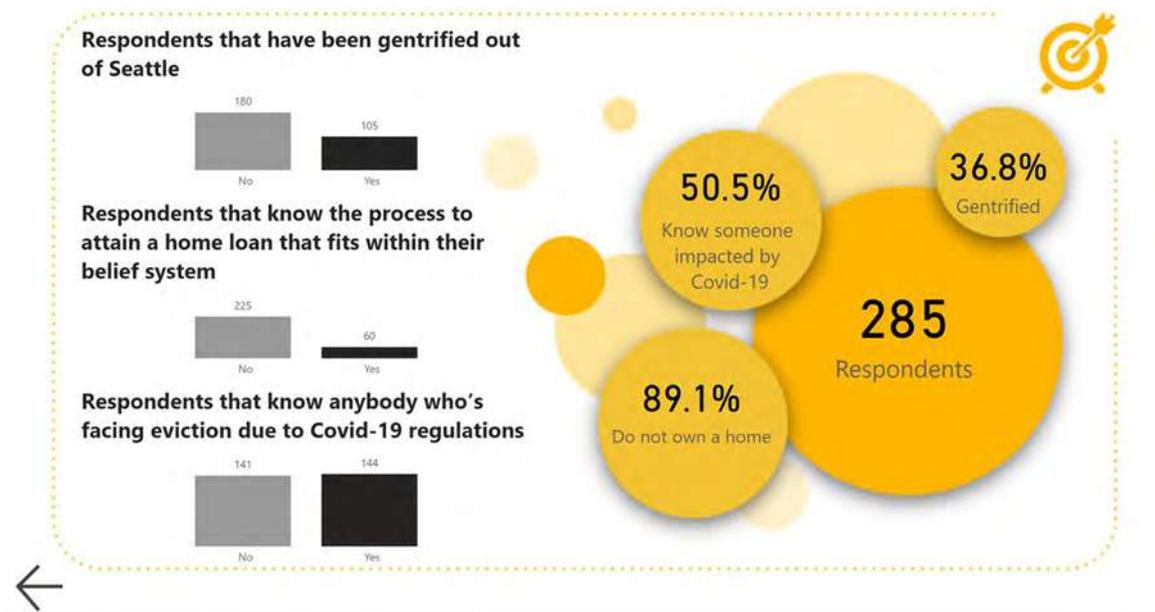


Part 1 Housing survey data collected by BCG

Issues concerning housing become even more prominent during public health crises such as COVID-19 which happened throughout 2020 and will have higher lasting effects on marginalized populations even after it is over. BCG asked the respondents to give their experiences regarding their housing situation during COVID-19 because statistics show that low income BIPOC communities are more likely to get evicted or face other housing problems during the pandemic. In fact, half of the respondents expressed that they know someone who has been faced with eviction during the pandemic. For many BIPOC communities, facing eviction is alarming because many of them do not have familial help or wealth to lean on.

From a survey conducted by the US Census Bureau during the month of June, it turned out that between 27%-48% of Black renter households were reported as unable to pay for their rent, compared to 8%-10% of white renter households. Additionally, Black residents are way more likely to get evicted pre-pandemic, even if they made the same amount as white residents. During the pandemic, the evictions have gotten even more disproportionate considering that Black communities make up only 7% of Seattle's population. What is most concerning when it comes to evictions, is the long lasting effects. Having an eviction filed makes it more difficult for an individual to obtain rental housing in the future. When an eviction is filed, a tenant can be subject to debt collection that leverages state resources in the favor of landlords over tenants. These filings are then reflected negatively on tenants' credit reports and public records. Considering that Black communities face housing discrimination, these negative consequences are even higher.

As neighbourhoods with higher shares of African Americans are becoming more gentrified, the percentage of African American population has doubled down since the 90s. While there are more immigrant communities and in particular Black immigrant communities than a couple of generations ago, they are facing the same racial disparities in housing that their African American counterparts are facing. Additionally, they are being driven out of their neighborhoods and have their livelihood compromised. Given the long-standing inequities that Black communities face when it comes to residential inequality and the housing market, the result of the BCG housing survey and the responses given by respondents that are in communities directly affected by discriminatory housing policies, point to the need for interventions that address the racial disparities and which halt the drastic neighborhood change that value wealthy white residents over black urban residents. While there are more recent actions and investments in Black neighborhoods, they should not only benefit its landlords and its white wealthy newcomers.

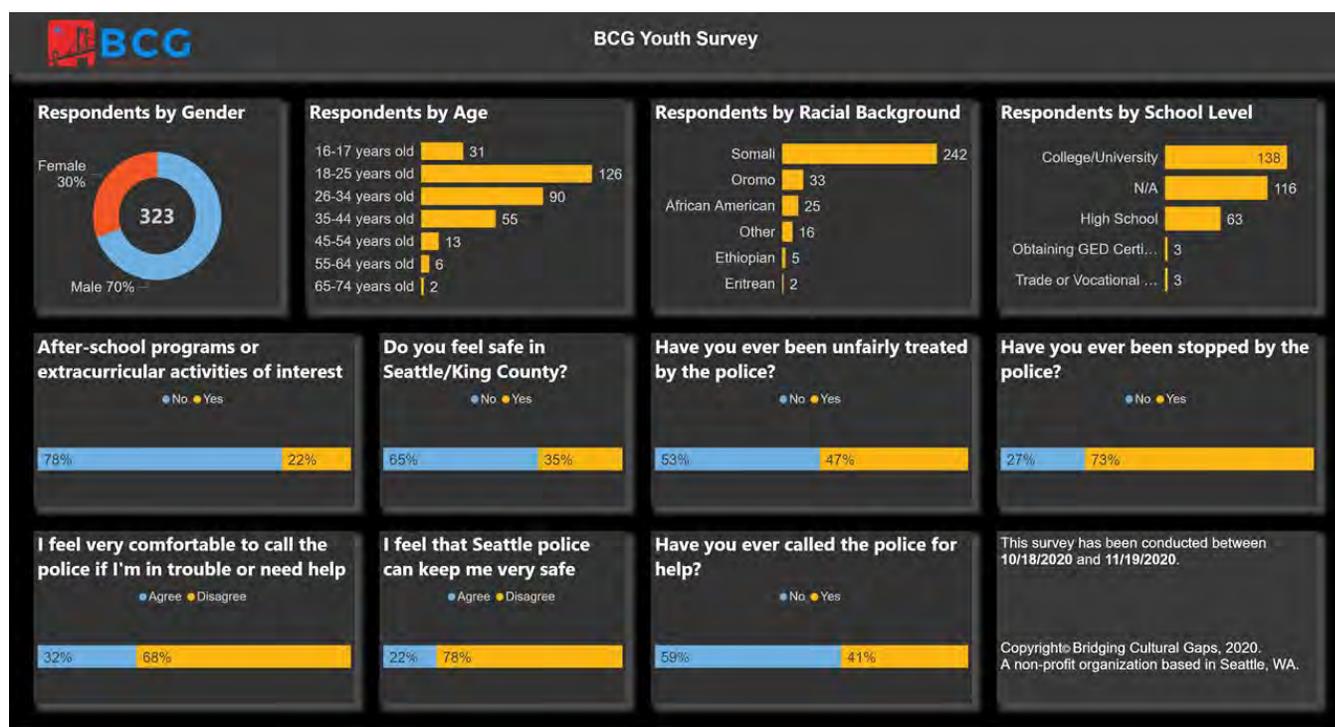


Part 2 of Housing Survey conducted by BCG

### The Black youth and police brutality in Seattle

The city of Seattle and its policies continue to be at the center of police brutality discourse by many of the Black activists in the city and Black residents that experience first-hand the consequences of constant policing in their communities. For this reason, BCG conducted a survey mainly among young Black immigrant and refugee communities in the Seattle area that are affected by the dangers of police brutality. This is an important year to conduct such a survey because with the protests against police brutality that rose in May and nationwide call for racial

justice, many residents protested for the defunding of the police, thus pointing out the long standing problematic and discriminatory practices of the police department in Seattle.



*Youth Survey conducted by BCG*

The survey portrays a very important picture of the experiences and the current feelings that Black residents in Seattle have towards the police. Most of the respondents are male, of refugee/immigrant backgrounds and belonging to young age groups, mainly of the ages between 20-25. This also happens to be one of the most affected group by racial profiling from the police in Seattle. What this Youth Survey points out is a trend of Black youth feeling unsafe in their communities and having a high degree of skepticism concerning the role and actions of police. When asked if they feel safe in King County, 65% of respondents said that they do not. 73% of them responded that they have been stopped by the police and 47% of them said that they felt they were being treated unfairly.

When asked if they feel that Seattle police can keep them safe, the overwhelming majority of 78% expressed that they don't think the police can keep them safe and 68% of them wouldn't call the police if they were in trouble or needed help. Such findings are not surprising, considering that in many instances when Black residents call the police, it results in them getting in trouble as well or their concerns not being addressed properly. Black immigrants and refugees have experienced some tragic events within their communities where some of their youth has fallen victims to police brutality. Additionally, they experience frequent encounters with the police, especially the male youth, which explains the trend of distrust shown towards the police in this survey. Another aspect worth mentioning in the survey, is that almost 43% of the

respondents are or have been in college, meaning that their experience could also be a reflection of their experiences with the police even in places such as colleges and universities. Black people are more likely to be questioned and targeted by law enforcement if they are seen close to college campuses because of discriminatory attitudes.

Recently, the University of Washington published the results of a similar study about the consequences of police encounters and differences between Black youth and white youth. One of the main and most concerning conclusions was that despite the fact that white youth reported higher rates of illegal behavior at age 20, Black youth who had had contact with police were 11 times more likely to have been arrested by age 20 than their Black peers who had not had that first contact with police. Black youth is way more likely to get in trouble with the police even though illegal or unpermitted behaviour is committed by white youth at the same or higher rates. Additionally, early police contacts didn't appear to matter in later outcomes for white youth in the same way that it matters for Black youth. That is the main reason why frequent encounters between the police and Black youth lead to loss of life for the latter in the worst case, and if not that, leads to issues that accompany them in the long-term. Thus, it becomes harder for them to find housing, to find economic opportunities or to improve any aspect of their livelihood.



East African Community Services

# **BLACK BRILLIANCE RESEARCH PROJECT FINAL REPORT**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Surveys  
Focus Groups



**ABSTRACT**

This report is a summary of findings from The Re-Fund Project, a research project powered by East African Community Services in partnership with King County Equity Now (KCEN). The report is to be provided to KCEN to compile the collective of findings across all organizations involved participating in the Black Brilliance Research Project.

**East African Community Services Organization**

In partnership with  
**King County Equity Now (KCEN)**

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## Purpose

The purpose of this report is to summarize findings of the Black Brilliance (community-led) research project powered by East African Community Services organization. The research project was conducted between October 2020 and December 2020, with the intention to continue this project in the following months.

The research includes community convenings, youth survey, adult/caregiver survey, internal system data, and interviews in podcast format. The data from the research informs King County Equity Now, King County, and constituents of funding needs to be included in the participatory budget. The data will also be used to provide EACS insight on the needs of the community.<sup>1</sup>

## Summary

A total of 843 community members participated in this research. Findings suggest that there is a need for investing in programs and resources for families and youth health, wellness, and mobilization. Below you will find a general summary of findings from community convening meetings, caregiver/adult survey and youth surveys, and podcast interviews.

## Community Convenings

- Culturally relevant trainings to navigate systems at work, youth schools, legal, etc.
- Mental Health resources with cultural competency
- Prevention programs for youth
- Family/community-led solutions for legal issues
- Basic Needs to be met, ie: housing, bills, food sovereignty, internet
- Safe space for community convenings and gatherings

## Caregiver/Adult Needs

- Job opportunities
- Childcare
- Health and wellness support
- Support for youth and families at school environment
- Resources and support for language access
- Child and family relationship support
- Restoration programs

## Youth Needs

- Mental health resources through holistic methods
- Safe space

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<sup>1</sup> This report is provided to KCEN research team to support them in collecting early findings of the needs for public safety and health. Note that the final report will include graphs, charts, and tables.

- Cradle to Career support
- Holistic activities, outdoors, arts/culture,
- Community building efforts
- Outcomes for Social mobility
- Education that includes culture/traditions

## Findings

### Community Convenings

East African community participated in collecting qualitative data in six separate community convenings with a total of 360 participants. The first convening included 150 community participants; second convening with 80 community participants; the third convening with 130 community participants; fourth convening with 75 community participants; the fifth convening with 50 community participants; and the sixth convening with 90 community participants.

### Community Needs

From these convenings, the following themes emerged for community needs:

Juvenile and crime prevention programs with emphasis on,

- Re-directing youth at-risk for incarceration and gang participation through job training and cultural programming
- Caregiver and guardian assistance in understanding the legal system in their own language,
- Youth rehabilitation to get their youth from the criminal system and back into the community with dignity and care

Community alternatives for juvenile and criminal systems for improved community health with the following suggestions,

- Community members to assess youth who are on the streets
- Reporting mental health experiences and trauma directly to mental health professionals
- Safe spaces and teen centers for youth supervised by community members

Community education and gatherings to create community-led policies including,

- Creating a community-led system with full ownership to resolve community issues
- Increased space for discussions and community mobilization

Mental health and De-escalation services,

- Increased resources or mental health support with cultural competency, including spiritual and traditional practices
- Education for families and community leaders (example: Imams) for community alternatives when a community member is facing mental health crisis

- Community members who are trained and hired for de-escalation services

Youth programs for community health with emphasis on,

- Youth virtual and hybrid programs
- Education support
- Mentorship
- Healing circle
- Paid employment trainings

Other emerging themes related to community health and safety include,

- Fear of becoming homeless
- Need for financial assistance towards rent
- EBT running out faster now that kids are not at school and eating at home

### Adult/Caregiver Surveys

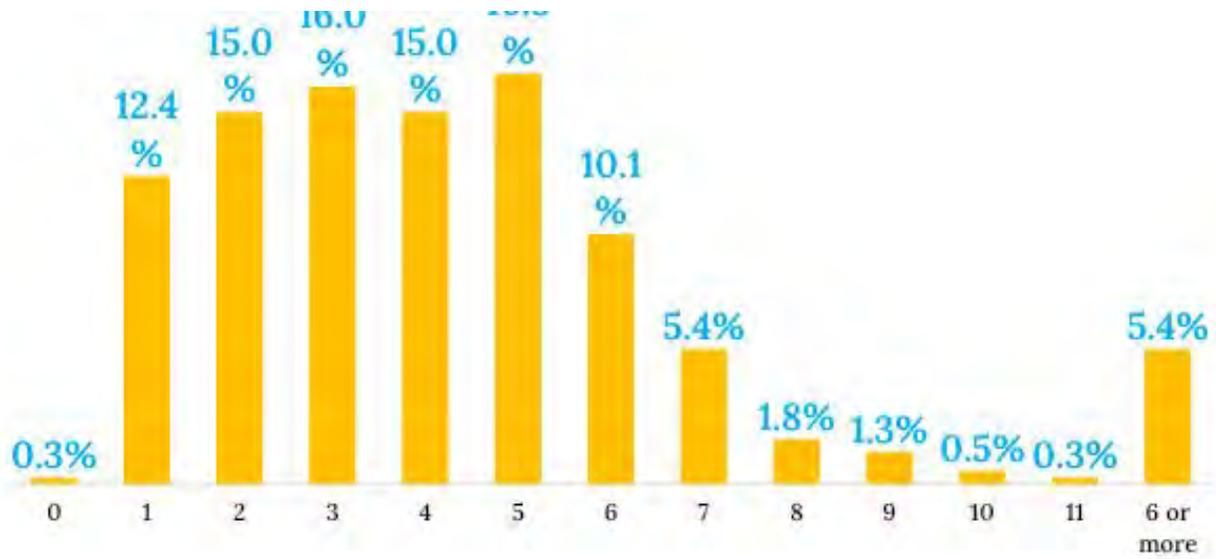
A total of 536 Adult/Caregivers completed the surveys. Adults/caregivers were informed of surveys via WhatsApp; EACS staff and community interactions at Seattle Housing Authority food distribution event; and four of South Seattle communities' food and technology distribution events. 386 surveys were completed through google forms, and 170 were shorter-format surveys conducted verbally at distribution events. Other data analyzed for this project are services requested data that is collected by staff at EACS.

### Survey Findings – Google Form

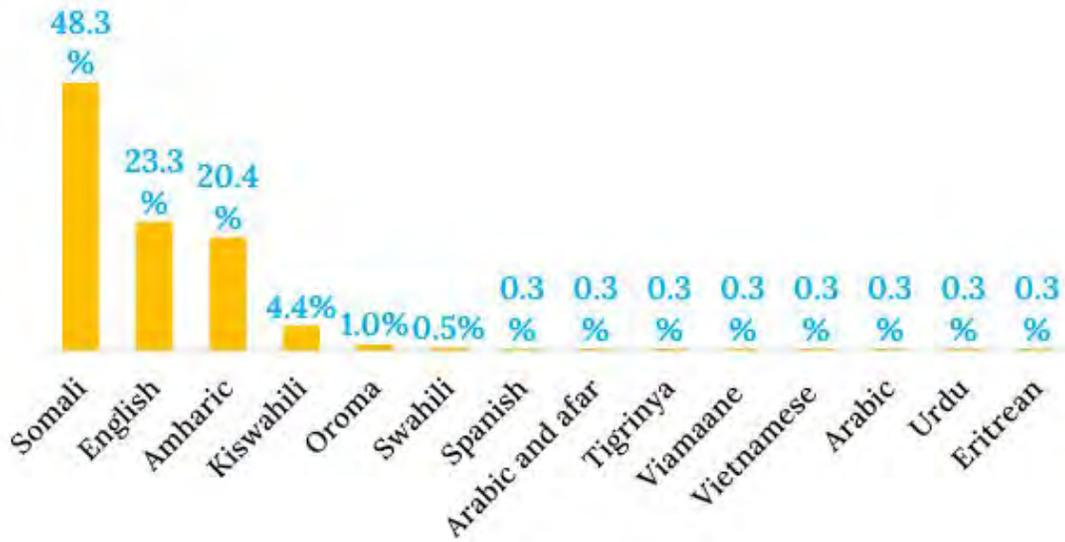
There are 386 adult/caregivers who completed the surveys. Questions asked were related to community and family's health and wellness, basic needs, and children/family support.

Out of the 386 survey participants; 59% indicate 4 children or less and 41% indicate 5 children or more at home. Close to half of adult/caregivers speak Somali; close to one-quarter speak English; less than one-quarter speak Amharic; and less speak Oroma, Swahili, and other languages.

### ***Graph 1. # of Children at Home***



**Graph 2. Languages Spoken**



Adult/Caregiver survey respondents were asked a total of 18 questions about their health, safety, and community.

- 76% would pursue a higher education opportunity at no cost

Open-ended comments include wanting the opportunity to further education; completing college; and language and financial barriers.



- 66% are not currently working

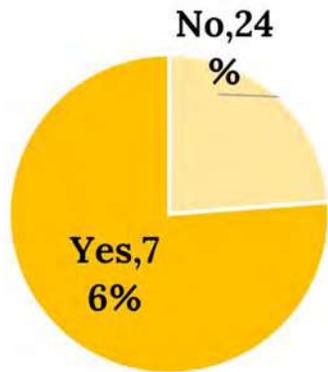


- 64% does not feel safe in their neighborhood

Open-ended comments include gun violence and drugs; property vandalism; neighborhood crime; stolen cars; robberies; home break-ins; houseless population concern; and racism



**Graph 3. Would you pursue a higher education opportunity at no cost?**



- 57% do not have any support or someone they can talk to when experiencing challenges

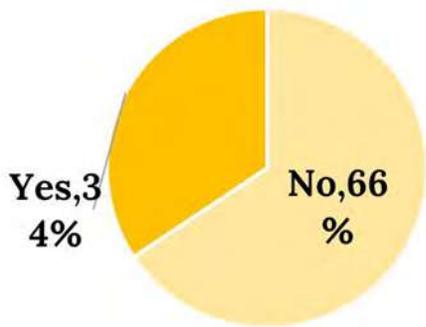
Opened-ended comments include not having friends or



family nearby; and

therapy not feeling organic

**Graph 4. Are you currently working?**

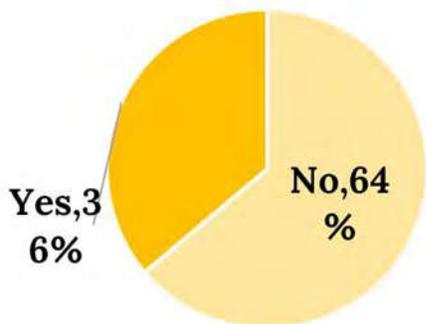


- 53% are not comfortable going to their doctor for any medical/mental health related concerns



An open-ended comment included experiencing depression and anxiety

**Graph 5. Do you feel safe in your neighborhood?**



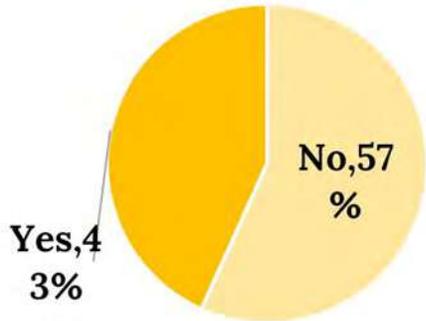
- 32% does not have good internet at home

Open-ended comments

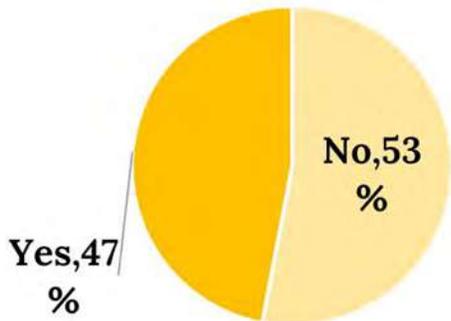


include the cost of internet; and bad connection

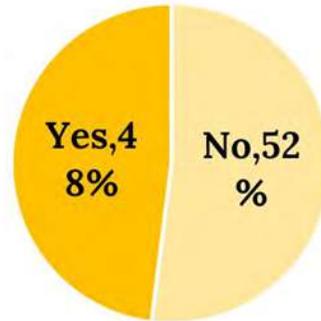
**Graph 6. Do you have any support or someone you can talk to when experiencing challenges?**



**Graph 7. Are you comfortable going to your doctor for health-related concerns?**



**Graph 8. Do you have good internet connection at your house?**



- 49% indicate there are no health and wellness opportunities in their community

Open-ended comments include reference to



opportunities to insurance and medical centers,

virtual online classes.

- 44% does not have access to healthy foods



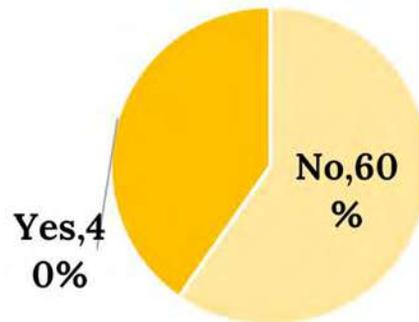
Open-ended comments include affordability of healthy foods

- 40% indicate they need support with their documents

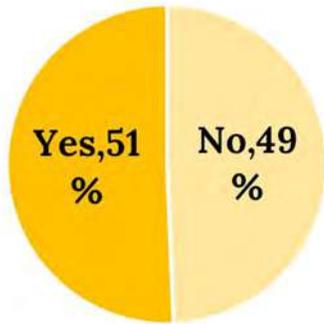


Open ended comment includes identification documents.

**Graph 11. Do you need support with documents?**



**Graph 9. Do you have health and wellness opportunities?**

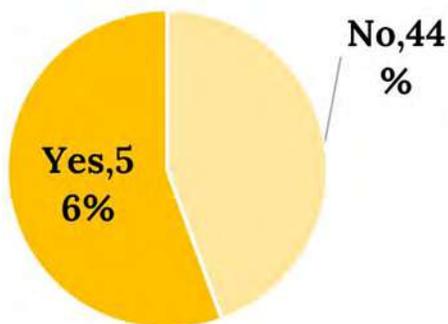


- 40% have family members who are incarcerated or have been incarcerated.

Open-ended comments include siblings or kids incarcerated; and experience being dehumanizing.



**Graph 10. Do you have access to healthy foods?**



- 37% indicate there are no job opportunities and 15% indicate the job opportunities are not suitable for them.



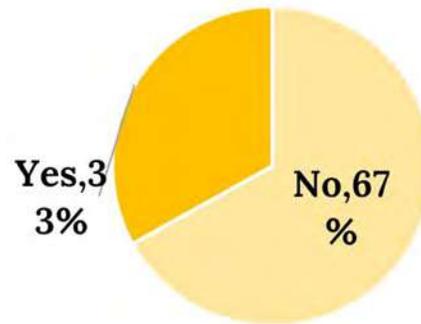
Open-Ended comments include applying to jobs and not hearing back and language barriers.

- 33% are worried about eviction or losing their home

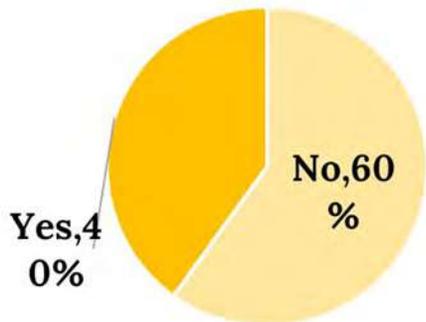


Opened-Ended comments include needing help with rent; and feeling of worry.

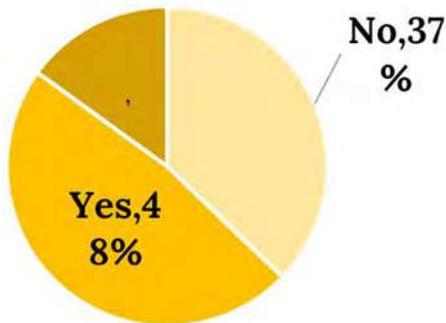
**Graph 14. Are you worried about eviction or losing your home?**



**Graph 12. Do you have any family members who are incarcerated or have been incarcerated?**



**Graph 13. Are there job opportunities in your area?**



**Children/Family Support**

- 67% do not feel safe sending their child to their school each day

Open-ended comments include fear of covid-19; fear of kidnapping; gun violence near school; and bullying



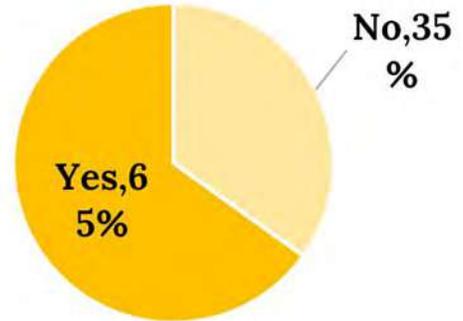
- 63% does not have enough food for everyone in the household
- 35% are facing communication

challenges/barriers with the school their child attends

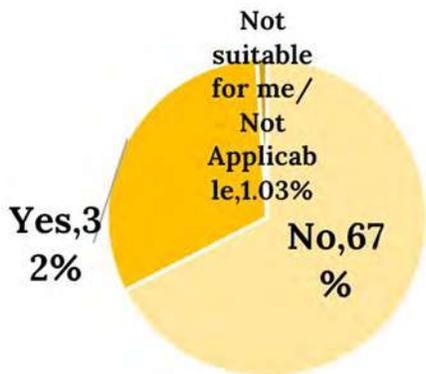
Open-ended comments include child taking


 supporting role for communication; and not enough interpreter/translators.

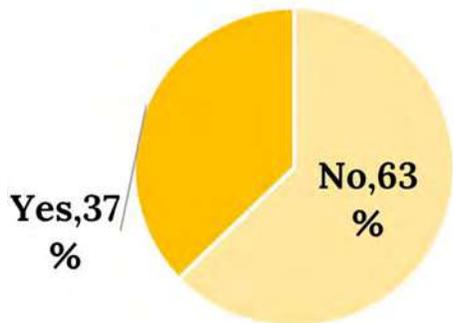
**Graph 17. Are you facing any communication challenges/barriers at the school your child attends?**



**Graph 15. Do you feel safe sending your child to his/her school each day?**



**Graph 16. Do you have enough food for everyone in your household?**



- 33% indicate they do not have support to help their child navigate their schoolwork

Open-ended comments include challenges with limited tutoring options; managing technology;  daily check-in with schoolwork; eldest children helping support other children.

- 56% do not have access to childcare

Open-ended comments include no access to afterschool programs; lack of



trust for childcare prospects; and now being at home with children

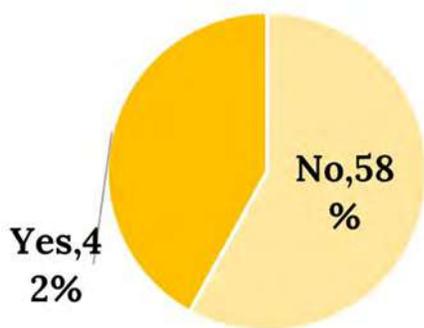
- 49% do not feel like their voice is valued during decision making at their children's school

Open-ended comments include being unheard; not receiving support or services for children. Those who have

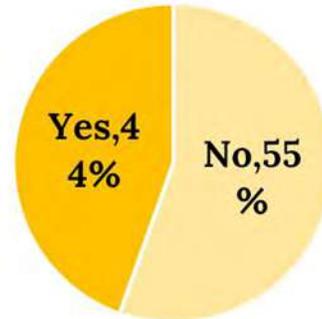


felt heard are updated by school through multiple mediums.

**Graph 18. Do you have support to help your child navigate their schoolwork?**



**Graph 19. Do you have access to childcare?**



**Graph 20. Do you feel like your voice is valued during decision making at your children's school?**

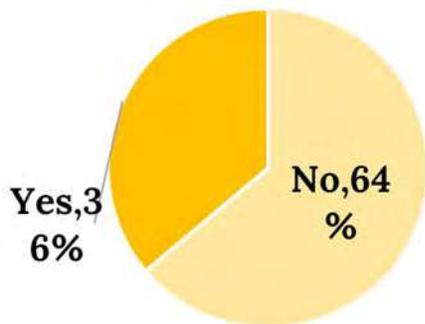


- 38% think their child is treated differently at school



Open-Ended comments include feelings of discrimination towards their child.

**Graph 21. Do you think your child is treated differently at school?**



**Verbal Survey Findings- Community Distribution Events**

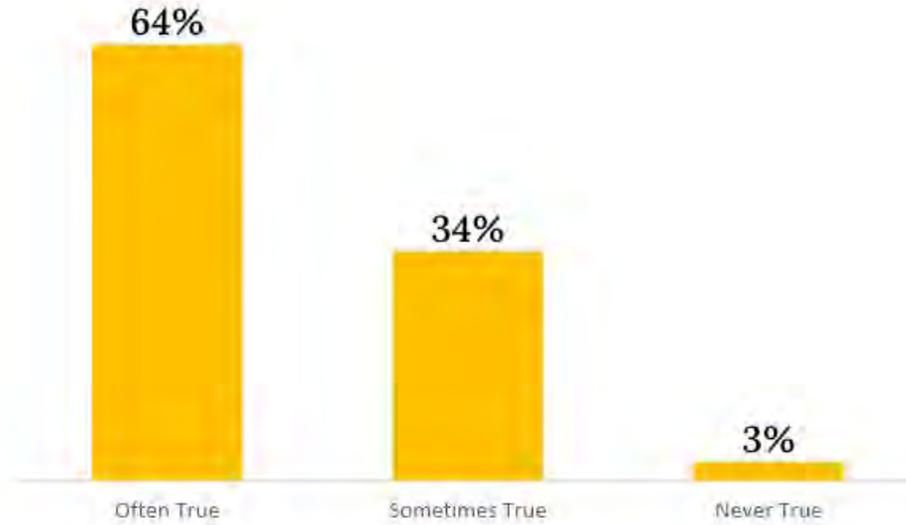
170 community members responded to a shorter-format verbal. The top themes that emerged from these surveys are

- Out of school education support
- Housing
- Legal system /teen try to community supports
- Community safety programs
- Mentorship
- Financial assistance
- Mental health
- Career based programs for Highschool students

**EACS Internal Services Requested Data- Food and Rental Assistance Data**

From the recent EACS services requested data, there are a total of 186 service requested, 64% indicate that it is often true they are worried about running out of food, 34% indicate sometimes true; and 3% indicate never true.

**Graph 22. Food and Rental Assistance Data**



*Recommendations*

From the adult and caregiver survey results and findings, here are recommendations on areas to focus on to meet their needs:

- Basic Needs: Housing, Bills, Utilities, and access to fresh and culturally relevant foods
- Holistic Wellness: Culturally inclusive mental health resources and other wellness support
- Violence prevention and safety in neighborhoods
- Inclusivity in decision making and support at children’s schools
- Interpretation and translation services
- Culturally relevant education and after school programs

**Youth Surveys**

There are a total of 233 youth surveys collected among the community. 150 were collected from distribution events and 83 collected through google form.

**Online Surveys- Google Form**

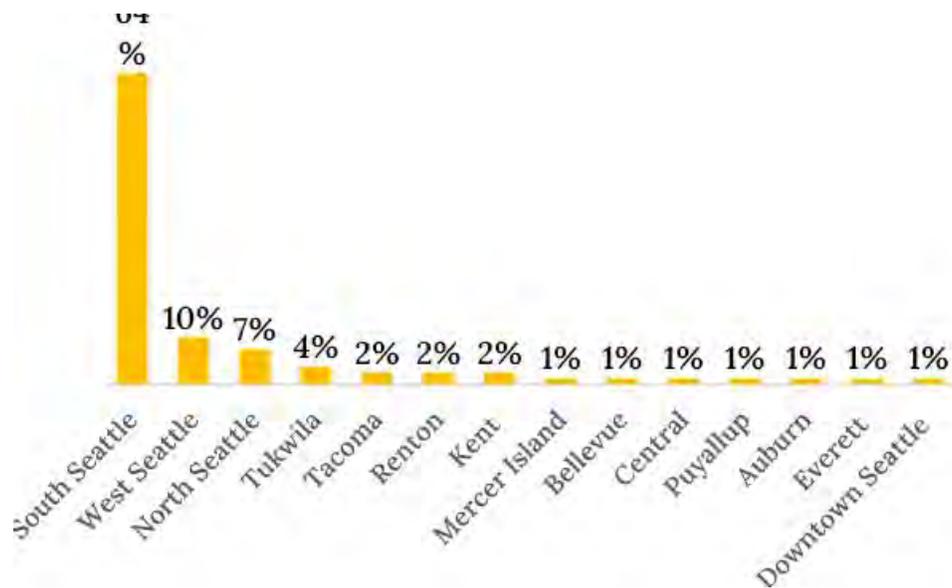
The results from the survey shows that more than half of respondents live in South Seattle; close to three-quarter of respondents speak Somali and have 6 or more people living in their house; most are between the ages 18 to 21; and more than half consider themselves as first-generation.

**Table 3. Where do you live?**

Where do you live?	# of Participants	% of Participants
South Seattle	53	64%

West Seattle	8	10%
North Seattle	6	7%
Tukwila	3	4%
Tacoma	2	2%
Renton	2	2%
Kent	2	2%
Mercer Island	1	1%
Bellevue	1	1%
Central	1	1%
Puyallup	1	1%
Auburn	1	1%
Everett	1	1%
Downtown Seattle	1	1%
<b>Total</b>	<b>83</b>	<b>100%</b>

**Graph 23. Where do you live**

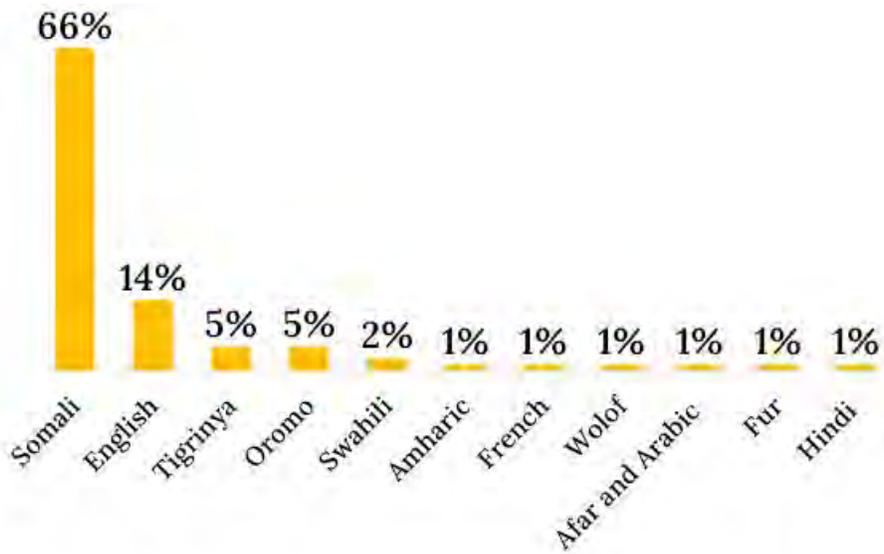


**Table 4 . Languages Spoken at Home**

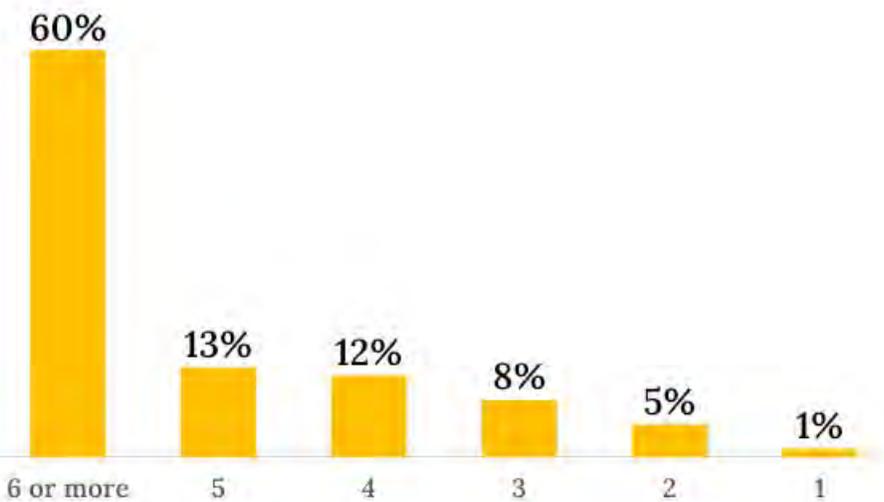
What language/s do you speak at home?	# of Participants	% of Participants
Somali	55	66%
English	12	14%
Tigrinya	4	5%
Oromo	4	5%
Swahili	2	2%

Amharic	1	1%
French	1	1%
Wolof	1	1%
Afar and Arabic	1	1%
Fur	1	1%
Hindi	1	1%
<b>Total</b>	<b>83</b>	<b>100%</b>

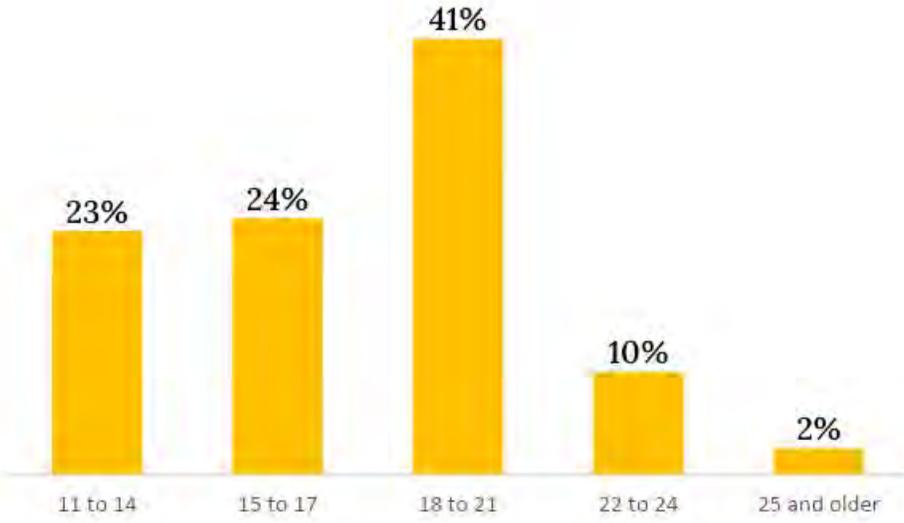
**Graph 24. Languages Spoken at Home**



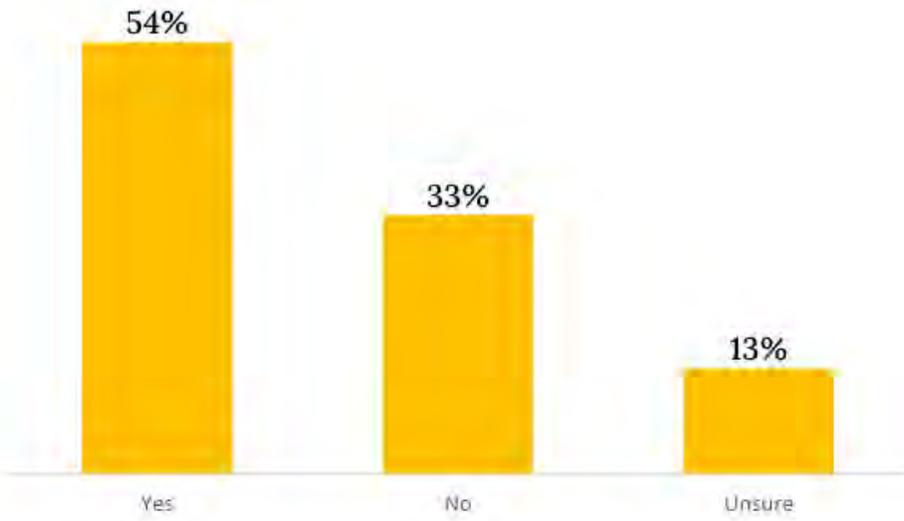
**Graph 25. How many people live with you in your house?**



**Graph 26. How old are you?**



**Graph 27. Do you consider yourself first-generation?**

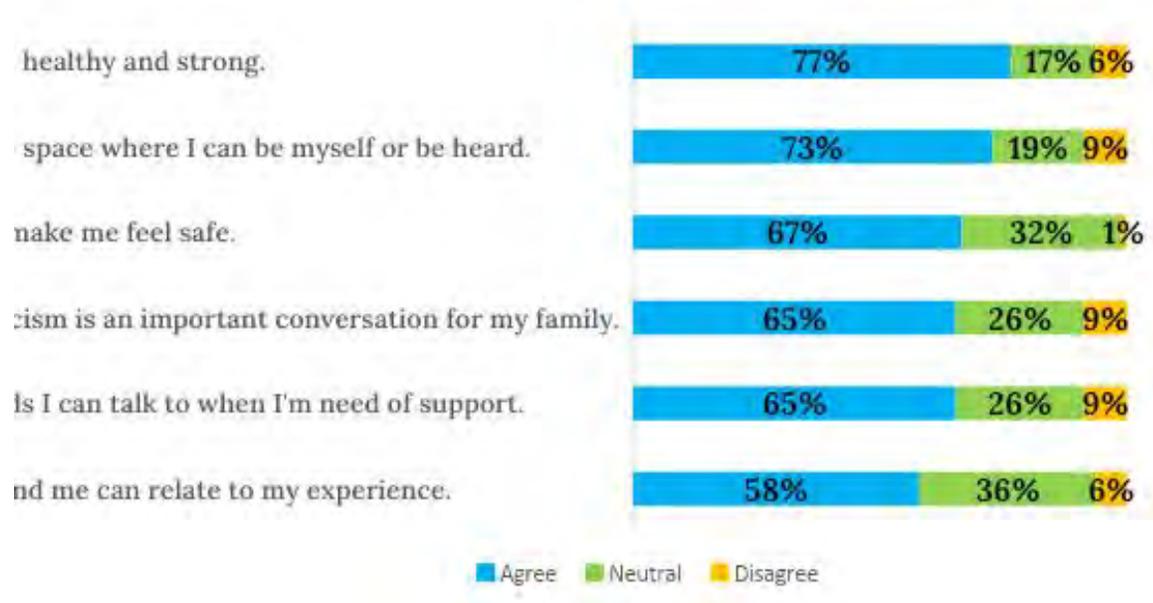


**Personal, Social, and Family**

In this section, youth were asked questions about personal, social, and family life. The findings show more than three-quarter of youth indicate their family is healthy and strong; close to three-quarter have a space where they can be themselves or be heard; more than half indicate their friends make them feel

safe, race and racism is an important conversation for their family, have friends they can talk to when in need of support, and other people can relate to their experience.

