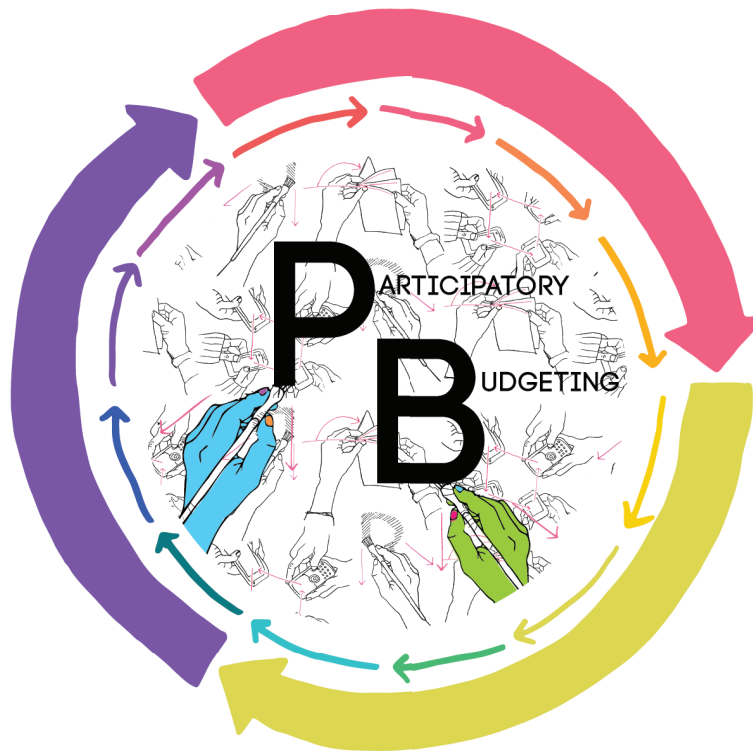


THE PARTICIPATORY BUDGETING COMPANION

A TOOLKIT FOR BEGINNING YOUR OWN PB



AUTHORED AND EDITED BY
Nevena Pilipović-Wengler & the Harvard University Graduate School
of Design's Participatory Budgeting Steering Committee

PUBLISHED BY
THE HEALTHY PLACES DESIGN LAB
2020

HEALTHY PLACES DESIGN LAB

This project was funded and published by the Healthy Places Design Lab of the Harvard University Graduate School of Design.

Learn more at <https://research.gsd.harvard.edu/healthy/>



Creative Commons Attribution: This work is licensed under a Creative Commons Attribution - NonCommercial-ShareAlike 4.0 International License. This license lets you remix, tweak, and build upon this work non-commercially, as long as you credit us and license your new creations under the identical terms.

Learn more at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

All illustrations by Nevena Pilipović-Wengler.

TABLE OF CONTENTS

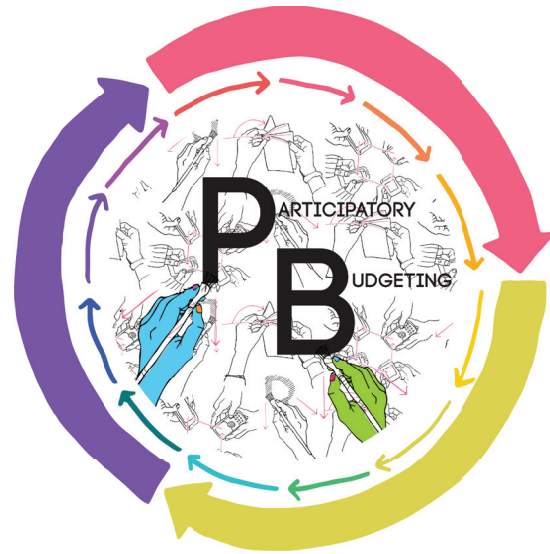
TL;DR	4
Letter from the Steering Committee	6
Gratitude	7
Guide / How to read the PB Companion	8
Toolkits	
Toolkit: Kicking Off PB	
Introduction	11
Step 1: Learn	12
Step 2: Ask	13
Step 3: Secure	14
Step 4: Engage	16
Step 5: Build	18
Step 6: Gather	24
Step 7: Evaluate	28
Step 8: Vote	30
Step 9: Leverage	34
Step 10: Guide	36
Step 11: Organize	38
Step 12: Celebrate	40
Toolkit: Rapid Response	42
Summary of Wins and Results	45
Key Learnings & Ongoing Questions	48
Project Profiles	52
Resources	
A: Learning Materials & References	61
B: CUNY Chats	63
C: Agendas	64
D: Request-For-Proposals	69





TL;DR

Too Long; Didn't Read: A Snapshot of the Participatory Budgeting (PB) Companion



What is the Participatory Budgeting (PB) Companion?

The Participatory Budgeting Companion (PB Companion) is a mix of a how-to manual, personal anecdotes, and broader reflection that will help you kick off a participatory budgeting process at your institution or organization. Because we carried out our PB process as full-time students at a higher education institution – specifically, the Harvard University Graduate School of Design – our words and suggestions are tailored for students of colleges and universities. However, we believe that the PB Companion outlines general practices and values that are widely applicable for any organization or institution responsible for managing a budget.

What is Participatory Budgeting?

Participatory Budgeting (PB): PB is “a democratic process in which community members decide how to spend part of a public budget.”* PB can help community residents, planners, administrators, and elected officials work to deepen democracy and create radical financial transparency by allowing constituents to have a say in the otherwise closed budgeting process.

Participatory Budgeting at the GSD: We oriented our PB effort around the value of health equity to confront the power imbalances and forms of oppression at the root of health disparities, while increasing financial transparency in our school at large. We hold an overall goal of building economic democracy, a system where people share ownership over the resources in their communities (or spaces they occupy) and participate equally (or equitably) in deciding how these resources are used. We aim to do all of this through participation and collaboration, which we define as the actions of creatively working together and enabling broad engagement that builds pathways towards collective support.

* Participatory Budgeting Project, website accessed 2020

What's in the PB Companion?



action

Want to start PB? The two Toolkits here – Kicking Off PB and Rapid Response – provide detailed and pragmatic suggestions on how to either create your first PB process or create a rapid-response PB process. Resources and example tools include: meeting agendas, informational interview summaries, and more.