**Graph 28. Personal, Social, and Family**



### Open-Ended Comments

Open-ended comments include

- Youth expressing activities that give them joy; outdoor, active, sports, hands-on and holistic, and social.
- Youth who have mentors mention their older siblings, caregivers, or other program staff as their mentors. They are people they can talk to and trust.

### Recommendations

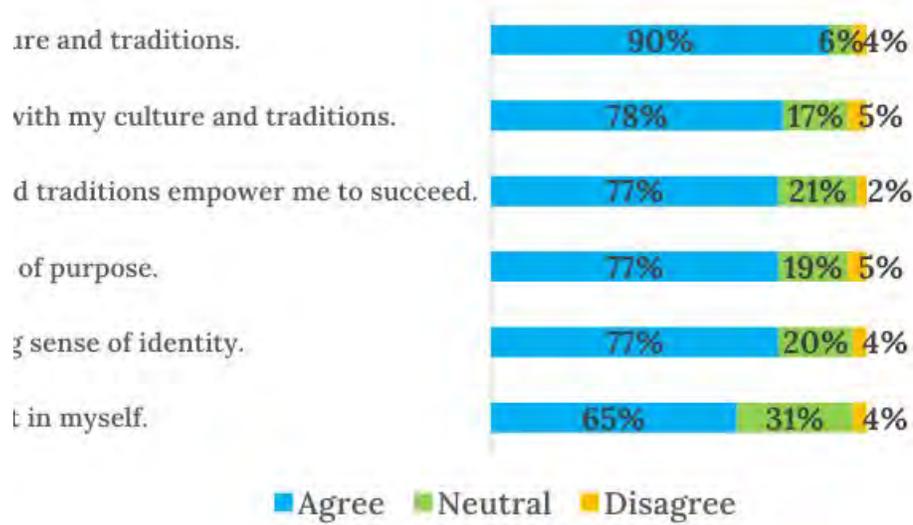
The findings show that these areas should be a focus for youth

- Holding space for youth to build their relationship with their friends and family, to feel heard and themselves, and for discussion of race and racism with youth and their families
- Providing general support for youth

### Culture and Identity

Youth were asked questions related to their culture and identity. The findings show that close to all the of youth love their culture and traditions; more than three-quarter are familiar with their culture and traditions, indicate their culture and traditions empower them to succeed, and have a sense of purpose and identity; and more than hald are confident in themselves.

**Graph 29. Culture and Identity**



*Open-Ended Comments*

Open-ended comments include

- Youth familiar and love their culture and traditions, which empowers them to succeed

*Recommendations*

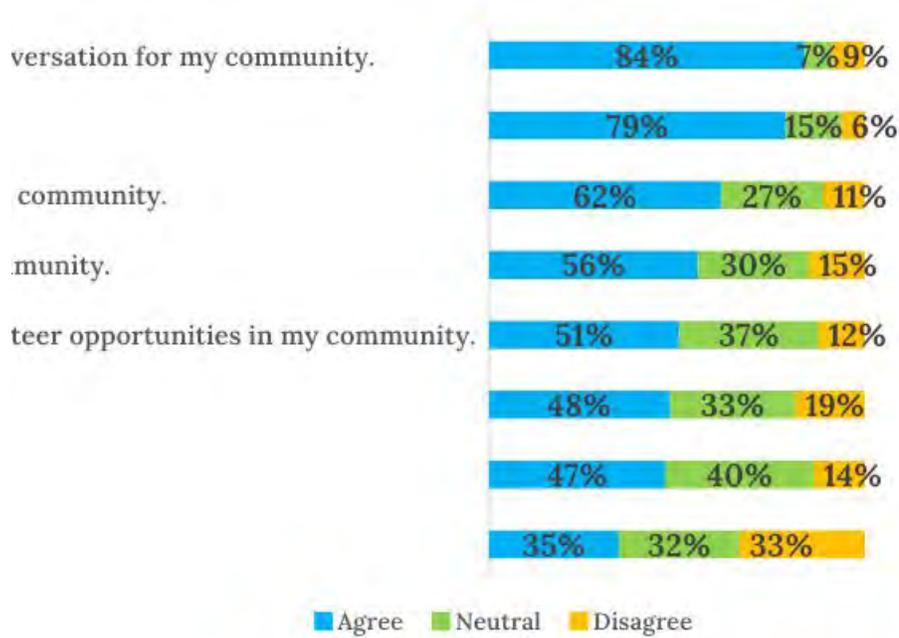
From these survey findings for this area, the following is recommended

- Programs and services are needed to strengthen youth’s love for their culture and traditions
- Weaving culture and traditions into all areas of their life can strengthen sense of identity and purpose
- Supporting youth in their development of sense of identity and confidence

*Community*

Youth were asked questions related to their community experience. From these results, most youth indicate race and racism is important conversation for their community, and are hopeful for their community; less than three-quarter are comfortable being themselves in their community; more than half feel a sense of belonging in their community; a little more than half know where to go to see for volunteer opportunities in their community; less than half indicate their community is healthy and safe; and a little more than a quarter know their community leaders.

**Graph 30. Community**



*Open-Ended Comments*

Youth provided feedback on what makes a strong, thriving, and safe community. Emerging themes are safe spaces, trust and conversations, community bonding, support, positive and strong relationships, and strong ties with culture and traditions.

*Recommendations*

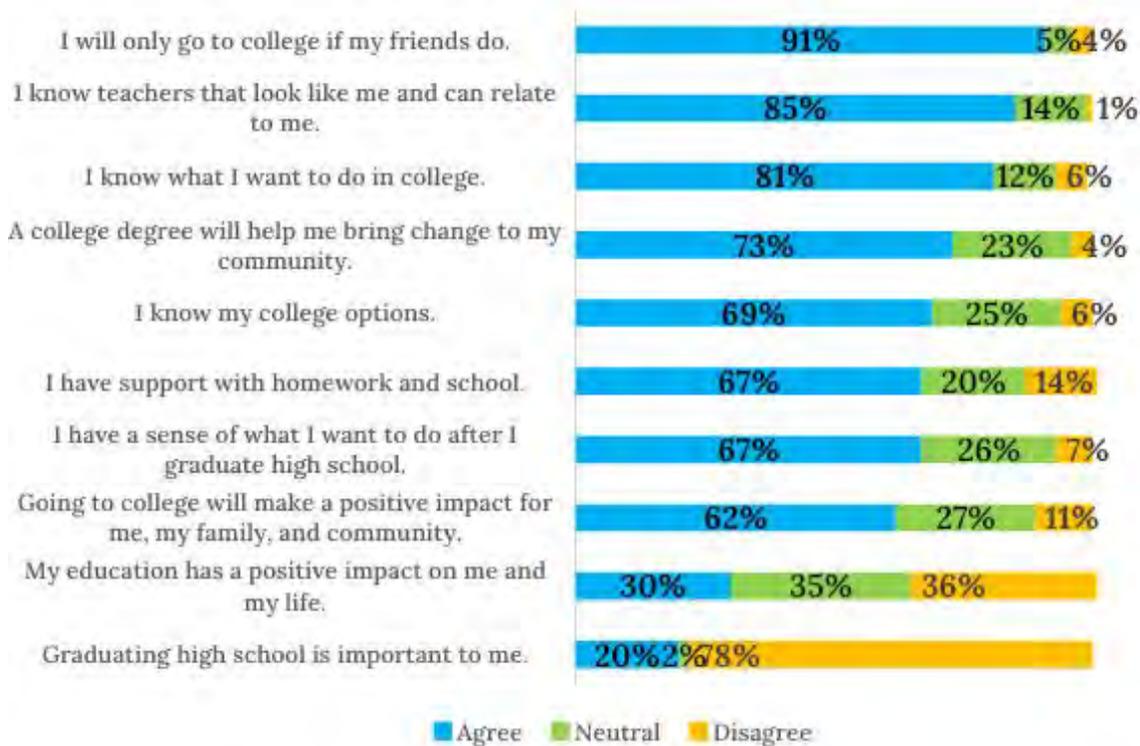
From these survey findings, the following is recommended

- Hold space for youth to come together with their community and their community leaders
- Increase resources and networking for students to connect with those in their community
- Increase access to other community members and leaders
- Provide more safe spaces for youth and for them to build relationship with their community

*Education*

Youth were asked questions related to their educational experience. Close to all of youth indicate graduating high school is important to them, their education has a positive impact on them and their life, and going to college will make a positive impact for them, their family, and their community; less than three-quarter indicate they have a sense of what they want to do after they graduate high school, have support with their homework and school, know their college options and what they want to do in college; and only a few will go to college if their friends do.

**Graph 31. Education**



*Open-Ended Comments*

Youth acknowledge that education has improved the quality of their life, increased their opportunities, improved self, and improves understanding of life with an open mind. Youth also mention their wealth and career will help them give back to the community through knowledge, philanthropy, and community change.

*Recommendations*

The findings suggest the need for cradle to career support, recommendations include

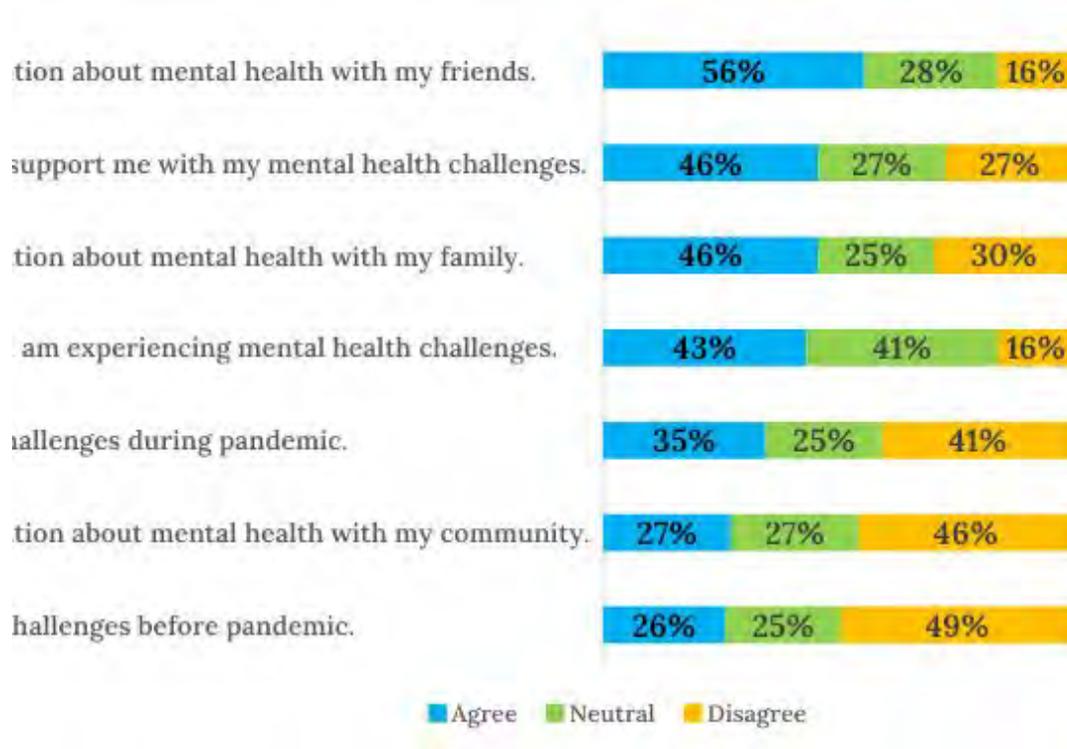
- Support youth in completing high school to get to college
- Explore with youth how education has had a positive impact on their life and their family to motivate and inspire them
- Use education as a common value to build relationships within the community
- Support youth in building their high school and beyond plan
- Support youth in homework and their school life

- Create cohorts for youth to reach high school and beyond goals together and build relationships

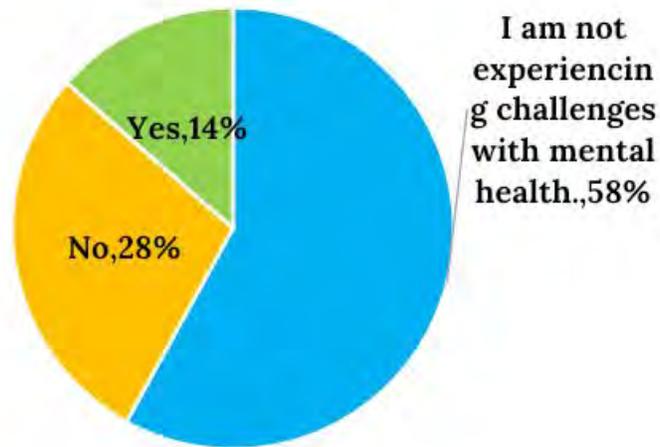
## Mental Health

Youth were asked questions related to their Mental Health experience. More than half of youth indicate it is easy for them to have a conversation about mental health with their friends; close to half know where to find resources to support them with mental health challenges, is easy to have a conversation about mental health with their family, and know of strategies to cope when experiencing mental health challenges; more than a quarter are experiencing mental health challenges during pandemic, is easy to have a conversation about mental health with their community, and was experiencing mental health challenges before pandemic; and only 14% indicate they spoke with a therapist while they are experiencing mental health challenges.

**Graph 32. Mental Health**



**Graph 33. If you are experiencing mental health challenges, have you spoke with a therapist?**



#### *Open-Ended Comments*

Youth understand the importance of mental health and seeking a therapist, but also experience mental health as not spoken about in their community or families. There is an acknowledgement to have more discussions about mental health with family and their community.

#### *Recommendations*

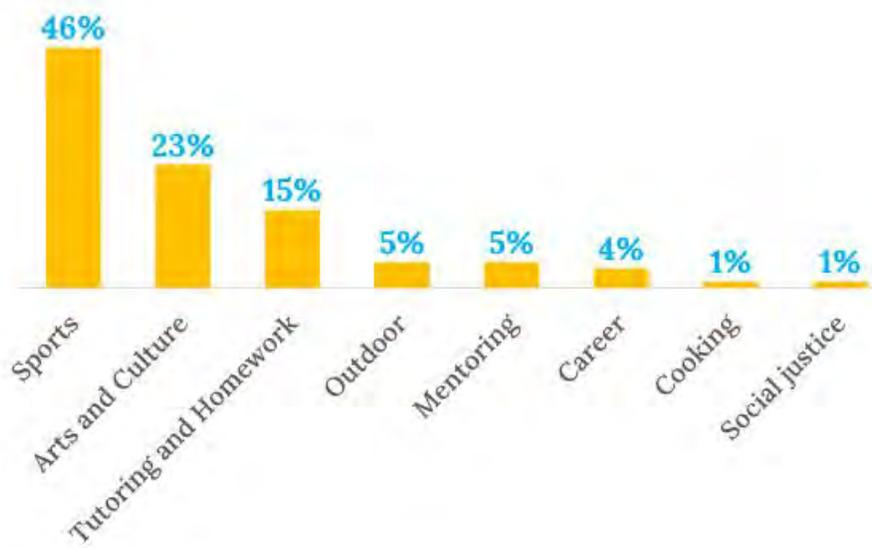
The findings show there is a need for investment in on accessible and quality holistic, health, and wellness services with the following recommendations

- Cultivate space for youth to have a dialogue on mental health
- Provide accessible mental health programs and services
- Engage in discussions of mental health in relation to friends, family, and community
- Support youth in coping methods for when experiencing mental health challenges

#### *Programs, Activities, and Resources*

Youth were asked about what programs, activities, and resources they are interested in. Close to half are interested in sports; close to a quarter are interested in arts and culture; less are interested in tutoring and homework help; and a few are interested in outdoor, mentoring, career, cooking, and social justice.

**Graph 34. Programs and Activities of Interest**



- Top programs and resources youth prefer are sports; arts and culture; tutoring and homework; college support; mentoring and financial literacy

#### *Open-ended Comments*

At EACS, Youth want to see more outdoor and active activities, mental health resources, college and career support, mentorship, arts and culture.

#### *Recommendations*

From the findings, the following is recommended

- Engage youth with programs and activities they are interested in
- Focus on these programs and activities to motivate and interest youth in community work
- Include the requested activities into each program, with a pedagogy and holistic approach
- During this time in pandemic, provide programming and activities that may be a temporary substitute for sports during this time

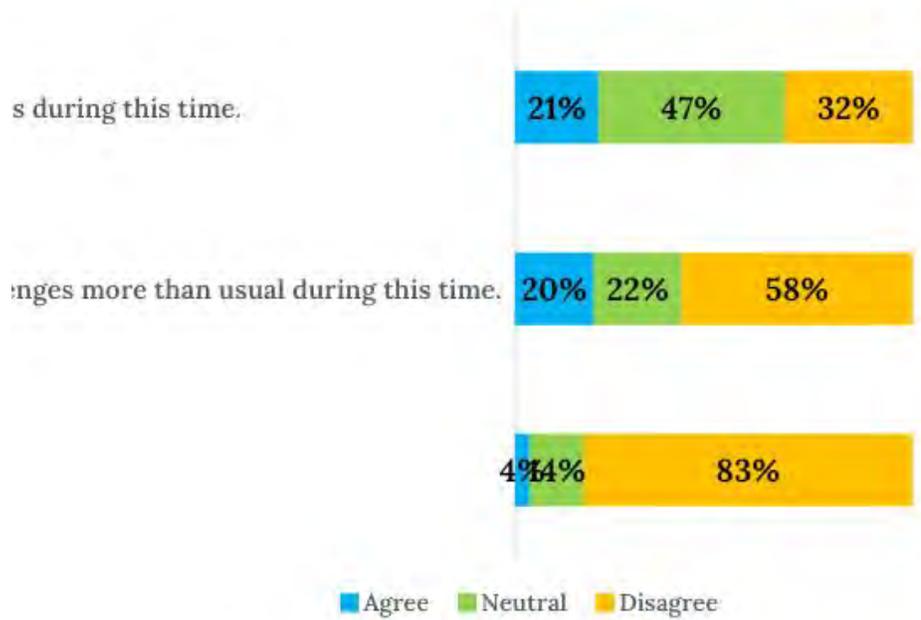
#### *Covid-19 Impacts*

Youth were asked about their Covid-19 experience and the impacts of pandemic on specific areas in their life. Close to one-quarter indicate they and their families are experiencing hardships during this time, experiencing mental health challenges more than usual during this time, and a few are worried about losing their home.

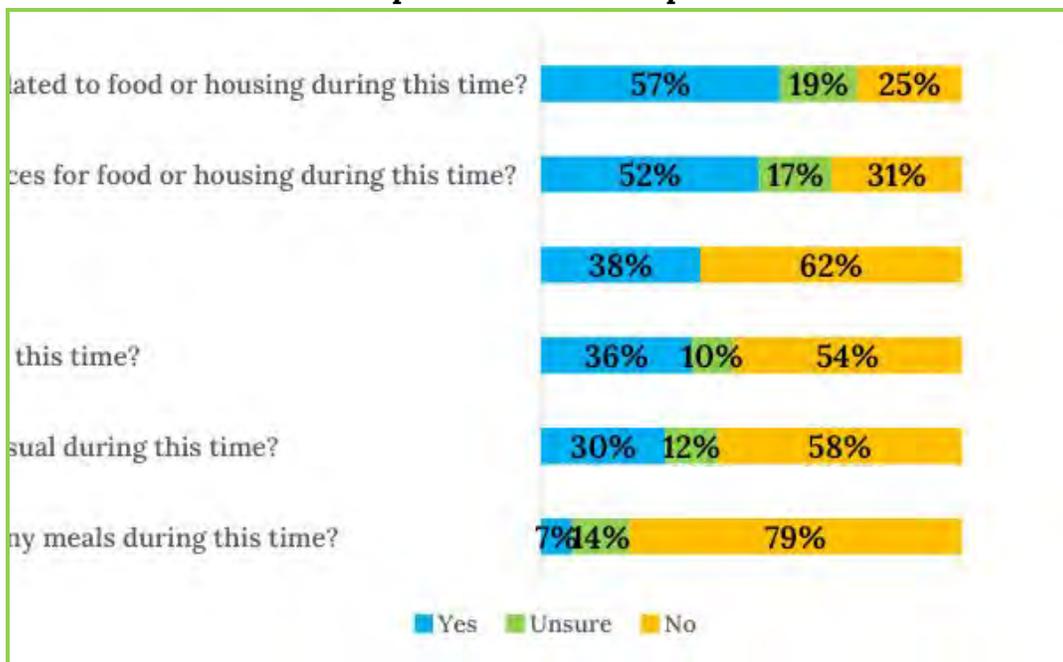
Regarding COVID-19 impacts and resources, more than half indicate they know where to go for resources related to food or housing during this time, and accessed these resources during this time; more than one-quarter filed for unemployment, and guardian(s) lost their

jobs or are working more hours than usual; and only a few indicate them or family members had to skip a meal.

**Graph 35. Covid-19 Experience**



**Graph 36. Covid-19 Impacts**



*Recommendations*

From these findings, the following is recommended,

- Ongoing assessment of community's youth and experience during this time in pandemic may prevent hardships.

### Distribution Events

From the distribution event sites, 150 youth and young adults indicated the following concerns

- Basic Needs
- Safe environment
- Space for youth
- Education program youth
- Safe space and mental health
- Housing

### Podcast Interviews

14 professionals, young adults, and youth were interviewed for The Re-Fund Podcast. Some of whom are activists, business owners, educators, and community workers. Here are emerging themes that have come from interviews:

- Interviewees are from different parts of the African diaspora mentioned the importance of having a space and community that looks like them
- Solidarity through art and culture
- Solidarity from oppression and collective mobilization
- How can help those who have been incarcerated back into society successfully
- gentrification systemic racism
- Our Black/African communities should be more supported
- Issues that immigrant families are facing in King County area
- Staying civically engaged
- Why voting is not enough
- Systematic issues when it comes to voting
- Dismantling systemic issues
- Unlearning negative stigmas placed on Africans
- How the African diaspora globally can work together and make for a better future
- Finding out resources that can cultivate and uplift our communities
- Leading with empathy
- The power of music
- Reframing how we as people communicate with each other
- The power of having conversation
- What does black liberation should look like

- Importance of being an organizer
- The importance of raising our voice and organizing leadership
- Embracing young teens making changes
- The challenges of her intersecting identities
- Fighting for policies that affect black/brown people in Washington state

### Pre-Pandemic Parent and Youth Focus Group

Pre-pandemic, EACS and staff conducted a youth focus group of 15 youth with the discussion of Black Lives Matter, Defunding the police, and Race.

The following themes emerged from the focus groups,

#### *BLM Meaning:*

- Black Lives Matter means being able to be recognized as a human
- Being recognized as a person
- This movement fights for unity, peace and justice

#### *Future generations:*

- Youth do not want to go through the same struggles as the previous and current generation
- Want the next generation to be able to learn and build upon what we this generation is fighting to achieve
- Want for future generation to be free from generational trauma

#### *Looking forward to:*

- Youth look forward to seeing full extent of each-others potential in the years to come, and
- Youth are looking forward their potential to bring about change in their communities that they want to see
- They are looking forward to an end to oppression
- They are looking forward to an end to the systematic racism

### Recommendations

Following the discussion, youth provided next steps and recommendations to facilitators. The following was recommended,

#### *Parent-youth focus groups*

Youth to understand their parents' experiences because any unresolvedness in them has likely and unconsciously been passed down to them.

### *Enriching lesson plans to include black history*

- Identify what past leaders have done in the past and see what c do to shape the future
- Not only showing it when it is recorded and brought to media but fully understanding the black history
- “If we don’t know the knowledge of black people being tortured, lynched, abused how do we make a change?”
- A change in the curriculum to better fit us.

### *Including mental health in schools*

- Normalize mental health in community and society so people feel comfortable asking for help

### *Defunding of the police and investing those funds into our communities*

- Want for community-based org to have adequate funding
- To provide spaces and empower youth with leadership positions
- Invest in more Black teachers and black social workers
- Invest funds into youth leadership team
- Funding for social services
- School counselors, nurses, social workers, and psychologists are frequently the first to see children who are sick, stressed, or traumatized – especially in low-income districts
- Divest and defund police and truly give power to the people
- Including black history in schools, not only showing it when it is recorded but fully understanding the black history
- Mental health services in schools
- Hiring more black educators
- “Having spaces for youth to express themselves just like EACS does”
- Assessing what the people in the community want to make a change.
- Education of systematic oppression of Black people, historically and today

## **Conclusion**

It is clear from our data collection and findings that there is a concern for the community and their youth. As caregivers navigate and build for their families, the ability to nourish their children with a quality life is challenging pre-pandemic and during this time in pandemic. Long term outcome is to increase social mobility with reinvest into youth with health and wellness, and cradle to career support.

## Community Convenings

The finding shows that Juvenile and crime prevention programs with emphasis on Community alternatives improved community health; Community education and gatherings to create community-led policies; Mental health and Deescalating services; Youth programs for community health.

## Adult/Caregiver Needs:

The findings show that there is a need for improving public safety and health, specifically in these areas:

Child-care; Job Opportunities; Higher education opportunities; Space for making decisions and being heard; Support for their children in schoolwork and over all education; Decrease in crime in neighboring area; Safety and Health; Assistance in their language with documents and in dominant culture; Community building and social relationships

## Youth Needs:

The findings show the need in these specific areas:

Mental health resources through holistic methods; a safe space; help with HW; college and career planning; programs for outdoor activities and arts/culture; programs that tie in culture and traditions; programs for relationship building and opportunities in community; programs that address social mobility within their own community

These categories are separate in writing but are all challenges that are intertwined. With investment to holistic services includes mentorship, trust, and healing to move forward and increase education attainment. To get to the long-term outcome for healthy and thriving families is to increase social mobility. Meeting youth's social and emotional needs currently is critical for education attainment.

# APPENDIX

*Appendix 1 – Adult/Caregiver Survey Open-Ended Comment Responses*

**Neighborhood Safety**

We feel fairly safe where we live.

always gun fire and kids that use drugs. scared for me kids

I really have a great neighborhood and they are just like my family

I really have a great neighborhood and they are just like my family

Cars get broken into a lot and there's a lot of vandalism

No

I feel safe for right now.

No

No

It's a good program

No

there are a lot of crime acts in the neighborhood.

N/A

Yes

No

No

No

No

My car was broken into twice in the last two months. I have a special need son with severe autism and it has been very hard on us. Single parent trying to make ends meet.

My car was stolen and found in ditch

No

no

Family friendly, neighbors are nice & friendly

Yes

Shaqo ma aado gurigaan joogaa sidaas darteed macabsanaayo

None

experience in development and design delivery

Well sometimes you see police more than one and someone yelling

Shaqo ma aado gurigaan joogaa sidaas darteed macabsanaayo

No

Yes moumina

No

No

No

Shaqo ma aado gurigaan joogaa sidaas darteed macabsanaayo

Well sometimes you see police more than one and someone yelling

N/a

There are occasional shootings and robberies, but as long as im inside i should be safe.

The neighborhood is filled with loving and kind people who are not hostile towards each other

Yes

N/a

Well sometimes you see police more than one and someone yelling

Well sometimes you see police more than one and someone yelling

No thanks.

I have lot of amazing neighbors that I get along with

I hear gun shots, car speed in my neighborhood

No thanks.

Itâ€™s not good for my kids there is always Shooting

I love my neighborhood but so many Gun shot

My house was broken into before

My house was broken into before

Itâ€™s not good for my kids there is always Shooting

Yes

Yes

Yes

I feel not safe in my neighborhood because weâ€™re Muslims.

Too many homeless drug addicts and no police presence to remove them

Also white folks harassing those of African descent

No problem

### **Opportunities in Area**

I am currently employed.

Not many geared towards the youth

No

No

No

Low minimum, unless I travel to seattle.

Yes

No

No

No

No

I canâ€™t find childcare for my son at the moment, I have little support from anyone. I work part time from home doing daycare on the side.

I donâ€™t speak good English hard to find a job

No  
there arent many jobs that i want  
Most jobs are not hiring  
Yes  
Iâ€™m a single mom lost my job to because of COVID  
I have delivery experience  
Yeah tried to apply  
No  
Yes moumina  
No  
No  
No  
Yeah tried to apply  
N/a  
I tried applying but no word yet.  
Boys and girls club, library, fast food restaurants, and many more job  
opportunities  
Yes  
N/a  
Yeah tried to apply  
Yeah tried to apply  
Finding a caregiving job was easy previous to pandemic  
No thanks.  
My kids have jobs and my husband have a job too  
No thanks.  
No  
This area very hard to find job to survive  
I canâ€™t work because I take care of my sick mom  
I canâ€™t work because I take care of my sick mom  
No  
Yes  
Yes  
Yes  
No  
No

### **Health and Wellness Opportunities**

We're insured and our neighborhood has both medical facilities and community centers.  
We have good health opportunities in our community  
We have good health opportunities in our community

No

Good experience

There are clinics and hospitals in my area close to me. Free covid testing center near me as well which is good.

Yes

No

No

No

No

We have state insurance

I don't know so much

Ni

no

Not really a lot of people to share their knowledge

Yes

Xaafadeyda dad aan African aheyn baa ubadan sidaas darteed war iskuma heyno!!

Delivery

No I don't see one in my area

Xaafadeyda dad aan African aheyn baa ubadan sidaas darteed war iskuma heyno!!

No

Yes moumina

No

No

No

Xaafadeyda dad aan African aheyn baa ubadan sidaas darteed war iskuma heyno!!

No I don't see one in my area

N/a

Covid-19

Yes

N/a

No I don't see one in my area

No I don't see one in my area

There are places for health near my areas.

There are places for health near my areas.

Nop

We have a great Dental and Clinic everywhere

I have state insurance

I have state insurance

Nop

Yes

Yes

Yes

Virtual online classes for fitness and health

**Higher education at no cost**

I am currently hold a graduate degree but would pursue PhD free of cost.

No

No

No

Yes

No

No

No

No

I would like to go back to school and Finish school.

Yes I want to finish college one day

No

no

Learning is always the way to go

Yes

no

Yes I well I like to but I donâ€™t have that money to go to school

No

Yes moumina

No

No

No

Yes I well I like to but I donâ€™t have that money to go to school

Why not further educate myself for free while others pay a fortune and are drowning in debt to get education

Yes

Yes I well I like to but I donâ€™t have that money to go to school

Yes I well I like to but I donâ€™t have that money to go to school

It would be nice to have that opportunity.

It would be nice to have that opportunity.

No

A/N

No speak English

No speak English

No

No

No

No

I like to get a technology degree, please.  
MPH  
It's better to have education

**Voice is valued during decision making at your children school**

N/A

rude teachers, 1 teacher says something and the other says something else

No

The school always updates parents via email or phone. Every Thursday I pick up supplies for my children at their school, and they give USB™s flyers and information packets to parents.

Yes

No

No

No

No

We barely get any help from school. My son is still not attending school or get any services despite everything he has.

They don't hear my complaints to get extra for kids that are behind in work

No

no

Yeah the teachers are always asking about my input

Yes

no

No

Yes moumina

No

No

No

At least that's what I like to think

Yes

No thanks

No thanks

No

If it's for my child I know how to speak to teachers and I know they don't listen where to go and complain but in my neighborhood moms they have a hard time speaking to the teachers because the teachers they don't listen because English is the second language I've been telling them where to go complain

No

No

No

No

No

No

I am active in multiple ptsa groups in the southend

And have community connections to the admins at my daughter's school

I have good communication with my kids teachers.

**feeling safe sending your child to his/her school each day**

I am able to communicate with his teachers almost everyday if needed.

I feel comfortable sending my kids to their school

No

No

I feel comfortable sending my kids to their school

No

No

No

No

No

My son got weak immune system Iâ€™m afraid for him.

Iâ€™m scared they will get Covid 19

No

i feel like i love in a community that is safe

The area is safe thankfully

Yes

no

No sometimes because I hear to much people kidnaps Around my area

No

Yes moumina

No

No

No

No sometimes because I hear to much people kidnaps Around my area

Yes

No sometimes because I hear to much people kidnaps Around my area

No sometimes because I hear to much people kidnaps Around my area

Right now online class

Nope

Nope

No

They don't let us choose the school we want for our children because the ZIP code they put our children in schools our children how many times my daughter's school had outside gunshots they sell inside the school drugs and they think it's safe I think everybody works over there they know Bullies too much fighting

### **Child treated differently at school**

There's certainly some bias given he is a young black male.

No

I've had good experiences with my children going to Lakeridge elementary. Nothing out of the ordinary as happened.

No

No

No

No

My son gets looks all the time...people don't understand him or his behavior. My girls wear scarf and sometimes the teacher ask me if they need to wear it everyday. They asked me if they show her hair to class

No

my children get treated the same as everyone at school

The school is very diverse

Yes

no

No

Yes moumina

My son's teacher was really hard on him last year. My son started hating school and told me that his teacher didn't care what other kids did to him that hurt my heart.

No

No

No

I think he's being treated well because he comes home happy most of the time

Yes

My son's teacher was really hard on him last year. My son started hating school and told me that his teacher didn't care what other kids did to him that hurt my heart.

No thanks.

I believe there is favoritism when teachers are dealing with my children against other students of different race. Also there is difficulty of communicating between the parents and the teacher due to language barrier.

No thanks.

Ni

Muslim no speaking English

Muslim no speaking English

Ni

I donâ€™t know

I donâ€™t know

No

### **Communication barriers at school**

N/A

only 1 somali speaking staff at my sons elementary school

No

School sends emails and phone calls to update us on anything.

No

No

No

No

No

Nobody doesnâ€™t know how to help my son.

Because I donâ€™t understand the remote learning

No

no

My daughter helps A lot with that

Yes

no

No

Yes moumina

No

No

No

They are timid and often do not tell me about their troubles, and it's hard for me to communicate with their peers and teachers because English isn't my first language.

Yes

No thanks.

No thanks.

No

No speakin English

No speakin English

No

No  
No  
No  
No

**Access to child care**

Before the pandemic, my son went to an after-school program at a near by facility on the route of the school bus for my child.

No  
No  
No  
No  
No

Iâ€™m home with my kids now

I donâ€™t know I stay home with my kids

No

no

Not all of people to trust

Yes

no

Yes Apple care

No

Yes moumina

No

No

No

Yes Apple care

Yea

Yes Apple care

Yes Apple care

Used to when working, now at home and no need for child care

No thanks.

No thanks.

No

I don't need childcare

My family

My family

No

No

No

### **Support to help child navigate school**

Limited tutoring options.

managing zoom, managing and checking their daily activities has been exhausting specially by not having reliable computers and internet service

Eacs they will help my kids and work

No

No

No

No

No I donâ€™t itâ€™s all me! Iâ€™m behind on their school work

I have only interpreters

No

no

My daughter does that , she helps a lot with the children

Yes

No

Everyday

No

yes moumina

No

Everyday

Yes

Everyday

Everyday

They get helped on their work.

They get helped on their work.

No

No sNo speak in English

No sNo speak in English

No

No

No

No

She has a virtual tutor via ccs

Have parent and kid support at Modest Family Solutions

My older kids really helps me

### **Good internet connection at house**

N/A

Yes we do have a good internet but sometimes get bad

Yes we do have a good internet but sometimes get bad

we pay a lot of money on internet

No

No

No

No

No

I have spend the little money have to provide the them with internet

I have very bad internet very slow

No

we have school network it sometimes doesnt work but we think its ok

The internet is good

Yes

no

Sometimes the it rains and the light and the power go off

No

yes moumina

No

No

No

Sometimes the it rains and the light and the power go off

Yes

Sometimes the it rains and the light and the power go off

Sometimes the it rains and the light and the power go off

Pay a lot for bad connection, charging double. Came to EACS for internet discount help

No thanks.

No thanks.

Very slow

No money

No money

Very slow

No

No

No

No

Power and internet connect vary

### **Comfortable going to doctor for physical/mental health concerns**

N/A

No

No

No

No

No

I have anxiety and depression but I'm trying hard not to get on medication.

Meds make me lazy and sleepy

I don't feel good mentally but don't want to talk to doctor

No

Yes

iam

No

yes moumina

No

No

No

Yes

No thanks.

No thanks.

No

I don't know

I don't know

No

No

I have no medical insurance for myself

No

No

### **Access to healthy foods**

We live near grocery stores and a farmer's market location.

No

No

access yes, affordability is another issue

Organic foods and gardens

No

Yes

No

Yes

No

I have healthy food at home

I eat healthy

No

Yes  
loo  
No  
yes moumina  
Yes  
Yes  
No  
Yes  
No thanks.  
No thanks.  
No  
I cook healthy food sometimes  
I cook healthy food sometimes  
No  
Yes  
Yes  
Yes  
We GIY

**Enough food for whole house hold**

N/A  
No  
No  
We have food  
No  
Yes  
Yes  
No  
We get food stamp  
Iâ€™m trying to get food stamp  
Yes  
Iâ€™m not working right now  
nothing  
Iâ€™m not working right now  
No  
yes moumina  
After I lost my job we apply food assistant program now we are receiving 800  
food assistant a month.  
Yes  
Yes  
Yes

Iâ€™m not working right now

It depends on the day

Yes

After I lost my job we apply food assistant program now we are receiving 800 food assistant a month.

Nope

Nope

No

Yes we take food stamps

Yes we take food stamps

No

Yes

Yes

Yes

Sometime shopping is hard

No problem

### **Currently working?**

I am full time employed.

No

Yes

Yes

Yes

No

No

I work part time at home

Iâ€™m looking job and waiting on unemployment ever since the pandemic occurred we haven't really worked

Yes

Corona pandemic

No

yes moumina

Yes

Yes

Yes

Parttime

Yes

unemployment

Nope

Nope

No

I work for my mom

I work for my mom

No

Yes

Income is not enough to cover all expenses after the COVID-19 issues

Yes

Yes

Disabled

### **Enough income to pay bills**

N/A

No

No

No

We are lay off both

Yes

Yes

Yes

No

My electric bill is pass due and I can't pay it

I have no money

No

we dont have work

We're struggling at the moment but it's coming along

Yes

Nothing satisfying

No

yes moumina

Yes

Yes

Yes

Yes

Sometimes short on utilities, high utility bill is high in house

No thanks.

No thanks.

When u don't have a job how can u pay your bills on time

Sometime I have sometime I don't have because my rent expensive and I don't make enough of our at work anymore

Not enough income  
Not enough income  
When u donâ€™t have a job how can u pay your bills on time

Yes  
Yes  
Yes

**Worried about eviction or losing home**

N/A  
No  
No  
No  
Yes  
Yes  
Yes  
No  
No  
Yes I canâ€™t afford the rent  
I need help with my rent  
No

Yes  
iam worried even everytime  
No  
yes moumina  
Yes  
Yes  
Yes

Yes  
government support  
No thanks.  
No thanks.  
No  
If I lose my hours I lose my rent  
If I lose my hours I lose my rent  
No  
Yes  
Yes  
Yes

My apartment is going to raise my by about 100\$ come January 2021. My wife doesnâ€™t work because she has to take care our kids and my income is the only income.

No because if Inslee

**Support with documents**

N/A

No

Yes

Yes

Yes

No

No

I need help getting tanf

No

Yes

passport documents

No

yes moumina

Yes

Yes

Yes

Yes

No thanks.

No thanks.

Ni

Yes I have documents

Yes I have documents

Ni

Yes

Yes

Yes

Documents??

**Family member who is/was incarcerated**

N/A

No

No

No

No

No

Yes

No

No

My brother just got out of prison and I support him with money  
sometimes

My sister is in jail

No

Yes

don't know

No

yes moumina

Yes

Yes

No

Yes

No thanks.

No thanks.

No

My son just left prison

My son just left prison

No

No

No

No

It is a dehumanizing experience for the family

**Support or someone to talk to when  
experiencing challenges**

N/A

No

No

My family

No

No

No

Yes

No  
No  
I don't have any friends  
I have no family here  
No  
Yes  
I have my sisters  
no  
I have my sisters  
No  
yes moumina  
Yes  
Yes  
No  
I have my sisters  
Yes  
No thanks.  
My husband  
No thanks.  
No  
My family  
My family  
No  
Yes  
Yes  
Yes  
Conselling/ Healing session seem  
superficial

## Appendix 2- Youth Survey

### Personal, Social, and Family

What types of activities give you joy?

- What types of activities give you joy?
- Spending time with family
- coding, reading, and hanging out with friends
- Dancing, eating with friends, watching movies, meditating, writing, reading
- Sleeping, movie
- sports and reading/writing
- Basketball
- Skateboarding and writing
- Growing as a person
- Writing, spending time with others, spending time in nature, listening to music, reading, watching movies
- Balance activities
- Sports
- hands on activities
- Go walk
- Reading books
- Exercise, bike ridding
- Sports and movies
- Basketball
- fun activities, makeup , get togethers , games
- Writing, Shopping, and Swimming
- Track and chess
- Writing and poetry
- Basketball
- Sports
- Cooking
- Playing games
- Spending time with family and friends
- writing
- Making people smile
- Basketball
- Basketball
- Biking, Making YouTube Videos
- History
- Biking
- Tetherball
- Sleep
- Playing sports
- Exercise
- being with friends and family
- Hiking

- Baking Drawing Sleeping
- enjoying time with family
- Taking care of my kids
- Running
- Frisbee
- I enjoy playing sports and perfecting my craft in acting
- Help my family helping others going to school cleaning cooking
- Volleyball
- Basketball
- Soccer
- Poetry
- Walking
- Interior design, cleaning, swimming
- Drawing painting
- Cooking and swimming
- dancing, painting, reading, poetry
- I enjoy sewing and cooking sometimes
- Baking
- Anything active
- dancing, working out, reading, Netflix
- Reading, drawing
- Art
- Volleyball
- Reading, playing basketball, drawing
- Reading
- Family time
- Soccer. Frisbee
- I enjoy reading, going on walks, and dancing

*If you have a mentor, can you tell us more about your experience with them?*

- My mentor is my sister, I always like to get her opinion on what I'm doing or about to do because I know that she wants what's best for me.
- They are an engineer like myself. Just older than me
- I've learned a lot from them!! So much wisdom!!
- Someone is very kind, thoughtful, and caring.
- My mentor is my family and they give the support I need
- I have a few and there all really amazing
- They are fun to be around
- Mom dad and sister
- I met my mentor through a program, and I feel like I can go to them for anything. They have helped me out all throughout highschool and applying for colleges. They are someone I can always count on.
- My sister always tryâ€™s to get me to try new things and accomplish my goals
- Itâ€™s ok

- They teach me about life
- My mentors are my caregivers I have a great experience with them
- Iâ€™ve been in group mentoring for the past 2 years
- Great
- My mentor helps me in weak spots so I can be successful at it.
- Always there when I need them. Supports me when Iâ€™m in need. Advises me when Iâ€™m in need.
- N/A
- Theyâ€™re ready to support me at anytime
- They uplift me
- I consider my sister as my mentor, I can always count on her whenever I need her and she never fails to impress me.
- My mom helps me get throw it all I talk to her when I need someone to take to
- Can trust and talk to them
- My mom she always pushes me to work hard in life
- she is an older sister to me, and someone who walks me through everything
- My mentor is my old boss who I worked for at UWB when I was an RA for res life. Sheâ€™s very knowledgeable and someone who is easy to talk to. Gives great advice and is a safe and comfortable mentor who provides me with many resources and guidance.
- Very nice person easy to talk to helps with my homework
- Idk
- i donâ€™t
- I can tell them everything, my mom
- I have a mentor at school and she helps us talk about our emotions.
- supportive and reliable
- No I canâ€™t
- My dad is my mentor and heâ€™s been great
- My mother
- They meet me zoom weekly

## **Community**

*What creates true community safety?*

- Conversations
- having social gatherings about issues
- Knowing that we all support each other and that we want what's best for the overall community, not just ourselves.
- A mutual understanding of looking out for one another.
- Accountability
- Acceptance and respect
- Talking
- Being able to be supported: mind, body, and spirit. People knowing each other, wanting to help one another and build community.

- Making your own space safer and make other feel safe.
- no gun violence
- understanding one another
- True community safety is cultivated through accountability and protecting each other like we would protect a loved one
- Community is where you feel safe at someone you can talk
- I don't know
- Kindness
- If everyone looks out for each other & there is genuine love then i feel like thats all we need for true community service
- Trust
- When everyone is happy and nothings toxic
- safety
- Something that makes a community safe is the leaders behind it all and all of the people that are involved in the community.
- Being involved within my community
- Being respectful
- To be one
- Strong relationships with each other
- sticking together through hardships
- Strong leaders
- Putting differences sides and coming together
- Respecting one another
- Working together
- Accountability and trust
- Bond
- Working together
- Transparency
- I guess it's not all about violence but safe to me is everyone being equal and respected
- By trusting each other
- community environment and communication
- Security
- people coming together agreeing and having fun
- the leaders
- Leadership
- People sticking together and helping one another
- Everyone looking out for each other is one of my strong opinions
- Talking people understanding
- Being able to relate with others
- Safe place
- Work together, have trust
- And open and non judge mental space where people feel like they can come and share their thoughts and be themselves
- A strong community

- Respecting
- This question is a little unclear
- where you feel safe walking out side and not getting racially profiled.
- Communication and awareness
- For knowing how to accept everyone
- Not sure
- welcoming, nurturing, catered activities & events
- Be able to express oneself without the fear of being rejected or ridiculed
- Being respectful to every body
- I donâ€™t know
- Love & compassion for one another
- Knowing which resources are available
- Honest conversation, trust and helping on another as well being diverse
- Open dialogue and youth gathering events
- Good communication and inclusivity.

*What creates true community health?*

- open minded people
- A system that encourages everyone to thrive.
- Community health means acknowledging our strengths and weaknesses and find ways to reevaluate the way we work through them to use some advantages more efficiently.
- Inclusive events that blend different kinds of ppl together
- Standing together, being there for one another like brothers and sisters
- Respect
- Healthy communities
- People having each other's backs. Not seeing "self care" as merely just the "self" but the self is inherently interconnected with the "whole" and vice versa.
- One form is mental health awareness
- I donâ€™t know
- Sticking together as a community
- Accountability
- Volunteers, making sure our community stays clean & healthy
- Understanding and listening to one another
- When people are comfortable to talk about anything with their community
- safety
- Having a strong physical and mental state of mind.
- Listening to one another
- I donâ€™t know
- Staying at home
- Kindness
- love
- Staying healthy
- Sticking by one another

- Sticking together
- A trust
- Understanding whatâ€™s wrong with the community and trying to fix it
- Trust
- Helping out
- Transparency and no judgment
- Being as one
- By helping each other
- diversity
- Security
- The well being of everyone
- the leaders and its people
- Safety
- I donâ€™t know
- Listening to one another and focusing on making the community and comfortable place
- Safe clean
- Working out
- Have weekly exercises groups
- Being real and accepting
- A community were everyone is positive
- Wearing masks
- This question is a little unclear
- unity
- Being open and aware
- By making sure we are all good
- Not sure
- awareness
- To be united in all aspects of life
- Free health care and loving each other
- I donâ€™t know since I donâ€™t go the community anymore
- Developing strategies to address the communities needs
- Respectable adults who guide kids to stay away from wrong doings
- Having wide range of different sources like helping with rent, food and housing for people who might not have it
- integrity, honest leaders. Youth led leadership programs, and accountability
- Having an interest in the well-being of others.

## **Education**

*How has education impacted your life?*

- How has education impacted your life?
- Created a better future
- it has brought me many opportunities

- I'm already in college and am planning to work with an advisor that helps in Africa. I feel like I'm finally going to concretely help my community this way.
- Pushed me to go far & become the change my community needs
- Education is the fuel for everything I know and am passionate about. To have the privilege of educating myself and others is one of the most important pillars of my identity.
- Yes
- Personally, I have become more aware cause of the knowledge that I've come across
- Greatly
- For the better
- Education has given me connections to people i have never met before.
- Education is like my life
- In many ways.
- a lot
- It changed my life and will get me a good job to support my community
- It impacted me by having positive energy
- education has impacted my life in many ways, i grew knew knowledge & life lessons that i will carry everywhere
- Made me a better person
- I work all the time to get my work up and grades booming and itâ€™s really tiering but worth it
- it has empowered me to do and be my best
- Education has impacted my life because it showed me all the things I need to be more successful in the future
- New experiences
- It helps me learn more
- Itâ€™s important
- It helps me succeed
- free knowledge that iâ€™ll put to use in life and in the future
- It gave me hope
- It gave me the knowledge I wouldnâ€™t get from any where else
- It made the man I am today
- Before I was just a usual kid now I know how to do stuff
- Itâ€™s changed my perspective on a lot of things and made me someone that can grow with time
- For the better
- A lot of work
- Education has helped me find my passions and my voice.
- Not that much
- It made me a Hard worker and not giving up
- education has helped me with my life and what i want to do in the future to help the column
- Better job, better opportunities
- It helped me become better

- it helped me understand about why we learn
- Leading me to the right path
- Made me understand stuff
- I never really liked school so I grew up having a lot of basic knowledge throughout my life experiences. School just made me learn about different subjects. ðŸ˜¸, ðŸ˜¸,
- I can help my mom with paper work and help talk to people for her
- It has helped me translate for my mother and help fill out forms
- Becoming who I am
- It helps me figure out life impacting stuff
- It has made me more knowledgeable
- Education makes me feel like I can do more
- Made me smarter
- It has opened me up More opportunities and expand my horizons
- education has helped me impact my life because iâ€™m am more educated so that will help guide my sections in the future.
- It has helped me build my knowledge and I think it will help me later in life
- By making sure I understand everything I need
- Itâ€™s a great thing
- Given me the tools to succeed
- It has brought me a sense of control in my life to know i have the power to decide what I will be.
- It makes me want to succeed
- It will help my family
- I learned to be organized and prioritize the important things to ensure my future
- Education has given me the ability to learn and grow. It has also taught me that people care
- It helps to be more open minded on helping my people bAck home
- Yes. I love math and want to be computer engineered field
- Education has helped me grow and gave me a better perspective of the world.

*How will you use your education to support your community?*

- Put everything I have learned into helping others
- applying different opportunities and resources that most people do not know.
- Hopefully the work I'll do with my advisor will allow me to get a better understanding of the fundamental issues we face and how to overcome them.
- By giving back to the kids who didnâ€™t have someone by their side.
- I will implement my knowledge in the community by adapting to situations such as Covid-Disagree9 and having additional information about current events,etc.
- Financial support
- By utilizing my tools to benefit this community. There will be spaces for youth to grow and prosper. Speaking about real issues in this community.
- To help create representation
- To help people like me
- By teaching/showing others/being an example for others.

- Teaching others what I have learned
- I will open opportunities for others
- Give whoever needs the help In the community I will help
- I will donate money to them
- What I learn I will help them understand it just like I did
- Help in ending world hunger
- I will use what was i taught to support my community
- Provide my knowledge where it is necessary
- My caregivers will be proud and Iâ€™ll teach little kids on how I got were I am then
- change community to be better and safe
- Having an education will persue more people to do the same and get more involved with school so they could he successfull
- Helping the generation after me
- Help others
- Help them what they need
- I will open up a free clinic
- teach others what i know
- Use what I learned
- By showing them Somalis can be successful just like the white man
- By one day making jobs for my people
- I will try to educate people
- More community events if itâ€™s possible
- To teach
- Helping other understand what I learned
- I am trying to learn and hopefully teach our feed your kids
- I have no idea
- By doing volunteering
- by making a change
- Give back to the community
- To help others
- helping people in need like people who dont know how to speak english
- Support the youth who are interested in what I studied
- Help people younger then me help my youth
- I will use my knowledge to try and help someone who goes about life the same way I did as a kid.
- None
- Because my winnings are my people and community gains
- Get them help
- Help ppl younger then me
- It will help with finding the path to a more stable lifestyle
- I want to become a doctor and help people
- Helping others
- Get educated and them give back to community using what I learned

- I will use my education to support my community because I can then start to have deep intellectual conversations with the public and find ways to change the predicament we are in.
- I will volunteer in my community and be a role model for young children
- By teaching them things that they would like to learn
- Go back home and put it to use
- Use the tools that I have learned and apply it
- I want to be able to help people in need
- I will get a good job and give back what I got to my community
- I will try my best to use my education to get a great job and help build a bather community
- Help out with the community health issues
- I will use it to uplift the youth
- To provide resources for my community healthcare wise
- Yes. I can find a good job and can lead better life and buy home.
- I hope to mentor students that are going into my career path

## **Mental Health**

*If you are experiencing mental health challenges, have you spoke with a therapist?*

- Yes
- I am not experiencing challenges with mental health.
- No
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- No
- No
- Yes
- Yes
- I am not experiencing challenges with mental health.
- No
- No
- Yes
- I am not experiencing challenges with mental health.
- No
- I am not experiencing challenges with mental health.

- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
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- I am not experiencing challenges with mental health.
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- I am not experiencing challenges with mental health.
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- I am not experiencing challenges with mental health.
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- I am not experiencing challenges with mental health.
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- I am not experiencing challenges with mental health.
- Yes
- No

- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- Yes
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- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
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- No
- Yes
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- No
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- Yes
- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.
- No
- No
- No
- No

- I am not experiencing challenges with mental health.
- I am not experiencing challenges with mental health.

*Is there anything you would like share related to mental health?*

- nope
- N/a
- No
- It is very important and should be emphasized along with other aspects of health. I think young people of all ages and adults should have access to adequate health care from the mental, emotional, spiritual, and physical. Education needs to bring a more holistic view of what it means to be healthy. From a young age, people should be learning why it's important to take care of yourself...
- No
- Find a good therapist!! Disagree8-Neutral4 is tough times
- No
- No
- No
- No
- Nope
- it is Never spoken about in community
- No
- No
- i think mental health should be a topic taken more seriously then it is
- No
- No currently my mental health is at a good stage
- N/A
- People won't really show it so it's important to check in on others
- No
- Nope
- None
- No
- No
- Nothing related to mental health I want to share.
- No
- No
- I would like to say that minority communities need to normalize mental health issues

- I always had have problems with my mental health. I didnâ€™t know who I could talk to or where to go. I was just depressed and quite. This is one of the reasons why iâ€™m majoring in psychology because I want to help people because I know how it feels going through such a thing.
- No
- Nope
- Nah
- It's a big problem in our African communities
- 
- No
- No
- No
- Mental health exists in the black and African community but for some reason people do not want to talk about it.
- N/a
- None. I don't have.

### **Programs and Resources**

*Other programs/resources youth are a part of*

- Student government at my college.
- N/a
- A few of them but I donâ€™t want to get to personal
- WriteNeutral5Agree, literary arts organization
- Youth organization in my community
- I donâ€™t
- No
- avid
- School clubs
- Basketball club
- Middle school class
- 4th grade class
- No
- girls group and tutoring
- No
- Rising
- N/A
- No
- MSA
- EagleClaw football club
- EACS, OBK

- Nope
- SGPL
- BSU, MSA
- I am in the saw horse revolution  
design program
- Cooking
- Msa and Asa
- Girls make game



East African Community Services

# **BLACK BRILLIANCE RESEARCH PROJECT**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Surveys  
Focus Groups

# Black Brilliance

## Research Project

*In Partnership with King County Equity Now*



**EAST AFRICAN**  
COMMUNITY SERVICES



E. 109



# EACS' Black Brilliance Research

## Youth Survey Findings

### Overview

It is clear from our data collection and findings that there is a concern for community youth.

As caregivers navigate and build for their families, the ability to nourish their children with a quality life is challenging pre-pandemic and during this time in pandemic. Long term outcome is to increase social mobility with reinvest into youth with health and wellness, and cradle to career support.

Survey was completed by Community Youth between the ages 11 to 24, with close to 300 responses. three-quarter of respondents speak Somali, with close to 70% who have 6 or more people living in their house; most from the ages 15 to 17 and 18 to 21; more than half live in South Seattle; and close to half consider themselves as first generation.

“We are family. **Always.**” – EACS' Organizing Mantra



# EACS' Black Brilliance Research

## Youth Survey Findings

### Mental Health

**The findings show there is a need for investment in on accessible and quality holistic, health, and wellness services**

There is a need to increase conversations and normalize mental health challenges. Bringing together youth and their peers through healing circles is requested.

- **42% and 28%** say it is not easy to have a conversation about mental health about their community; more say it is easy to have a conversation about mental health with their friends
- **39% to 50%** are experiencing mental health challenges during pandemic or was experiencing mental health challenges before pandemic
- **Only 41%** know strategies to cope when experiencing mental health challenges
- **Close to 20%** do not know where to find mental health resources
- **30%** of those experiencing mental health challenges have not spoken to a therapist.



# EACS' Black Brilliance Research

## Youth Survey Findings

### Community & Education Opportunity

The findings suggest the need for cradle to career support

There are gaps for network and leadership opportunities, which may prevent community youth from upward mobility. This also may impact youth's perception of success with lack of representation

- Close to half do not know or unsure if they know their community leaders; are unsure or do not know of volunteer opportunities in their community; and do not have at least one mentor in their life.
- More than one-quarter say they know teachers that look like them and can relate to them.

“We are family. **Always.**” – EACS' Organizing Mantra



# EACS' Black Brilliance Research

## Youth Survey Findings

### Requested Programs & Supports

The findings suggest that youth need support in all areas of life

- **48%** are asking for sports; outdoor; and social activities
- **37%** college help
- **30%** arts and culture; and tutoring and homework
- **Open ended comments** include demand for strong mental health resources and a safe pace.

“We are family. **Always.**” – EACS' Organizing Mantra



# EACS' Black Brilliance Research

## Youth Survey Findings

### Summary

**The findings suggest that youth need support in all areas of life**

These categories are separate in writing but are all challenges that are intertwined. With investment to holistic services may also come mentorship, trust, and healing to move forward and increase education attainment. To get to the long-term outcome for healthy and thriving families is to increase social mobility. Meeting youth's social and emotional needs currently is critical for education attainment.

**"We are family. Always."** – EACS' Organizing Mantra



East African Community Services

# **YOUTH & FAMILY COMMUNITY IMPACT VIDEO**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Interviews

# EACS' Youth & Family Community Impact Video

Linked here: [https://www.youtube.com/watch?v=bgAlGdAPCpk&feature=emb\\_logo](https://www.youtube.com/watch?v=bgAlGdAPCpk&feature=emb_logo)



Forever Safe Spaces

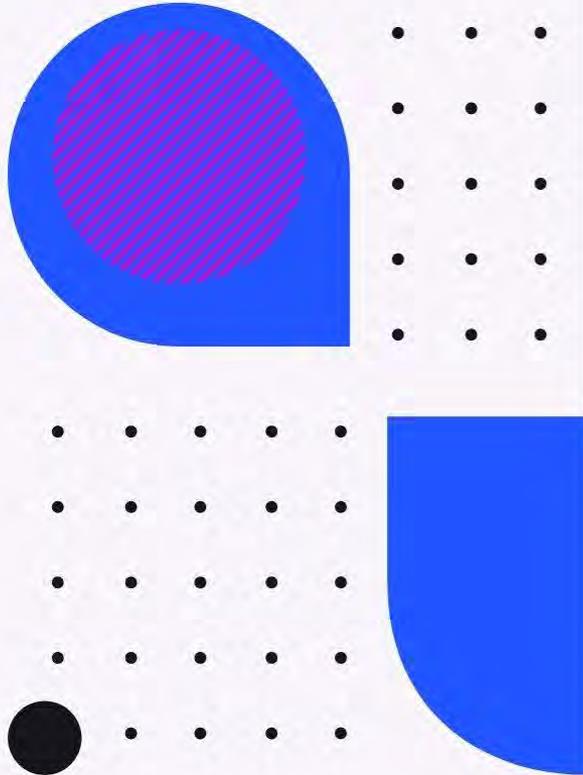
# FOREVER SAFE SPACES

Research Questions

How does building cooperative financial strategies contribute to long term collectivity in Black Liberation?  
How can we use art and cultural networks to reach urgent need in new, holistic ways?

How the questions  
were answered

Interviews

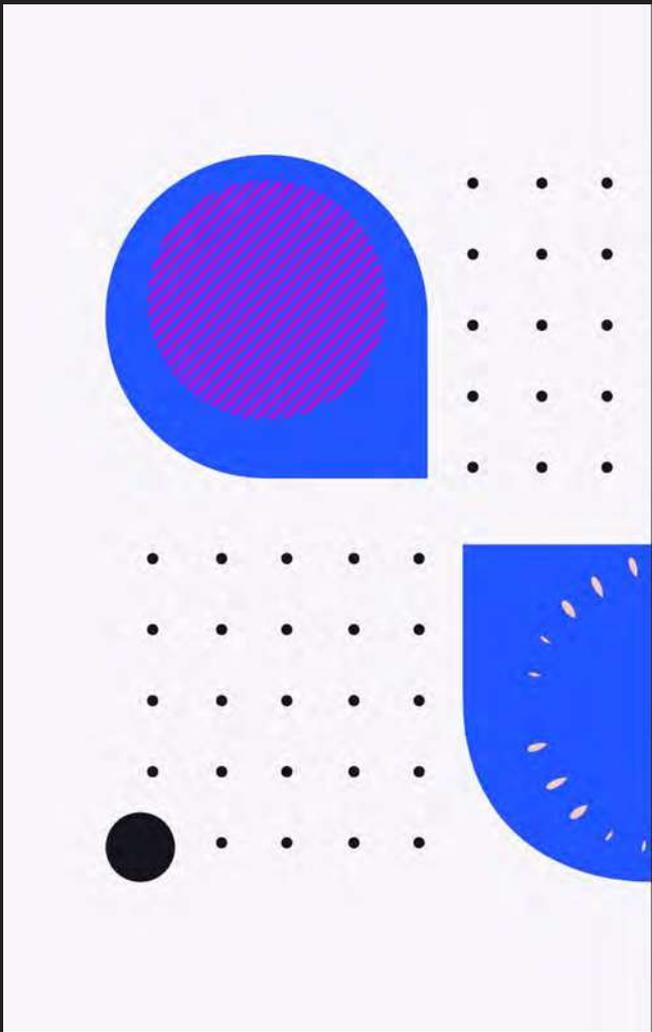


-Art and cultural practice is essential to the mental, social, and spiritual health of communities. >

-Creativity is the future of ALL sustainable industries, but creative industries have NOT grown equitably.

-Creative industries are inaccessible and inequitable to womxn, people of color, and the differently-abled.

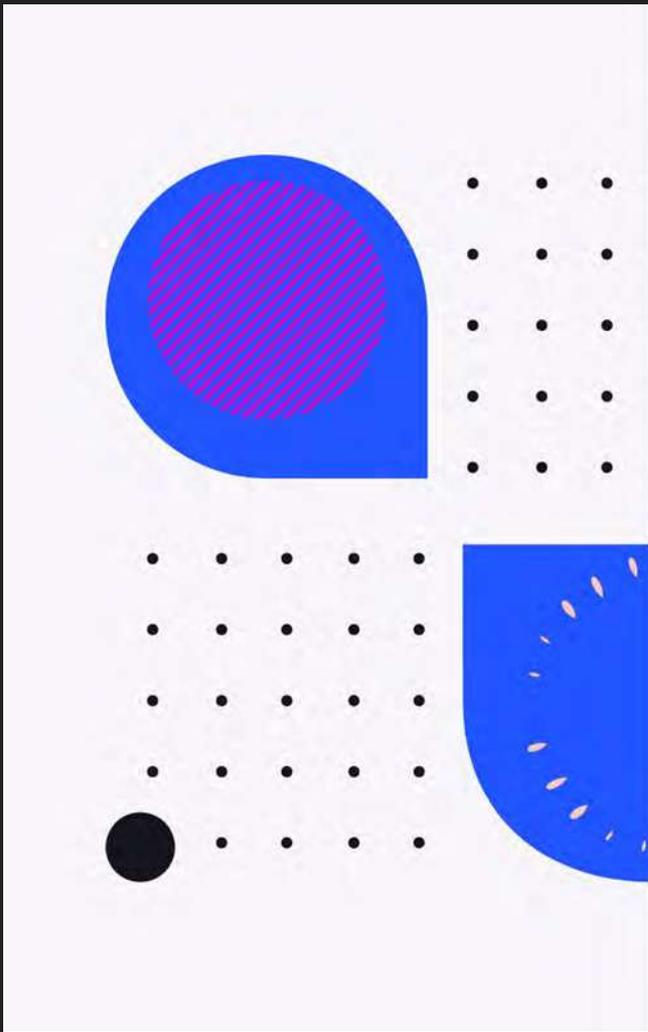
-The Creative Economy devalues many forms of cultural labor that are vital to the holistic health and wellness of humanity.



# Forever Safe Spaces



Created for and by frontline artists to keep culture alive and thriving as a force of healing and social change against all odds.



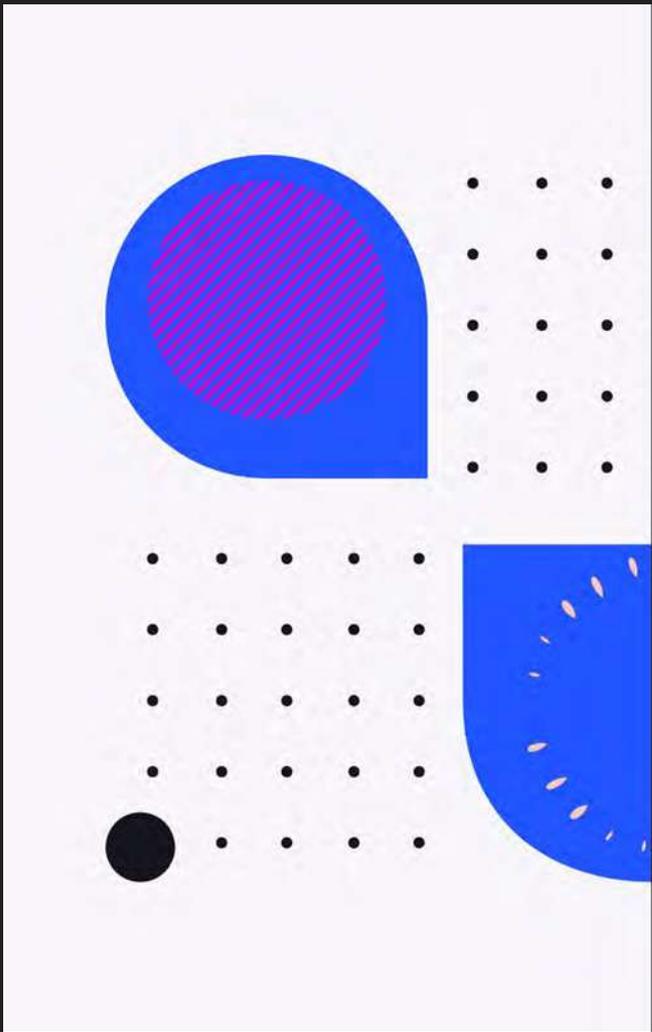
As a **community-generated** solution to cycles of poverty, resource disparity, and displacement



# Our Mission

is to foster an equitable and artist-centered creative economy that lifts

**from the bottom up**



Grassrooted in the ethos of  
mutual aid & community  
self-determination



## **Our Shortterm Goal**

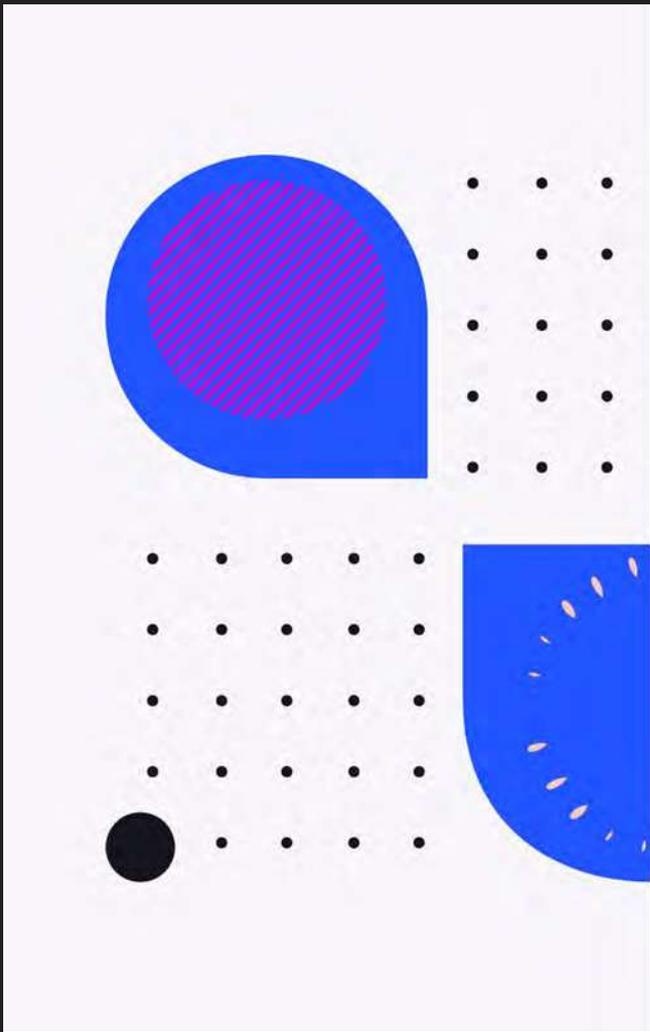
is to interweave, stabilize, and flexibly resource 250-500 cultural workers of color most vulnerable to displacement, homelessness, and other effects of disparity so they can not only survive but

**thrive in place**

# Longterm Goals:



- Creating opportunity for all people of color including youth, the justice-system involved, the neurodivergent, the differently-abled, and more to thrive in creative industries. (With sustainable liveable income!)
- Fostering more creative, hyperlocal, cooperative business, land ownership, and revenue-generation models in Seattle's cultural ecosystem. (Aquiring land together!)
- Building a case and model for the direct subsidization of low income cultural workers of color as an effective means of reparative investment in communities. (As recommended in this 2019 Report!)
- Supporting public health and safety policy that divests public dollars from putative solutions and instead fund community-led efforts. (Defunding police!)



By bridging artists and broader community around shared values of equity, and piloting infrastructure to reimagine how cultural labor is compensated



## Our Vision

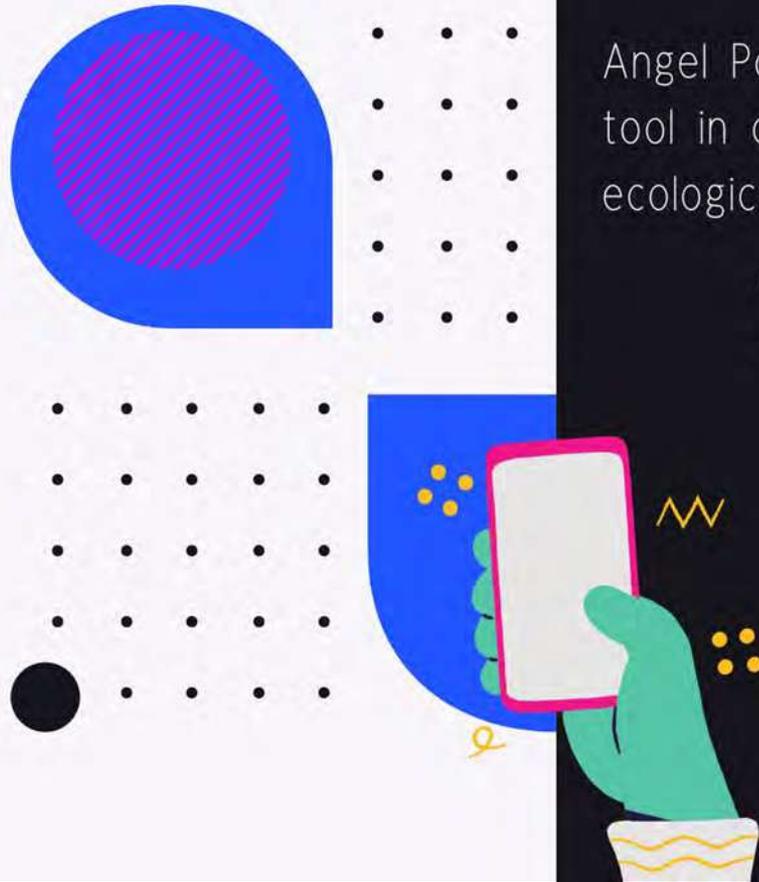
is the liberation of creativity from the glass ceilings of corporate-dominated industry, the philanthropic hegemony of the nonprofit industrial complex, the disparate precarity of the gig economy, and the predatory clutches of fundraising platforms that are not vested in local communities

# Our Model

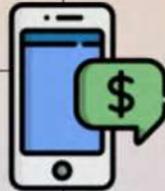


Angel Pod Coalition & Mobile App is a component tool in our plan. Utilizing our community-informed, ecological framework, it will serve two key purposes:

- 1** To interweave, amplify, and engage an estimated 50-100 residential and community "pods" - self-organized, autonomous clusters of artists as they organically exist in our region.
- 2** To provide a flexible crowdsourcing platform where subscribers from our direct community, can contribute financially or enkind to "pods" of their choice with the ability to custom-tailor engagement.



Subscriber



Subscription



One-time engagement



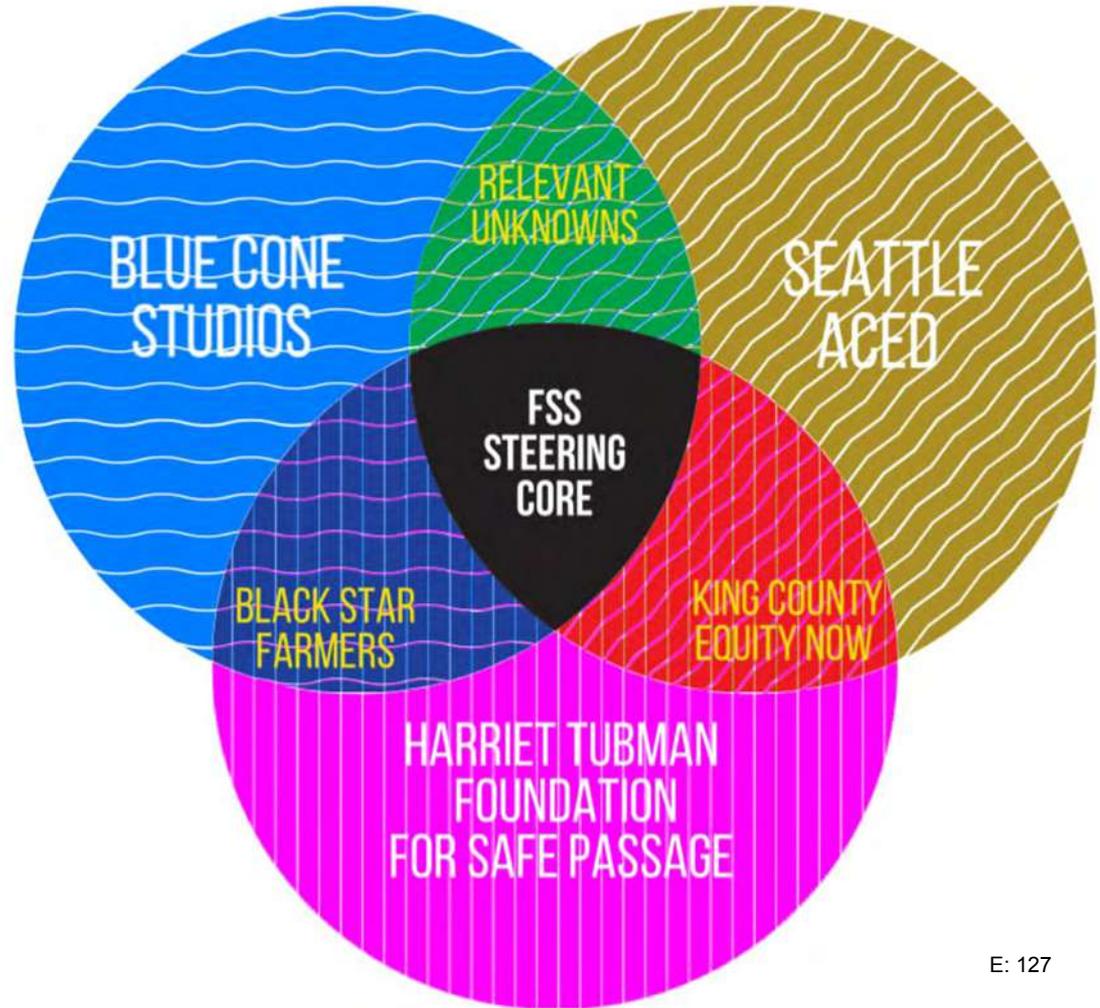
Artist Pod



# A SUMMARY OF BENEFITS

<b>COMMUNITY PODS</b>	<b>RESIDENTIAL PODS</b>	<b>ANGEL POD SUBSCRIBERS</b>
<ul style="list-style-type: none"><li>• Amplification via the FSS Platform and marketing team</li><li>• Access to unique storytelling and community engagement tools via FSS Platform.</li><li>• <b>Financial support via rent and bill subsidies.</b></li><li>• Access to a Forever Safe Spaces Creative and Cultural Consultant Services.</li><li>• Future profit sharing opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Access to unique storytelling and community networking tools via FSS Platform.</li><li>• <b>Financial support via rent and bill subsidies.</b></li><li>• Access to Forever Safe Spaces Mentorship and Creative and Cultural Consultant services.</li><li>• Access to exclusive opportunities for income, trainings, and professional development.</li></ul>	<ul style="list-style-type: none"><li>• Direct access to incredible network of grassroots artists and spaces in Seattle.</li><li>• <b>Opportunity to champion equity through direct, reparative investments to local community.</b></li><li>• Opportunity to tailor contributions based on capacity, interests, identities, and other affinities.</li><li>• Opportunity to be a part of transformative community.</li></ul>

# The Forever Safe Spaces Ecosystem



# Our Priorities

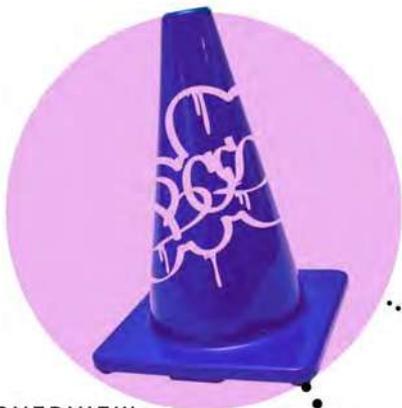
Our ecosystem includes 1,000-1,500 artists in disciplines ranging from youth service, cultural organizing, theater, dance, music, visual art, design, technology, literature, drag, fashion, and more representing over 120 independent collectives, spaces, small businesses, and/or grassroots organizations. Of the 533 community members we have demographic data on, 48% identified as BIPOC. From March to May of 2020 this community experienced over \$3M in self-reported loss due to COVID-19, and on a scale of 1-5 with 1 being most urgent, the average severity of need was 2.4, a number and urgency we know has only grown since our initial surveying. This is how we are internally prioritizing initial pod curation



# Founding Pod:



# Blue Cone Studios



## OVERVIEW

### COMMUNITY POD | CO-WORKING STUDIO

Blue Cone Studios is a coalition of independent artists dedicated to seeking out, collaborating with, supporting and promoting local bi-poc, queer, and neurodivergent artists in Seattle, WA. It will serve as headquarters for Forever Safe Spaces.

### NEIGHBORHOOD | PIKE/PINE CORRIDOR

In the heart of Capitol Hill Cultural Arts District and Art Walk, this neighborhood is highly accessible, with high-risk of displacement, yet high-access to opportunity. It is also in proximity to Seattle's East Precinct and Cal Anderson Park, positioned at the front lines of ongoing protests, as well as a vital resource in ongoing youth homelessness crisis.

5  
Resident Orgs

- Forever Safe Spaces
- Seattle Artist Coalition for Equitable Development
- Harriet Tubman Foundation for Safe Passage
- Future Ancients
- Converge Concepts

10  
Resident Artists

- Carolyn Hitt
- Jack Sanders
- Mark Mueller
- Angelica Campbell
- Brian Culpepper
- Cyreeta Mitchell
- M.T Perkins
- Noah Lubin
- Erik Kalligraphy
- Julie-C

5  
Cooperative Projects/  
Amenities

- Photo/Visual Studio
- Video Production Studio
- Relevant Unknowns Yearbook
- Drop-in Audio Recording Studio
- Tuesday Tea Free Art Night

# Beta Group:



# BOC Music



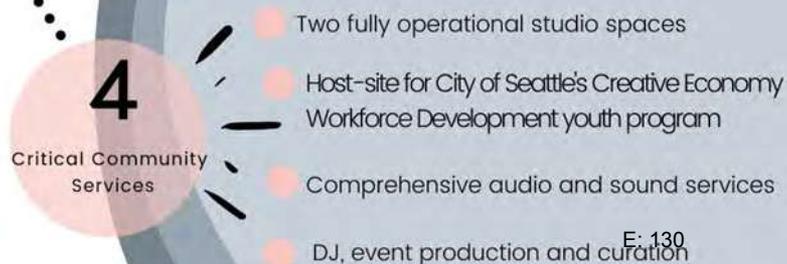
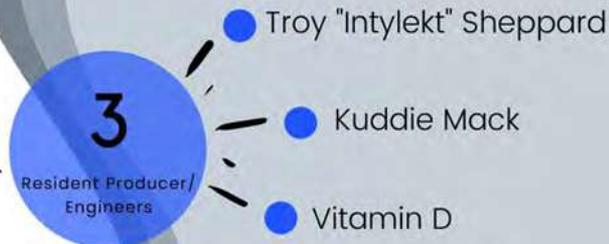
## OVERVIEW

### COMMUNITY POD | AUDIO RECORDING STUDIO

Established in 2000, and operating in its current location since 2012, Balance of Concepts is one of the few remaining Black-owned studio spaces located in Downtown Seattle. BOC's mission is to build and maximize platforms for the production and dissemination of innovative, independent music through artistic excellence, constant progression, and creative collaboration.

### NEIGHBORHOOD | INTERNATIONAL DISTRICT

In the heart of the Historic International District of Seattle, this neighborhood is highly accessible, with high-risk of displacement, yet high-access to opportunity. It is one of the only downtown studio spaces appropriate for loud noise, and is located next to King Street Station, site of Seattle's Office of Arts and Culture.



# Beta Group:



# Hidmo/ Cypher Cafe



## OVERVIEW

### COMMUNITY POD | CAFE/EVENT SPACE

Cypher Cafe celebrates a Black Central District. Powered by a collective of black and brown artists and organizers via Black Power Unlimited, we stand against gentrification by holding space for community grounded liberation work to take place through music, art, food and culture. BPU manages the first floor of Washington Hall which includes the Lodge Room, Library, Cafe, Commercial Kitchen and Classroom. We also sell delicious hot drinks and healthy home cooked foods."

### NEIGHBORHOOD | CENTRAL DISTRICT

In a historic building in the Historical Central Area Arts and Cultural District, an overlay of a historically Black and redlined neighborhood nearing end-stage gentrification, this site is a cultural anchor and gathering hub for the previously-displaced.



- Black Power Unlimited
- Creative Justice
- Revolution Staging



- Heidi Jackson
- Piaf Lester
- Ebony Arunga
- Suntonio Bandanaz
- Silas Blak
- Nikkita Oliver
- Jared Alfonzo



- Fully operational commercial kitchen, ready to launch Black chef co-op program
- Cafe with Community Library, open mics, & locally sourced snacks
- Accessible, affordable community event space
- Livestreaming services (coming soon)

# Beta Group:



# Concuss Creations



## OVERVIEW

### COMMUNITY POD | STUDIO & SILK SCREENING

A Beacon Hill staple since 2003, Concuss is a legacy artist collective and music community that brings together like minds to create art, music and clothing. Concuss Creations acts as a one-stop-shop for local artists, providing a fully equipped professional recording studio, full professional print shop, and access to an artistic community consisting of videographers, graphic

### NEIGHBORHOOD | SOUTH BEACON HILL

After being displaced from North Beacon where Concuss was operating since 1997, Concuss is now located in a DIY space in South Beacon, this area is still high risk for displacement, with low opportunity access.