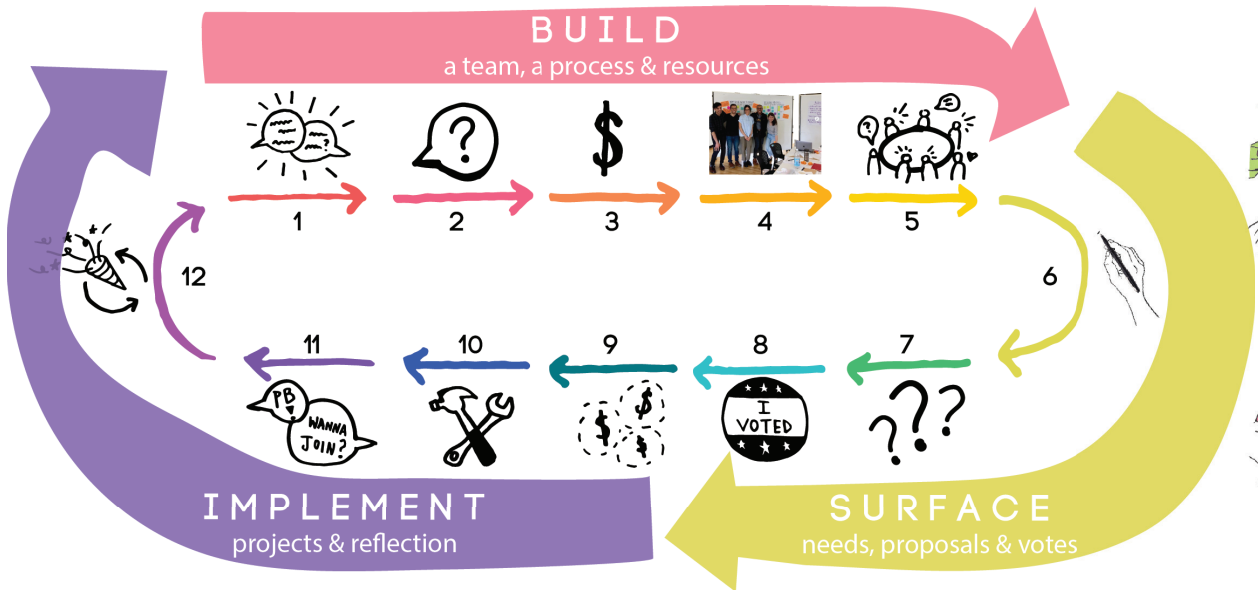


reflection

Want to know more about PB and its nuances and potential? These sections provide an overview of both tangible accomplishments as well as broader reflection questions on how process and outcomes connected to our overarching values.

This includes:

- Letter from the Steering Committee
- Summary of Wins
- Key Learnings & Big Questions



Contact

For questions, please contact the GSD Participatory Budgeting Steering Committee at pb4gsd@gmail.com or Professor Ann Forsyth at aforsyth@gsd.harvard.edu.

LETTER FROM THE STEERING COMMITTEE

We can't wait for you to join us in practicing participatory budgeting (PB). PB describes a process that helps community residents, planners, administrators, and elected officials deepen democracy and create radical financial transparency by allowing constituents to have a louder voice in traditionally closed budgeting processes.

We made a first attempt at a PB process in direct response to the lack of financial transparency at our private graduate school, questioning where money goes and why. We view an institution's budget as a moral document: an institution's distribution of material and social resources reflects their values. The PB process, when intentionally structured and implemented using a values-based lens, can empower the people most impacted by budgetary decisions to choose how to allocate funds and for whom.

As urban planners and architects, we recognize how the allocation of resources has been - and continues to be - used by those in power as a means of maintaining systems and practices of oppression. Assumptions about the budgeting process must be challenged to address these inequitable allocations.

The calls from the Movement 4 Black Lives (M4BL) and others to defund the police and invest in communities echo across the country and around the world. To win justice for Black communities and increase community control, M4BL lists PB as one of the key strategies at the local, state, and federal levels¹. One former PB student leader at CUNY (the City University of New York) reaffirmed that as local governments decide to divest from the police, they should employ PB so that communities can decide how to reinvest those funds². In other words, PB can help a community imagine, define, and guide the kinds of initiatives that best reflect their values, needs, and desires.

It is not a coincidence that issues of safety, health, and well-being sit at the forefront of PB concerns. PB's origination in Porto Alegre, Brazil, in 1989 resulted in a roughly 20% increase in access to running water, a 100% increase in access to sewage lines, and an almost 200% increase in the number of public schools³. Porto Alegre teaches us that when those most impacted have control over where their public monies go, this can generate holistic safety and health.

Any organization that manages a budget can ask themselves: how closely do internal decision-making processes and resource allocation reflect the values that you purport to uphold? The process of answering these questions can be overwhelming, but we found that collectively working through the messiness, the unanswered questions, and the successes in the PB process brought our institution, individual PB voters, and us, as practitioners, closer to economic democracy. We hope you walk (and trip along the way) there with us.

In solidarity,

The PB Steering Committee of 2019-2020

Géraud Bablon // Kyle Cohen // Tessa Crespo // Emily Duma // Sydney Fang // Chelsea Kilburn // Emily Klein // Anne Lin // Elifmina Mizrahi // Amelia Muller // Nevena Pilipović-Wengler

Harvard University Graduate School of Design

GRATITUDE

The PB Companion would not be possible without the countless contributions and inspirations from students, faculty, staff, and the activists and advocates of participatory budgeting that come long before us.

Thank you to students and alums of the GSD (listed in alphabetical order):

Clara Amenyo // Géraud Bablon // Kyle Cohen // Tessa Crespo // Emily Duma // Sydney Fang // Healthy Places Student Group // Chelsea Kilburn // Emily Klein // Gal Kramer // Chelsea Lee // Anne Lin // Ayesha Mehrotra // Kyle Miller // Elifmina Mizrahi // Amelia Muller // Nevena Pilipović-Wengler // Juan Reynoso // Safeer Shersad // Sidharth Somana

**Special acknowledgements for Nevena Pilipović-Wengler, who not only had the initial idea to launch the PB process, but also served as the primary author/main wrangler of content for this PB companion.*

Thank you to students and alumni of other schools, including:

Alexander Kolokotronis (CUNY) // William Novello (CUNY) // Salvatore Asaro (CUNY) // Stanford Crowdsourced Democracy Team

Thank you to faculty at Harvard University and MIT:

Ann Forsyth // Devin Michelle Bunten // Quinton Mayne // Abby Spinak

Thank you to staff at the GSD, including:

Laura Snowdon // Erica George // John Aslanian // Ryanne Hammerl

Thank you to the GSD Student Forum for collaborative funding for COVID-19 PB.

And, above all, thank you to those who have continuously pushed for economic democracy over many decades from Porto Alegre, Brazil to Jackson, Mississippi. Thank you to community leaders and activists, including Movement 4 Black Lives (M4BL), for pushing for racial justice through budgetary practices and beyond. We have so much more to learn from past efforts, current practices, and our visions for the future.

For previous page:

[1] M4BL, accessed 2020.

[2] Kolokotronis 2020

[3] Meagher, Noll & Biehl 2019

GUIDE

How to Read the PB Companion

The PB Companion will help you kick off a participatory budgeting process at your institution or organization. Because we carried out ours as full-time students at a higher education institution – specifically, Harvard University Graduate School of Design – our words and suggestions are tailored for students of colleges and universities. However, we believe that the PB Companion outlines general practices and values that are widely applicable for any organization or institution responsible for managing a budget.

How to Navigate the PB Companion:



action

Want to start PB? The two Toolkits here – Kicking Off PB and Rapid Response – provide detailed and pragmatic suggestions on how to either create your first PB process or create a rapid-response PB process. Resources and example tools include: meeting agendas, informational interview summaries, and more.

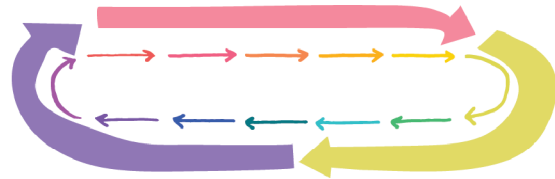


reflection

Want to know more about PB and its nuances and potential? These sections provide an overview of both tangible accomplishments as well as broader reflection questions on how process and outcomes connected to our overarching values.

This includes:

- Letter from the Steering Committee
- Summary of Wins
- Key Learnings & Big Questions



Legend:



lessons learned

Sometimes what we originally planned is not what we actually did –either because of external circumstances, or simply because we made a misstep! One of our strategies includes recognizing and practicing a trial-and-error mindset, one rooted in community learning, so we use this mark to denote certain points where we learned from our mistakes (and hope you can too).



GSD notes

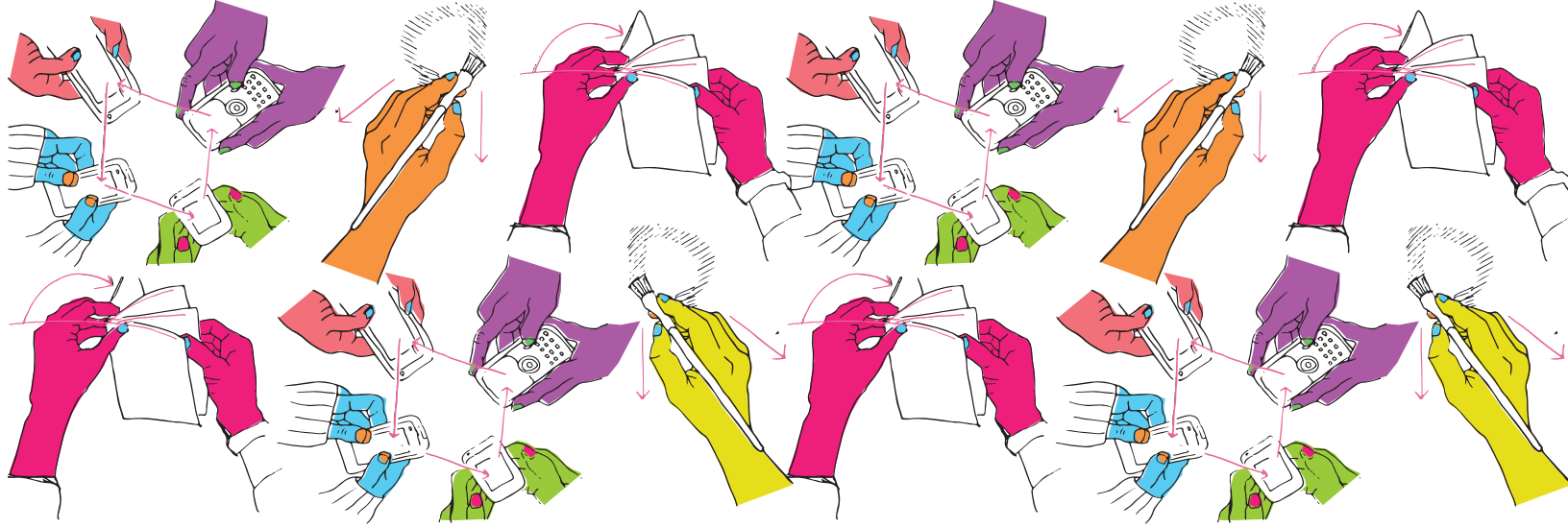
As mentioned above, our suggestions and reflections are largely rooted in personal experiences as students of the Graduate School of Design (GSD). GSD Notes provide some institutional or lived context for specific decision points and internal discussions.