Filthy Fingers United

Fake Four Inc (Seattle arm)

Oldominion



- Rob Castro
- Barfly
- Specwizard
- Silas Blak
- Bianca
- Anwar
- Sharia
- Brian
- Progeny



- Affordable silkscreening, over 70 clients in local music, business, and activism
- Graphic design, product design, marketing, online marketplace
- Music and livestreaming studio
- Concuss Radio Youtube Channel

# Beta Group:



# Black & Tan Hall



## OVERVIEW

### COMMUNITY POD | HISTORIC EVENT SPACE

Black & Tan Hall is a values-driven cultural hub sustaining a thriving and equitable economy through arts and cultural programming in Hillman City, Seattle. We envision a hyper-local economy that respects and elevates diverse cultures, is built by and for people rooted in community, feeds the arts, & sustains good jobs. This space is also a host site for the Good Jobs Fellowship.

### NEIGHBORHOOD | SOUTH END- HILLMAN CITY

Rainier Valley has long been a community of immigrants and other historically marginalized people. Previously the most diverse area code in the country, 98118 was overtaken by white people in 2018. It is an area of high displacement risk and moderate access to opportunity in the Hillman-Columbia City Cultural Arts District.

1

Vision

*"A hyper-local economy that respects and elevates diverse cultures, is built by and for people rooted in community, feeds the arts, & sustains good jobs"*

23

Community Owners

- Naudia Miller
- Karen Toering
- Ben Hunter
- Kristen Talley-Harris
- Sadiqua Imani
- Joe Seamons
- Chef Tariq
- and many more!

Alternative Economy: An anti-gentrification model that combats displacement, keeps dollars hyper local, and sustains good jobs

Group of Partners: A cooperative investment business, made up of neighbors where dollars aren't a barrier to entry

5

Point Value Model

Food Justice: Good food, made with quality ingredients, that tells the story of the breadth of cultures within Rainier Valley

A Cultural Hub: For celebration, reflection and creation: through workshops, social change events, cultural events and arts / performance programming

E: 133

Arts Collective: To experience art, history and culture

# Beta Group:



# Black Star Farmers



## OVERVIEW

### COMMUNITY POD | URBAN FARM NETWORK

Our mission as Black Star Farmers is to be a Black and Indigenous led foundry for the radical reclamation of land and food sovereignty for Black, Indigenous People of Color (BIPOC) through education, conversation, and volunteerism in a safe, joyful, and intentional community. We aim to challenge the White supremacist narrative surrounding agriculture and food security through creating a transformative Black and Indigenous led farms. We envision BSF becoming a Black and Indigenous urban farming cooperative that provides organic produce, plants, and traditional medicines to their communities.

### NEIGHBORHOOD | MULTI-SITE

This pod will facilitate trainings, retreats, and skill development programs across sites and pods with longterm goal of a land cooperative.

1

Vision

*"Black and Indigenous urban farming business providing high quality produce, plants, and traditional medicines to their communities."*

- Racial justice
- Land Acknowledgment
- Accessibility
- Decentralization
- Accountability
- Kindness
- Radical creativity
- Community
- Honesty
- Trust
- Self-sufficiency
- Freedom
- Compassion
- Regenerative Practices

14

Binding Values

4

Partner sites

- MLK Fame Center Garden (Madison Valley)
- Cherry Street Farm (Central District)  
In partnership w/ Hip Hop is Green
- Na'ah Ilahee Fund
- Walker Street Greenhouse (Walker & E 134)

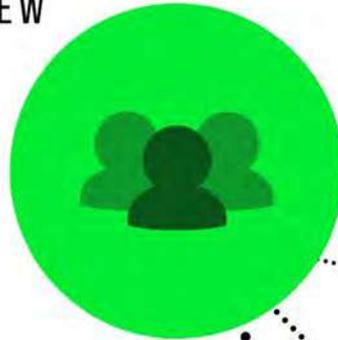
# Beta Group:

## Residential Pod West

and

## Residential Pod South

### OVERVIEW



2  
Artist  
Coop Houses

#### DEMOGRAPHIC SNAPSHOT:

100% Low Income/economically precarious  
100% Struggled with houselessness in last year  
79% Identify as BIPOC  
58% Struggled with mental health/wellness in last year  
29% identify as Trans/non-cisgendered



14  
Cultural Workers  
(excluding children)

14  
Recently Displaced,  
Previously Houseless

#### ABOUT THE RESIDENTIAL BETA GROUP

Our Beta Launch will include two anonymous residential pods. One of these pods was established with support of the Forever Safe Spaces team in the summer of 2020 out of urgent need, while the other is a recently established cooperative house in our ecosystem.

The range of cultural work represented in these pods include music production and engineering, DJing, youth service and community organizing, gardening, plus visual, martial, culinary and healing arts.

Additionally there are a total of five established small BIPOC-owned businesses operating from these two pods.

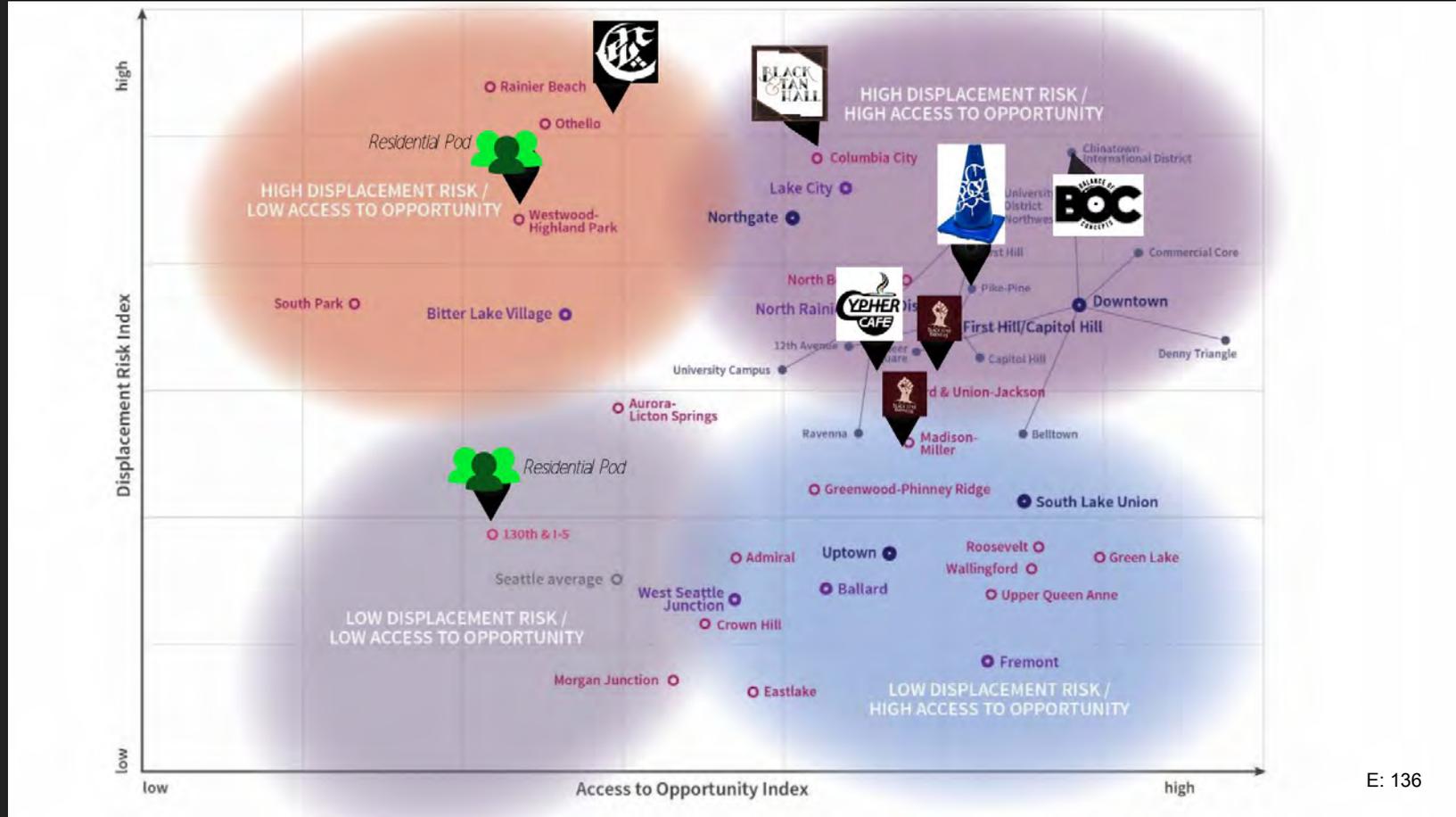
5  
Small Businesses in five  
creative Industries  
operated

#### RESIDENTIAL POD NOMINATION PROCESS

Our Beta Residential group was nominated by the Blue Cone Founding Pod. Before our full launch in 2021, we will onboard at least eight more residential pods, which will be democratically nominated by beta group community partners and curated by the FSS Steering Core based on our four priorities:

- Preserving Living Legacy through relational continuity
- Mitigating historic oppression and systemic inequity
- Compensating for undervalued cultural impact
- Addressing situational urgency

# Our Beta Pod Group Plotted on Seattle's Risk/Opportunity Heat Map



# The Forever Safe Spaces Steering Core

**(DRAFT)**



# The FSS Research Team



In August, in response to the George Floyd uprisings, ongoing protests in the streets, and the forward-thinking policy advocacy of KCEN and Decriminalize Seattle, City Council appropriated \$3 million for Black Community-led participatory research on public safety and racial equity solutions. While the mayor tried her best to veto this, the people and the streets were victorious and thus we have, "[The Black Brilliance Research Project](#)", led by Shaun Glaze of KC Equity Now, which is the direct result of successfully defunding SPD by 50% in the remaining 2020 Budget, and to which we've been invited!!

Our eight person FSS research team will join 100 others to contribute to this body of work as a part of a larger campaign for ***democratizing the city budget via a participatory process***.



## Cultural Ecosystem Researcher & Team Coordinator

### **Julie-C**

Seattle ACED, Decriminalize Seattle, COVID 19 Mutual Aid Solidarity Network, BASE Alumni, Common Field, Building for Equity Taskforce, the Hydrant, SIASE. BOC Music

**Question:** How does building the capacity of cultural workers build capacities of local movements?

**Goal:** To bring together brilliant people to weave kindred efforts for collective success.



## Finance & Resource Researcher

### **Naudia Miller**

*Harriet Tubman Foundation for Safe Passage, King County Equity Now*

**Question:** How does building cooperative financial strategies contribute to long term collectivity in Black Liberation?

**Goal:** To create a resource and fiscal sponsorship infrastructure for cooperative efforts in community-led creative/cultural advocacy.



## Community Coordination Researcher

### **Carolyn Hitt**

*Blue Cone Studios, Relevant Unknowns, Seattle ACED.*

**Question:** How can we use art and cultural networks to reach urgent need in new, holistic ways?

**Goal:** To build an infrastructure to collectivize resources and flexibly support the most vulnerable artists in our communities.



## Residential Pod Researcher

### **Acacia Porter**

*Badder Body Creations, Peace and Red Velvet, Alchemy Union, #GameOverFame*

**Question:** How can subsidizing rent and expenses for cooperative artist living spaces support permanent capacity in cultural communities?

**Goal:** To build a case for direct subsidization of cultural workers of color as a way to equalize disparity in the local creative economy.



## Media and Marketing Researcher

### **Erik Kalligraphy**

*Contemporary Love Affair, Converge Media*

**Question:** How can strategic curation of media, art, and storytelling bring communities together in new ways?

**Goal:** To re-center the lives, legacy, brilliance, and struggle of Black people in Seattle while creating economic opportunity for Seattle artists.



## Engineer & Studio Researcher

### Troy “Intylekt” Sheppard

BOC Music, Seattle ACED, BASE Alumni

**Question:** How can locally-oriented models of music production and dissemination close income and opportunity gaps in the industry?

**Goal:** To create more economic opportunity for local musicians most undervalued in the current system.



## Land Cooperative Researcher

### **Marcus Henderson**

*Black Star Farmers, CHOP Memorial Garden*

**Question:** How can cooperative models of land and food sovereignty education contribute to BIPOC Liberation and economic justice?

**Goal:** To support cooperative models of land acquisition and ownership that provides sustainable opportunities for community education and self determination.



## Community Pod Researcher

### **Kiya Mac**

*Harriet Tubman Foundation for Safe Passage, KCEN*

**Question:** How can resources in the cultural ecosystem be better shared across networks and silos to create more access and opportunity for all?

**Goal:** To support the coordination and sharing of space, opportunities, and resources across different parts of Seattle's cultural ecosystem.

(WE ARE HERE!)

# Forever Safe Spaces

## Development Overview

0  
1

RESEARCH

Community documentation and participatory ecomapping, identifying pods and partners

0  
2

DEVELOP

Finalize partners, roles, build steering core, create development plan, fundraise, develop app

0  
3

IMPLEMENT

Finalize business structure, bylaws, operating agreements, complete beta app, launch capital campaign

0  
4

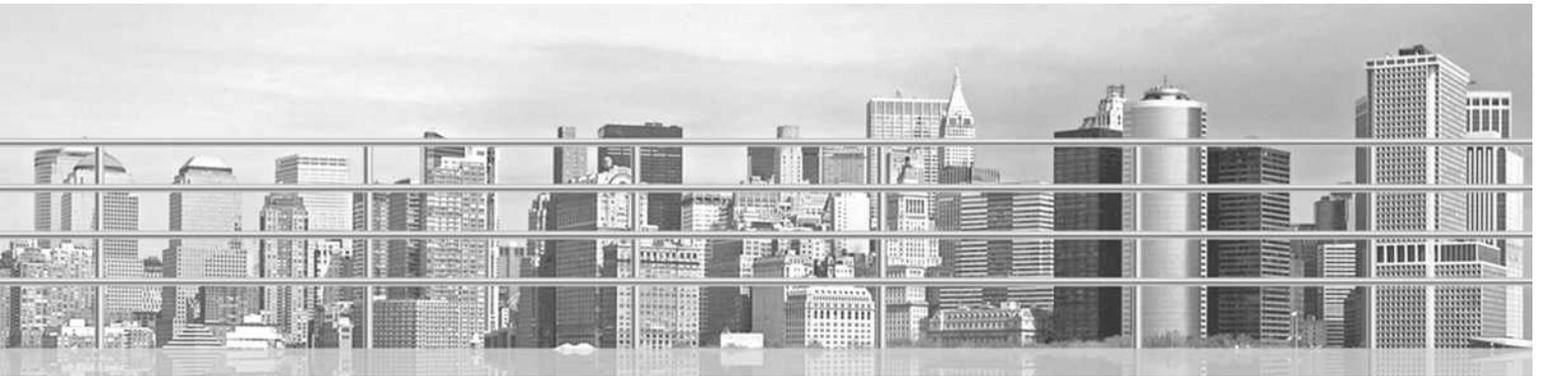
BETA LAUNCH

Launch with beta group, begin membership drive, evaluate, refine, begin marketing

0  
5

FULL LAUNCH

Public launch with full group, launch major marketing campaign, examine liscensing and/or franchising prospects



Freedom Project

# **ALL CITY CENTER**

Research Questions

What does our community need?

How the questions  
were answered

Surveys

# All City Center



By: Hawa Arero  
Freedom Project

## Kassandra Frederique on Liberation for Black Drug Users



# The Drug War and Racial Disparities

- ❑ Nearly 80% of people in federal prison and almost 60% of people in state prisons for drug offenses are black or Latino.
- ❑ People of color experience discrimination at every stage of the criminal justice system--over policing in neighborhoods, stop/search/seizures, convictions, and harsh prison terms.
- ❑ Research shows prosecutors are twice as likely to pursue a mandatory minimum sentence for black people as for white people.
- ❑ High arrests and incarcerations for drug use are not reflective of increased drug use, but rather of law enforcements focus on urban areas and communities of color.

# The Drug War and Racial Disparities, cont.

- ❑ A study in *Jama Psychiatry* found that white individuals and those with private insurance or those who can afford to pay out of pocket are more likely than others to receive buprenorphine- a treatment for opioid addiction.
- ❑ Additionally, minority patients are less likely than whites to be retained in treatment for at least one year. Black and Hispanic people were less likely to receive treatment.
- ❑ While treatment and medication should be determined by the severity of the addiction and other characteristics of an individual, a study at the Veterans Health Administration found that demographics were more often the determining factor on treatment plan.

# Communities of Color and Counseling Services:

- ❖ BIPOC in generally underutilized health and social service, and when they do, reports state that there are high dropout rates, infrequent use of therapy, and poor levels of functioning after the service.
- ❖ Clinicians' understanding of the experiences and needs of individuals exposed to trauma is imperative. This includes feeling physically and emotionally safe, and experiencing predictability of relationships to establish trust.
- ❖ Interventions that are culturally consistent are more readily understood and accepted by communities. (this means including the individual's biography, style, social network, and inclusion of customs and life habits)
- ❖ “Historical and current landscapes of mental health are fraught with gross disparities with regard to addressing the needs of populations and communities of color”.

# Barriers to finding resources

Communities of color have been excluded from both access to resources and social networking that connects us to resources.

What this means: Those in a crisis, in need of detox, are unable to access detox centers, and preliminary internet searches don't easily render results. An inability to locate a number, address, treatment provider, means that BIPOC are unable to reach out when in need.

Additionally, as researchers have pointed out, if someone does not have health insurance, then they may be completely ineligible from receiving any sort of detox service, unless they can afford to pay out of pocket.

# Community Survey

Interviewed Residents from King County, Social Media, and High School Students to answer the very important question.. What Does Our Community Need?

Do you know of any centers in your area that provides resources for people to receive detox and therapy service?

45%-NO

55%-YES

Would you utilize these services if they were accessible?

60%- NO

40%-YES

Are there mental health or addiction concerns that you have now?

70%- YES

30%- NO

Would you rather have African American therapist?

95%- YES

5%- NO

# Susie M Public Health Therapist

## Interviewed on 11/10/2020

*What are your thoughts with having a center that provides detox for people who are dealing with addiction?*

*“There are plenty of resources in King County around to help support folks with addiction. What will make you center different and will give folks with addiction? What will make your center different and will give folks the comfort to go to this center?”*

*“One thing you should be mindful is some folks who have addictions problems most likely stems from other issues they face in there life. Sometimes the approach may be difficult especially if you are trying to do a center you will want to see how many folks would be comfortable first even going to this center.”*

**78% of Black American's admit  
that it is hard being black in  
today's society**

...

BLACK  
LIVES  
MATTER

INDIGENOUS SOLIDARITY  
WITH  
BLACK LIVES  
#BLM #AIMYRelations

NATIVES  
FOR  
GEORGE  
FLOYD  
#BLM

No Justice  
No Peace

WHO  
DO WE  
CALL  
WHEN THE  
POLICE

BLACK  
LIVES  
MATTER

IF  
NOT  
YOU  
PAY  
ATTEN  
#BLACKLIVESMATTER



# The Black experience dealing with ADDICTION

*“I’ve been addicted to percs for about 2 years now. I never felt comfortable at my doctor, they make me feel like a crackhead and not like they really want to help”*

*“I started to dig deeper in my mental health. I just don’t see myself talking to a white woman about my problems”*

*“I never really seen a center that does not give me rehab vibes, I want somewhere I can feel comfortable at while getting my shit together”*

# Comments Continued

*“Talking about my addiction and wanting help sometimes is hard, I don’t feel supported in my community”*

*“ I really always wanted to get clean but I don’t know where to start, I feel like I have so many issues”*

*“My biggest issue is trusting someone I can talk to without judging me”*

# More resources the BLACK community needs

- ❖ Investing in more Black therapists
- ❖ A center with resourceful tools for residents, detox, and therapy
- ❖ Create a BIPOC lead detox center that can holistically support individuals
- ❖ Accessible Youth Outreach
- ❖ More organizations that focus on detox and culturally relevant mental health support
- ❖ Funding and access to community organizations that can connect and do the work

# King County Non profit detox center

Evergreen Treatment Services  
Thunderbird Treatment Center  
Sea Mar Treatment Center  
Native American Health Board



# Request for City Council

- Changing the reimbursement model so that smaller BIPOC community organization have access to these funds and continue supporting the community
- Detox centers that are based in the black communities (locations easily accessible and utilized by black communities)
- Investing funding into the community, meaning black communities have the autonomy and agency to: Train their own counselors, engage family members and support networks in the process, allow detoxing in the community, engage people in their own treatment plans.
  - The culture of removing one from his or her environment is traumatic, and may be a deterrent for people to seek help.
- Provide financial help for people to afford medication and afford treatment.

OUR FUTURE  
IS GREATER  
THAN OUR PAST

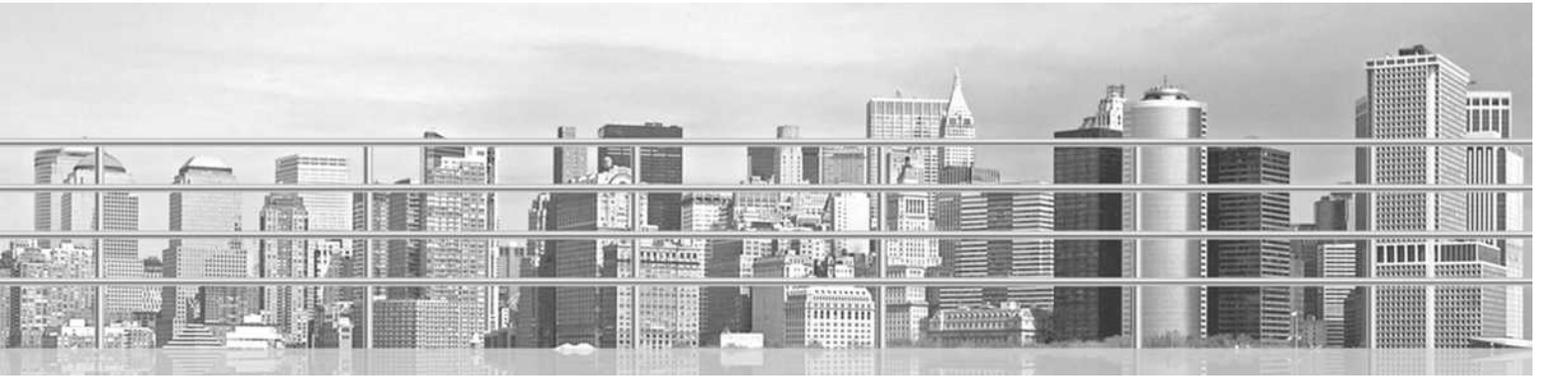
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Freedom Project

# **BARRIERS TO AFFORDABLE HOUSING**

Research Questions

What does affordable housing look like to you?

What resources would you like to see in your community?

How the questions were answered

Surveys

# BARRIERS

Dominique Scott & Breanna Thompson



<https://www.youtube.com/watch?v=NxE1p0X3W2w>

# THINK ABOUT THIS

The life of a homeless person is drastically different from that of a housed person in terms of exposure.

Homeless people are exposed to multiple toxins, communicable diseases, pollutants, rodents, animals, insect infestations, severe weather and more, simultaneously.



# Homeless in Seattle

- ▶ **The number of people experiencing homelessness in Seattle and King County increased by 5 percent this year.**
- ▶ **According to the Seattle Times, Seattle has the 3rd largest homeless population in the United States. Coming in behind New York City and Los Angeles.**

## **The numbers:**

- 11,199 reside in King County
- 2451 individuals were families with children
- 47% of the population was unsheltered; living on the street, parks, tents, vehicles, and other places not meant for habitation
- 4,884 were individuals experiencing chronic homelessness.



## **During the 2017-2018 school year, an estimated 40,112 public school students experienced homelessness over the course of the year**

- 2,957 students were unsheltered
- 4,993 were in shelters
- 2,521 were in hotels/motels
- 29,641 were doubled up
- Black or African American youth and young adults have an 83% higher risk of reporting homelessness compared to their white peers.
- Non-white Hispanic youth and young adults have a 33% higher risk of reporting homelessness than whites.

The disproportionate number of Black youth experiencing homelessness mirrors racial disparities in school discipline, foster care, and incarceration.

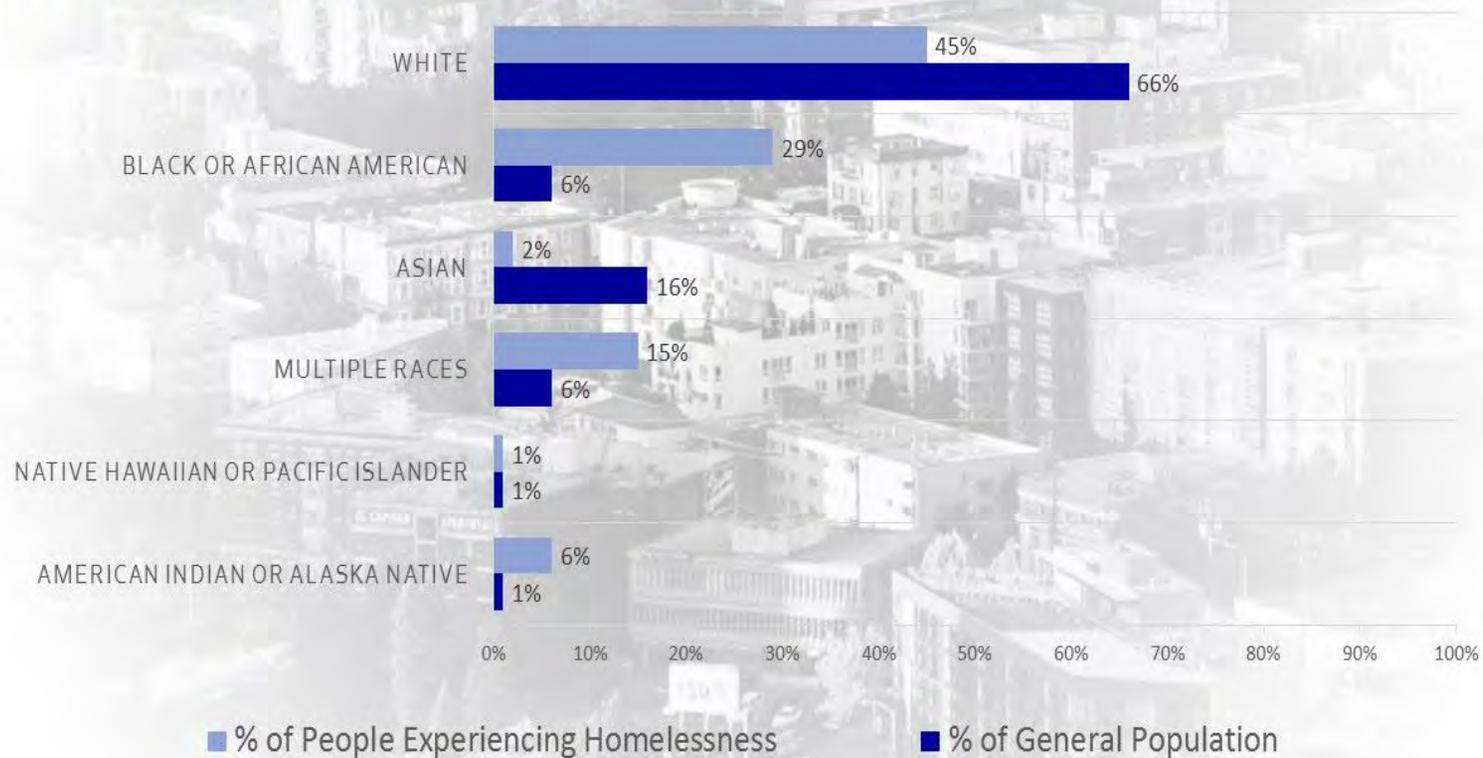
# AREN'T WE ALL THE SAME?

*For Black communities in urban areas, public policies have often been enacted under the guise of creating new public spaces, combating urban blight, or bolstering economic development. But over time, these policies have stripped Black communities of the wealth and financial stability found in property ownership and affordable rental housing.*

- ▶ In fact, these differences are so entrenched that if current trends continue, it could take more than 200 years for the average Black family to accumulate the same amount of wealth as its white counterparts.

# Racial Disparities and Redlining:

## People of Color Experience Homelessness at Disproportionately High Rates



# Racial Disproportions

- “Seattle's homelessness crisis has been years in the making, and its roots run deep, touching racial inequity, economic disparities, mental health treatment, rising housing costs, mental health, addiction, and so much more.”
- Unequal distribution of “opportunity” in metro areas—i.e., schools, employment, quality infrastructure. People of color are largely confined to central neighborhoods that lack economic opportunity, along with poor infrastructure, inferior public services, and high rates of crime that have the effect of reproducing social inequalities.
- 20% of black households are extremely low-income renters.
- Black, Native American, and Hispanic households are more likely than white households to be extremely low-income renters - with incomes at or below the poverty level or 30% of their area median income

# REDLINING

The Federal Housing Administration, which was established in 1934, furthered the segregation efforts by refusing to insure mortgages in and near African-American neighborhoods — a policy known as "redlining." At the same time, the FHA was subsidizing builders who were mass-producing entire subdivisions for whites — with the requirement that none of the homes be sold to African-Americans.

This process, known as redlining, denied people of color—especially Black people—access to mortgage refinancing and federal underwriting opportunities while perpetuating the notion that residents of color were financially risky and a threat to local property values.

# WHERE'S THE EQUALITY?

Race	Percent of primary residence home loan applications denied
White	5.7
Asian	7.2
Black	11.6
Hawaiian or Pacific Islanders	6.5
Native American	9.8

Data Source: Consumer Financial Protection Bureau<sup>58</sup>

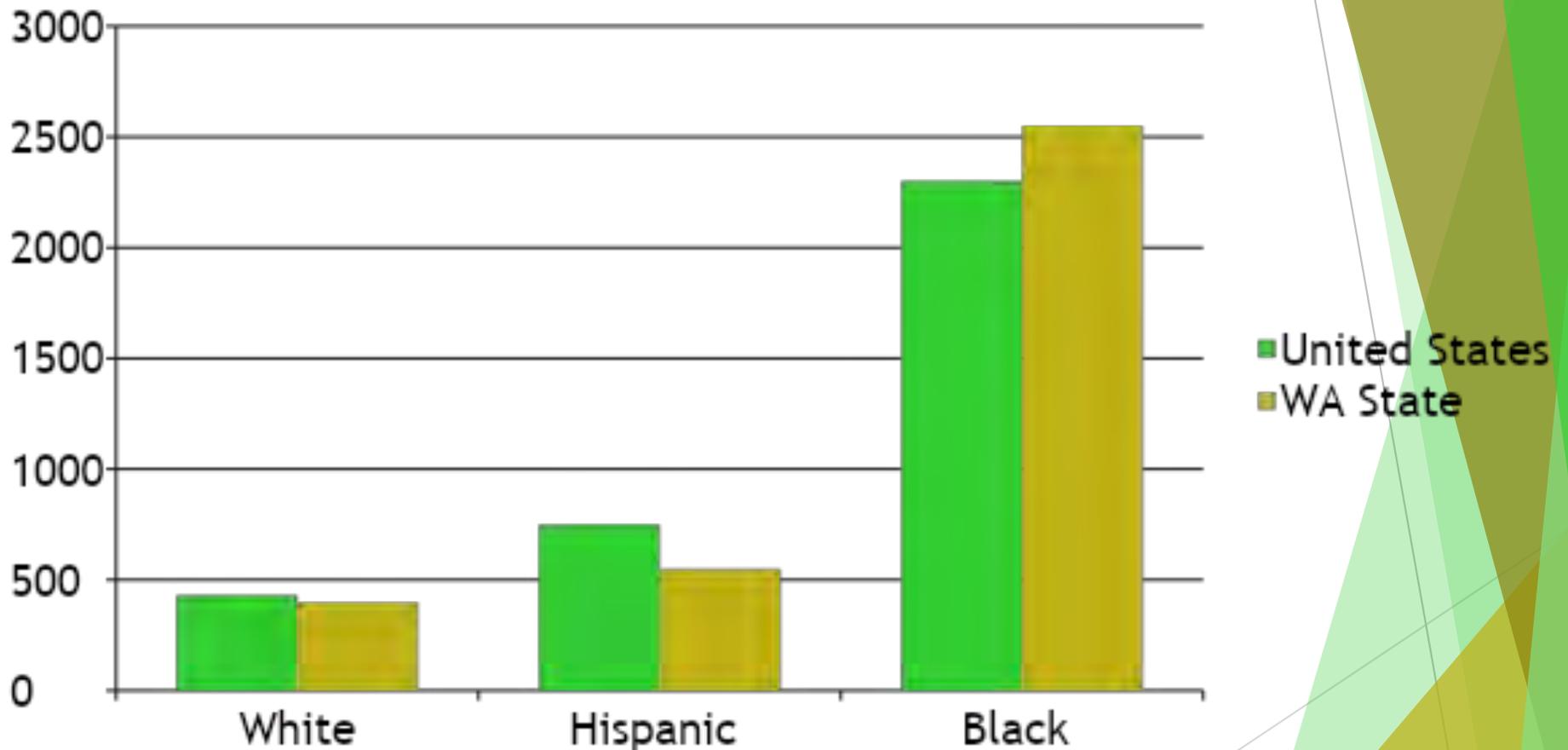
**I've paid my  
debt...Right?**

**Formerly incarcerated people are almost 10 times more likely to be homeless than those who've never been imprisoned.**

# **African Americans are incarcerated in state prisons across the country at more than five times the rate of whites, and at least ten times the rate in five states**

- ▶ People released from prison or jail released disproportionately to large cities with an existing strain on housing and employment opportunities due to a lack of resources in the smaller counties. As a result, larger cities' resources become limited, as the need grows, and the resources shrink. This perpetuates the likelihood of recidivism of offenders who live in counties with limited housing and legal employment opportunities.
- ▶ One third of the people released from prison or jail will return within 3 years
- ▶ Formerly incarcerated women are more likely to be homeless than formerly incarcerated men. But among homeless formerly incarcerated people, men are less likely to be sheltered than women, whether for reasons of availability or personal choice.
- ▶ More than 1 and 3 young, black males are without a high school diploma are currently behind bars

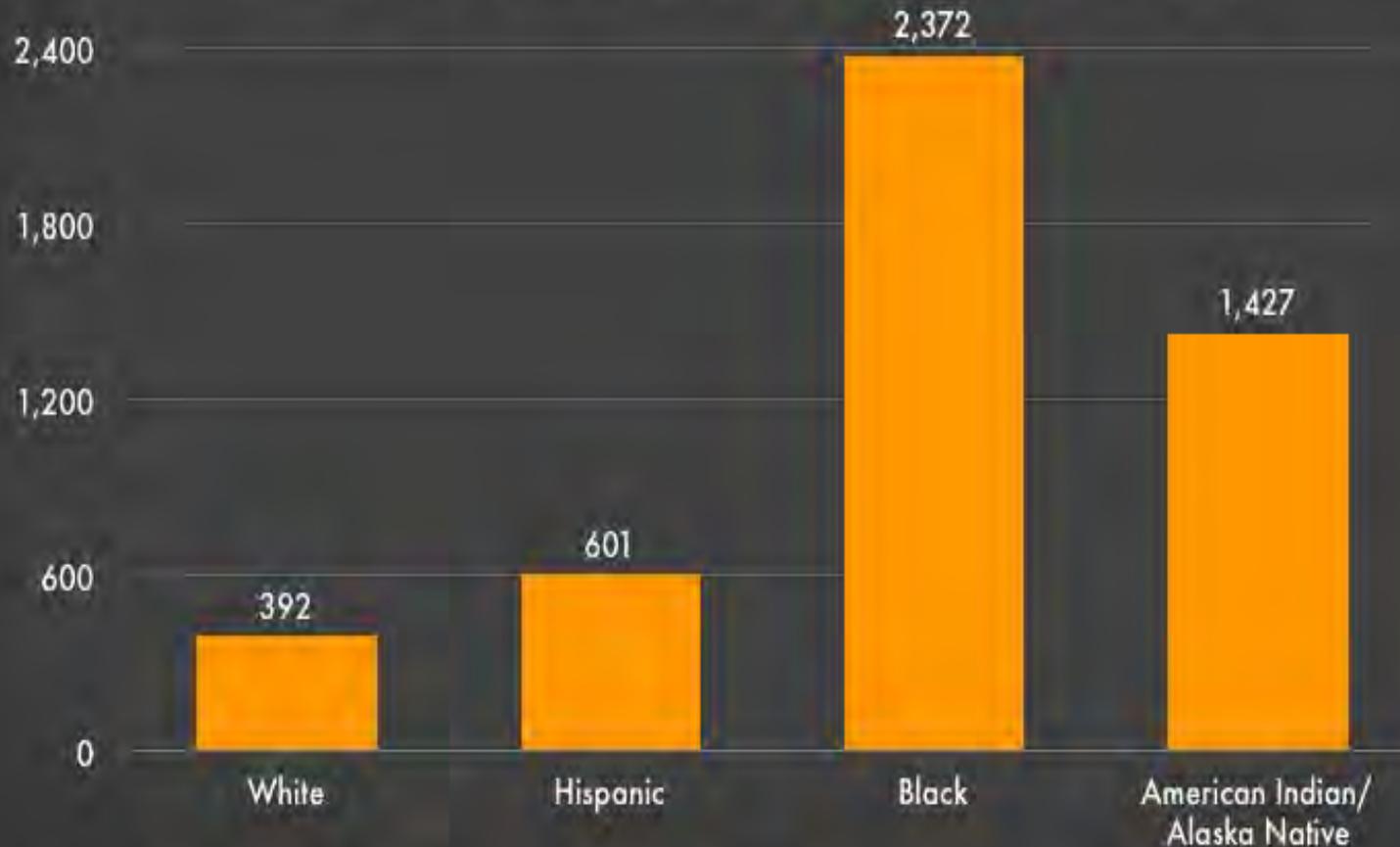
# Disproportionality in Incarceration in the United States and Washington State



Rates are per 100,000 population

# WASHINGTON INCARCERATION RATES BY RACE/ETHNICITY, 2010

(Number of people incarcerated per 100,000 people in that racial/ethnic group)



**PRISON**  
POLICY INITIATIVE

Source: Calculated from U.S. Census 2010 Summary File 1. Incarceration populations are all types of correctional facilities in a state, including federal and state prisons, local jails, halfway houses, etc. Statistics for Whites are for Non-Hispanic Whites.

# TRYING TO QUALIFY

**Accessing Housing Services**

# THE COST OF STABILITY

- Since unemployment data disaggregated by race first became available in 1972, African Americans have consistently shown an unemployment rate double that of whites. This 2-to-1 gap has persisted through some of the best economies and through some of the most severe economic downturns.
- In order to qualify for most apartments in WA state, a person must earn at least 2.5x the rent. That in itself is a huge barrier. The average cost of living in our state does not match the average minimum wage for the state.
- The report says a minimum wage worker could afford to pay \$598 per month in Washington, where the fair market rent for a 1-bedroom apartment is \$1,121 per month.
- The fair market rental on a 2-bedroom place comes in at \$1,397 per month. That means a renter needs to make \$26.87 per hour to afford a 2-bedroom unit in Washington.
- An employee earning minimum wage would have to work 93 hours per week to afford the same place.

# Eligibility for Low Income Housing in Seattle

Per most housing authorities you must:

- ▶ Be homeless or live in substandard-condition housing
- ▶ Pay more than 50 percent of your household income on rent and utilities,
- ▶ Earn income at or below 30 percent of the AMI for your family size
- ▶ Have at least one family member under the age of 18, elderly or disabled.

To qualify for subsidized housing, you must be one of the following:

- ▶ A family with children under age 18.
- ▶ Age 55 or older.
- ▶ Disabled.
- ▶ In addition, your household must:
  - ▶ Have a head of household age 18 or older.
  - ▶ Have no more than 10 people.
  - ▶ Submit all required consent forms.
  - ▶ Have U.S. citizenship, or documents that show eligible non-citizen status.
  - ▶ Provide a documented social security number (SSN) for each person. Otherwise, you must provide a signed certificate showing that no SSN has been assigned.

# Eligibility, Cont'd

- ▶ As the eligibility criteria stands, many marginalized groups are explicitly excluded from subsidized housing; this exclusion includes young mothers under 18, single people with no disability, and those without papers.
- ▶ Per policy in most housing authorities, a conviction does not automatically disqualify applicants from the program; in practice however, most justice involved folx are excluded from consideration for subsidized housing.
- ▶ Most of the exclusions that occur are a result of gatekeeping. According to the Cambridge dictionary a gatekeeper refers to “someone who has the power to decide who gets particular resources and opportunities, and who does not”. Caseworkers and program managers tasked with the responsibility of providing housing resources to those most in need often use their discretion to ensure that they do not.

# SOMETIMES YOU GET LUCKY...

Even if you can make it on a waitlist, it can still takes years!!!!!!

“The last lottery was held February 6-24, 2017 and another one is not scheduled. It is anticipated to take several years before Seattle Housing Authority (SHA) issues vouchers to those on the 2017 lottery waitlist and opens another lottery.”



# **Voices From The Community**

**A survey was conducted in the community to see how they feel about housing barriers, and the following are their responses**

## WHAT DOES AFFORDABLE HOUSING LOOK LIKE TO YOU?

“Being able to afford housing with minimum wage without struggling until the next paycheck or having to get 2-3 jobs just to pay rent and bills.” J.H (Young adult)

“It means rent is reasonable and it could be afforded with one income in household.” T.H (Young, single mother)

“Affordable housing to me means being able to pay your rent but still have money to spend on other bills and things needed in life.” M.M (Teenage, single mother)

“What affordable house means to me is finding that person or families monthly income and making the housing affordable based off income.” J.F (Young adult)

## Do you think making at least 2.5x monthly rent should be a requirement when applying to live? Why or why not?

“Making at least 2.5x monthly rent should not be a requirement when applying because some families will not be able to get the house they want in the community they desire to live in because that don't make that much to help them. Some families barely make enough to pay rent as is and still never miss a payment. When you make it a requirement to make at least 2.5x monthly rent your taking away from a family that has a desire to live in the house/apt they desire.” T.H (Young, single mother)

“I think that's okay for a two income house, having two incomes coming in is very helpful and makes things easier for the living situation. For a one income household it could be more difficult because of all the other bills that come along with living, plus food, and other necessities it could be a lot on that one person” J.H (Young adult)

“No, because minimum wage doesn't allow for people to be able to pass the income check. Most people of color make no more than \$1-\$2 more than minimum wage at their entry level job. All the fees that are due upfront including first, last and deposit. Credit check and/or having to be at your job a certain time period are all barriers I've encountered” A.J (Middle aged, single mother)

# What resources would you like to see in your community?

- ▶ **“Move in financial assistance helping with move in cost.” J.H (Young adult)**
- ▶ **“More community outreach programs and centers, apprenticeship for kids in high school so they have a guaranteed career when they graduate, early vocational training for high school students, life skill programs/classes, racial equity.” A.J (Middle aged, single mother)**
- ▶ **“Awareness programs, keep community clean for financial opportunities, less abandoned buildings/facilities.” M.H (Middle aged woman)**
- ▶ **“Resources I would like to see more of in my community would be employment opportunities, helping people with substance abuse, and mental health. Also more resources providing help to families in need.” J.F (Young adult)**
- ▶ **“Resources for the homeless (shelter/transitional) because they are all alone during this crisis.” Q.W (Teenage, single father)**



# What We Need!

To allocate sustainable funding to community housing, for the community, served by the community, providing services to the black community and other marginalized groups, such as, those returning to the community from incarceration, those who have experienced homelessness or housing insecurities.

To empower the people who are closest to the problem, this organization will collaborate to affect a housing coalition that provides the services currently provided by local, state, and federal system; this organization will put the power back into the hands of the community

To impanel a community review committee or board comprised of those who have the best solution to those who have experienced homelessness and using the housing authority in strictly advisory capacity, will offer the responsiveness and culturally relevant answer to the homelessness and housing insecurity.

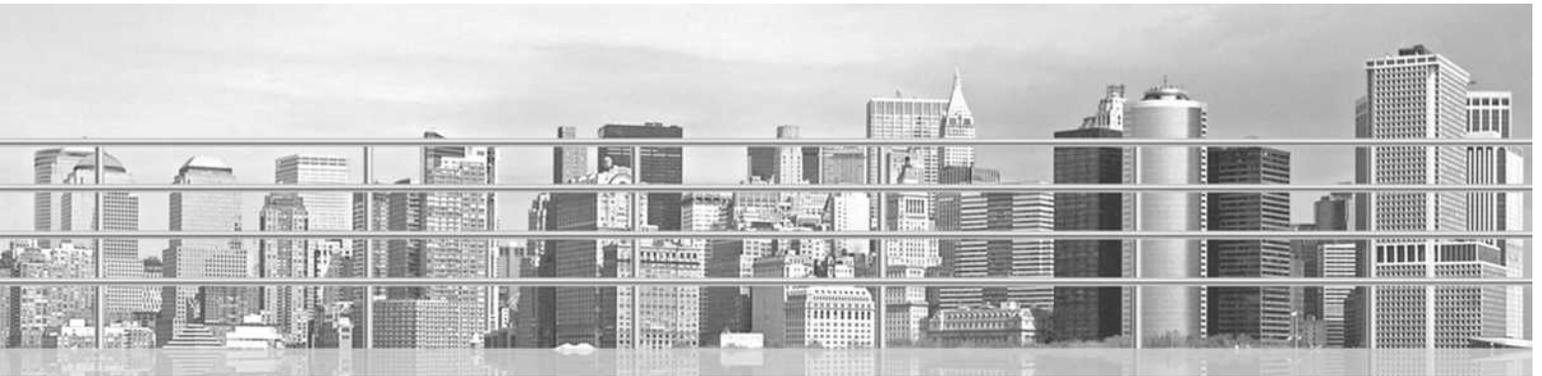
# Benefits

- Intervene in the perpetuation of racial inequity housing
- Provides employment to those with a lived experience to the problem of homelessness
- Provides accountability for resources that have systematically remained out of reach for those most in need
- Acts as a basis for stability and the potential for long term stable housing and the potential of home ownerships

# The Final Analysis:

***“The only way to mitigate the historical distrust experienced by the black community is to share power, power that historically belongs to the dominant culture structure.”***

***-David Heppard***



Freedom Project

# **BIRTH OF A NARRATIVE: VIOLENT OFFENDER MYTH**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study



December 5, 2020



## THE BIRTH OF A NARRATIVE

*“You start out in 1954 by saying, “Nigger, nigger, nigger.” By 1968, you can’t say “nigger”—that hurts you, backfires. So, you say stuff like forced busing, state’s rights, and all that. But now you’re getting so abstract. Now, you’re talking about cutting taxes, and all these things you’re talking about are totally economic. And a byproduct of [cutting taxes] is blacks get hurt worse than whites. “We want to cut this,” is much more abstract than the busing thing, and a hell of a lot more abstract than “nigger, nigger.”*”

Lee Atwater, a South Carolina Republican, made these incendiary remarks to explain how Republicans can win the vote of those with racist proclivities without sounding racist themselves. In this interview, he claims racial innocence while relying on rhetoric about “my generation” and claiming that white people will be more likely to vote in economic

**FREEDOM PROJECT**

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E: 201



interest—economic interest that marginalizes black communities. He then stated, “Race no longer matters.”

The portrayal of crime in heated political campaigns is used as a metaphor for race. Politicians recast fears about race as fears about crime, using mug shots of black men in campaign posters (i.e. Willie Horton) to instill fear in white Americans. The message is and was clear: African Americans are violent and inherently “criminal.”

This perspective is not new. It has been reinforced through the media, in history, and by dominant culture for decades.

### **The “Savage” Stereotype**

Television occupies a central role in American culture and is one of the most influential forms of media. What we view on TV or in movies influences our attitudes and beliefs, so when the content we view displays racist stereotypes, we are more likely to internalize those beliefs (Weaver, 2016). Movies were, and still are, a powerful medium for transmitting and reinforcing stereotypes. Silent films such as “The Wooing and Wedding of a Coon” in 1904, “The Slave” in 1905, “The Sambo Series,” in 1909-1911, and “The Nigger” in 1915 offered up black stereotypes in an engaging and fascinating new medium (Green, 1998). The premiere of “Birth of a Nation” during the reconstruction period in 1915 shifted the narrative from the “happy Sambo” and the inept Jim Crow stereotypes to one of the Savage. In this D. W. Griffith film, the Ku Klux Klan tames a terrifying, savage African American through lynching. Post-emancipation, the image of a threatening brute from the “dark continent” was restored, and acts of racial violence were justified and encouraged through the emphasis of this stereotype. The message to whites was: We must put blacks in their place, or else (Green, 1998).

In the face of perceived threat, beliefs that black people were “mentally inferior, physically and culturally unevolved, and apelike in appearance” were supported by prominent white figures such as Abraham Lincoln, Andrew Johnson, and Thomas Jefferson (Green, 1998). Theodore Roosevelt stated publicly that, “As a race and in the mass [the negroes] are altogether inferior to whites.” The 1884 edition of the Encyclopedia Britannica stated that “... the African race occupied the lowest position in the evolutionary scale.”

The savage stereotype was not only reinforced in the media. Scientific studies were conducted in order to solidify the savage stereotype. According to Plous and Williams (1995) as cited in Green (1998), scientists concluded that blacks were savages because: (1) the abnormal length of the arm; (2) weight of brain; (3) short flat stub nose; (4) thick protruding lips; (5) exceedingly thick cranium; (6) short black hair, eccentrically elliptical or flat in sections, and distinctly wooly; and (7) thick epidermis. Additionally, black people were assumed to be far less sensitive to pain; black women were thought to experience little pain with childbirth. These



stereotypes were used to justify the harsh treatment of slaves during slavery, as well as the murder, torture, and oppression of black people following emancipation.

While cinema and the entertainment industry have become more covert in the ways they display racial stereotypes, the savage stereotype is continually reinforced in the way we receive news media in the present. Black people in current media are not only underrepresented, but they are often misrepresented. Black people are more likely to be shown as poorly dressed or being restrained by figures of authority. News media headlines tend to call out the race of black people, using phrasing like “Black teen” or “unarmed black man” which unconsciously reinforces the importance of race in incidents of violence or crime. The shift in media and race has given birth to additional black stereotypes: the drug user/dealer stereotype, which emerged during the war on drugs, the financially needy stereotype, which emerged from the overestimation of black people living under the poverty line, the angry black woman stereotype, the athlete stereotype, the rapper/dancer stereotype, and so on (Weaver, 2016). In a study on news programs broadcast in the Los Angeles area, researchers found that black people were overly represented as perpetrators of crime, and underrepresented as victims of crime, which is in stark contrast to actual crime statistics. Additionally, during the Hurricane Katrina disaster, large news outlets such as the New York Times, Washington Post, and Wall Street Journal continually portrayed black evacuees in photographs, paired with words like “looting.” This was true of 80% of the articles—which instills a belief that black evacuees were criminals.

Additionally, criminality has always been an element of misrepresentation of the black community. Historically, criminality was used as an excuse for slavery, believing black people to be immoral predators—hence the narrative that black people must be kept in line. These negative beliefs have the end result of stereotyping black people as criminals, regardless of wrongdoing. Linda G. Tucker in *Lockstep and Dance* argues that the representations in popular culture of criminal black men perpetuate this stereotype.

### **Criminal Stereotypes of African Americans**

The criminalization of black men has a long history in the U.S., which includes both legal and informal social laws that lead to death or incarceration. The stereotype of black men as criminals was constructed as a tool to discipline and control our enslaved ancestors, out of fear that they would stage a rebellion. Those who trafficked black bodies on plantations sought to create a narrative of black men as predators—one of dangerous criminals who would rape the “innocent and pure” white women if given the opportunity. A law introduced in Pennsylvania in 1700 illustrated this fear: it mandated that should a black man attempt to rape a white woman, he would be castrated or punished to death.

Post slavery, the development of the “Convict lease system” allowed for white people to arrest many of the recently freed men and women for minor violations, and punish them with hefty fines, long prison sentences, and labor on the same plantations they just left. Writer



Douglas Blackmon described the system, stating, “It was a form a bondage distinctly different from that of the antebellum South...this slavery did not last a lifetime and did not automatically extend from one generation to the next. But it was nonetheless slavery—a system in which armies of free men, guilty of no crimes and entitled by law to freedom, were compelled to labor without compensation, were repeatedly bought and sold, and were forced to do the bidding of white masters.”

Black men were also subject to sanctioned lynchings. Lynchings were systematically used to intimidate and control the black community, as well as create the narrative that black people were problems, hence making the lynching a justifiable homicide. Of the more than 4,000 people lynched between 1881 and 1968, over 70% of them were black males. These deaths, which often occurred by being burned, hanged, shot, castrated, and tortured, were made public events and documented in photos and postcards. The advent of the criminal stereotype in America contributed to lynchings—Ida. B. Wells, the well-known, anti-lynching activist published a pamphlet that stated that from 1882-1920, despite the notion that lynchings occurred because black males had sexually assaulted or abused white women, fewer than 30% of those reported lynchings even involved the charge of rape. She also reported that most sexual contact between white women and black men were consensual.

In the post-civil rights era, police were given legal authority to regulate black male bodies through traffic stops, stop and frisk, and zero-tolerance policies. These policies served to create legal entrapments, which systematically and intentionally ensnares black men in the legal system. There are a plethora of legal cases supporting policing activities and practices. Some of these cases give legal authority for police to stop, question, pursue, and arrest individuals without probable cause or the presence of suspicious behavior, even during minor traffic violations. These cases show how policing behaviors in the U.S. are legally structured to produce institutionalized entrapments that often disproportionately target and affect black men. The depiction of black men as criminals became more threatening in the 1970’s and early 1980’s, with the evolution of the stereotype of black men as “petty thieves” shifting to “ominous criminal predators.” In the 1990’s, the rhetoric from politicians was that these were “super predators”—people, specifically juveniles, who were willing to commit violent crimes with no remorse. American lawmakers jumped on this idea, and implemented tough-on-crime legislation for juveniles. Melissa Hickman Barlow, a professor of criminal justice at Fayetteville University, stated that “the perception of African American males as criminals is so entrenched in society that talking about crime is talking about race.” Black people today continue to be incarcerated at a rate over 2.1 times Hispanic people, and 5.6 times white people. These disparities vary by state and region.

Bryan Stevenson, author of *Just Mercy* and founder of the Equal Justice Initiative states, “Today it seems easier to talk about slavery because we think it ended 150 years ago. Today it seems easier to confront lynching because we think that we don’t do that anymore. But at the



time I think the dynamics were exactly the same as what we're trying to deal with, in dealing with mass incarceration, there is a narrative that sustains it, and we have to change that narrative." Black people account for a disproportionate number of arrests, convictions, and imprisonment, but public estimates of black crime far surpasses the reality. This far too common stereotype and misinformation serves as a subtle rationale for unofficial policies of racial profiling.

### **“Violent Offender” Legislation**

Lawmakers use labels like “violent” and “nonviolent” under the guise of protecting the public from harm. However, this terminology is just another example of oppression, because the label of “violent” is largely reserved for predominantly Black, Indigenous, communities of Color. This label restricts people from accessing vital reentry resources that are fundamental to their successful transition back into the community.

When legislators began implementing the “Three Strikes” and “Hard Time for Armed Crime” policies in the early 90’s, they continued to build on a narrative that began the previous decade: The Violent Offender Myth. This myth purports that there are hordes of violent criminals running rampant in the urban-or black and brown communities- and were bound to invade predominantly white, suburban areas. Nationally, the lie began to build as news coverage focused on the over policing of marginalized communities and crimes that occurred. As the American public watched story after story of black and brown men and women being accused of violent crimes, the violent offender label was quickly linked to them. So, when crime spiked in the early 1990’s, lawmakers built on this narrative, and used it to pass laws that established mandatory minimums and other sentencing enhancements, which had the ill effect of increasing sentences for crimes that would ultimately incarcerate Black and Brown communities disproportionately.

John Pfaff, author of *Locked In*, stated that despite the fact that arrests and crimes fell between 1994 and 2009, the filing of felony cases rose significantly. Prosecutors brought more felony cases against a diminishing pool of arrestees-most of whom came from black and brown communities. Thus, against the backdrop of decreasing arrests, more and more black people were facing felony convictions and prison time. Additionally, the use of aggravating and gang affiliation factors (i.e., if you shoot and kill somebody you can get 20 years, but if you shoot someone while in a moving car or a drive-by, something the system normally associated with gang culture, you can get 777 years. This was the case with Kimonti Carter, who is currently incarcerated.) Gang affiliation factors are sentencing enhancements that disproportionately affect black communities, meaning that prosecutors could use their discretion to transform their biases into disparities in how people are charged and inevitably sentenced. These tactics and biases have led to some devastating realities. It is common to see 5 or 6 people all sentenced to exorbitant amounts of time for the same assault, or the same murder. Additionally, it is imperative to consider, when looking at violence, that the person who actually committed the



assault or murder was bleeding out from unhealed trauma, with numerative circumstances that had to be present to allow the violent act to occur, and is not likely to reoffend. This narrative is reflected in the recidivism rates of those incarcerated for “violent offenses.” Something needs to be said about the 4 or 5 other people who didn’t do anything violent. These are people who just drove the car, or refused to cooperate with the prosecution, but still ended up with a lengthy sentence and a violent offender label that will inevitably preclude them from relief- as legislators and DOC officials only want to release nonviolent drug offenders. If they are fortunate enough to be released, they won’t have access to all of the resources to meet their basic needs due to having a crime against a person. The assignment of this label, and the conviction of multiple people for the same offense is not accidental. This gross prosecutorial misconduct is purposeful and oppressive to black communities- as will be explored further in this document.

Over the next two decades, prison populations exploded and eventually began to overflow. While lawmakers were cognizant of the need to reduce prison populations, they needed a justification for shortening sentences. Thus, they created a distinction between “violent” and “nonviolent” offenders. In order to solidify this narrative, they began defining these two categories, stating that nonviolent offenders were redeemable, and violent offenders were not. Eventually, as nonviolent prisoners were released into the community, the prison population began to shift—by 2015, prisons consisted of 70% violent individuals, with almost 90% scheduled to be released to the community with limited support and services.

Lawmakers intentionally allocated resources and support to assist nonviolent individuals in their reentry. In the community, resources were made specifically available to community-based organizations that assist nonviolent individuals. These resources consisted of housing, employment opportunities, and treatment. Meanwhile, resources for individuals convicted of violent offenses were restricted. In creating carve outs for funding and resource allocation, the distinction between violent and nonviolent offenses meant that the majority of available community aid went predominantly to white people. This discrimination has impacted recidivism rates, as individuals are released with minimal to no support, and in turn, resort to past behaviors. This results in substance abuse, homelessness, continued harm to others and communities—communities which are predominately communities of color. It is worth noting, however, that the commission of new crimes upon release are often crimes of poverty- individuals resort to alternative means to meet their basic needs, after being turned away from community services who can’t, and are disallowed, from providing support.

Violent crimes often result in life sentences—which is a uniquely American punishment. In most countries, life sentences do not exist, or are exceedingly rare (Beckett, 2016). In the U.S., nearly 50,000 people have been condemned to die in prison based on the narrative that they are beyond redemption. Buying into this narrative means that our ability to develop effective and humane solutions to the problem of violence are stunted—so long as people convicted of violent crimes are assumed to be irredeemable, then it can be assumed there is no service that will help.



According to Beckett (2016), the division between violent crimes and nonviolent drug offenses is largely false—many of those who have been convicted of drug offenses have lengthy rap sheets and live in close proximity to violence. Meanwhile, those convicted of sex offenses or homicide, considered to be the most serious violent crimes, are less likely to have prior criminal records and exhibit some of the lowest rates of recidivism.

Despite the call for criminal justice reform, legislative changes often reinforce unhelpful ways of addressing violence (Beckett, 2016). Pro-reform statements often imply that support for drug reform is separate from addressing violence. Senator Ted Cruz stated, “...if you have violent criminals... the criminal justice system should come down on them like a ton of bricks.” Under statements like these, acts of violence become more demonized, and it becomes more acceptable to remove people from the community. Additionally, narratives around “pro-reform” and progressive prosecution are largely misinformed. Progressive prosecution- as it stands now, means that prosecutors are willing to consider alternatives to prison, or pick and choose which offenses they will prosecute, and which charges they will not. The problem is that simply “not sending everyone to prison” is not a progressive idea, and the mentality that the justice system works- when we know that it is built on systemic racism, is not progressive. Dialogue about pro-reform from elected prosecutors allows for allies of criminal justice reform to buy into the narrative that you can pick and choose which issues are poignant and which people are redeemable.

The vigor in which we prosecute violence stands in sharp contrast to the history of violence in which our country was founded on. American violence includes everything from the subjugation of indigenous people, racial violence, imperial wars, lynching and mob violence, to countless forms of personal violence (Beckett, 2016). Violence in the U.S. is not only person to person, but structural as well. Structural violence refers to the harm and suffering that occurs when social structures and institutions prevent people from meeting their basic needs. The U.S. has been, and continues to be, an outlier among modern democratic nations, in that the degree of structural violence it enacts is offensively high. Inequality, poverty, and lethal violence remain more pronounced in the U.S. than in comparable countries.

Additionally, researchers have shown that people convicted of violent crimes are largely the target of assaults throughout their entire lives. Children who experience repeated trauma and abuse are far more likely to end up incarcerated than children who do not. In a sample of incarcerated men, researchers found that Post Traumatic Stress Disorder (PTSD) rates were ten times higher than rates found in the general population (Prison Policy Initiative, 2020). In Cook County, Illinois, 99% of youth in a juvenile detention center reported experiencing some form of victimization. Bryan Stevenson stated, “...simply punishing the broken--walking away from them or hiding them from sight--only ensures that they remain broken and we do, too. There is no wholeness outside of our reciprocal humanity.” Despite these realities—our history of violence,



subjugation of marginalized people, poverty, sanctioned governmental violence—the myth of monstrosity, of the violent offender, continues to live on.

## **Violent Offenses and Recidivism**

A majority of those incarcerated for violent offenses are convicted of violent offenses because they involve longer prison sentences. However, offense severity is not synonymous with community risk. This means that the degree of the offense does not align with how someone will act upon release. For example, in a report conducted by the Bureau of Justice Statistics (2018), researchers found that in 2005, only 39% of people convicted of violent offenses committed a new crime, as compared to 50.8% of people convicted of property crimes, and 42.8% of individuals convicted of drug offenses. In a report conducted by Prison Policy Initiative (2020), people convicted of violent crimes have the lowest recidivism rates. People who commit a violent act are not inherently violent, and that act of violence represents only a single moment in someone’s life. Additionally, within that single moment, every detail has to be in place in order for this moment to result in violence; an otherwise “perfect storm.” It is rare that all these factors come together, and it is exceptionally rare that all these factors come together again.

Additionally, in a Michigan study of people convicted of homicide and sex offenses who were paroled between 2007 and 2010, 99% of people did not return to prison within three years. A more recent study of people released in New York and California between 1991 and 2014 found that only 1% of those convicted of murder were reincarcerated for a similar offense. And in a study conducted in Maryland, following the release of 200 people convicted prior to 1981, only 5 people had been reincarcerated as of 2018 (Prison Policy Initiative, 2020). This data is remarkable, in that people convicted of violent offenses face additional barriers, increased conditions of release, stigma, and resistance from society.

Even upon release from prison, people with convictions for violent offenses are unable to escape the “violent” label. People are subjected to risk assessments- assessments that often rely solely on static factors, or- the risk factors at the time of your crime. Additionally, predictive risk assessments are drawing from data that is racist at its root- the assumption is that the future will look like the past. However, when you consider the practice of criminal justice, it has historically been a practice of over-policing communities of color, redlining housing, divestment from education, divestment from jobs and from transportation. The data in these tools pull from the result of the many wars against communities of color and a system that over criminalizes black and brown people (Sassaman & Henry, 2019).

We are living in the new *new* Jim Crow. Oppression has not been abolished, it has only evolved. Black communities continually suffer sanctioned and justified violence by police, there is a pronounced lack of access to resources in communities of color, and wealth disparities between black and white communities is profound. Racism is continually perpetuated through new systems of racial and social control-whether it be the mass incarceration of people of color,



the violent offender myth, gentrification of communities of color, and the dominant, white community's acceptance of oppressive policy.

In order to be part of the solution, it is imperative to fully understand the violent offender myth, and confront the root issues that contribute not only to the false narrative, but to look critically at the underlying issues in crime. Communities of color suffer trauma, economic instability, addiction, housing insecurity, and mental health concerns at alarming rates. Reducing crime means providing support to communities for these issues. Additionally, the majority of people who are currently incarcerated no longer need to be there. Compounding upon the issue of mass incarceration, the longevity of sentences is not effective in reducing crime and protecting public safety. It functions as a purely punitive removal from the community for individuals. Under current mass incarceration policies, the system has justified throwing people away under inequitable and inhumane policy.

## Findings and Asks

Hundreds of people release back into Seattle every year and are in need of reentry resources. The cycle of mass incarceration is predictable and unnecessary. It can be avoided if community-based organizations (CBO's) and other essential resources were providing reentry resources to *all* people, regardless of criminal conviction. Many CBO's and other essential resources lean on city funding for their programming. Understanding the connection between CBO's programming and funding needs from the city of Seattle, we are asking that city officials now require all CBO's that receive funding to offer services and resources to all formerly incarcerated individuals, regardless of past convictions because Black people are disproportionately charged and sentenced to "violent offenses" due in large part to implicit bias.

We are asking the city of Seattle to:

- A. Require all CBO's receiving city funding to offer services to all formerly incarcerated individuals, with no carve outs (i.e., "We provide support to everyone except sex offenders and people who have committed violent offences.")
- B. Support legislation banning discrimination of services to all formerly incarcerated individuals.
- C. Continue funding research in order to fully understand the disproportionate impact the violent offender myth has on communities of color. Additionally, we ask that researchers from within the black and justice-impacted communities be prioritized for funding opportunities.

**FREEDOM PROJECT**

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- D. Provide upfront funding for CBO's so they can properly divest funding back into the community. No caveats on funding, delayed disbursement, or reimbursement on projects.

It is important that CBO's who do not discriminate based on conviction and who serve the community have the funding and capacity to provide resources to all formerly incarcerated people. Many smaller, grassroots organizations are working hard to meet this need, but do not have the adequate funding or resources in order to do so. Providing the necessary resources up front allows these organizations to fully meet the needs of those who rely on their services. We are asking that the city of Seattle be more intentional about allocating funds for CBO's who work with formerly incarcerated individuals, ensuring that there is enough available up-front funding to meet budgetary needs. The practice of funding large organizations that are discriminatory, or under-utilized by people of color does nothing to aid in re-entry, it only serves to reinforce the white, nonprofit industrial complex.

The city of Seattle has gone to many lengths in order to discourage discrimination against many groups and classes of people. While we applaud these efforts and the legislation that followed, we implore you to acknowledge that more can be done. While we understand that anti-discriminatory legislation cannot eradicate discrimination, it can work to disincentivize the behavior. We believe it is necessary that the city support legislation banning the discrimination of formerly incarcerated people, and especially those with "violent" crimes.

### **Implications for Future Research**

We acknowledge that there is more work that needs to be done in order to dismantle the violent offender myth. In beginning this research project, we have begun to explore all of the intricacies and systemic methods of oppression. We plan to continue to research the impacts of the myth on individuals and communities. We plan to explore the relationship between incarceration, policy, and racial identification. We plan to dismantle the racist roots in risk assessments. Our future aim is to bring to light the underlying narrative that influences mass incarceration in order to enact lasting and equitable change.



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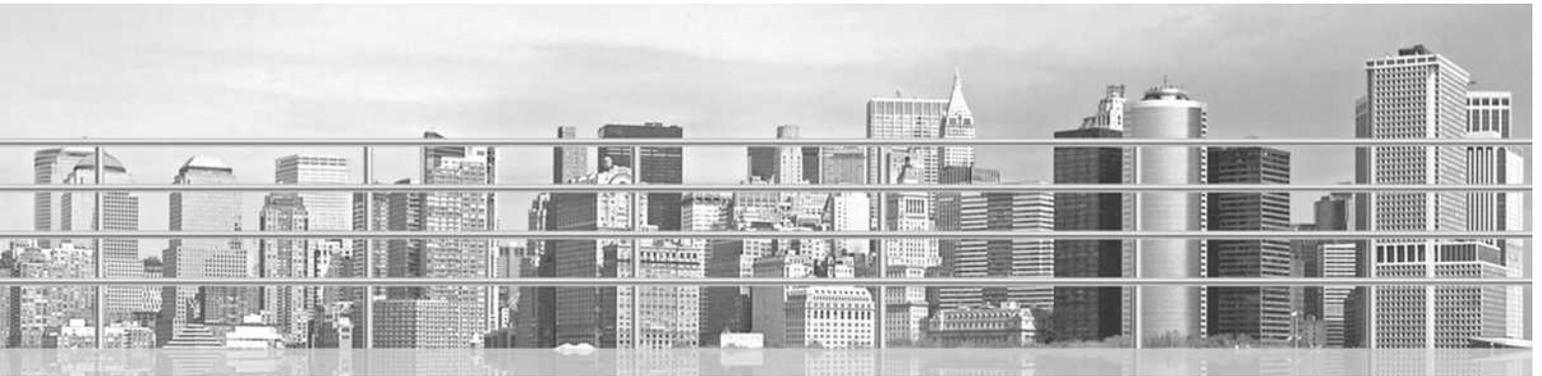
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Freedom Project

# **BLACK DOLLARS EQUAL BLACK POWER**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study

## BLACK DOLLARS EQUAL BLACK POWER: WEALTH LITERACY PROGRAM

Roderick Vanga, Thrett Brown, Craig First-Rider (King Saint), Quinton Clark, Jermaine Williams

### I. Problem Statement

Historically and currently, Black Americans are excluded from true economic and corporate advancement, as well as overall collective wealth that could only derive from "undisrupted" black unity and organization; for example, former FBI Director Mr. J. Edgar Hoover's COUNTER INTELLIGENCE PROGRAM (COINTELPRO), and its dismantling effect upon black organizations in the 1960s.

COINTELPRO included legal harassment, intimidation, wiretapping, infiltration, smear campaigns, and blackmail of black communities, and resulted in countless prison sentences and, in the case of Black Panther Fred Hampton and others, murder. Mainstream education and dominant culture have accepted the FBI's whitewash of COINTELPRO as "limited in scope," though this narrative is false. The intentional labeling of black communities as "radical" allowed overreaching governmental sanctions to anyone they perceived to be threatening the status quo. In fact, it was found through documents stolen from the Media, Pennsylvania FBI office, that Hoover stated the purpose of COINTELPRO was **"to expose, disrupt, misdirect, discredit, or otherwise neutralize the activities of black nationalist, hate-type organizations and groupings, their leadership, spokesmen, membership, and supporters."**

Such a government-initiated program has caused ripple effects that still stagnate and negatively impact black inner cities and black urban America to date. In addition, dominant white culture created and sustains policies designed to inhibit Black Americans from obtaining complete and collective social affluence.

This long-standing issue lends the reasoning that Black Americans should and can become more educated through an establishment of our own educational facilities. This means that we are gathering and integrating the history of where we come from, where we are headed, and most importantly, how to get there.

The main issues to be considered in black literacy programs are:

- The lack of economic advancement in Black communities leads to economic disparity. This translates to political and social inequality with massive social consequences, including police brutality, mass incarceration, mental health crises, single parent households, drug abuse, and the continued destruction of the black family.
- Mortgage market discrimination means black people are significantly less likely to be homeowners than white people—meaning they have less access to savings

and tax benefits.

- Labor market discrimination and segregation force black people into fewer and less advantageous employment opportunities; which looks like less access to stable jobs, good wages, and retirement benefits at work.
- A US government order of accredited investor status was enacted under section 501 of Regulation D via THE SECURITIES ACT OF 1933, otherwise known under the statutory language of TITLE 17 CFR § 23.501 via TITLE 17 CFR § 230.501. This ultimately marginalized blacks from economic opportunity, which can be considered malicious legislation and the government's way of inducing poverty and overall financial segregation in the black community. In enacting Regulation D and subsequent malicious mandate for accredited investor status, the government knew that black people did not, and would not meet the threshold pursuant to the law.
  - Based upon the enactment of Regulation D, just mere disclosure of classified investment opportunities was illegal, and certainly the sale of private equity to a non-accredited investor, aka black person was also deemed illegal under the SECURITIES ACT OF 1933.
  - So, not only were blacks precluded and cast away from true economic opportunity in America, but furthermore, if blacks even attempted to advance economically through the purchase of private securities, then they were in automatic violation of securities law, and subject to imprisonment and full prosecution via the Judicial branch of the American government.
- According to Census Bureau data of 1930, at the time, decision makers were aware that there were over 2 million black people who were unemployed and unable to seek employment whether it be due to disability, life circumstance, or work unavailability. This statistic shows that at the time of the implementation of the SECURITIES ACT OF 1933, the government was aware that the level of capital was unattainable and unavailable to the black community. Hence, passing of the act made wealth even more unattainable to black communities.
- Such collaborative and conspiratorial opposition to black progress has been historically upheld by the legislative, judicial, and executive branches of the government, in that policies and practices put in place serve to marginalize black communities. This is observed in previous legislation and by and through American Anti Literacy Laws.

TABLE 1  
**The racial wealth gap has persisted for decades**  
 Wealth inequality from 1989 to 2016, by race

	Median wealth			Mean wealth		
	White	Black or African American	Ratio of black or African American to white household median wealth	White	Black or African American	Ratio of black or African American to white household mean wealth
1989	\$129,771	\$7,090	5.5%	\$436,935	\$81,571	18.7%
1992	\$106,494	\$13,417	12.6%	\$374,423	\$80,533	21.5%
1995	\$112,752	\$19,622	17.4%	\$392,000	\$72,418	18.5%
1998	\$129,014	\$24,198	18.8%	\$499,816	\$90,031	18.0%
2001	\$162,447	\$28,316	17.4%	\$652,336	\$89,671	13.7%
2004	\$169,338	\$24,927	14.7%	\$726,621	\$136,741	18.8%
2007	\$188,756	\$25,841	13.7%	\$815,063	\$154,557	19.0%
2010	\$126,063	\$17,133	13.6%	\$738,733	\$98,184	13.3%
2013	\$124,258	\$10,115	8.1%	\$732,475	\$101,851	13.9%
2016	\$142,180	\$13,460	9.5%	\$935,584	\$102,477	11.0%

Note: All dollar figures are in 2016 dollars. Nominal dollars are deflated by Consumer Price Index for Urban Consumers Research Series. Sample includes all nonretired households 25 years and older.  
 Source: Authors' calculations based on data in survey years from 1989 to 2016 from Board of Governors of the Federal Reserve System, "Survey of Consumer Finances (SCF)," available at <https://www.federalreserve.gov/econres/scfindex.htm> (last accessed October 2017).



- The data are clear: Even when Black Americans pursue higher education, purchase homes, or secure good jobs, they still lag their white counterparts in terms of wealth.
- Disparities between white and black Americans can always be traced back to policies that either implicitly or explicitly discriminate against black Americans. Researchers suggest that racism—which has produced segregated neighborhoods with fewer hospitals, higher rates of chronic illness, and unequal access to healthcare and economic opportunities is the main culprit.

The issues mentioned above clearly outline the present state of Black America and display the residual effects of inequitable policy. So long as these policies are perpetuated, our communities continue to suffer.

## II. American Anti-Literacy Law and Slavery

Anti-literacy laws in slave states before and during the American Civil War affected slaves, freedmen, and in some cases, all people of color. These laws arose from concern that literate slaves could forge documents required to escape to a free state and wanted posters for runaways often mentioned whether the person could write. According to William M. Banks, many slaves who learned to write did indeed achieve freedom by this method. Anti-literacy laws arose from fears of slave insurrection, particularly around the time of abolitionist David Walker's 1829 publication of *Appeal to the Colored Citizens of the World*, which openly advocated rebellion, as well as Nat Turner's *Slave Rebellion of 1931*. Of note, the United States is the only country known to have had anti-literacy laws. States developed laws disallowing the teaching of reading and writing, punishable by a fine or prison time, and a 19<sup>th</sup> century Virginia law specified that "Every assemblage of negroes for the purpose of instruction in reading or writing... shall be an unlawful assembly." Many states barred black

students from public schools and attempts to open schools and colleges for black students were met with mobs and local resistance to the point the projects were abandoned.

These laws and legislation were based on the principle that the more blacks knew, the more afraid the American establishment became; frightened at the fact that a literate black person could forge his or her freedom, challenge the damaged ideology of the oppressor and use knowledge to gain autonomy and wealth.

America's legislative history reveals a sinister and deliberate attempt to institute the very set of wicked circumstances that blacks in America now face in every aspect of their life. Black Americans are not under economic, political, and social disenfranchisement by accident—these policies were designed to marginalize black communities and ensure we are locked out from gaining wealth and status.

Additionally, during a period of 310 years of chattel slavery of the black Americans, we became a means of profit and collateral for the European establishment. Whenever slave owners sought to expand their land and production capabilities, blacks were then put forth as a means of collateral to secure the loan with the bank or lenders of that era. Slaves were used as a primary collateral because they were viewed as asset capital due to black American's labor, agricultural and industrial acumen. The transferability from one geography to another brought value to any land or plantation that blacks rendered labor upon. The value of land at that time was not determined by environmental or cultural factors (i.e., proximity to a lake, ocean, metropolitan city, or sports arena), but by the number of black American slaves who were present on the land for its cultivation.

Free labor rendered by blacks served to establish both the American and European economies. Liverpool, England was the capital of cotton imports that originated from black labor in the American south, and any disruption to the black labor-based economy had historically caused economic gridlock. Consequently, stalls in labor sent shockwaves all throughout Europe. These disruptions resulted during the American Civil war in the 1860's. The sweat equity of black America led to the social affluence that many white Americans enjoy today.

If black American labor served to establish the current white/European hegemony and social nirvana, then on the contrary, black labor can be used to leverage our own social and economic liberation through the acquisition of wealth literacy.

### **III. Black Wall Street and the History of Black Oppression**

Post-Civil War, the largest number of black townships was in Oklahoma. Between 1865 and 1920, black Americans founded more than 50 black townships in the state. O.W. Gurley, a wealthy black landowner, purchased 40 acres of land in Tulsa, naming it Greenwood after the town in Mississippi. He is credited with starting the first black business in Greenwood. Hannibal Johnson, author of *Black Wall Street: From Riot to Renaissance in Tulsa's Historic*

*Greenwood District*, stated that Gurley had “a vision to create something for black people by black people.”

Gurley would loan money to people who wanted to start a business--there was a system in place where someone who wanted to own a business could get help with the startup financial capital to make that a reality. Others soon followed, such as J.B. Stradford, who was born into slavery and later became a lawyer and activist, opening a 55-room luxury hotel. He believed that black people had a better chance of economic progress if they pooled their resources.

At the time, Tulsa was rigidly segregated, creating a self-contained and self-reliant black economy.

With a booming economy and black owned businesses, the affluent black Americans attracted the attention of local white residents, who resented the upscale lifestyle of people they deemed to be “an inferior race.” Heightened racial animosity erupted after a 19-year-old black shoe shiner was accused of sexual assault of a white woman. An angry white mob went to the courthouse demanding that they hand over the 19-year-old, Dick Rowland. 1,500 white people descended on Greenwood, looting homes, burning down businesses, and killing black Americans. White people were deputized and given weapons by city officials--sanctioned and encouraged violence against the black community. The false belief that a large-scale insurrection among black Tulsans was underway brought in reinforcements from nearby towns and cities with large black populations.

The white mob burned down 1,256 homes, burned down businesses, and historians estimate the death toll to be around 300. This event remains one of the worst incidents of racial violence in the U.S., and yet one of the least known. Over 8,000 people were made homeless over the course of 18 hours of racial violence.

With millions in damage and no help from the city, rebuilding of the town started with help from the NAACP and donations from black churches. While the Greenwood district still exists today, even after decades of urban renewal and integration the area has not achieved a similar economic status as it had in the past.

Black wall street in Tulsa, Oklahoma was one of the many black towns in America to be destroyed by whites who resented the economic and social independence of black people.

Further, the residual consequences of such terror to the concept of black community has sent long lasting and devastating shockwaves through the generations of black community, very destructive effects that have perpetuated up until this very year of 2020.

Understanding the origin of racism and overall inequity is very deeply rooted and can be more understood through an analysis of world history.

For starters, America declared her independence from Great Britain July 4th, 1776 after a population of very dissatisfied European colonists from among the original 13 colonies

sought to allude oppression and injustice that resulted from over taxation imposed upon them by the British Crown.

At the time, there were hardly any banks and very little money in circulation, so the colonists were forced to rely upon barter and credit transactions in order to acquire the materials they needed.

Black America, separate and unequal, generally and collectively underpaid and over taxed and unjustly murdered by law enforcement on a regular basis need to follow the example of the early European settlers as they resisted injustice and over-taxation, which ultimately led up to the throwing of shiploads of tea into the Boston harbor in order to allude taxation by the British crown, an event known in history as the Boston tea party.

The colonists sought to preserve their interest and right to be free from tyranny. Mr. Patrick Henry replied to the oppressive conditions by citing, "GIVE ME LIBERTY OR GIVE ME DEATH."

Such history is a clear depiction of the natural and innate human propensity to preserve the rights and interest of one's own self and people, as collective community is an extension of yourself, interest and a preservation mechanism of culture and tradition.

Racism has been an historic consequence of a collective of people seeking to preserve their own best interest regardless of whom or what, and in the case of the African American and Americas anti-literacy laws and its perpetual onslaught against black families and culture has served to deprive people of color of the very human right to know, and ultimately protect their own interest.

Education is a human right and not an institution that should be preserved only for the rich and the aristocrats of the world, for human beings can only do what they know, as to know means to be in possession of "*in*-formation."

Information as in inner development of oneself and the ability to do what's in one's own interest with exclusion to the infliction of injustice to other people in the process.

Noah Webster, who wrote *Webster's Dictionary* in addition to being a political writer and author, stated that there needs to be a "curricula rewrite," meaning that America is now independent as a colony, and in order to remain independent, there needed to be an independent curriculum. Otherwise, the colonists, under British Education, would start to serve the British Crown. These curricula set the tone for the culture. As a black community, we need to follow this ideology: We need our own, independent curriculum, and we need to serve ourselves. Under the current educational establishment, black youth are not able to learn about and embrace black history, save for the one month-February, that white supremacy has labeled "Black History Month." We deserve to know our history daily.

#### IV. Financial and Wealth Literacy

Wealth literacy curricula in black communities would make available access to financial resources, investment opportunities, and education. These curricula would begin to reconstruct the overall social, political, and economic landscape for black communities, as black Americans would have the ability to possess resources and participate in institutions they have been historically excluded from. Wealth literacy is paramount in black communities, as the data show a deplorable misappropriation of economic resources, as well as clear evidence that hardly any money is invested in marketable securities or other financial products that could secure a brighter future for black America.

Black America now accounts for at least 40 million persons out of a 320 million plus collective American population, who's total GDP is \$17.6 trillion in totality. The 40 million black American sector accounts for a \$1.2 trillion annual GDP--out of the collective \$17.6 which represents economic activity greater than 10 African nations put together (CIA Factbook, 2017).

Yet, even the above African nations are sovereign and functionally independent. Further, South Africa had been pillaged and colonized by Europeans, yet has an average annual GDP of at least \$732 billion dollars; which is approximately \$3.2 billion short of African Americans \$1.2 trillion. By 2021, the black American GDP will be approaching \$1.5 trillion.

According to an article by Kollinger and Minniti (2006), black people are 79% more likely to be interested in entrepreneurship than white people. Yet, black owned businesses have lower annual revenues, profits, and payrolls, and fail at higher rates than white-owned businesses. This amounts to an average annual revenue for black owned businesses of only \$72,000, compared with \$490,000 for white owned companies. Lower revenue amounts to lower pay for employees, which perpetuates lack of access to financial capital in black communities. Additionally, black owned businesses with gross receipts above \$500,000 are three times more likely to be denied loans as white-owned firms, and while the Small Business Administration's lending program guaranteed approximately 44,300 loans in 2012, only 1,080 of the businesses that received them were run by black entrepreneurs. Additionally, only 1% of venture capital goes to black businesses.

There does not exist even one black owned insurance company—this is interconnected to the lack of wealth literacy and the lack of access to Wall Street or other financial institutions. Black banks don't have a wealth management or brokerage division due to the lack of demand from a community of people who have been harbored away from true economic advancement in America; this is yet another example of the omission of wealth literacy in the black community.

Such data evidences a grave misunderstanding of financial science, and the overall concept of wealth literacy, as black America has more than enough cash flow to start, and run, an entire sovereign country. Yet, we struggle to keep rogue law enforcement officials away from our sons and daughters.

Black Americans are not under economic, political, and social disparities in the present year of 2020 by accident.

## V. Solutions and Policy

Implementation of solutions are designed to help black Americans divest themselves from those who misuse and exploit them, and then reinvest back into ourselves via economic wit, and new financial alternatives contained within the law.