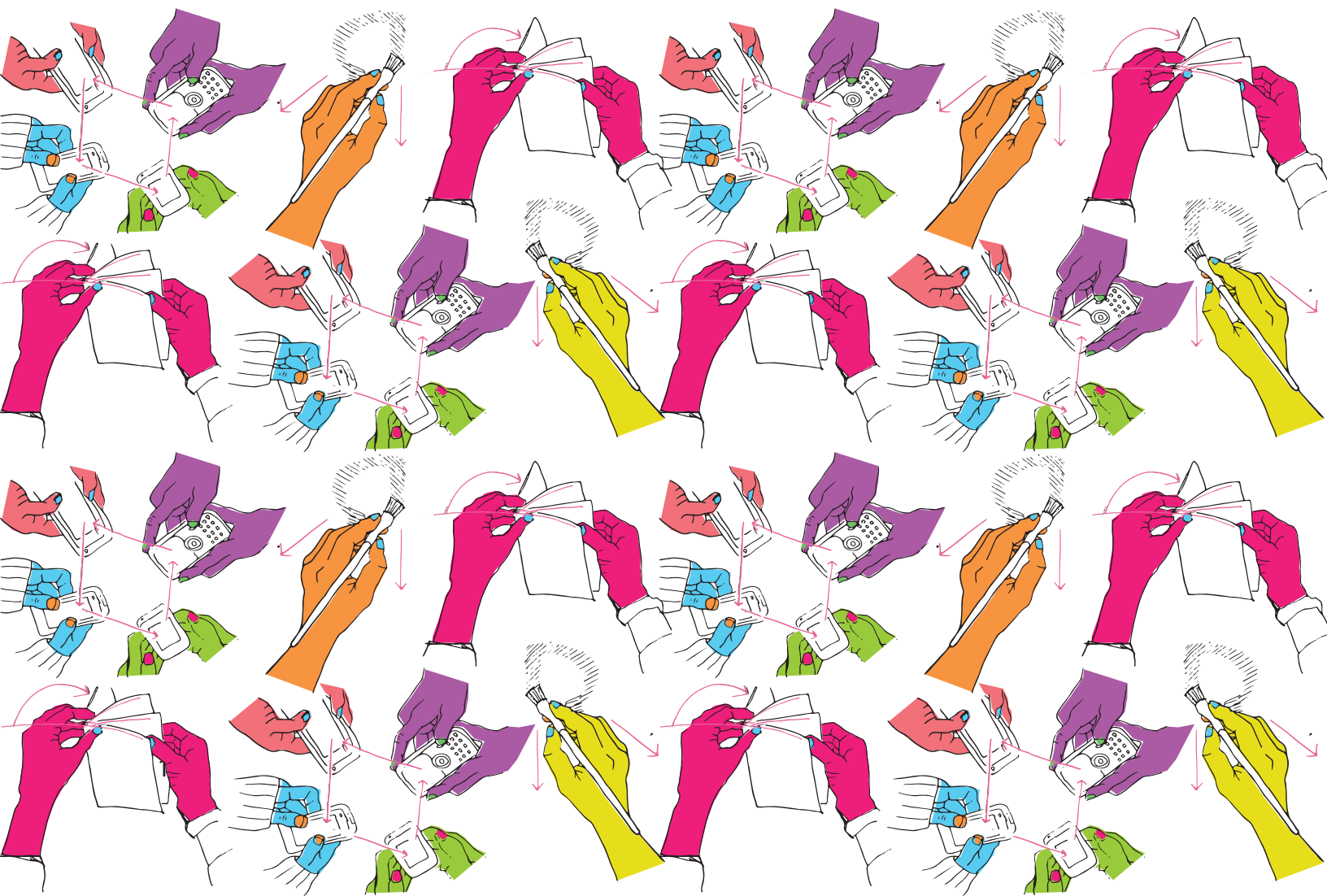
communications

Outreach was critical to the implementation of PB at the GSD - both for proposal solicitation and for introducing the voting body to our broader values and goals around health equity and financial transparency. Whenever you see this icon, this means that for an event or effort, we incorporated communications in one or more of the following ways:

- made announcements at the beginning of classes
- posted on Instagram and social media
- asked student group leaders to make announcements at their group meetings
- emailed announcements to school list-serves
- added dates to community calendar listings
- in each announcement, invite people to join the PB Steering Committee team

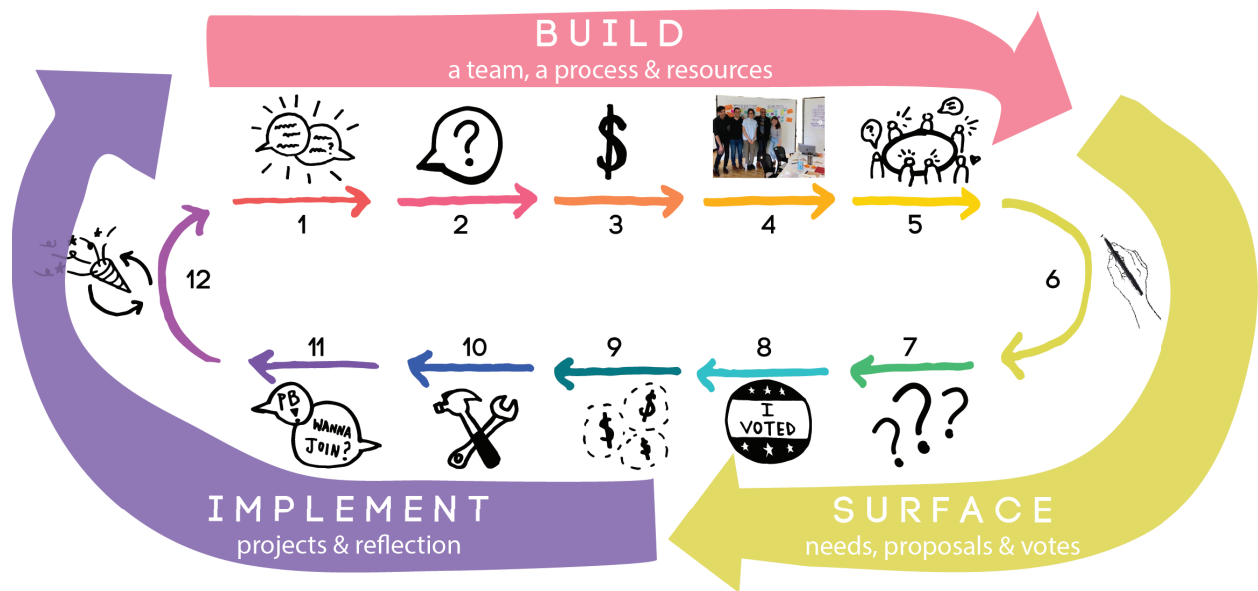


TOOLKITS



TOOLKIT: KICKING OFF PB

Introduction



This part of the PB Companion focuses on how to establish your first Participatory Budgeting process. We will walk through the cycle above and share our lessons learned.

Our PB Cycle: While the cycle seems to follow a direct path, often these steps overlapped or maybe even switched places. One step may halt while another begins to pick up, only to start again sometime later. Please use this cycle as a flexible guide and use your team's judgment and capacity to move with the pieces to where they need to go.

In addition, crafting and executing a PB process is a cycle – meaning, we think PB is a process that can be built into the ongoing project of setting budgets, continually refined to be more values-centric and increasingly reaching goals of social equity.

Another thing to note – we used a set of values and practices to guide us in creating and practicing every step of this cycle, which you can see and read about how we established in *Step 5: Build*, p. 18.

Timing: As with all new projects, the first go-around takes a lot more time, especially when one focuses more on establishing shared values, building a team, and creating a values-aligned process.



Building a values-informed process paid off when we had the opportunity to develop a rapid response PB process for monies made available due to administrative changes around COVID-19. This parallels Participatory Budgeting – a way to delegate funds that prioritizes both the process and the outcome, with the focus on those most impacted by said funds.

STEP 1: LEARN

learn the basics of Participatory Budgeting (PB)



September to
December '18
Interviews &
research

You have heard about Participatory Budgeting (PB) and think it could be practiced at your organization – but you're wondering, what exactly is it? How does it work? And what kind of a budgeting process does your organization practice today?

Learning about the different shapes Participatory Budgeting has taken domestically, globally, and at higher education institutions helps:

- Cultivate an understanding of why PB is important in context of democracy, economics, and social justice.
- Collect 'lessons learned' to build into a new or ongoing PB process.
- Build a potential curriculum to use for the later stages of the PB process where it's time to educate others on the "why, what, and how" of PB.

STEPS

(a) Break up your research into the following categories (and you can check out *Resources A: Learning Materials & References*, p.61, to see what the GSD PB team read and watched):

News articles // Academic articles // Case studies // Documentaries

(b) Carry out informational interviews with those who have implemented or participated in PB processes, especially organizations that are similarly structured to your own.

(c) See what information you can access on your institution's budget. Some guiding questions:

- How much of the budget is publicly available?
- How is the budget set, and who makes those decisions?
- What do the budget and the budgeting process reflect about the organization's priorities and values?



In the Fall semester of 2018, one of us got in touch with the only other higher ed institution we could identify via Google searches doing PB – the CUNY schools. Alex Kolokotronis, William Novello, and Salvatore Asaro offered invaluable insight into how they did it, their successes and hurdles, and what they would have done differently. See *Resources B: CUNY Chats*, p. 63. The GSD PB Steering Committee and alums are more than happy to chat with you if you want to kick off your research by giving us a call!

STEP 2: ASK

ask around and begin finding a team



You now believe that PB seems like a tool that can better allocate resources toward current needs rather than just follow historic patterns, and you are excited to start it! But how do others feel about it? A big part of PB is that it is “participatory” – as in, a collective effort. It is important to know that there is enough appetite for PB to form a team who will collectively build the project. And that there is enough appetite for others to participate as applicants and voters. This is also the time to find out more about what kind of a budget you’ll be organizing around.

STEPS

(a) Conduct an informal listening campaign – ask classmates, professors, and staff (such as Student Services and Building Services departments) if they know about PB, what they think about PB, and if they want to see increased transparency around your institution’s budget.

(b) If you...:

- (i) ...hear enthusiasm regarding PB and a “yes!” for transparency, move onto step 3: secure.
- (ii) ...do not hear excitement, host several events to spread word about what PB is and the potential it has. Use the event formats offered in *Step 4: Engage*, p. 16.

(c) Begin to organize a team that is interested in moving this work forward. Notice professors and staff who could be officially noted as possible champions of the project, as advisors or funders.



PB started at the GSD as the result of an informal conversation between a student, a professor, and an administrator about how to increase transparency about the school’s budget. Initial conversations with other students made it clear that there was enough will and interest to make the project possible. PB is only as strong as those involved!

STEP 3: SECURE

secure funds for PB and labor



STEPS

(a) \$ for the Participatory Budgeting Itself

In order to exercise Participatory Budgeting, you need access to some part of a budget. So an initial step is to research and apply for money for the process. It could come out of a research lab's budget, an administrative budget or as a grant. It could be used to disburse an existing set of funds, such as a Student Activity Fee fund. You can hold a bold horizon for how much money you ultimately hope to have allocated through PB, but it's okay to start small!

One can creatively identify the initial funds. If your administration is being resistant, first try to find out why and see if that can be addressed. If it is unresolvable, reach out to professors who you think would support the project and ask for their suggestions. And if all roads seem blocked, carry out a fun action similar such as Durham Beyond Policing who "handed fake money to protestors to put into buckets that represented different priorities for the community".⁴

(b) \$ for the Labor

If possible, secure funds to employ a Research Assistant (RA) or two to manage the process. In the GSD's case, at slower points, our RAs worked on this a couple hours/week. When busier, such as during a voting window, RAs worked as much as ten hours/week. Our RAs helped do the grunt work that is difficult for a volunteer full-time student to tend to: getting paid helps ensure it gets done. Their specific roles are described in *Step 5: Build*, p.18.

[4] Jordan 2016



The initial set of funds, \$5,000, came out of GSD's Healthy Places Lab under the supervision and support of Professor Ann Forsyth, who believes in and teaches about participatory planning and engagement processes. The Healthy Places Lab is a site of student activity, research and practice focused on the domestic and global intersections of health and places, asking "How is health related to place? How can we make places healthier?"⁵

This lab also funded two RAs, with the vision that this would be workshopped in order to make a pitch for a larger GSD budget adoption of PB. Their employment cost about \$2,000 - and both RAs had Federal Work Study which helped their employment cost the Healthy Places Lab less. As Professor Forsyth puts it, "Without work study it would have taken the entire Healthy Places D-Lab budget for the year. But of course it did much more than just run a PB project--it got a lot of other projects done broadly in the domain of well-being paid for in part by the admin cost, it promoted discussion about health equity, it got students and staff talking in productive ways about healthier environments, it provided a model for spending Student Forum funds so that now everyone knows about PB..."

[5] Healthy Places Design Lab 2020

STEP 4: ENGAGE

engage the community through education



Now invite others to learn about PB with you through “Teach-In” events. These have two main purposes: (1) to educate collectively about PB’s nuances and possibilities, and (2) to build a team.

Education can go together with team building, as inspired by the Popular Education model:

“Popular education helps people take action to resolve their problems, but this action is not restricted to the individual plane. Rather participants begin to see their own situation in a broader context. They become aware of the vastly unequal power relations in our economy and society, and of the social injustice this generates... In response, workshop participants envision ways of working together to transform unjust social and economic structures.”⁶

Learning opens up our minds to other possibilities and helps us envision a more just world – and along with it, the tools we need to get there.

STEPS

(a) Create an agenda and break up your Teach-In into two parts:


(i) Part One: Collective learning on What PB Is: Pulling on the research you did in step 3: learn, move together through PB’s history, nuances, successes, and potential. Share readings and materials and lead a discussion or invite participants to study examples of past PB processes and then share out what they learned. You can access multiple types of teaching through collective readings, visuals, and brainstorm sessions. The ones we used are noted in *Resources A: Learning Material & References*, p. 61.



We recommend giving this about an hour. This part can also be a stand-alone event if you have already built your team and do not need Part Two.

(ii) Part Two: What Would PB Look Like at Our Institution? This kicks off the pragmatic imagination of your PB process and identifies potential Steering Committee members. Use participatory exercises such as rapid-brainstorms and interactive post-it notes. The diagram below shows how we organized and facilitated our Part Two:

[6] American Friends Service Committee 2010

<div>BUCKETS</div> <div>SUB-TOPIC</div>	WHAT DO WE WANT TO FUND? Which ideas will qualify to receive funding from the PB process? Is it solely capital improvement projects? Can it include research, art, events, etc.?	HOW WILL DECISIONS BE MADE? Who decides the outcome of each stage of PB? How do we determine which projects go on the ballot? Who gets to vote? How will the votes count?	HOW WILL PROJECTS BE IMPLEMENTED? Who will be responsible for implementing the projects that win the votes? Should people get paid for their labor? How do we ensure the values of PB and social justice are extended through the projects that win?
POSSIBILITIES: Ideas for what you could do			
DON'T WANT: Make note of what you definitely do not want your PB process to entail			
QUESTIONS: What needs clarification or more research? What's a sticking point for you on how to do this?	 <p>We put these buckets and sub-topics up onto butcher paper/ flip chart sheets and had all of our workshop folks fill out post-it notes for each section. Then we walked around, read each other's ideas and questions, and marked on the ones we all agreed with. This helped consolidate consensus on what should be considered, what needs to be left out, and what the RAs or others need to follow up on in order to make a decision.</p>		



Give Part Two ample time, about two hours! This is the main feedback we got on our evaluation forms.