On June 19, 2015 at 3:22pm, former U.S. president Barack Obama signed into law the **Jumpstart our Business Startups Act (JOBS Act)** known to many as the “Financial Juneteenth,” as the June 19, 1865 emancipation is known as the physical Juneteenth. The JOBS Act is a law intended to encourage funding of small businesses in the United States by easing many of the country’s securities regulations. It passed with bipartisan support and was then signed into law.

Such an epic and necessary move by President Obama marked a revolutionary change in the pre IPO process that will alter the way people get to wall street, who gets to wall street, the speed at which someone gets to wall street, and the ability for black people to fund themselves via crowdfunding efforts and other non-cash consideration stratagem. Such legislative reform signed into law by former President Obama is believed to be considered “Reparations in disguise”, especially if fully reciprocated and given full throttled application.

Law of Vesting and the conversion and/or translation of the common unaccredited person into a partner and investor into a shareholder of private securities of which formerly would have been illegal per the SECURITIES ACT of 1933. Vesting creates an immediately secured right of present or future deployment. One has a vested right to an asset that cannot be taken away by any third party, even though one may not yet possess it. Granting individual/collectives stock option rights, overall opportunity to earn private equity as incentive for service.

Thankfully, President Obama reviewed the previous stipulations under REGULATION D and saw the disparities in it and consequently, elected to reform the law via REGULATION A and REGULATION A+ via the JOBS Act.

Equity Crowdsourcing emerged to increase capital access to black-owned businesses that need it most. Prior to this act, the use of crowdfunding platforms had been the sole preserve of “accredited investors”—comparatively wealthy people and institutions worth over \$1 million; a select group that amounts to the top 2% of the U.S. population.

The Securities and Exchange Commission (SEC) released new rules under Title III of the JOBS Act that allowed many more people to directly invest in local businesses, opening doors for black-owned companies to raise capital. Title III, also known as the crowdfund Act,

has drawn the most public attention, because it creates a way for companies to use crowdfunding to issue securities--something that was not previously permitted.

- **For context:** A black man named J. Morrison founded a company called Tulsa Real Estate and raised \$10 million through the equity crowdsourcing act. This is one example of how black people and black communities can benefit from legislative reform.

The JOBS Act Title 7 tells the SEC to conduct outreach regarding new legislation to small businesses, businesses owned by women, veterans, and minorities. The commencement of the initial framework of the JOBS Act of 2012 will prove to be a more effective form of reparations than the historic Special-Order No. 15 of the 1860's.

It should be noted, however, that the JOBS Act is a piece of legislation that deals primarily with financial equity and not racial equity. What has become clear, through both overt and covert actions, is that economic injustice has become the new racism; economic warfare has become a modern-day enactment of the Jim Crow laws, wherein black Americans are precluded from being independent in any form. Michelle Alexander, author of *The New Jim Crow* details the above concepts and history of colorblind racism in America. "Broke is the new black"—as society has now evolved to a point of discrimination based on economic classification. Additionally, Ms. Alexander outlines how affirmative action programs provide pathways of opportunity for a relative few, whereas the systems of mass incarceration have been developed as a form of social control analogous to slavery. She refers to affirmative action as a "racial bribe"—offering the "American Dream" to a few gives the guise of inclusion within the system. This façade has immunized the system from critique, giving the appearance that if you just work hard you can make it, while simultaneously denying access to resources and financial literacy for black Americans.

Solutions should be designed to help black Americans divest themselves from institutions and individuals who misuse and exploit them, with the ability to reinvest themselves back into the community, with access to financial alternatives and economic literacy.

- **Establish a wealth literacy program:** Specific subsections of the JOBS Act that become the primary premise upon which local Seattle black communities should form a wealth literacy/economic accelerator school that will prepare and catapult each of its students to the IPO exit process. This would increase the overall community's net worth through the enrichment of individuals from the black community. Direct the taxes back into the community. Teach black communities about how to become an accredited investor, how to invest wealth, how to access Wall Street, how to build bank accounts, how to grow portfolios, marketable securities, tax brackets, financial language, loans, interest rates, mortgages, etc. Furthermore, a wealth literacy curriculum would also make each individual black participating student an accredited investor, both individually and institutionally. This curriculum would fortify our economic foundation through the disclosure of investment opportunities that otherwise would have been classified under an old law, to an unaccredited investor or black person. These curriculums would begin to

reconstruct the overall social, political, and economic landscape, as black Americans would become possessors of resources that will enable us to more effectively address all problems we may face.

- The wealth literacy programs should be taught inside the black communities, and by black community leaders. The class will act as a wealth accelerator, providing resources, education, and support for black communities and black individuals to gain wealth.
- Under the wealth literacy curricula, we intend to reinstate the cyclical nature of the black dollar, as it was in 1920 in black wall street. We will accomplish this by implementing the ROI system: Return of investment and return on investment for black investors. Maggie Anderson, author of *Our black year: One family's quest to buy black in America's racially divided economy* stated that the black dollar only stays in the community for **six hours**. This means that the black dollar is not going to support black community.
- **Racial equity on Wall street:** With a wealth literacy curriculum, we can bring more black investors into financial spheres they have historically been excluded from. This will help to grow black wealth that can be reinvested into the black communities.
- **Legislative reform:** Educating black community on legislation that help to bring wealth to individuals. i.e., how to use crowd funding in order to gain startup costs.

## SOLUTION IMPLEMENTATION: WHAT WE ARE ASKING

- **Defunding of the white, nonprofit industrial complex:** Funneling funding through large organizations that are not frequented by black communities does not serve the community. Funding should be divested into grassroots community organizations--organizations that are black run and run by the impacted community.
- **Community Autonomy:** Investing in the black community means that the black community has the autonomy and agency to choose our own educators, create our own programs, our own legal advisors, and create our own marketing strategies and platforms. We also want the ability to choose our own physical space--this means choosing buildings and facilities that are in and accessible to our community. We do not need white dominant culture choosing for us who the decision makers are. We want to reserve the right to choose who sits in roles such as: commerce, defense, education, health and human services, urban development, labor, veterans' affairs, and treasury and fiscal positions.
- **Full Funding:** Fully funding the black community means available funding is not rationed, and any investment of funding to black organizations is not decided by people outside of the community. Full funding means that county and state decision makers are hands off; believing that funding set aside for black communities and black businesses is best managed by the black community. This also means that funds are dispersed immediately, and not under any premise of reimbursement.
- **Equity App:** This is designed to help close the wealth gap in the black community and galvanize the black community on a singular financial platform where we can harness our value and resources. The purpose will be to increase the net worth of black businesses and the black community. This would give us the ability to access more resources and allocate more resources to communities in need. This platform would be a crowd capital platform where we can join our value as a community and ensure that the entire community has access to it.

In addition, the Equity App will enable the black community to learn how to invest with absolutely no money, as the App will incorporate a vesting schedule that will allow its users to invest their mind, skill, time, and not money; in exchange for equity in a multiplicity of black owned companies whose value meets, and or exceeds the 40 million dollar market threshold for a CORPORATE IPO.

The aforementioned is made possible pursuant to the SECURITIES AND EXCHANGE COMMISSION (SEC), regulations for vesting and SEC RULE 4(a)(2) and/or the DIRECTED SHARES PROGRAM designed to exempt from registration all equity issued as compensation to family, friends, and cofounders whose efforts help serve to jumpstart a startup company.



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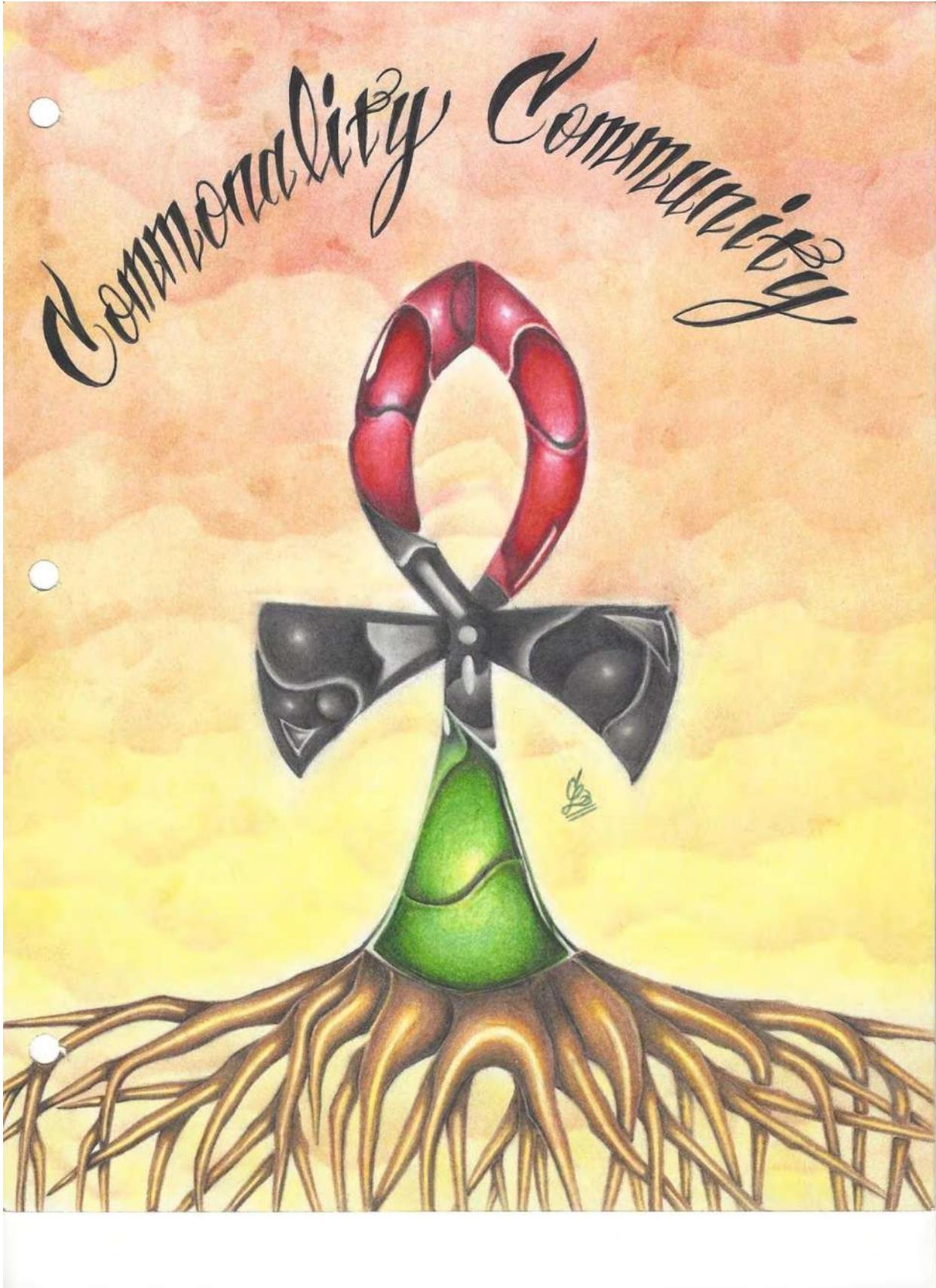
# COMMONALITY COMMUNITY

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study



# *Commonality Community*

By: Robert Hampton

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## INTRODUCTION

The name of this presentation will be titled COMMONALITY COMMUNITY. The reason it is called this should stand on its own and be self-explanatory, but in the event that it's not so obvious let's interrogate the narrative:

COMMONALITY: people without special rank or position

COMMUNITY: the people living in a particular area

It is clear to me that the definition of COMMONALITY COMMUNITY is synonymous with Black People.

I'd love to jump right into some statistics specifically targeting the Seattle area in Washington State. With my research I have identified some serious systemic racism that is designed to make the overall existence of COMMONALITY COMMUNITY in Seattle extinct. And if we don't act quickly this blueprint will spread.

Seattle unemployment rates jumped from 7.6% on August 1, 2007 to 17.3% in 2010. As of May 1, 2016 we were back to 8.2% (the Obama era), and as of October 1, 2019 Seattle was at a staggering 22.5% (COMMONALITY COMMUNITY ONLY!).

## BLACK BUSINESS

In 2017 there was an article by De Charlene Williams (Central Area Chamber of Commerce) in which she stated that gentrification has diminished the customer base of the neighborhood's long-time black businesses. She went on to say, "What we thrived on was the COMMUNITY. And if you take all those people and push them out and bring in the rich, they don't want the small neighborhood businesses that are already there."

On June 12, 2020, Bloomberg Business Weekly reported that the majority of Black-owned businesses were based in the Central District due to the people with significantly higher incomes moving in and displacing long-term residents who lived there. This, of course, drove up the property values; these significant increases have caused rent costs to soar and has adversely affected African American (COMMONALITY COMMUNITY) businesses to lose a large majority of their customer base since residents of the Central District could no longer afford to live there. This made it impossible for businesses to remain viable and generate the revenues necessary to stay in business.

As a side note before moving on, I would like to say that these are clearly acts of premeditation in order to move Black people out of the community. In addition, I personally know Mrs. Barrows, an elderly lady who sold her home for \$250,000 and yet months later the same property was worth over \$550,000.

## GENTRIFICATION IS EQUAL TO WHITE COLLAR CRIME

## SEATTLE RESIDENTS AVERAGE INCOME

IN 2019: \$94,027

IN 2018: \$87,910

IN 2017: \$82,133

IN 2016: \$78,612

Now I'd like to further interrogate these numbers with some simple math. According to the 2018 U.S. Census, Seattle's income by RACE breaks down as follows:

Whites: \$105,100

Asian: \$95,800

Pacific Islander: \$72,300

Multicultural: \$67,900

Latino: \$67,500

Native American: \$63,900

Black Folks: \$42,500

We have to look at THOSE numbers and ask why the COMMONALITY COMMUNITY (Black folks) not only at the bottom but also makes less than half of the earnings of Whites and Asians?

## PANDEMIC EMERGENCY RELIEF

I'd like to further interrogate some more finding and some back preacieces I see coming out of Seattle

In March 2020 immediately after acknowledgement of the COVID-19 Pandemic, \$10.1 Million in emergency relief funds were provided to King County groups called GRANTEES. These groups were selected based upon the premise that they have strong relationships with their community. A Pandemic Advisory Group was established in Seattle that consisted of 40 leaders who came together to decide how this \$10.1 Million was to be allocated. So, let's have a look at where and how much was distributed to these groups:

- \$250,000- Urban League of Metropolitan Seattle
- \$100,00- Africa Town Community Land Trust
- \$100,00- Atlantic Street Center
- \$100,00- -Community Passageways
- \$50,000- African Community Housing and Development
- \$50,000- The Village of Hope, Seattle
- \$50,000- African-American Reach & Teach Health
- \$50,000- Mother Africa
- \$25,000- 4c Coalition
- \$25,000- All Girls Everything
- \$25,000- Best (Being Empowered Through Supported Transition)
- \$25,000- Kent Black Action Commission
- \$25,000- Powerful Voices
- \$25,000- Wa Na Wari
- \$25,000- Muslim Community Neighborhood Association

If you do the math, you will come to a whopping \$925,000 -- which is less than 10% of the allocated money. Here are some questions that everyone should be asking:

- 1) How is this possible?
- 2) Who is on that 40-panel board?
- 3) How many of the decision makers are Black?
- 4) How do we make the allocation more fair in the future?
- 5) Are we selling ourselves short when we sit back and allow this to continue?
- 6) Who do we need to speak with to ensure this stops happening?
- 7) Why are our organizations less important than others?

My personal opinion is that we need to ensure that any Black representatives on that board is not receiving any kickbacks or benefits from being on that board; this would only further disenfranchise our communities. Also, I would like to know where the rest of that money went, just to ensure that it didn't end up in some undeserved pockets. But we continue to see these kinds of schemes happening and no one seems to be speaking up. **IF WE DON'T SPEAK UP WE ARE JUST AS MUCH A PART OF THE PROBLEM.**

On a side note, due to COVID-19 there was a 41% drop in Black businesses between February to April 2020.

## Commonality Community Business Loan

Despite the gains over the past decade, minority business owners are still less likely to receive small business loans over their non-minority business counterparts. The Problem is worse for those with less than \$500,000 in gross receipts.

The average amount of small business loans are smaller for the MINORITY-OWNED COMPANY. For a minority business with over \$500,000 in gross revenue, the average loan approval was \$149,000. Non-minority business loans average \$310,000. Interest rates are more often higher for a minority business than non-minority business.

Many minority business owners assume rejection and fail to even preserve small business.

The New Pittsburgh Courier has stated that most agree that racism, discrimination, and predatory lending are all factors contributing to the challenges that minority business owner face.

## Solutions

I have addressed what I believe is a large part of the problem in Seattle, Washington. I stand by my findings of systematic racism, and I would add that it's not hidden. So let me offer some solutions to this problem:

1. We need to restructure and start by building a solid Black community Coalition. We need REAL community leaders and we need to find the funding for this. One of the primary goals of this coalition should be to identify all black businesses and non-profits. We must create a method of information sharing. Many of us have been pitted against each other, scraping and fighting for the available funding; we are creating a "crabs in the bucket" environment amongst ourselves. We must identify which groups are struggling and which could use the available resources to the maximum potential.
2. We need to reclaim some of the business in Seattle. My advice is that collectively we find banking/ funding and we invest in franchising. Some examples include franchising into companies such as Papa Murphy's, Pizza Hut, Circle K, Arby's, Papa John, and 7-eleven. The only way for us to effectively get our footing back in the Seattle area is to buy into those types of franchises. This strategy is sure to work.

3) We must confront the predatory lending laws collectively. We can not sit back and continue to watch the banks' redlining and the increase in minority business interest rates. We can stop being pushed out of the neighborhoods if we can collectively start addressing these banks. We have to involve the mayors along with the state governor; we vote for them because we need them to make change for the better. Well, it is time we demand change... now!

4) In order to restructure, we have to build a strong alliance with the Seattle black churches and community centers. We have over thirty predominantly black congregations as well as the Delridge Community Center, the Garfield Community Center, High Point Community Center, Rainier Beach Community Center, South Park Community Center, Van Asselt Community Center, and Yesler Community Center. We have to build stronger connections or those places will cease to exist. We need to find extra funding for some of these essential establishments so that they can afford to employ more people driven to help with our children. We have to fight harder for our younger generations and a lot of these places simply aren't financially stable.

5) We have to create a better funding situation for incarcerated men who will return to the Seattle community upon release. My immediate suggestion regarding this is to find immediate funding for transitional housing throughout Seattle. This helps buy back property while also proving employment as well as compact the gentrification.

6) We must understand that the Asian race's money goes through their community nine times before it goes anywhere else, the White race seven times, the Hispanic race five times, and the black race only one time.

7) Let's look at what worked for us in the past and let's adopt some of those guiding principles. For example, the Harlem Renaissance built their foundation on the following four principles:

- A) Unity: To strive for and maintain unity in the family, Community, nation, and race.
- B) Self Determination: To define ourselves, name ourselves, create for ourselves, and speak for ourselves.
- c) Collectively Work and Responsibility: To build and maintain our community together and make our brother's and sister's problem our problems, and to solve them together.
- D) Cooperative Economic: To build and maintain our own stores, shops, and other businesses, and to profit from them together.

Now, on a side note: The Harlem Renaissance might have been decades ago, but the people taught these four principles to their youth; they still operate today as a tight-knit community with swagger!

## Closing

In closing, I wish to remind you what Dr. Martin Luther King once said: This life is not godliness, but growth in godliness; not health, but healing; not

being, but becoming; not rest, but exercise. We are not now what we shall be, but we are on the way.

So with that being said, I wish to let you all know that I don't mind being considered COMMONALITY COMMUNITY and neither should you because what I have not told you is that COMMONALITY has yet another meaning: the state of sharing featured, resources, ideas, and attributes. So in moving forward, who is going to define who we are as people? Them? Or us?

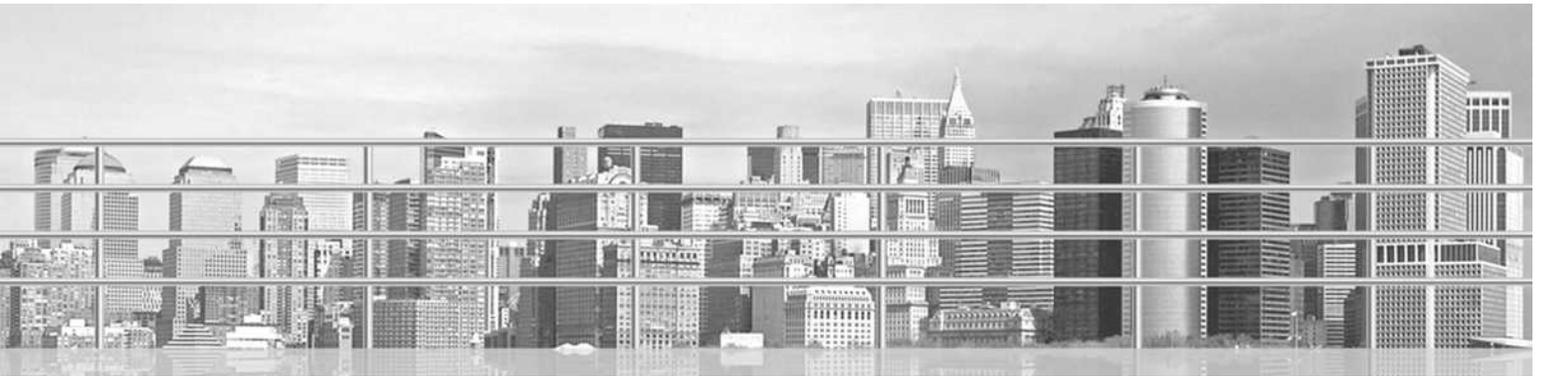
PRISON NON-PROFIT ORGANIZATIONS

FILTHY RAGS OUTREACH is a 501(c) nonprofit faith-based outreach. It is an on-ground prison ministry that is formed and facilitated by a few former gang members in collaboration with like-minded individuals and organizations who have decided to be resilient in the face of adversity while remaining optimistic and persistent in their ability to recover from the upsets of life. Filthy Rags Outreach aims to help incarcerated men and women through peer group meeting held on the first, third, and fourth Saturday of every month. Here, we will teach the Word of God in a language that those from the streets can relate to all while challenging the criminal and gang mentality through exposing the false realities, lies, and allusions we all were brought into. Our mission is to provide men and women in our communities who have been affected by the street lifestyle along with those transitioning back into society with adequate assistance by providing them with the knowledge and tools they need to become productive members of society. Contact us at [FilthyRagsOutreach@yahoo.com](mailto:FilthyRagsOutreach@yahoo.com)

FYISTART is a support organization that helps to promote the growth and consciousness of the people through artistic vision. We believe that art heals, art cures, and art is holistic. Our goal is to tap into the artistic visionaries in our community and aid them with with the resources and

tools along with guidance to aid in helping keep them alligned with their purpose on their path to success. We are completely invested in those who wish to cultivate their vision. For more information visit us at

[www.FYIstartFoundation.org](http://www.FYIstartFoundation.org)



Freedom Project

# FACES OF TRAUMA

Research Questions

What does true community health and safety for formerly incarcerated community members look like?

How the questions were answered

Photovoice Interviews



The Faces of Trauma is presented to you by the Photovoice Project team at Freedom Project. We aim to define what true community health and safety for formerly incarcerated community members looks like.



We captured images from our community that exhibit what trauma looks like. A family pleading for the criminal justice system to return their son into the community causes severe trauma for this family, and even more so for this wrongfully incarcerated community member.

## Juvenile Trauma

Trying to navigate that system or the criminal justice system as a juvenile...you're trusting. You think they have your best interest at hand...once you grow up you become a critical thinker you realize that's not necessarily the case.

—Jamel Joe

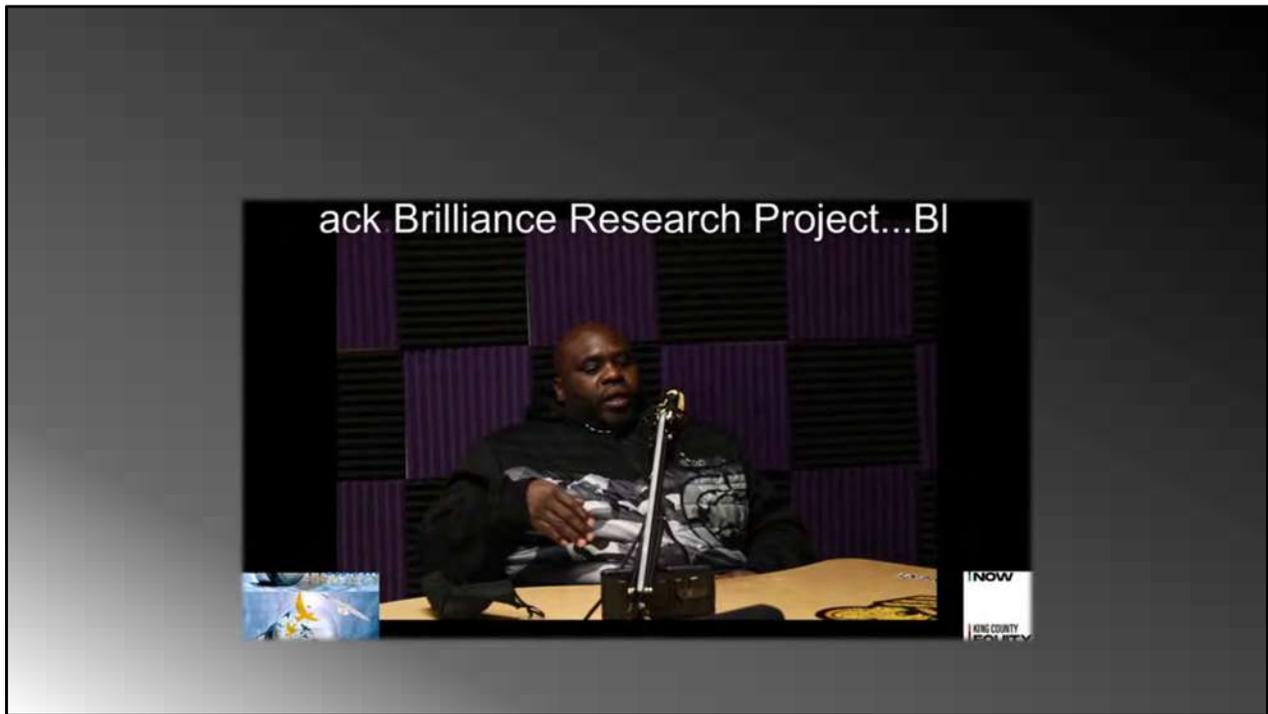


A formerly incarcerated community member shared his experiences with social workers and law enforcement at an early age. Jamel Joe is quoted as saying “Trying to navigate that system or the criminal justice system as a juvenile...you’re trusting. You think they have your best interest at hand...once you grow up you become a critical thinker you realize that’s not necessarily the case.”

# Juvenile Experience



Another formerly incarcerated community member Abdul-Malik Montiae McHenry shared how traumatic his first encounter with the juvenile injustice system was.



Another formerly incarcerated community member Abdul-Malik Montiae McHenry shared how traumatic his first encounter with the juvenile injustice system was.

72 DAYS

AT 11 YEARS OLD



Can you believe that? He spent 72 days in juvenile detention at 11 years old! Our research identified that the juvenile justice system confines Black youth at over 4 times the rate of white youth according to the Prison Policy Initiative.

Sawyer, W. (2020, July 27). Visualizing the racial disparities in mass incarceration. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/blog/2020/07/27/disparities/>



Another image directly from our community depicts the struggle of a family working to free their black son from wrongful incarceration.

Since BIPOC are disproportionately likely to be arrested according to a Prison Policy Initiative study, we have reason to plead for law enforcement to “See the humanity in us.”

Sawyer, W. (2020, June 5). Ten key facts about policing: Highlights from our work. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/blog/2020/06/05/policingfacts/>



“An unacknowledged trauma is like a wound that never heals over and may start to bleed again at any time” –Alice Miller

community member Alan Kie was sentenced to 12 years for armed robbery at the age of 17. His family was displaced from their home as a result of a fire just weeks before his arrest.

*Miller, Alice (1998). "Thou Shalt Not Be Aware: Society's Betrayal of the Child", p.226, Macmillan*

## A Need for Family Counseling

The residual effects of the post-traumatic stress of imprisonment and the re-traumatization experiences that the nature of prison life may incur, can jeopardize the mental health of persons attempting to reintegrate back into the free world communities from which they came.

-Craig Haney University of California, Santa Cruz



Community research has identified a need for counseling services for the families of incarcerated people as they transition back into the community. These services should be trauma informed and culturally relevant and offered by those with lived experience.

Haney, C. (2001, December). *FROM PRISON TO HOME: THE EFFECT OF INCARCERATION AND REENTRY ON CHILDREN, FAMILIES, AND COMMUNITIES The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment* (Tech.). Retrieved December 3, 2020, from ASPE OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION website: <https://aspe.hhs.gov/basic-report/psychological-impact-incarceration-implications-post-prison-adjustment>





**Upper quote-**

Statistics indicate that in some urban areas, as many as 20% of adult men are imprisoned.

**Lower quote-**

Nearly half of the 1.5 million children with an incarcerated father are black.

Graham, J. A. & Harris, Y. R. (2013). Children of color and parental incarceration: Implications for research, theory, and practice. *Journal of Multicultural Counseling and Development, 41*, 66-81.

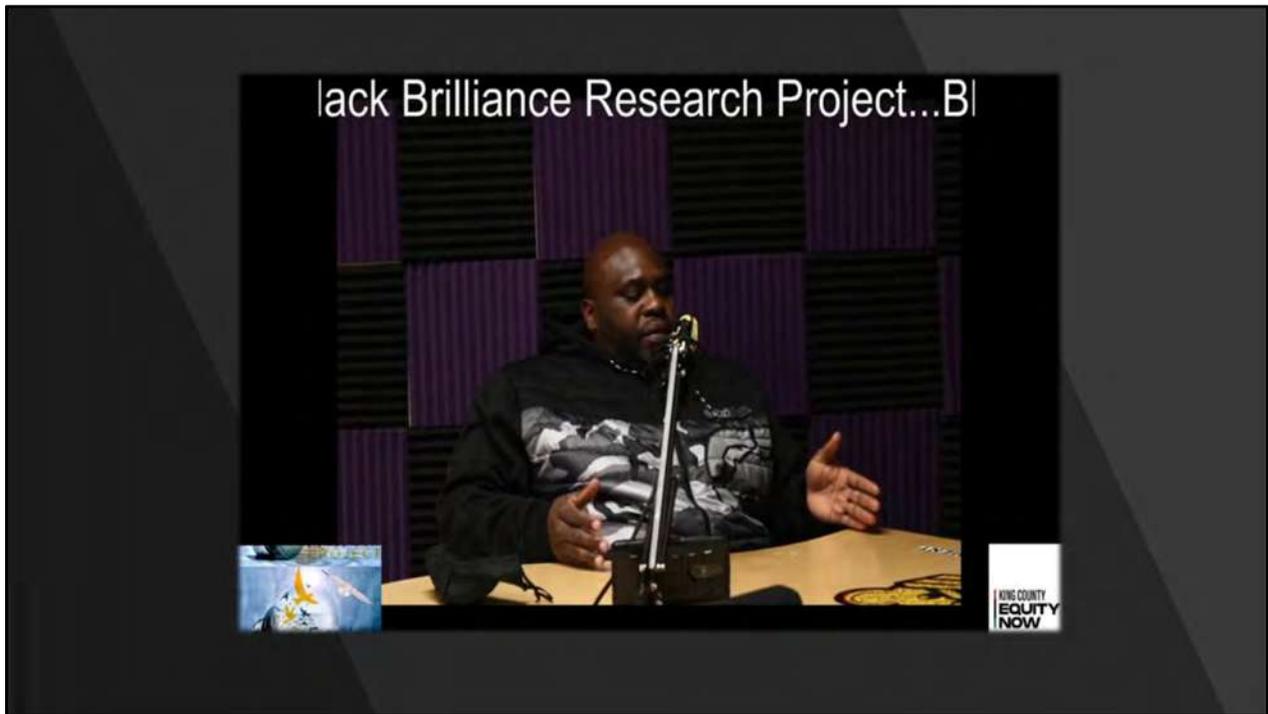
## Family Reintegration Services

“Unlike the process of institutionalization when I came to prison, there was no corresponding process to prepare me for the time when I would be released.”



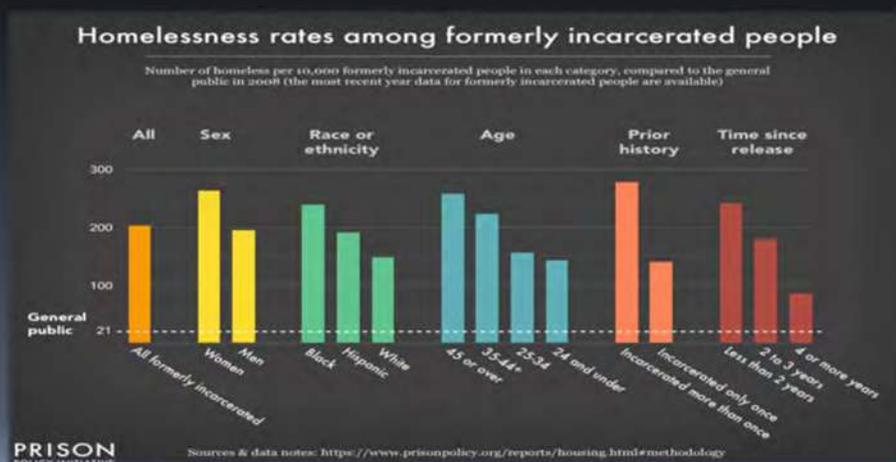
Echoing the findings of other community members, the need for entire family counseling to help preserve the family bond is essential as families prepare to reunite post-incarceration.

Deveaux, Mika'il. (2013). The Trauma of the Incarceration Experience. *Harvard Civil Rights-Civil Liberties Law Review*. 48. 257-277.



Echoing the findings of other community members, the need for entire family counseling to help preserve the family bond is essential as families prepare to reunite post-incarceration.

# Houselessness Contributes to Recidivism



Trauma can be triggered in many ways...

Housing insecurities plays a huge role in recidivism-thanks to policies that criminalize houselessness, Being houseless makes formerly incarcerated people more likely to be arrested and incarcerated again,

According to a study by the Prison Policy Initiative. Formerly incarcerated BIPOC men and women are more likely to be houseless than White men and women.

Couloute, L. (2018, August). Nowhere to Go: Homelessness among formerly incarcerated people. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/reports/housing.html>

## Housing

Formerly incarcerated people are almost 10 times more likely to become houseless than the general population.

Traumatic stress is of particular concern for individuals experiencing homelessness, where trauma may result from past events in childhood, events leading up to becoming homeless [like being incarcerated], and/or events that occur during a period of being without permanent shelter.

Hernandez, L., MSW, & Wiewel, B., DSW. (2020, March). *Trauma and Resiliency Informed Care and Homelessness* [Scholarly project]. Retrieved 2020, from <https://homelessness.usc.edu/wp-content/uploads/sites/2/2020/03/Trauma-and-Homelessness-White-Paper.-3.15.20.pdf>

The Prison Policy Initiative, a nonprofit based in Northampton Massachusetts reports that formerly incarcerated people are almost 10 times more likely to become houseless than the general population.

Couloute, L. (2018, August). Nowhere to Go: Homelessness among formerly incarcerated people. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/reports/housing.html>

## Expensive Housing & Houselessness



For those who've been locked up in prison for years, finding a home on the outside can be rough. Parole restrictions may limit where justice impacted people can live. Public housing and housing vouchers may be off-limits, and many landlords are reluctant to rent to formerly incarcerated people.

The result, criminal justice experts say, is a housing crisis among the formerly incarcerated, particularly among those recently released from prison. The lack of affordable housing in many cities, and the resulting spike in overall houselessness, are exacerbating the problem.

Wiltz, T. (2019, April 23). Where 'Returning Citizens' Find Housing After Prison. Retrieved December 3, 2020, from <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2019/04/23/where-returning-citizens-find-housing-after-prison>

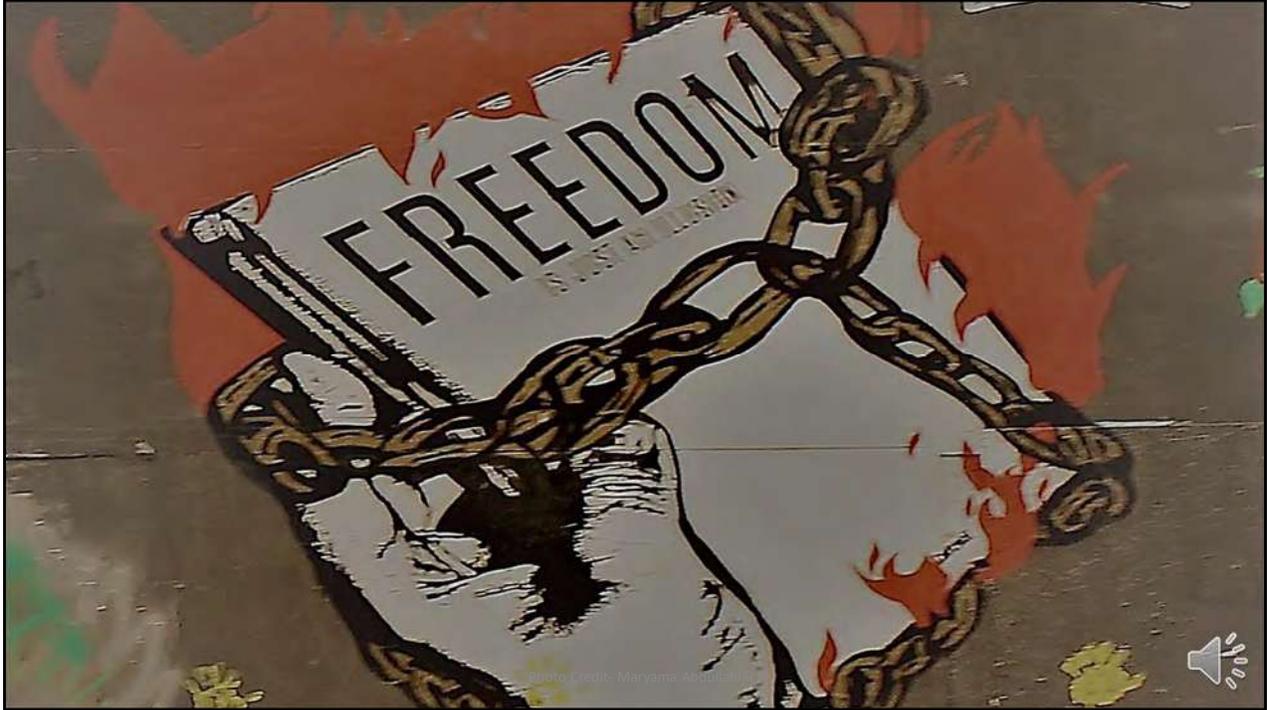


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Cited in:

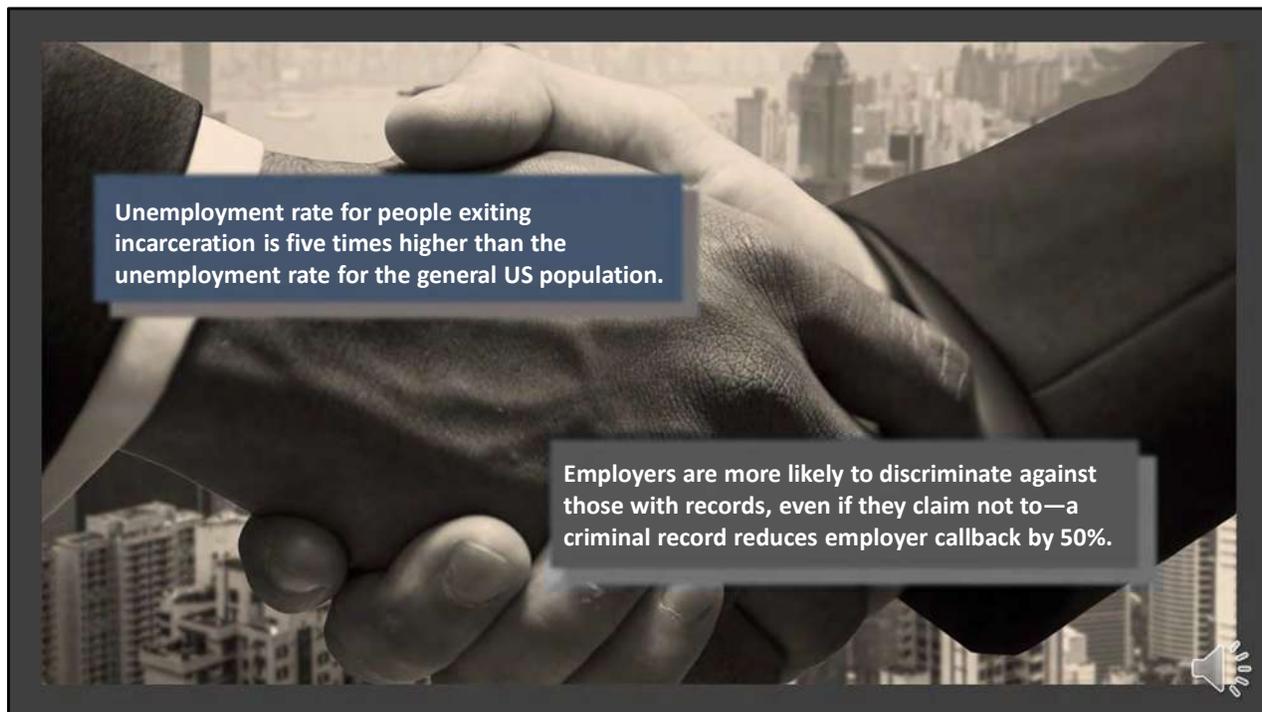
<https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2019/04/23/where-returning-citizens-find-housing-after-prison>



So we've completed our sentences and now we're free...right? Like this image taken right off the side of a building in Downtown Seattle says, FREEDOM IS JUST AN ILLUSION.



Reardon, C., MSW, LSW201. (2019). Formerly Incarcerated Individuals and the Challenges of Reentry. Retrieved December 3, 2020, from <https://www.socialworktoday.com/archive/ND17p16.shtml>



Continually going on job interview after job interview only to be rejected once the background check comes back, compounds the trauma a formerly incarcerated person with pre-existing trauma experiences

Looney, A. & Turney, N. (2018). Work and opportunity before and after incarceration. *Economic Studies at Brookings*, 1-27.