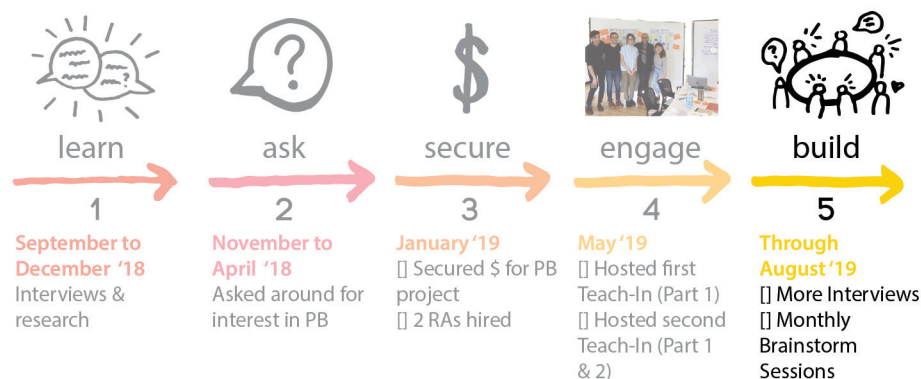
(You can read our full agenda for Parts One and Two at Resources C: Agendas, p. 64.)

(b)  **Conduct outreach for your Teach-In**

(c) After your Teach-In happens, archive your evaluation forms and follow up with individuals who expressed interest in joining the Steering Committee for *Step 5: Build*, p. 18.

STEP 5: BUILD

build the PB team and the PB process



Finding people with interest in and commitment to implementing Participatory Budgeting begins the process of building a PB Steering Committee.

A Steering Committee describes a group of people who make executive decisions, troubleshoot through bumps and hurdles, and conduct outreach. This group is the bedrock for the project and, when facilitated through a strong set of values, a transparent set of governing guidelines, and clear roles and expectations, it can achieve intentional and system-changing results.

Break this up into four steps:

- Establish a Shared POP (Purpose, Outcome, Process)
- Facilitate Brainstorm Sessions for the PB Process
- Define Roles of RAs & the Steering Committee
- Set Shared Team Commitments for the PB Implementation



As we began building the Steering Committee, we realized we now had a new set of information about the process to check back in with the CUNY students. It was really helpful to have another set of 'informational interviews' with more specific questions we had about the potential processes and decision-making structures. See resources

STEPS

(a) Establish a Shared POP (Purpose, Outcome, Process)

The Participatory Budgeting Project defines PB as something that "deepens democracy, builds stronger communities, and creates a more equitable distribution of public resources".⁷ At the GSD, we wanted to uphold these values through our Steering Committee as well as explicitly name our commitments to connect health with economic democracy, dismantle white supremacy, and embrace collective (albeit messy!) decision-making.

In other words, we wanted to be in consensus on and transparent about our 'why, what, and how' of our PB. We used the tool called POP⁸ to establish this, and we knew we needed our POP to guide us as

we started to get into the nitty-gritty of the multiple logistical decisions we would need to make:

How to create your POP:

[a1] With the people you recruited from the Teach-Ins, build the team through trust-building exercises. In a circle, each share:

- Why are you drawn to PB?
- What do the PB values mean to you?
- When is a time that you have been part of democracy in practice? What did it feel and look like? (If you have not, share a time where it was wanted but absent.)

[a2] Introduce the team to the POP exercise. You can learn more about it at the *Social Transformation Project* and use their helpful PDF (referenced in *Resources A*, p. 61).

[a3] Come to a consensus on your POP.

[a4] Synthesize your POP into a visual diagram or text-based summary. This will allow your Steering Committee to share your values and process with the public that you want to reach - potentially generating additional support, feedback, and accountability - and to also create an internal evaluation tool that allows you to make decisions on future policies or programs. Below is the example of the GSD's diagram:



We recognize how often the 'logistical is political' – or in other words, the logistical decisions we made are infused with a value, be it conscious or not. We follow the work of Tema Okun as they name the ways white supremacy culture exists through logistics and decision-making structures. We encourage you to read white supremacy culture with your Subcommittee (listed in *Resources A*, p. 61)!

(b) Facilitate Brainstorm Sessions for the PB Process

The next step is to start digging into the thick of the work: establishing the PB process. Over several 'Brainstorm Sessions,' tackle drafting your first PB process by focusing on the three buckets used in *Step 4: Engage*, p. 16:

- What do we want to fund?
- How will decisions be made?
- How will projects be implemented?

With the information you gathered during your Teach-In(s), follow these steps through two meetings:

[b1] Synthesize the post-it notes of each bucket's sub-categories from your Teach-In into a format that all Steering Committee (SC) members can review.

[b2] Meeting One: For each bucket, do the following:

- (i) Ask members to review the three sub-categories and pay attention to which ones received more checkmarks.



In our meeting, we read these post-it notes out loud to each other.

- (ii) Present an example scenario of that bucket.



We presented the CUNY process as a possible one to follow.

- (iii) Ask each member to take time (about ten minutes or so) to fill out their own 'possible scenario.' (We used the templates on the following page.)

- (iv) Each member shares the process they created and why.

- (v) Facilitator collects the scenario each person made.

[b3] After this meeting ends and before the next meeting, facilitator consolidates the most popular and/or value-aligned ideas into a proposed final process for that bucket.

[b4] Meeting Two:

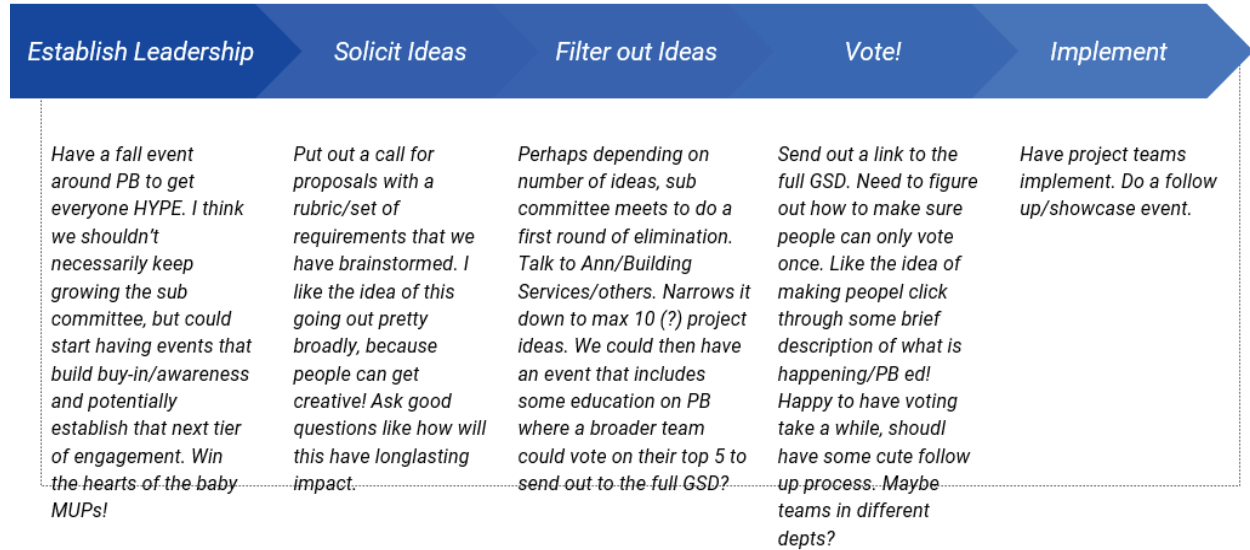
- (i) Facilitator brings the proposed final process and asks if the SC agrees with it.
- (ii) If someone disagrees, ask why, and work out those bumps in order to arrive at a final process for said bucket.

From previous pages:

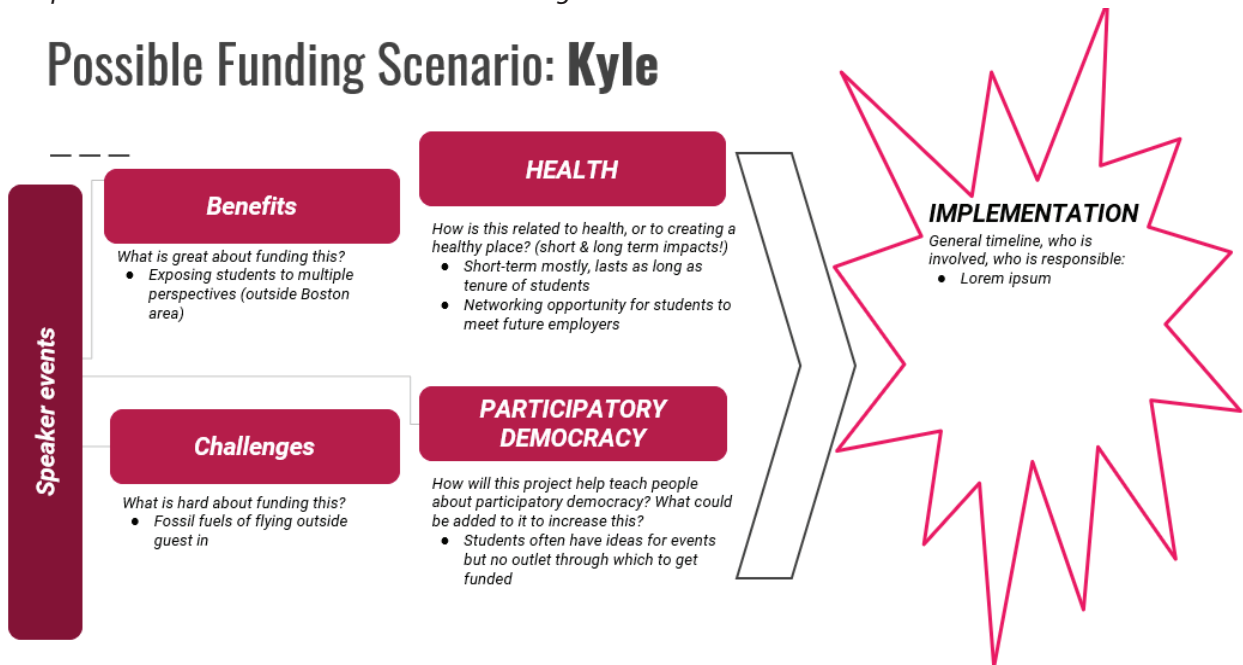
[7] Participatory Budgeting Project, accessed 2020

[8] Social Transformation Project, accessed 2020

Template for 'Possible Scenario' Exercise: Decision-Making

Decision Making Draft: **Emily D.**

Template for 'Possible Scenario' Exercise: Funding

Possible Funding Scenario: **Kyle**



#1: For us at the GSD, we knew that the summer was a crucial time for us to brainstorm in order to roll out PB in the following school year. So we carried out our Steering Committee brainstorm sessions virtually, since members were all over the country. This could be a great format for students who need to brainstorm virtually in the environment of the Coronavirus.



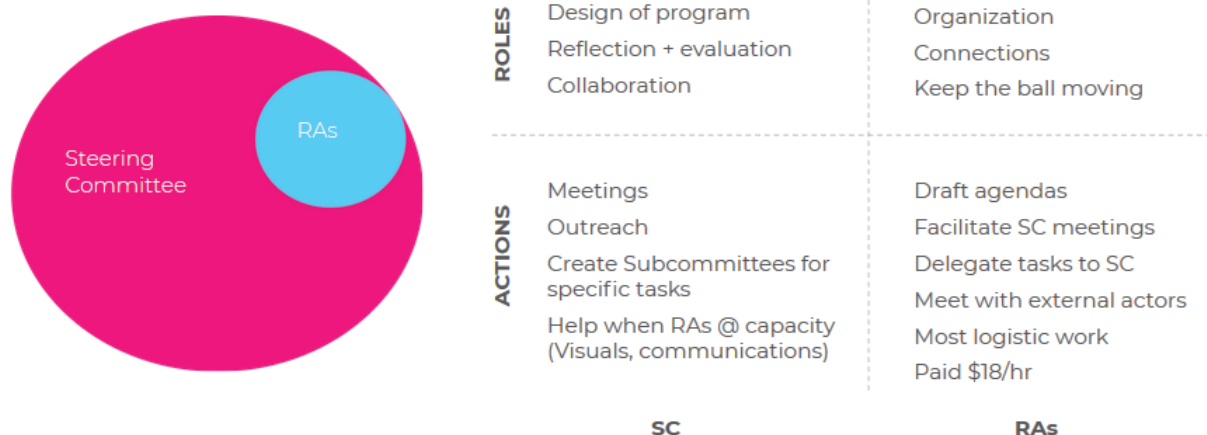
#2: We drafted processes for the Funding and Decision-Making buckets. In terms of the project implementation, we decided that applicants needed to commit to being responsible for implementing their project only if they got the requisite votes. And we decided to determine any other details pertaining to the 'implementation' phase when we got closer to that time.