Couloute, L. & Kopf, D. (2018). *Out of prison & out of work: Unemployment among formerly incarcerated people*. Retrieved from Prison Policy Initiative website: <https://www.prisonpolicy.org/reports/outofwork.html>

# Deeper than Diversity Training



It is imperative that formerly incarcerated community members receive trauma informed care that is culturally relevant. We need empathic care providers with lived experience.

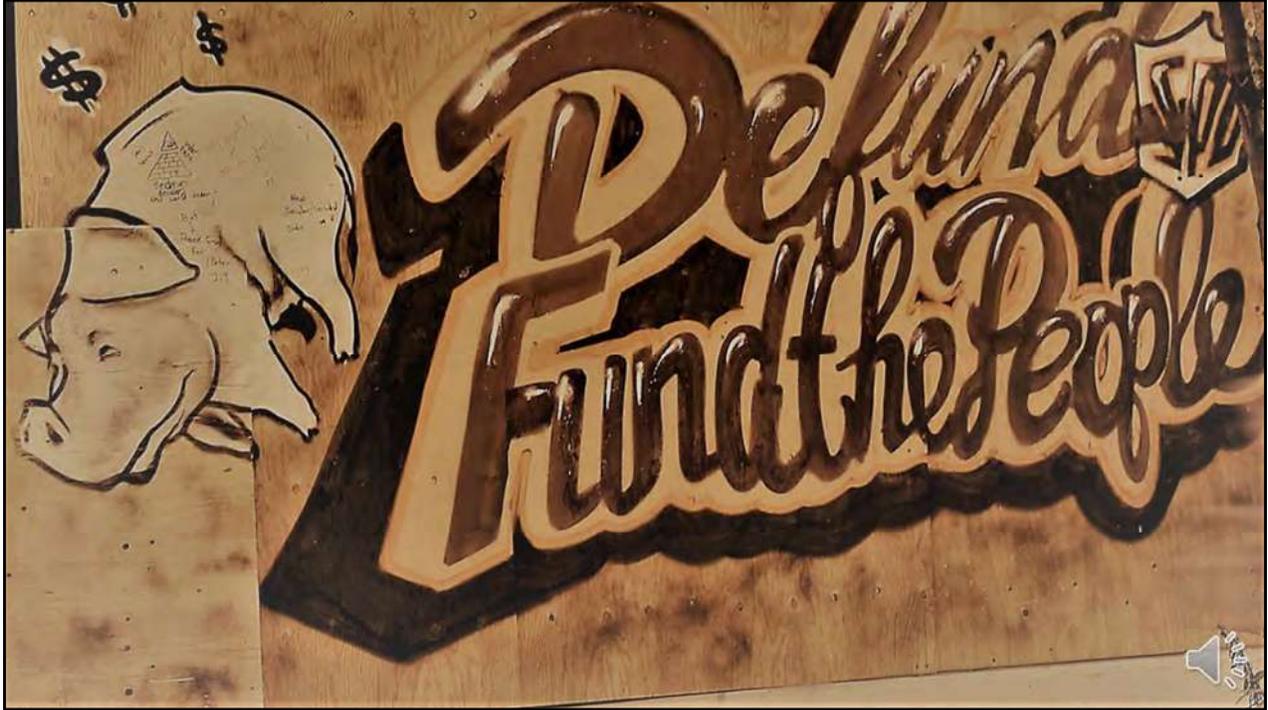
## ...Black Brilliance Research Proje



It is imperative that formerly incarcerated community members receive trauma informed care that is culturally relevant. We need empathic care providers with lived experience.



Formerly Incarcerated people are members of one of the most marginalized communities seeking to be treated equally and deserving of justice and peace post incarceration. This is the only way to decrease trauma and promote healing in this community.



Now's the time to put our money where our mouth is- Defund SPD and Fund the People, specifically the Black Indigenous People Of Color!

# Findings



## Recommendations

- Trauma Informed and Culturally relevant services



and community-based organizations and funneling funding into organizations already providing services needed by impacted community members.

Ancis, J. R. (2004). *Culturally responsive interventions: Innovative approaches to working with diverse populations*. Taylor & Francis Books, Inc.

# Recommendations

- Create inclusive employment policies:
  - Carve outs: i.e., no “violent offenders”
- Timelines: i.e., only considering employment after 7-10 years



and community-based organizations and funneling funding into organizations already providing services needed by impacted community members.

## Recommendations

- Reinvest in the communities.



and community-based organizations and funneling funding into organizations already providing services needed by impacted community members.

## Call to Action

- STOP GROWING THE SYSTEM
- Stop incarcerating children.
- Stop enforcing policies that ban formerly incarcerated people from employment and housing.
- Stop excluding formerly incarcerated/BIPOC from decision making roles.
- STOP ADDING TO THE TRAUMA



•We leave you with these actionable steps: Stop growing the system, start investing in communities of color so children can remain at home with their families, stop excluding formerly incarcerated people of critical needs,

# References

- Ancis, J. R. (2004). Culturally responsive interventions: Innovative approaches to working with diverse populations. Taylor & Francis Books, Inc.
- Couloute, L. (2018, August). Nowhere to Go: Homelessness among formerly incarcerated people. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/reports/housing.html>
- Couloute, L. & Kopf, D. (2018). Out of prison & out of work: Unemployment among formerly incarcerated people. Retrieved from Prison Policy Initiative website: <https://www.prisonpolicy.org/reports/outofwork.html>
- Haney, C. (2001, December). FROM PRISON TO HOME: THE EFFECT OF INCARCERATION AND REENTRY ON CHILDREN, FAMILIES, AND COMMUNITIES The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment (Tech.). Retrieved December 3, 2020, from ASPE OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION website: <https://aspe.hhs.gov/basic-report/psychological-impact-incarceration-implications-post-prison-adjustment>
- Hernandez, L., MSW, & Wiewel, B., DSW. (2020, March). Trauma and Resiliency Informed Care and Homelessness [Scholarly project]. Retrieved 2020, from <https://homelessness.usc.edu/wp-content/uploads/sites/2/2020/03/Trauma-and-Homelessness-White-Paper-3.15.20.pdf>
- Looney, A. & Turney, N. (2018). Work and opportunity before and after incarceration. Economic Studies at Brookings, 1-27.
- Reardon, C., MSW, LSW201. (2019). Formerly Incarcerated Individuals and the Challenges of Reentry. Retrieved December 3, 2020, from <https://www.socialworktoday.com/archive/ND17p16.shtml>
- Sawyer, W. (2020, June 5). Ten key facts about policing: Highlights from our work. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/blog/2020/06/05/policingfacts/>
- Sawyer, W. (2020, July 27). Visualizing the racial disparities in mass incarceration. Retrieved December 3, 2020, from <https://www.prisonpolicy.org/blog/2020/07/27/disparities/>
- Wiltz, T. (2019, April 23). Where 'Returning Citizens' Find Housing After Prison. Retrieved December 3, 2020, from <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2019/04/23/where-returning-citizens-find-housing-after-prison>

Thank You!



Freedom Project

# PROJECT RENOVATE

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study



# Project **RENOVATE**

Presented By: Ajala Wilson-Daraja

# Today's Itinerary

- What is RENOVATE?
- Who am I?
- What is the idea of umbrella funding?
- Focus/Inspiration of project RENOVATE
- Who is this serving and why?
- Organizations Researched/Interviews
- Umbrella Funding Mechanics
- What it will/can do for the people it's serving
- How the project comes back full circle
- Q&A



# Acronym

R: Resilient

E: Eager

N: Now

O: Opulent

V: Valid

A: Authentic

T: Thrilling

E: Exceptional



# Ajala's Background

- Born and Raised in Seattle
- Graduate from the Overlake School, Class of 2020 #CovidGRAD
- Currently at EWU studying Computer Science
- Work with:
  - Rainier Vista Boys & Girls Club, Youth Action Team
  - GROOM Credible Messengers, Youth Implementation Board
  - Seattle NAACP Youth Council
  - Washington State Charter Commission, Intern
  - African American Male Achievement Council (AAMA)



# People I Work With



# Driving Focus of Project



- Umbrella Funding and what it can do
- Providing Funding for Youth Intervention/Innovation Programs
- Serving “At Risk Youth”
- Broadening Youth Intervention/Innovation Services

# Youth (At Risk & High Achieving)

## Modern Definition of At Risk Youth:

- Felon, Gang Affiliated, Drop Out, Broken Home, etc.

## New Coined Term:

- Resilient Youth

## What the Definition Should be:

- Youth involved and/or raised, around an environment that represses their potential success
- Anyone in need of extra service and attention to see them through their success



# Groups Researched and Interviewed

- Credible Messengers (I)
- ACE FAME Academy (R)
- Community Passageways (I)
- Safe Futures (I)

I = Interviewed

R = Researched



# Why these groups?

- Grounded and started in the target community
- Have a positive track record in the community
- Family-oriented
- Opportunity for growth and development





# Kaeshon

Community Passageways



# VaeShon

Safe Futures

# Credible Messengers



## Mission:

- Our mission is to empower community leaders and community-rooted organizations through Capacity Building, Policy Advocacy, and Positive Youth Justice.

## Place of Work:

- Seattle + King County

# ACE FAME Academy

## Mission:

- ACE Academy is committed to creating a diverse learning environment and celebrating the accomplishments of young men within the school, the greater community, and the world



THE ACADEMY FOR  
CREATING EXCELLENCE

## Place of Work:

- Seattle + King County

# Safe Futures



## Mission:

- SFYC provides case management services, academic support, college and career prep workshops, summer youth internships, youth leadership development, on-site computer lab access, and more to youth from low-income communities of color.

## Place of Work:

- West Seattle

# Community Passageways

## Mission:

- We believe that criminalization and ostracization are ineffective deterrents to unproductive behaviors and that the carceral system—policing, jail, and state supervision—further harms people who have already been negatively impacted by trauma.

## Place of Work:

- Seattle + King County



# Umbrella Funding



- One pool of money dedicated to one overall cause
- Money allocated towards multiple sub-causes to the bigger cause
- Makes sure funding is provided toward essential cause every year

# Why Umbrella Funding



- Keeps City of Seattle + Seattleites ACCOUNTABLE for their damages and lack of support
- Makes the city invest in the WHOLE community and future
- Allows for real COMMUNITY development and collaboration

# How Umbrella Funding Would Work

- Tax dollars invested and allocated to 5 buckets (4 Groups, 1 Innovation Fund)
- The 4 Buckets will be decided on by the community via survey and formed council
- For the miscellaneous it will be dispersed quarterly (Every 3 Months) so more people can take advantage of this miscellaneous funding (Aimed at the youth audience/innovators)
- 4 buckets in place will be decided at the end of each year





# Innovative Fund Example

## Youth Group:

- Black Innovators of Seattle
  - Black Student Union Coalition, started by youth

## Mission:

- To provide affirmative Black events for Black students in the greater Seattle area. Such as all black dances, teach-ins, Black Student Union summits, and etc.

## Purposes of Funds:

- To help with renting spaces, food catering, prizes, and event paraphernalia for guest

# Proposal Process (Organizations/Adults)

## Must Include:

- Name of Initiative
- Organization Affiliation (if any)
- Mission Statement
- How Funds will be allocated
- How program is projected to help youth
- 500 Community Member Signatures
- 300 youth signature minimum (16 years - 22)
- 800 Total Signatures
- 3-year community business plan



# Proposal Process (Youth)



## Must Be Included:

- Organization Affiliations or Partnerships (if any)
- 100 Signatures
- 3 Month to 1 Year Community Business Plan
- Mission Statement/Purpose of Funds
- Budget Sheet



# Awardee Funding Technicalities

## Awardee:

- When awarded the funding, whenever funding is used, you must track how much and what it was used for and this must be reported to the city quarterly
  - Receipts and/or statements must be included
- Same for innovation fund awardee

## City:

- If the funding isn't fully spent in 2021, ensure that the budget office allows that money to remain with the group to spend the following year.

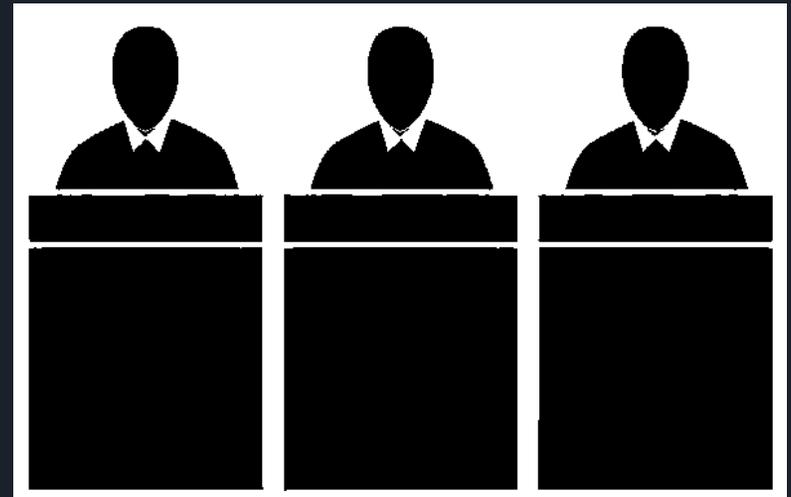
# Panel Process

## Requirement (9 People):

- 3 Active community members
- 3 Youth (16 yrs to 24 yrs)
- 3 Parents
- 1 Year Panel Term

## Technicals:

- Proposals voted on will be cleared via community survey first
- **POSSIBLE** Stipended Position
- **POSSIBLE** background checks



# Questions & Answers



## Sources

Black Young Man Doing HW:

<https://defendernetwork.com/news/national/why-are-black-students-punished-more-a-new-study-offers-a-reason/>

Behind Bars:

<https://defendernetwork.com/news/national/why-are-black-students-punished-more-a-new-study-offers-a-reason/>

Black Students in Classroom:

<https://www.sheknows.com/living/articles/1111271/reasons-black-history-is-still-important/>



# Sources Continued

Agenda Picture:

<https://www.nature.com/articles/d41586-018-06619-3>

Umbrella Money:

<https://www.fool.com/knowledge-center/what-is-an-umbrella-fund.aspx>

Community Picture:

<https://www.familiesandschools.org/blog/how-to-find-community-based-organizations-start-with-the-end-goal-in-mind/>



## Sources Continued 2

Seattle Space Needle:

<https://www.scientificamerican.com/article/to-meet-emissions-goals-seattle-wants-to-charge-drivers/>

Youth Leaders Picture:

<https://time.com/collection/davos-2019/5502593/making-change-young-leaders/>

Renovate Picture:

<https://sofiaviscom.wordpress.com/2015/05/21/typography/>

Proposal Picture:

<https://www.salesforce.com/ca/blog/2016/03/aspects-of-the-perfect-sales-proposal.html>



## Sources Continued 3

Umbrellas Picture:

<https://linkedinbackground.com/tags/umbrellas>

Panel People:

<https://www.rgbstock.com/photo/ok869e4/Panel+of+Judges+4>



# Websites

ACE FAME Academy:

<https://aceacademywa.org/>

Community Passageways (Also Deep Dive):

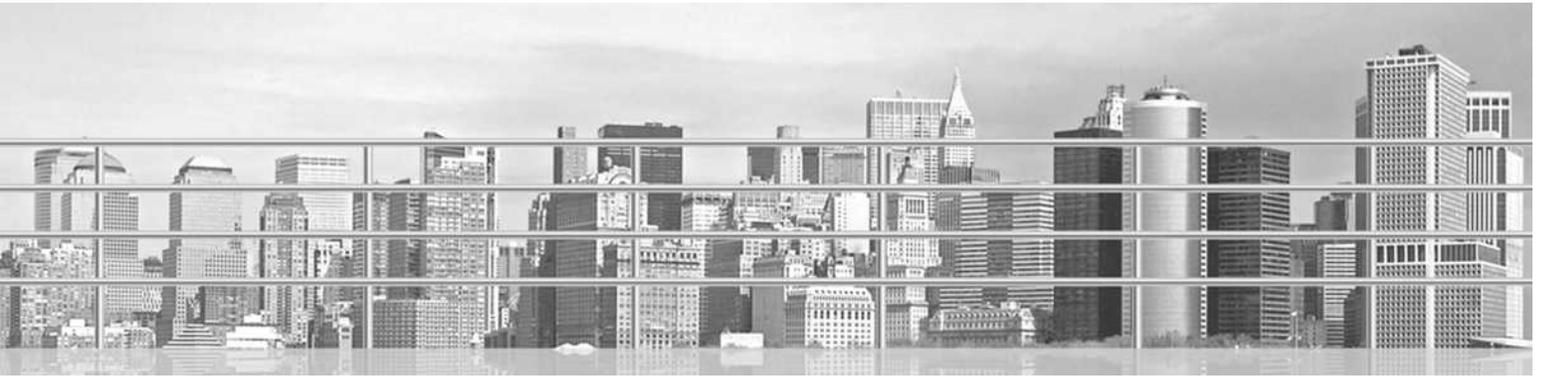
<https://www.communitypassageways.org/>

Credible Messengers/GROOM:

<https://www.facebook.com/KingCountyCredibleMessenger/>

Safe Futures:

<https://www.sfyc.net/>



Freedom Project

# THE ZERO TO 100 INITIATIVE

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study

THE ZERO TO

100

INITIATIVE



Zero Community Custody

100% Community Support

# Table of Contents

- **What is Community Custody?**
- **Racial Disparity in Community Custody**
- **Failure of State Supervision and What We Propose as an Alternative**
- **What They Claim it is**
- **What it Actually Is**
- **More of What it Actually is**
- **Testimonials of Supervision Impact**
- **Governing Statues**
- **Conditions of Release**
- **Violations**
- **Topics for Further Discussion:**
  - **Programming (CDT, SOTP, AA, NA, T4C); Monitoring (UA's, polygraphs, plethysmographs, reporting, field visits, etc.); ISRB (Members, Conditions and Revokes)**
- **Our Solution**
- **Our Asks**
- **About the researchers**

# DEFINITION OF KEY TERMS

**CDT** (Chemical Dependency Treatment): Residential treatment from a DOC contract provider designed for DOC individuals in need of substance abuse treatment. [12-18 week course usually completed in prison and facilitated by a licensed “provider”]

**SOTP** (Sex Offender Treatment Program): Meant to lower an individual's risk of sexual reoffending. Treatment typically consists of a mix between psycho-educational groups, individual therapy and several hours of group and individual counseling per week. [“therapists” in this “treatment” setting aren’t required to have degrees in anything. Also, why spend millions of dollars to reduce the recidivism for the group with the lowest rates of recidivism already?]

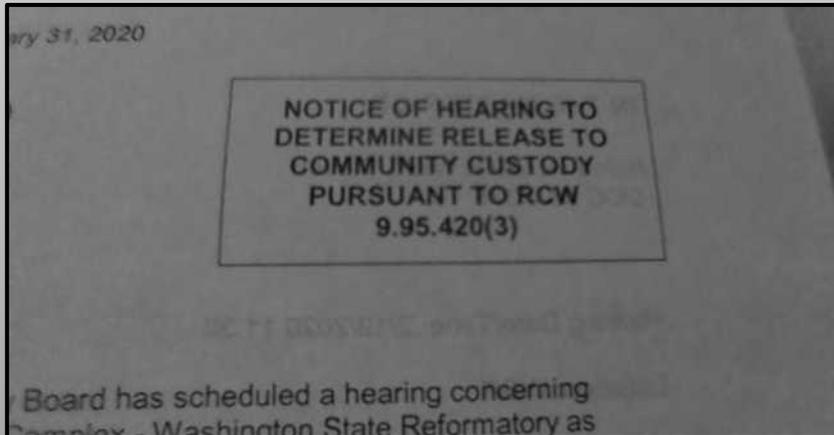
**AA** (Alcoholic Anonymous): Program aimed to help incarcerated individuals live a sober life in prison and after their release. Allows people to learn more about the underlying cause of their drinking problems and strategies to avoid alcohol abuse. [This isn’t hosted or funded by DOC, they just mandate it as a “condition.” Unable to find any evidence to support its efficacy.]

**NA** (Narcotics Anonymous): Akin to AA, but with focus instead being on helping individuals deal with substance (cocaine, heroin, etc.) abuse. [This isn’t hosted or funded by DOC, they just mandate it as a “condition.” Unable to find any evidence to support its efficacy.]

**T4C** (Thinking For A Change): Behavioral change program that incorporates research from cognitive restructuring theory, social skills development, and the learning and use of problem-solving skills.

# What is Community Custody?

"**Community Custody**" is a type of confinement which is served in the community, under the *supervision* of the Department of Corrections. This term of confinement is served in addition (and subsequent) to any term of confinement in prison. Community custody is mandated statutorily and imposed at sentencing.



*“We were never released from prison. We were ‘released to community custody’”*

# RACIAL DISPARITY IN COMMUNITY SUPERVISION AND REVOCATION

- A study conducted by VERA shows that Black folks were incarcerated at 4.4 times the rate of Whites (with Black adults being 5.9 times more likely and Black youth being 7 times more likely to be placed in adult prisons). Native Americans were at 3.6 times.
- While Black folks only make up 13% of the U.S. population, they make up 37% of individuals incarcerated in jails, 38% of people in prison, 30% of people on probation, and 40% of people on parole. The numbers with concern to Black youth is even worse, with them making up only 16% of the youth in the U.S., but 44% of those in juvenile custody.
- Black adults are about 3.5 times as likely as whites to be supervised (with Black youth being being 5 times more likely as whites). While DOC is weary to give actual statistics involved in the racial revocation disparity, independent studies done in the few counties and states that would participate show that on average, the percentage of Black folks who have their Community Supervision revoked in comparison to Whites, follows the same disproportionate trends found in arrest rates, incarceration, etc. Two glaring example of this disparity is Dallas County, Tx, where Black folks had a 55% higher revocation rate than Whites, and Multnomah County, OR, where Black folks were 100% more likely than whites to have their Supervision revoked.

# Failure of State Supervision and What We Propose as an Alternative

- Community Supervision is a failure! As it stands, about one-third of the 4.5 million on supervision in America end up back in prison. Nationwide, about 45% of prison admissions are the result of supervision failures; These supervision failures are costing taxpayers more than \$9 billion annually. When we actually look into prison admissions, their connection to revocation, and what it cost the taxpayer, most would be surprised to find out that more than half of these prison admissions from supervision are for “technical” violations of supervision conditions - which do not constitute a new criminal offense - such as failing to report in, adhere to a curfew, or remain in the jurisdiction.
- The cost of sending people on supervision back to prison for such reasons adds up to more than \$6.5 billion annually. A leading meta-analysis found that, as currently practiced, supervision systems have essentially no impact on reducing recidivism. In fact, rather than preventing criminal behavior, research strongly suggests that overly harsh supervision can actually prompt it by limiting a person’s ability to find housing, obtain employment, rebuild community connections and makes it less likely for those who need the most support from asking for that support.

# What They Claim It Is

(<https://doc.wa.gov/corrections/community/supervision.htm>, Emphasis added)

The Washington State Department of Corrections (DOC) supervises persons who have either been confined in a county jail, [prison facility](#) (for felony convictions of more than a year), and/or were sentenced to direct supervision in the community.

DOC supervises an active caseload of approximately **18,000** persons in communities across the State of Washington. Corrections employees promote reintegration and public safety by:

- Providing guidance, support and program opportunities for all inmates returning to the community.
- Holding people on supervision accountable to their imposed supervision conditions, as they resume life within the community.
- Collaborating and supporting community resources and parties with a vested interest in successful transition into the community.

**Doing what works and is demonstrated to be evidence-based** makes a difference for those under supervision and for all citizens residing in our Washington communities. For example, Thinking for a Change (T4C), which is an evidenced based behavioral program, provide participants the knowledge and skills necessary to change behavior and reduce recidivism. With changed behavior, there is an ability to reduce future victimization and make our communities safer places.

# What It Actually Is

WADOC reports that there are approx. 18,000 people on supervision. But the report we cite here states that over **38,000 people** are on or starting supervision each year.

So, there are over 38k people on supervision, but there are nearly **42,000 violations per year!!** From 2014-2015 there has been a 19% increase in people on supervision but a **166% increase in violations!!**

So, why do **93%** of all sentences in WA result in a term of incarceration? Terms of incarceration seem to be the aim and community custody exacerbates re-incarceration rates. It is at the heart of the prison industrial complex's creation of so-called recidivism.

Overall, **ALL** people released **WITH** supervision had **higher recidivism rates** than people released without it. Some rates have an increase of as high as 22%!! Remember they told us they reduce recidivism? This study reveals that the opposite is true.

(Review of Sentencing and Supervision in Washington State 05/19, Appendix F, The Council of State Governments)

# More of What It Actually Is

In our experience and research, *community custody* is a system designed with the intent of facilitating rapid re-incarceration for “violations,” which are non-criminal behaviors. Nearly 100% of all “conditions of release” (stipulations and restrictions placed on anyone who is “under supervision”) are LEGAL! These are activities like drinking alcohol, traveling, using the internet or even having a romantic partner.

Now, it may be assumed that if those activities are prohibited by courts and DOC, then they must be reasonably related to the person’s crime of conviction. This simply isn’t true. Even though legislation and many courts in WA have concluded that these “conditions” must be “directly related to the crime of conviction,” DOC imposes conditions at its will. These are what make it possible for DOC to inflate “recidivism” rates and keep prison cells full across our state.

# TESTIMONIAL OF SUPERVISION'S IMPACT

“During my time on community supervision, I was violated for gaining lawful employment without prior consent. I told my Community Corrections Officer (CCO) that I had an interview and would get the job, she was ok with it. A week and a half later, when I had to report to her office, I contacted her and let her know that I would be a little late because I would be travelling from my job in Downtown Seattle to her office in Everett. She was adamant that I did not tell her I had gained employment at all. I then reminded her of the conversation in which I had informed her of the interview. She reiterated that I did not have consent to be employed. I was subsequently violated, sent to jail, and served four months. Due to being sent to jail, I lost the job, my ability to pay child support and provide for my family. I had to find another place to live, which was already a difficult task to begin with due to my felony conviction. Employment is key to my success, as it provides me with stability and consistency. I never thought that getting a job would ever lead me back to jail.”

- Quinton Clark

# Governing Statute

## The Revised Code of Washington (RCW)

RCW 9.94A.701 states, (1) If an offender is sentenced to the custody of the department for one of the following crimes, **the court shall, in addition to the other terms of the sentence, sentence the offender to community custody for three years:**

(a) A sex offense not sentenced under RCW [9.94A.507](#); or (b) A serious violent offense. (2) A court shall, in addition to the other terms of the sentence, sentence an offender to community custody for eighteen months when the court sentences the person to the custody of the department for a violent offense that is not considered a serious violent offense.

(3) A court shall, in addition to the other terms of the sentence, sentence an offender to community custody for one year when the court sentences the person to the custody of the department for: (a) Any crime against persons under RCW [9.94A.411](#)(2);(b) An offense involving the unlawful possession of a firearm under RCW [9.41.040](#), where the offender is a criminal street gang member or associate;(c) A felony offense under chapter [69.50](#) or [69.52](#) RCW, committed on or after July 1, 2000; or(d) A felony violation of RCW [9A.44.132](#)(1) (failure to register) that is the offender's first violation for a felony failure to register.(4) If an offender is sentenced under the drug offender sentencing alternative, the court shall impose community custody as provided in RCW [9.94A.650](#).<sup>E: 316</sup>

# Conditions of Release

“Conditions” are the limitations and restrictions placed on an individual who is on “community custody.” There are general “conditions” which can be found here <https://app.leg.wa.gov/rcw/default.aspx?cite=9.94A.703>

There are also “crime-related conditions.” Courts have ruled over and over that these conditions must be reasonably related to the crime of conviction.

ALL of these conditions restrict **LEGAL** behavior. A “violation” of these conditions results in a return to prison.

“Conditions” are the strength of DOC’s ability to return people to prison. Consider, 42,000 violations per year; how many people are in jail and prison for legal behavior?

# VIOLATIONS

Table 2. Three-Year Felony Rearrest Rates for People Released from Prison in Washington in Fiscal Year 2015 by Risk Level

<b>High Risk</b>	
With supervision	52%*
Without supervision	54%*
<b>Moderate Risk</b>	
With supervision	40%*
Without supervision	18%*
<b>Low Risk</b>	
With supervision	17%
Without supervision	16%

These graphics, created by CSG Justice Center analysis of DOC and CFC data, show that community custody does not reduce, but increases recidivism (Table 2);

And even NC, with 2.2x the people on supervision don't have near the number of violations as Washington State (Table 3).

Table 3. Comparison of Washington and North Carolina in Number of Supervision Violation Admissions to Incarceration

State	People on or starting supervision in a year	Annual number of supervision violation admissions to incarceration (excludes revocation)	Violation admissions per 100 people supervised
Washington	38,015	41,745	109
North Carolina	84,003	3,049	4

# TOPICS FOR FURTHER DISCUSSION

- The Indeterminate Sentence Review Board (ISRB): A DOC entity that creates conditions and calls its violations “revokes.” The difference? They violate people for up to 5 years! Averaging 2 years per “revoke” for anything from leaving the county to smoking legal marijuana
- Programming (CDT, SOTP, AA, NA, T4C): DOC and the ISRB mandate “programming” upon release. These classes (all available in prison) are new ways to create “noncompliance” and subsequent returns to prison.
- Monitoring (Urinalysis, registration, polygraphs, plethysmographs, reporting, field visits, etc.): DOC “supervises” people by applying a myriad of non-evidence based practices that it claims “keeps communities safe.” As we’ve seen, they DO NOT reduce recidivism. They do not empower people in reentry. They restrict and provide new ways to waste money and extend people’s prison sentences.

# OUR SOLUTION

The ***Zero to 100 Initiative*** believes that “Accountability without relationship feels like abuse. Accountability with a relationship feels like love.”

- Our proposal is the elimination of community custody. The harmful, debilitating and limiting system of community custody should never follow a prison sentence. Instead, individuals releasing from incarceration should be met with care, understanding and true community support.
- We propose that this support be relational, initiated and made up of people in the community with shared experience and community organizations that are culturally responsive and trauma informed. This support shall consist of no less than: support groups, peer mentorship, relational therapy coupled with increased family involvement and monetary, housing and clothing support.
- We propose that the pressure to better oneself is only effective in the realm of “social pressure”, by those within an individual’s community. Those who because of shared experience have an honest, vested interest in seeing all those within that community thrive and be brilliant - especially those who have survived incarceration. This proposal is that the state invests in community solutions and not community custody.

# OUR ASKS

- We ask that investments no longer be made in “solutions” that grow the system. More specifically organizations such as probation, DSHS, or any entity that historically has increased the systems.
- Offboard as much as the state can from the system to the community.
- Through the **Zero to 100 Initiative**, invest these monies into community organizations that will develop systems of support, networks of resources and collaborations with community housing, education and employment services. Also giving attention to clothing, transportation, food and other necessities.

## To mitigate this historic and continuing harm...

Our communities have repeatedly endured negative impacts when these responsibilities are placed in the hands of those who do not see our humanity nor have our lived experience. To mitigate this historic and continuing harm, we believe that duties currently held in supervision should be transferred to the people who are most affected. Financial resources which currently go to supervision could be better utilized for that purpose.



**Perry Delaney is a project manager at the Freedom Project, where he works on creating equality and helping heal the trauma of the formerly incarcerated. His empathy to their plight runs deep, having spent 25 years in incarceration himself. While there, he acquired a GED, A.A Degree, multiple vocational certifications, and participated in various re-entry, self-betterment, and cognitive programs. He believes that God will only change the condition of a people when they first begin to change the condition of themselves, and intends on working tirelessly to give the marginalized the opportunities to do so.**



**Quinton Clark. A strong advocate for social justice and equitable treatment. He is a peer mentor, and society ethics and human behavior major at the UW. Quinton is a researcher for the Freedom Project where he works to make changes to the infrastructure of the “system” i.e. community custody, the school to prison pipeline, and RCWs. He is directly impacted by the system spending ten years incarcerated. He looks beyond his incarceration and forward to the successes of the future. Quinton also looks forward to the day when we all can look upon this country as inclusive and fit for all like.**



**Steven Allgoewer is a Curriculum Developer, Public Speaker/Presenter, Community Organizer & Advocate and Law, Economics and Public Policy major at the University of Washington. He is a Researcher with the Freedom Project, is the founder of the Freedman’s Coalition for Justice, and is working on publishing his first book. After serving over half of his life in prison, Steven is now committed to centering the voice of his constituents, speaking truth to power and creating equitable legislation & inclusive policy that counters systemic racism and empowers his community members.**

# References

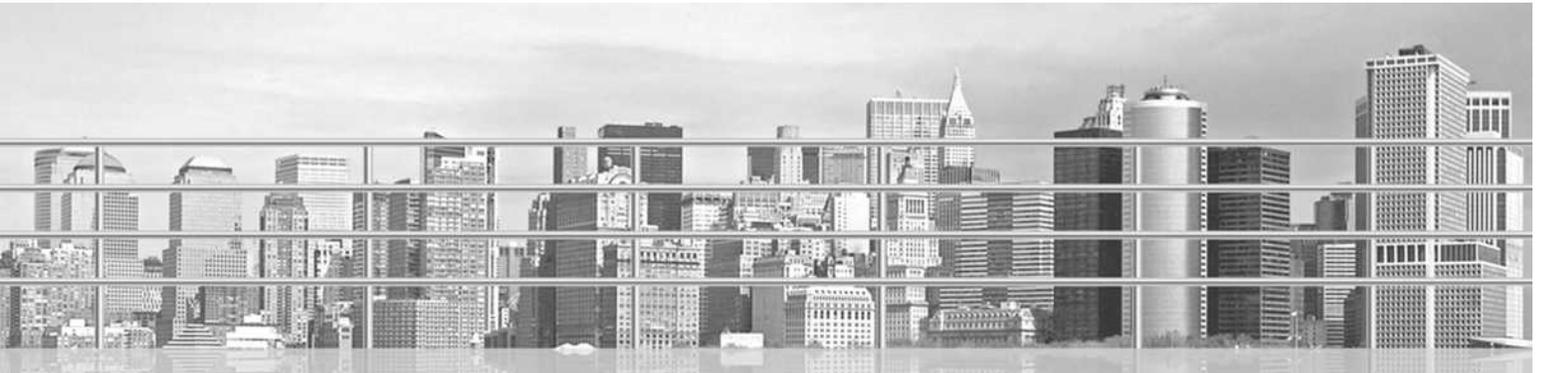
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Freedom Project

# WHAT THE HEALTH?

Research Questions

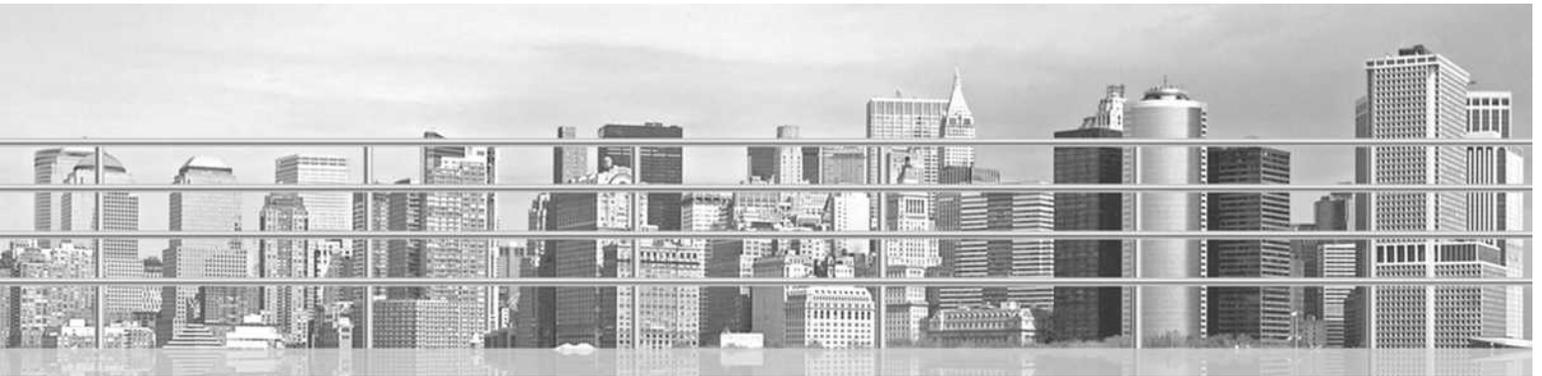
What causes stress?  
How do we care for ourselves?  
Where's the health?

How the questions  
were answered

Case Study

## What the Health?

Url linked here: <https://prezi.com/view/A5RKYDs33dzKDqSAH2mj/>



Freedom Project

# WILL OF THE PEOPLE

Research Questions

What is the most assured way to enhance the health and safety of African American communities in King County?

How the questions  
were answered

Surveys

# Will of the People:

King County, African American Community  
Reinvestment

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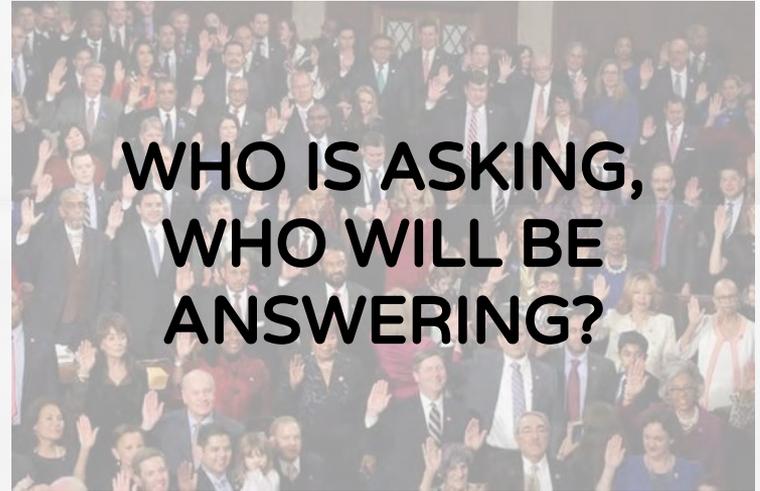
Johnmoses TheLegacy & Aries Faletogo

# The Study

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The members of “The Black Brilliance Research Survey Team” was tasked with answering a simple yet important question: **What is the most assured way to enhance the health and safety of African American communities in King County?**

However, before considering such a significant inquiry, the relevance of “who is asking and who will be answering” needs to be addressed.



# Lens

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The cultural competence lens is necessary to ask and answer questions on how best to serve and ensure the health and safety of the African American community.

This means the impacted community informs the discussion. Without this element, authentic analysis is unlikely.

Dialogue that excludes the impacted community risks implicit bias, institutional racism, and decreases the possibility of effective solutions.

## Research Questions:

1. What is the current recidivism rate for African Americans in Washington state?
2. What is the percentage of African Americans in prison without high-school diplomas?
3. What percentage of community organizations and/or rehabilitative programs in prison are African American centric and led?
4. What are the disparities in conviction rates between blacks and whites charged with the same crime?
5. What are the disparities in school suspensions between blacks and whites for the same infraction?
6. What is the percentage of African American high school dropouts who are facing incarceration?

I.

# Research

National and state trends in incarceration and education, and re-entry.

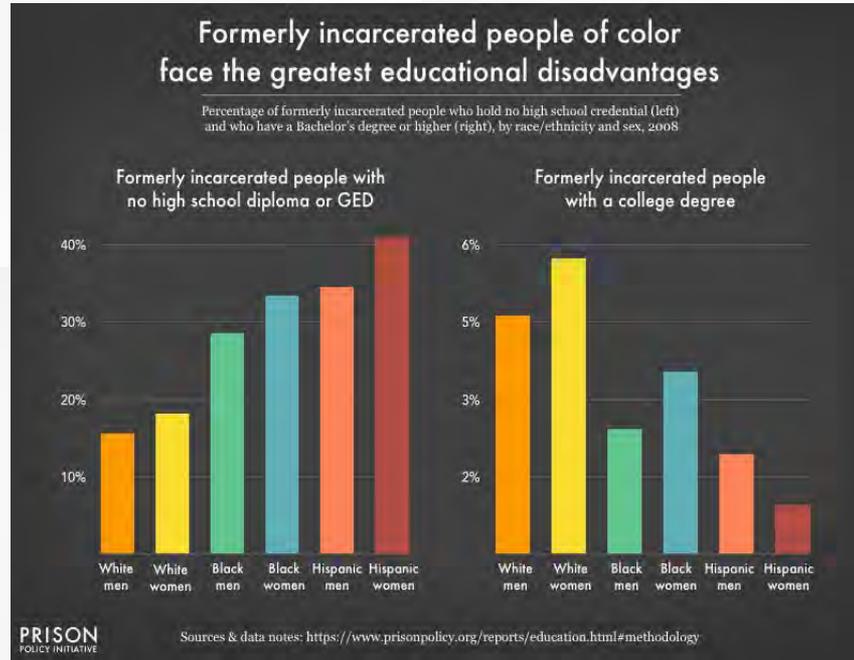


61.8% of incarcerated black men ages 20-34 had dropped out of high school and had not received a GED.

## Secondary Education in prison

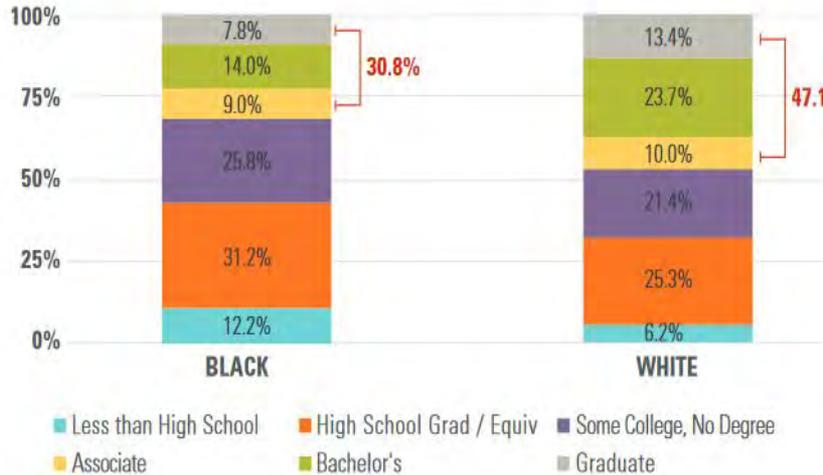
- ▣ Individuals with college-in-prison degrees had a recidivism rate of 7.7% as compared to those without, who had a recidivism rate of 29.9%.
- ▣ Over half of incarcerated people participate in education, with 23% participating in secondary education.

# Formerly Incarcerated People with no High School Diploma Vs. those with a Degree



# Degree Attainment by Race

**FIGURE 1** DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

30.8% of black people have higher education degrees, as compared to 47.1% of white people.

## Washington State Statistics

- ▣ African Americans make up 4% of the population in Washington state but...

- ▣ White Americans make up 73% of the population but...



- ▣ We make up 18% of the prison populations.

- ▣ ...Only make up 60% of the prison population.

## Washington State Statistics

▣ African Americans make up 4.4% of K-12 students but...

▣ White Americans make up 52.5% of K-12 students but...



▣ African American students make up 9.5% of students excluded from school for infractions.

▣ Only make up for 45.1% of students excluded for infractions.

**Most common discipline behaviors:** Disruptive conduct, failure to cooperate, and fighting without major injury. Black students are more likely than white students to be suspended or expelled for the same behaviors.



In order for there to be true change anywhere; it's the heart of ppl [sic] and the mindset that is truly the battle in converting.

II.

## Data

We conducted an online survey in our community, looking at SPD divestment and funding.

## SPD Divestment and Black Community Investment

There has been countless incidents of recent societal turmoil caused by the excessive use of brute and deadly force by police around the nation, including the Seattle Police Department (SPD).

This events resulted in the Mayor of Seattle's subsequent commitment to divesting the SPD's budget and reallocating and investing \$100 million into the health and safety of African American communities.

This is what compelled our research survey team to speak to those impacted by institutional racism.

## Limitations of the Study

### Limitations include:

- Limited funding
- Limited personnel
- COVID-19 pandemic and social restrictions

These limitations meant we could not survey members of the African American community in the way we wanted-seeking more robust answers was difficult. However, the data collected speaks volumes about the plight of African Americans in King County.

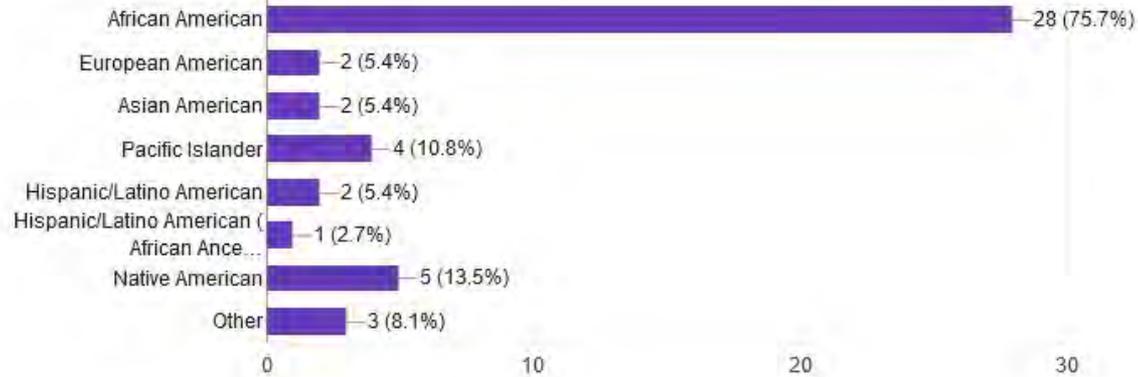
**The data show that African Americans experience vast inequities throughout our current system-especially in relations between the police department and community.**

**It is imperative that their thoughts, concerns, problems, and solutions to these socio-economic issues be heard and validated.**

# Our Community

What ethnicity do you identify as (choose as many as apply)

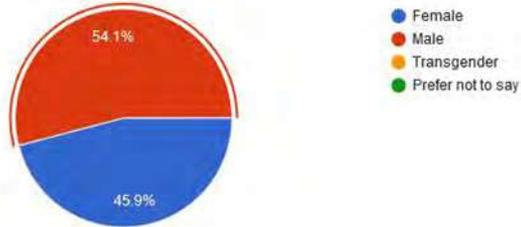
37 responses



# Our Community

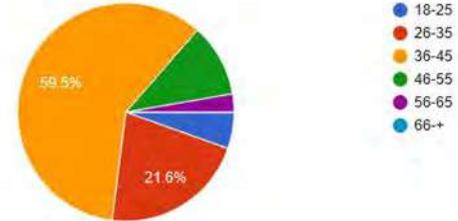
What is your gender

37 responses



What is your age

37 responses



Have you personally been negatively impacted by the criminal justice system?

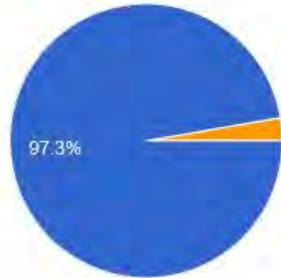
37 responses



# Inequities experienced in African American Communities:

Why do you think African Americans feel they are discriminated against by the institutions meant to serve them?

37 responses



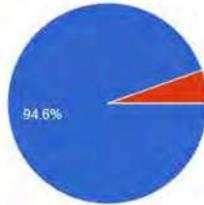
- Because discrimination and systemic racism is real and prevalent throughout institutions.
- Because a few bad apples in positions of power ruin it for everyone.
- Because African Americans wont take responsibility for the decline of their own communities.

97.3% of respondents believe discrimination and systemic racism is prevalent throughout institutions.

# Police and African American Community Relations

What do you believe are the reasons for the negative relationship between police and African Americans?

37 responses



- Police are abusing their power with no real oversight or accountability to the people they serve.
- The media is to blame for the perception of bad relationships between African Americans.
- African Americans have bad relationships with police because they don't follow the rules.

Do you think the treatment of African Americans by police has improved over the last 10 years?

37 responses



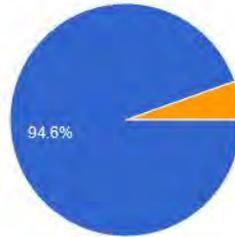
- No I have not seen any real improvement over the last decade.
- Yes I have seen real improvement over the last decade.

94.6% of respondents believe police abuse their power with no oversight and have not changed in over a decade.

## Police cont...

Do you think that the police treat African Americans fairly in comparison to whites?

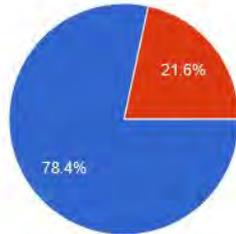
37 responses



- No I don't think African Americans are treated fairly.
- Yes I do believe African Americans are treated fairly.
- I don't know if African Americans are treated fairly or not.

Do you believe you will be treated fairly if and when you encounter police in your city?

37 responses



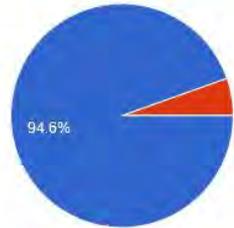
- No I don't believe I will be treated fairly if and when I encounter police in my city.
- Yes I do believe I will be treated fairly if and when I encounter police in my city.

78.4% of respondents fear they will not be treated fairly by police.

# Government

Are you confident that government officials are doing what's necessary to dismantle institutional and systemic racism

37 responses



- No I am not confident that government officials are doing what's necessary to dismantle institutional and systemic racism.
- Yes I am confident that government officials are doing what's necessary to dismantle institutional racism.

There is an apparent lack of trust in government officials' ability to address and dismantle the institutional racism that contributed to socio-economic inequities. This sentiment is reflected in responses from those surveyed regarding confidence in government officials' abilities, as well as where the surveyees believed should decide where funds allocated for the African American community should go .

"The police are purposed to serve and protect all. Not some. In order to restore faith in police officers there needs to be trust, especially among people of color. Trust in the police is being chipped away at as we see more and more racially driven police shootings."

III.

# Results

Here is how our community responded.

## Quotes

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"As indicated, racism is a system and institutional problem and must be addressed on many more levels than policing. Rezoning communities to allocate better fund schools, laws that target higher sentencing for common offenses in these neighborhoods, redistributing funds to grassroots organizations that can prove results, and so much more. One section, the police department in this case, cannot change such a deep rooted and wide issue!"

"It is imperative and an utmost importance to identify, address and eradicate systemic racism in policing communities in order for all American citizens to enjoy in the so-called rights of fair protection, treatment and due process. Further, to instill communicative trust."

## Quotes

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"The prison system is used to enslave Black and brown people. They police our communities differently and are used as the vessel to lock up our people. They lock us up out of fear, hatred and because the system is designed that way."

Every day black children is being brought into this world having to live and deal with racism the same as their parents and their parents and it just needs to stop and we need a change if no one addresses it then there won't ever be any justice.

IV.

# Solutions & Asks

Here is what we need.

## Solutions

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- ❑ To improve the health and safety of African American community, it is imperative to improve rehabilitation and re-entry services, educational access and opportunities, youth mentorship, and diversion.
- ❑ To ignore the statistics and the lived experience of African American communities is a perpetuation of the white supremacist institutionalized racism we are desperately trying to dismantle.

## Solutions, cont.

- ▣ Involve those directly impacted in dialogue, and place community members in decision making roles.
- ▣ Invest in the black communities and allow us the autonomy to respond to the needs of our community.
- ▣ Continue and broaden the participatory budget. The inclusion of impacted people cannot be overstated!
- ▣ Authentic community: Allow black communities to engage our members for confidence and community buy-in.

# References

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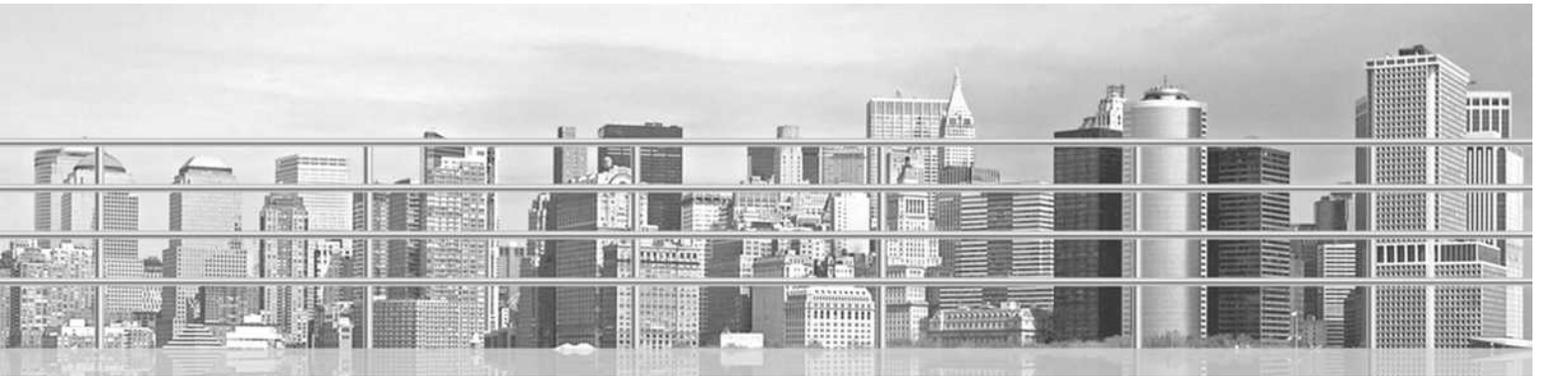
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King County Equity Now

# **TOTAL SURVEY RESPONDENTS -CITY OF SEATTLE TECHNOLOGY ACCESS SURVEYS 2000-18**

Research Questions

What was the total number of respondents?

What was the total number of Black respondents?

What is the comparison between the two?

How the questions  
were answered

Case Study

**Total Survey Respondents – City of Seattle Technology Access  
Surveys 2000-2018  
(Conducted 5 Times in 20 years)**

**2000:** N= 1,011 (Telephone Survey)  
**2004:** N= 1,000 (Telephone Survey)  
**2009:** N= 310 (Focus Groups), 1064 (Telephone Survey)  
**2014:** N= 225 (Focus Groups), 2,686 (Telephone Survey)  
**2018:** N= 4,315 (Mail/Email/Telephone Survey)

**TOTAL COMBINED N= 535 Focus Group Participants/10,076 Survey Participants  
(\*Combined Methodologies N=10,611)**

**Total Black Participants - City of Seattle Technology Access Surveys  
2000-2018  
(Conducted 5 Times in 20 years)**

**2000:** N= 101.10 (10% Unweighted) African American (Telephone Survey)  
**2004:** N= 90 (9%) African American (Telephone Survey)  
**2009:** N= 28 African American/1 “African”/73 Somali (10 Focus Groups Total – 5  
with Black Participants), 89.37 or 8.4% Unweighted (Telephone Survey)  
**2014:** N= 20 Black participants (9 Focus Groups), 83 or 3.09% Black  
Participants (Telephone Survey)  
**2018:** N= 129 Black Participants or 4% (weighted to 302/7%)  
(Mail/Email/Telephone Survey)

**TOTAL COMBINED N= 121 Somali/1 “African”/African American (48 African  
American) Focus Group Participants/ 493.47 Survey Participants  
(\*Combined Methodologies N= 614.47 or 30.72 Black Participants averaged/per  
year \*\*combining the respondents noted as Somali or “African” by the City in  
2009 with those noted as African American)**

## Key Total Comparison of City of Seattle Technology Access Surveys 2000-2018 (Conducted 5 Times during 18 years)

- **Combined Methodologies N=10,611 Total Residents Surveyed**
- **Combined Methodologies N= 614.47 Total Black Residents Surveyed (Unweighted)**
- **Combined Methodologies Percent Black Respondents N= 5.79% (\* See Below)**
- **KCEN Black Respondents Surveyed September to January 9, 2020 N= 404**
  
- Our plan – 10x the current number of 400 KCEN surveyed (as of our previous discussion) with 1000 expected to be completed by end of the process this year. Also, in 2021 (through to 2023) our intention to demand participation and contribute to the Internet for All discussion the City plans per the 2020 Internet for All Report to provide a more accurate and precise reflection of needs of the Black community in Seattle.
  
- Please note - The City only released full data sets (xls/csv) for two years: 2014 and 2018
  
- In 2009 they had 3 Somali focus groups – to 1 African American (at Garfield) and one at UW that had 2 African American graduate students and 1 “African” graduate student – otherwise no clear differentiation or consistency
  
- \* The weighting was based on 2000 census data/tracts for 3 of the surveys – and on the 2010 data for 2 (2014/2018). They also purchased lists to balance the weight – per our discussion.
  
- They’re going to say because it’s a random sample, etc. its valid. Not completely accurate and flawed based on what we know of black participation in telephone/mail based survey research.
  
- Our methodology should include: Mixed Methods – Qualitative (Ethnographies/Focus Groups) and Quantitative (Telephone/Physical Surveys/Email, SMS, Text-in, Internet Surveys)
  
- We should plan to flood the zone with our quantitative instruments using all call through our CBO’s, email lists, partners, etc.
  
- I have all the instruments and key report data and linked them to the body of my update email (11-23-20). We need more time to complete our canvass of the community for the secondary analysis, as the instruments are complex

and mixed (quantitative/qualitative) per our discussion. We will plan the “data party” to discuss further. We should plan to block off several hours to fully engage the data.

- For the secondary analysis we should pick and use one of their instruments (I recommend 2018), and one of our own. And/or build a hybrid.



Sacred Community Connections

# **SACRED COMMUNITY CONNECTIONS**

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Case Study

Sacred Community Connections is a community led initiative. We believe in providing barrier free services mainly focused in community outreach, case management, and community healing.

Our outreach efforts are geared towards people currently living without housing, IDUs and people impacted by the street economy and sex trade. We do our best to provide supplies that raise people's current quality of living by offering tents, camping supplies, and food. We also offer condoms, self defense tools, cleans, and a variety of pipes supporting harm reduction for both sex workers and participants in street economy, especially those injecting drugs.

We also offer case management. This service is available to the communities mentioned above and anybody else in our community that may need extra help navigating certain systems and finding resources. We help people find shelter, food, mental health services and offer mutual aid to help necessary and emergent situations.

Community healing is another focus of SCC. We are available to facilitate peace circles within the community. We also have staff that offers healing through art. These classes are a chance for people to address some deeper unresolved trauma while also being able to express themselves through art and tell their stories in safe environments.

Paypal & Venmo

[sacredcommunityconnections@gmail.com](mailto:sacredcommunityconnections@gmail.com)

# SYSTEM FAILURE ALERT!

**Are your support "SYSTEMS"**

**SYSTEM FAILURE ALERT!**

**supporting YOU?**

bus driver said my service animal was just a pet and didn't allow me to ride. i think it's because i look homeless.

doctor at the clinic asked me why i was so upset about being raped if i regularly have sex with people i don't know to get money.

my teacher does not respect my gender identity or call me by the name i want them to use.

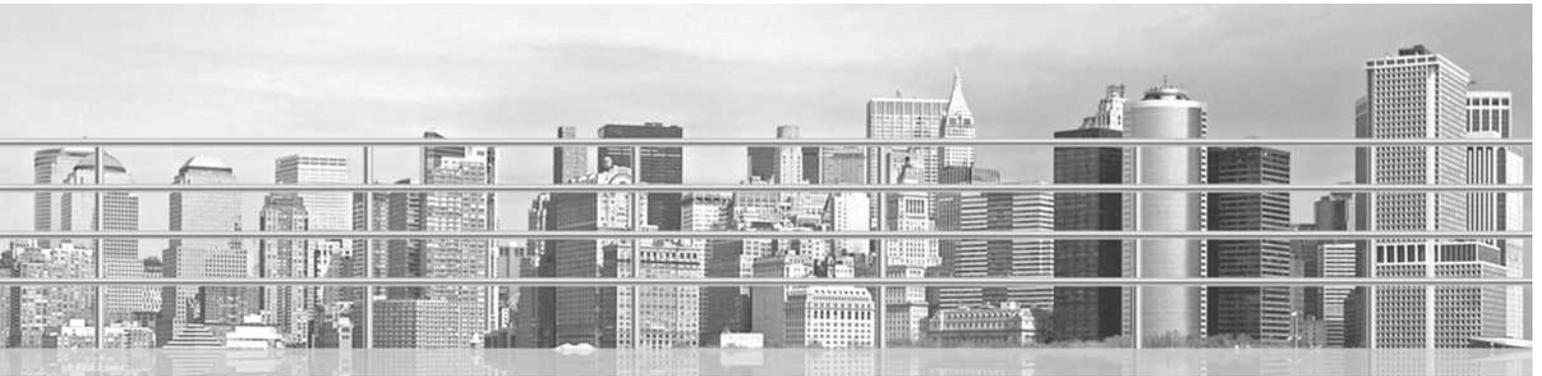
when i went to emergency room, the nurse told me that it wasn't a shelter and i wouldn't be sick if i wasn't using drugs.

police searched me at a bus stop, and questioned why i was carrying two cell phones if i wasn't selling drugs.

my case worker thinks that my boyfriend is pimping me but it's not true.

sharing our stories \* building power \* holding institutions accountable

<http://systemfailurealert.org/>



Team Collaboration (Imani Dinish, Mary Williams, La Tanya Horace, and Katoya Palmer)

# **KING COUNTY STAND UP CRISIS/EMERGENCY RESPONSE PROPOSAL**

Research Questions

What creates true community safety?  
What creates true community health?  
What do we need to thrive?

How the questions  
were answered

Focus Groups

## **“King County Stand UP” Crisis/Emergency Response Network Entity Proposal**

*The Black Led “King County Stand Up Crisis/Emergency Response Network ” would act as coordinator between the New and Existing Outreach/Social Service/Public Health Agencies and applications to fill the observed gaps in regional public health and continuity of care for the community Pre, Mid, and Post Crisis Emergency.*

I/We

(ADD ORGANIZATIONS) and individuals Mr. Imani Dinish KCEN research team

Through decades of lived and professional experience in conjunction with the above community members and their Research In the existing “Labyrinth” of our existing system ( If one was to call it such) have surmised the following.

Members of the Black/BIPOC community who experience personal crisis have historically received subpar and ineffective Care, treatment, and restorative help to prevent and subsequently repair the damage done as a result of disruption to their already stressful state of being a victim of generationally perpetuated oppression that has been proven to be uniquely tailored to keep the Black American and other BIPOC communities in a lower “caste” compound that with seemingly “Normal” public personal safety challenges It often results in interactions with their environment that lead to 911 usage. These Factors include but not limited to:

Basic Human needs not being met in an equitable manner

The catastrophic failure of bodily health systems/functions, caused by harmful living conditions and their respective cumulative effects.

The absence of Conflict resolution/ Violence interruption specialists with Lived experience who reflect the Race/Gender/Culture of the population most impacted by the Systemic socio-economic oppression which fosters hostility and a palpable sense of desperation.

The SPD being deployed/dispatched to events which are not in their S.O.W. and if so, their training is not of the nuanced variety needed in most cases but instead rudimentary AT BEST. At worse adds the factor of an oppressive presence threatening imprisonment and violence (potentially lethal force) to the crisis/emergency

The “King County Stand Up” 911 Crisis/Emergency Network is a d model that has been crafted through conversations between Researchers and BIPOC outreach workers, healers, case managers, mentors, advocates and people Who should be in the near future recognized as “First Responders”, that have long history in Seattle neighborhoods and communities. We have experienced and observed 911 to be lacking the tools to address the current social climate. Our public health/Safety system as it exists does not address the proven factors that undermine and threaten the health and safety of BIPOC individuals and families in the Seattle Metro Area from a

Holistic Lense.

*King County Stand Up* would be set up as a 501c3 entity to provide coordinated training and dispatch of predetermined emergency services and material assets to new and existing community outreach entities and individuals.

It is our vision that this initiative would take the best parts of 211/911 and the King County Diversion Program to proactively, reactively, and Rapidly deploy resources and assets to help community members Pre, Mid, and Post Crisis

Other operational considerations include a "Resources for Human needs, Homeless prevention, conflict resolution, harmful lifestyle extraction, and outreach.

With a physical location(s) for triage of the community members who received emergency services via 911 and/or anticipate the upcoming utilization of the emergency response system.

Our Team(s) will be made up of new and existing Black lead organizations insight and credibility good stewards of resources (Material, fiscal, I) to be RAPIDLY dispensed/deployed via Wire transfer, Voucher, Referral, Vehicle delivery etc...

With a robust Quality assurance/Compliance/Privacy protection/H.R. department to establish trust and maintain oversight of employees/volunteers WITH VIGILANCE.

Being that our clients/subscribers/patients are inevitably vulnerable we hold their personal information in high regard and with the utmost sanctity.

The 3 phases of our initiative would consist of but not limited to.

1. Pre-911 call (Included but not limited to)

Community outreach via neighborhood patrol/canvassing by Staff and volunteers equipped with harm reduction knowledge and material assets to provide shelter referrals and/or temporary housing or relocation funds for community members currently utilizing spaces not meant for habitation as "Homes" with a storage stipend to temporarily collect an individual or family's belongings while our back end staff locates stable housing.

Staff and Volunteers would wear an undetermined uniform or form of attire that symbolizes their city endorsement yet makes it CLEAR they are not members of the S.P.D.

Marketing via T.V./Radio/Social Media of our Personal Crisis Triage Center(s) for community members to drop in and be engaged by staff with Active listening skills and versed in the creation and implementation of collaborative harm reduction/quality of life improvement plans.

Also to be accompanied by a Medical/Psychiatric/Psychological health assessment of varying degrees dependant on level of expressed/observed crisis.  
Referral to other social services and treatment facilities.

## 2. Emergency Response/911 call initiated services (Included but not limited to)

In the event 911 is contacted and Emergency personnel are dispatched, Our team would simultaneously or shortly thereafter be notified of the call's nature and deploy in lieu of or with Fire/Medical/SPD as an Auxiliary unit or make ourselves valuable as mediators, arbitrators, intelligence gatherers and witness interviewers with a lens on healing, harm reduction, de escalation and community building/nurturing.

Transport or relocation of victims accused but not charged or arrested may have been displaced as a consequence of the Crisis/Emergency that demonstrate a behavior conducive to not be a disruption to another stable environment i.e Emergency shelter/Hotel/Triage Center/Emergency room.

## 3. Post 911 call Emergency/Crisis followup and after care (Included but not limited to)

Our team would (as needed and requested) visit or invite our community members that utilized 911 to be Case managed, advocated for and subsidized (if assessed as needing such) to improve the living conditions by adding resources to enhance their quality of life. The key of this would be, RAPIDLY. Once collaborative goals are established our Staff and Volunteers would source the most impactful and fast acting assets to improve and enhance the previously mentioned (living conditions and quality of life)

Services included but not limited to.

Family/DV/Substance abuse disorder Counseling and Treatment (In house or referral)  
On-site activities/Features  
Life Skills Classes and Workshops  
Spiritual Advising  
Physical Therapy  
Holistic Healing  
Selfcare Teach-in's  
Town hall meetings  
Client/staff Art



The Silent Task Force (Mary Williams)

# 911 AUGMENTATION INITIATIVE FOR BLACK COMMUNITIES

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Focus Groups

## **911 Augmentation Initiative; A Black Led updated and thoughtful alternative to Communities**

*Based upon Survey collected Data and Community Discussion.*

The 911 Emergency Response System has been ineffective for Black Community members for many years now. 911 as it exists, intertwined with law enforcement, juvenile detention, jails, prisons and other systems has been a tool to disenfranchise our people. From slow response times in certain areas, to miscommunication when officers arrive on scene, to escalation of force on Black citizens, to a lack of Understanding of the effects of Generational perpetuated institutional racism and how they present when confronted with safety/health challenges. All of these examples are ways that we do not receive equity from the field of policing. For us, this leads to severe and deadly outcomes. Whether the consequences are being taken to jail, being mislabeled as an aggressor when one is a victim, or having children removed from the home when officers arrive...we suffer more often than succeed. We do not experience resolution/closure at incident scenes but are instead met with harsh, unfulfilling, unfair and at times permanently damaging outcomes. That add to our trauma histories. We need to interrupt this pattern and we must take decisive, immediate and corrective action.

This 911 Wrap Around Crisis/Emergency response model has been crafted through conversations between Researchers and BIPOC outreach workers, healers, case managers, mentors, advocates and people Who are should be in the near future recognized as "First Responders", with long history in Seattle neighborhoods and communities. We have experienced and observed 911 to be lacking the tools to address the current social climate. It seems that some 911 professionals are unaware of the historically proven factors that undermine and threaten the health and safety of Black people and Black families in the Seattle Metro Area.

We recognize and commend first responders for valiantly risking their lives and health every day to address those in crisis. For most people, unfortunately this is often one of the worst days of one's life and a tragedy has already occurred. We know that first responders, Police, Fire and Aid workers are trained professionals, and that many of them are people of color with shared history in our communities. The reality is however that the cultural competence skills and knowledge of our Black communities in this present day context, seems to be severely lacking. Therefore, the training must be increasingly more informed and led by Black people in the field of front line response. In the meantime, we need another vehicle for Black and African diaspora families that can immediately increase positive outcomes and ensure wraparound services and ultimately survival during and after crisis.

We have established through 911 call data that is publically available, some historically problematic patterns. We have heard the troubling stories from our community members over and over. We have seen the video clips and have noticed that many of the factors surrounding the incidents which trigger a call to 911 are the results of some inequitable truths that are facts for our community but are not limited to this list;

911 calls being placed due to catastrophic failure of one's bodily functions. Oftentimes this plays out when a middle aged person or elder has not accessed healthcare or has health challenges (perhaps undiagnosed pre existing conditions, the type that put POC at increased risk for Coronavirus) or due to the cumulative effects of an unhealthy or harmful lifestyle. Some fall ill on the street or in the jungle. These are the folks who may or may not be drinking or using and most likely have challenges maintaining a healthy diet.

911 calls for conflict resolution, arguments, loitering, loud music or neighborhood disputes often are misunderstandings or miscommunication. Based on cultural disconnects regarding the volume or tone of "appropriate" social interactions. Violence could be de-escalated or interrupted by Black outreach professionals who have existing history and relationships in community that fosters a Shared understanding of culture, marginalization, substance use challenges and triggers could also deter fatal outcomes.

911 calls made for event management, police presence for control of a situation such as protests. May be a 911 call to request the implementation of force as punishment. Sometimes punitive action is requested by community members, statistically this is proven not to work. In these types of calls we have found that although police are professionals perhaps their skill set is not ideal. Sometimes the law enforcement skill set is not the culturally nuanced expertise needed to deter and de-escalate. Lights and sirens may at best be a trigger for many African heritage people, and at worst, it adds an oppressive or threatening presence at some crisis response scenes. The threat of imprisonment, lethal force and violence adds an unsettling factor, not a benefit to some situations. would consist of but not limited to.

In summary; Our research has found that the General community needs culturally relevant and engaging information on how to utilize 911 going forward based on this model Pre/Mid and Post Crisis. We have to take action to change attitudes, historical patterns, stigma against the idea of "snitching" and build trust to change BIPOC community expectations. With the changes outlined below we will see and experience a new result from 911 as Black citizens. We must act create more positive outcomes family by family and individual by individual when 911 is called. We believe the use of 911 would be affected by the model of culturally specific triage centers. These sites would provide response and advocacy in the moment of crisis as well as enhance aftercare and wraparound services after a crisis or emergent incident.

Through an analysis of research data and our collective lived experiences, we are easily able to make the correlation that one Black person's personal crisis can often escalate to a deadly outcome. It is our vision that this initiative would partner with crisis and emergency case management models such as the King County Diversion Program, Drug Court, the Crisis Team and MHP's as well as drop in centers like Community House and DESC.

This collaborative group of local African American and/or culturally specific professionals would bring a cadre of skills and expertise not seen in front line work up to this point. Our vision is to add a Peer to Peer component and bring culturally specific resolution skills to address harmful lifestyles and assist in extraction when necessary in the places where at risk behaviors are practiced.

### **Our Team(s) will be made up of:**

New and existing Black lead organizations that have the insight and credibility to be trusted servants or credible stewards of the fiscal resources. Agency partners would sign a Memorandum of Understanding and sign on to a culturally appropriate Covenant created with KCEN(The Collective) oversight. We will establish a fiscal sponsor to handle all accounting, auditing and tax responsibilities. The helping resources, such as funds for hotel vouchers, bus tickets or taxi script can be rapidly dispensed and deployed via wire transfer, cash app or voucher.

Being that our clients/subscribers/patients are inevitably made up of vulnerable individuals, we hold their personal information in high regard and with the utmost sanctity. We would train all partners to follow legal and ethical guidelines as well City, County, WAC and HIPPA regulations.

The 3 phases of our initiative would consist of but are not limited to;

### **Pre-911 call**

- Community outreach via neighborhood canvassing by KCEN Partners, staff and volunteers equipped with harm reduction knowledge and material assets. Ability to provide shelter referrals and/or temporary housing or relocation vouchers for community members currently using spaces not meant for habitation as “homes”. Ability to offer a storage stipend to temporarily collect an individual or family’s belongings while our staff locates stable housing.
- KCEN Partners, staff and volunteers would wear an undetermined uniform or form of attire that symbolizes their city endorsement yet makes it CLEAR that differentiates them from the Seattle Police Department.
- Community Education and Marketing Campaign via T.V./Radio/Social Media/Podcast to publicize our use of Personal Crisis Triage Center(s) for community members to drop in and be engaged by staff. Feature cultural competence, active listening skills and collaborative harm reduction standards of staff and partners. Offer access to available Medical/Psychiatric/Psychological/Substance Use Disorder health assessments when advised. Referral to other social services and treatment facilities.
- Emphasize and highlight the quality of life improvement plans and goals for the Black community. Keep consistent research data on outcomes.

### **Emergency Response/911 call initiated services**

- In the event 911 is contacted and Emergency personnel are dispatched, Our team would simultaneously or shortly thereafter be notified of the call’s nature and deploy in lieu of or with Fire/Medical/SPD as an Auxiliary unit. We are highly valuable as mediators, arbitrators, intelligence gatherers and interviewers. Our expertise is enhanced with a lens on healing, harm reduction, trauma informed care, de-escalation and community nurturing. Act as Navigators with the clinic, hospital or healthcare system.
- Transport or relocation of victims or their families. Individuals who are accused but not charged or arrested may have been displaced as a consequence of the 911 call, crisis or

emergency. Placement of individuals that demonstrate behaviors not conducive to being in another shared stable environment (i.e. emergency shelter/hotel/triage center/emergency room) or transport to a more appropriate facility. Medics on standby for those who do not want to go to the hospital, can transport those who do not want to get in the ambulance.

### **Post-911 call Emergency/Crisis followup and after care**

- Our team would (as needed and requested) visit and invite community members that utilized 911Hubs to be Case managed. We would provide wraparound services for families, advocate for them and subsidize or enhance (if assessed as needing such) their living conditions by adding resources to improve their quality of life. The key to this would be rapid turnaround and deployment of tangible resources. Once collaborative goals are “ reality checked” our KCEN Staff and Volunteers would source the most impactful ways to make a difference family by family.
- Send home clients with staples; hygiene items, food and emergency kits.
- No turning people out when they have nowhere to go. KCEN team will triage.
- Explore Historical connections to Benevolent associations (infuse history/arts)
- Arts as healing ; Artistic placement historic places and heroes of Seattle. Post timelines and art pieces related to our city in hub facilities. Client and staff Art on display.
- Navigators for Family/DV/Substance abuse disorder Counseling and Treatment (In house and/or community partners referral)
- On-site activities/events and features
- On-site education; Life Skills Classes, Health & Wellness, Mindfulness workshops
- Spiritual Advising
- Physical Therapy
- Movement therapy/Yoga/Zumba
- Holistic Healing/Music Therapy
- Selfcare Teach-in's
- Town hall meetings
- Cultural specific celebrations and holidays



The Silent Task Force

# THE B.O.M.B FAMILY OUTREACH PROJECT

Research Questions

What creates true community safety?  
What creates true community health?  
What do you need to thrive?

How the questions  
were answered

Interviews  
Focus Groups  
Surveys



*Black Brilliance Research Project*

# THE SILENT TASK FORCE

BREAKING THE SILENCE TO ENGAGE, EDUCATE AND PROVIDE RESOURCES TO OUR COMMUNITY

*Presents*

THE  
B<sup>♀</sup>OMB

*Beauty-Boss Of My Blackness*

# THE B.O.M.B FAMILY OUTREACH PROJECT



*Vested in our Communities!*

# THE SILENT TASKFORCE MAKING A DIFFERENCE ON A DAILY BASIS



## SISTAS ROCK THE ARTS

*Now streamed remotely through Zoom on Facebook or YouTube social media platforms during quarantine; Previously located at Rumba Notes Lounge in Columbia City*

- Weekly arts and entertainment outlet to celebrate Black love, Black artists, and the Black community
- We call it "ED-U-TAINMENT"
- Performance space provided for a live band, stage, and several microphones
- Rotating hosts, women and men from the Black community who are stewards and hosts for the artists in the community
- All hosts are artists themselves and provide a safe and welcoming space for participants to do all forms of art from spoken word poetry, solo or group vocals, comedy or MC/Rap/Beatbox, or dance performances for the community.

## COVID-19 COMMUNITY RESPONSE

Create different types of kits to serve the needs of our homeless, elderly/disabled, housing insecurity and whatever needs our community may have. We provide to youth, young adults & families Hygiene kits, Covid kits, & Disaster Preparedness kits.



## WEEKLY FOOD DISTRIBUTION ALL OVER KING COUNTY

Partnering with EWFR (East-West Food Recovery), the RIZP, New Birth Ministries, IHC International Ministry & The T.S.T.F Team

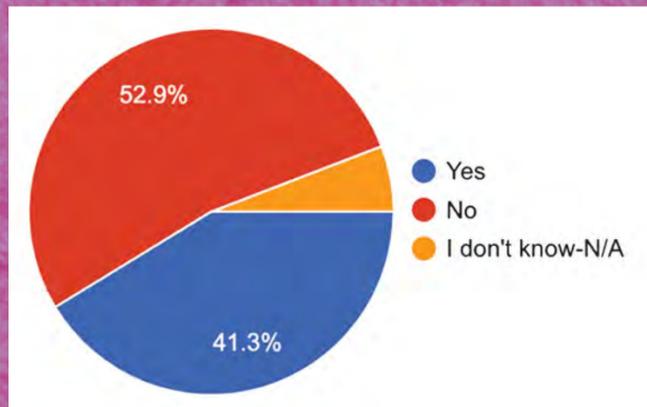
**I can  
&  
I will**

# TSTF BLACK BRILLIANCE AFRICAN DESCENDANT, AFRICAN-AMERICAN, BLACK COMMUNITY SURVEY

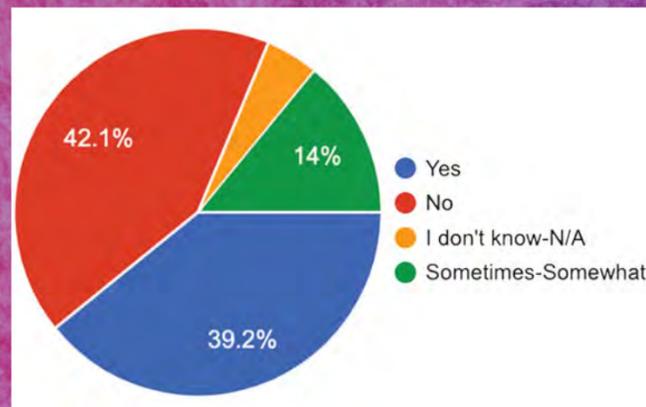
TSTF's focus is the African American communities that have been displaced, gentrified, and disenfranchised from our traditional communities. Here's some of the data we have collected in 1 month of surveying countywide.

## COMMUNITY SAFETY

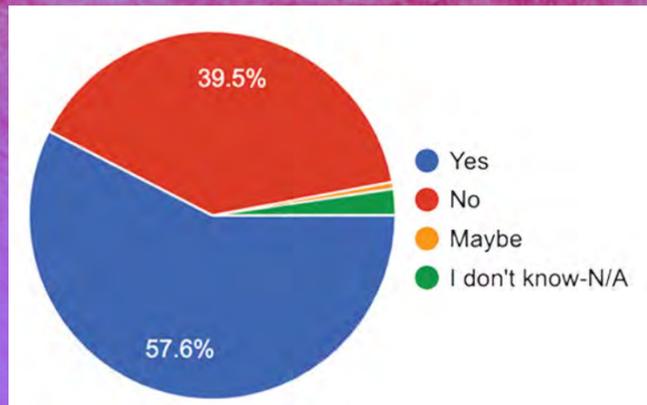
- Do you live in the community that you grew up in King County?



- Are you afraid of the law enforcement who police your community?

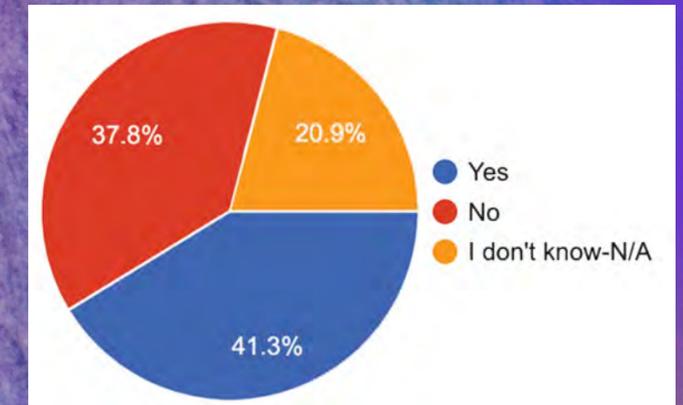


- Have you experienced any type of domestic violence or any other acts of violence (i.e. intimate partner violence, teen dating violence, elder abuse, child abuse, sexual assault, human trafficking, etc.)?



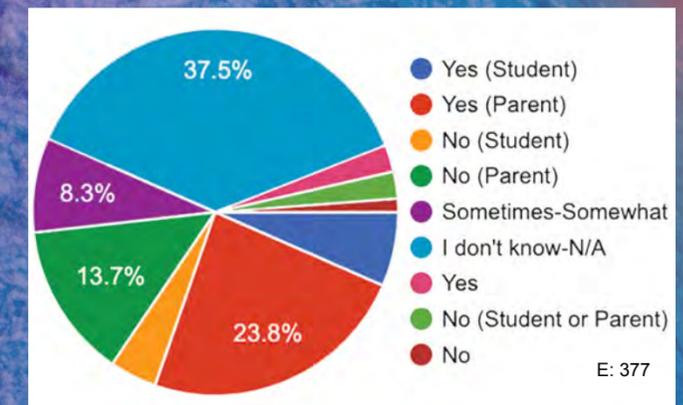
## COMMUNITY HEALTH

- Do you have access to culturally specific mental health, counseling, substance abuse treatment, and non-traditional holistic healing services?



## THRIVING COMMUNITY

- Are the schools in your neighborhood providing quality education for you (student) or for your child/children (parent)?



# THE SILENT TASK FORCE – PARTNERSHIPS

**TSTF is a Community Connector and believes in working collectively to build stronger community response and accountability across King County!**

## ***Intentional Local & National Partnerships & Connections to Existing Historical African American Groups:***

- RIZP, CCER, SCESA (National Technical Assistance DV/SA), Seattle Peace & Safety Initiative, KCEN (King County Equity Now), Africatown, Blackdot, Decriminalize King County, Community Passage Ways, EWFR (East-West Food Recovery), Constrenydo Juntas, Dare 2 Be, Thrive Yoga
- Advocates, CSEC, Sis Network, Abundance of Hope, FAST(Father's And Sons Together), and Seattle Women's Commission
- Outreach to King Co. Democrats, Democrats for Diversity & Inclusion, Peer Legislative
- Outreach to the African American Advisory Council to the Chief of Police

## ***Peer to Peer & Recovery Advocacy + Community Outreach:***

- Outreach to Cherry Fellowship Hall /Outreach to Serenity Fellowship Hall
- Outreach to UP of WA: United Peers of WA, King Co. Peers, Peer Seattle/Kent
- Consistent contact with members to perform surveys and advocate for legislative changes regarding policies that affect families in recovery

# MEET THE SILENT TASK FORCE OUTREACH TEAM



**La Tanya Horace-Dubois**  
Founder, Executive Director



**Nicquitta KHMET Brooks**  
Exec. Administrative, Lead ITech,  
Arts Director & Researcher



**Arzelia 'Z' Jones Jr.**  
Exec. Administrative, Lead ITech,  
Bookkeeper, Admin. Assistant & Researcher



**Mary Dell Williams**  
SUDP, Substance Use Disorder  
Professional, Peer Trainer & Researcher



**Lezette Horace**  
Community Artist & Researcher



**Rob Harris Jr.**  
Mentor, Case Manager & Researcher



**Bryan Porter**  
Mentor, Case Manager & Researcher



**Jessica Isabell**  
Youth Minister, Facilitator & Researcher

# UPCOMING 2021 TSTF PROGRAMS:

- OMG (On My Grind) Job Readiness/Life Skills Program
- The B.O.M.B Teen (Female) & Young Adult Mentoring Lifeskills Program
- S.K.C.R.T Program (Providing SEL & Parent Engagement) @ Bryn Mawr Elementary
- S.K.C.R.T Disaster Preparedness Program
- Holistic Healing Coalition

## CONTACT US:

tstfoutreach@gmail.com



[www.facebook.com/thesilenttaskforce](https://www.facebook.com/thesilenttaskforce)