(b) Define Roles of RAs & the Steering Committee

Think carefully about the roles needed to accomplish your PB project – and how you will accomplish them. In the GSD case, we designated the roles between the Steering Committee and the RAs (which you can see below.) For us, the governance structure was also decided in a participatory fashion – which means it might look different within your organization.

However you divvy it up, we encourage you to take power dynamics (paid labor VS. not, for example) into consideration and keep that discussion open to make sure you are not replicating oppressive practices of labor division.⁹

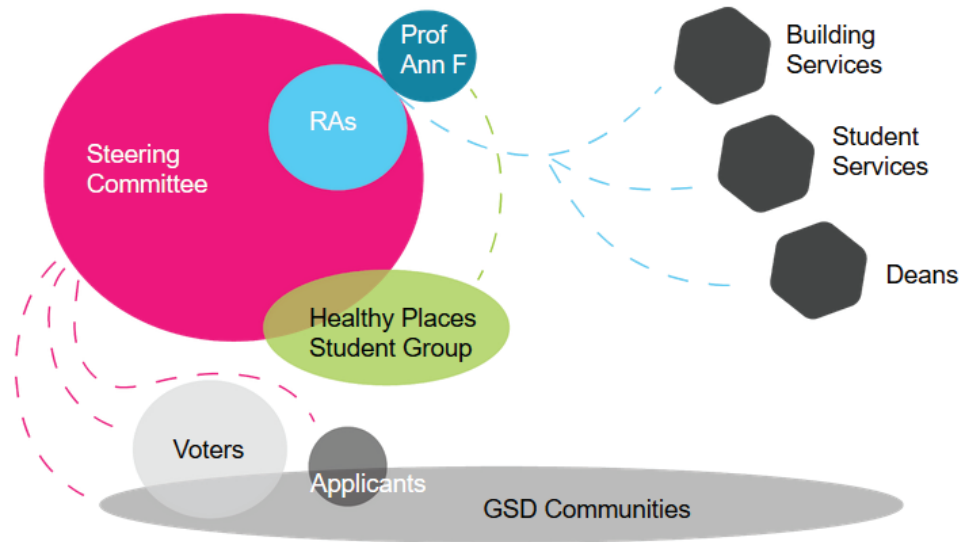
Steering Committee + RAs



[9] Okun n.d.

And here is a diagram describing the context of the Steering Committee's relationships with external actors (we used this for Onboarding Workshops as described in *Step 11: Organize*, p. 38):

Structure



(d) Set Team Commitments for the PB Implementation

As your team builds and sustains your Steering Committee (SC), frequently return to the commitments and defined roles that all are willing and able to make.

For the GSD, we returned to our commitments as RAs and SC Members at almost every meeting. This meant inviting folks to be explicit and transparent about the work they have capacity for, and to share when one needs help from others on a task or when they do not want to do a task alone.

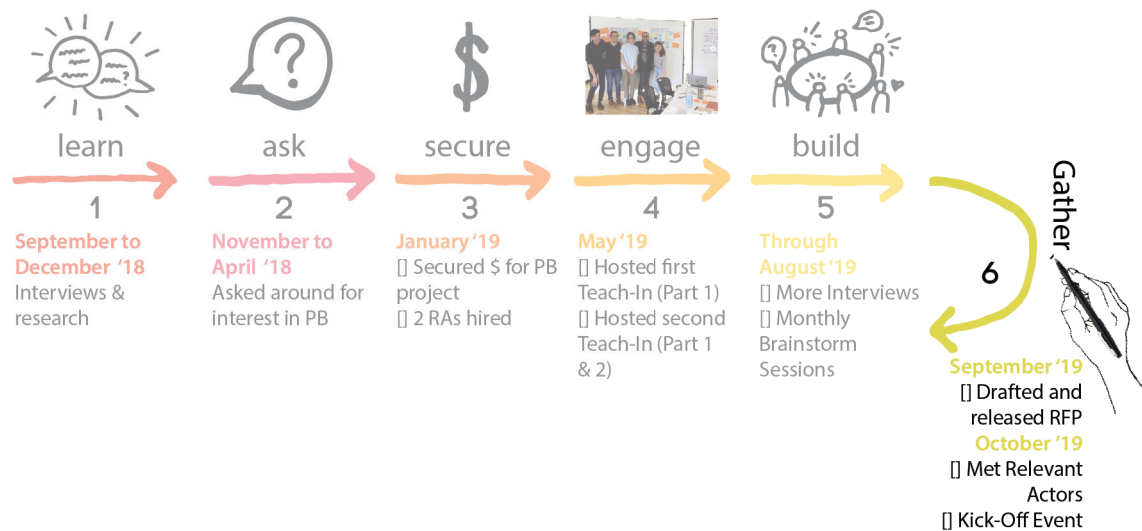
Along with commitments, we made time for reflection on our processes at every Steering Committee meeting, so that we could learn and fine-tune as cycles move forward.



For the summer, SC Members committed to monthly Brainstorm Sessions (a total of 3.) For the Fall, they committed to weekly meetings and facilitated several events related to RFP and Voting. For the Spring, they committed to bi-weekly meetings – though this changed half-way through the semester to weekly meetings due to an unexpected rapid response COVID-19 PB Process. The RAs met weekly or bi-weekly and were in frequent communication with each other to ensure consistent communication and workflow progression.

STEP 6: GATHER

gather project proposals through an RFP (request-for-proposals)



We encourage a Request-for-Proposal (RFP) type of PB when the PB uses funds set aside specifically for the PB. In our experience, RFPs surfaced students' needs and ideas that potentially had not found the right channel yet, strengthened bridges between all sectors of the GSD community (students, faculty, and staff), and began keeping a record of what students were asking for (and how the administration responded.)

STEPS

(a) Draft the RFP with the Steering Committee, pulling in established processes from the last step's Brainstorm Sessions. At the end of this section is the overarching RFP that we used in our first process with context on how we tried to model and uphold our values through it. You can see the full RFP at *Resources D: Request-For-Proposals*, p. 69.

(b) Build administrative relationships: Meet with at least one person from each entity that you or an applicant will need to work with for projects that receive funding. Build upon the relationships you begun in step 2: ask. For the GSD, this meant meeting with Student Services and Building Services.

(c) Host a Kick-Off Event: Host a Kick-Off Event to announce the RFP and answer any questions on the spot. You can make it a mix of a light Teach-In with support for interested applicants. The agenda of our Kick-Off Event is listed in *Resources C: Agendas*, p. 64.

(d)  Conduct outreach for both the RFP and the Kick-Off Event

Here is the overarching RFP that our GSD team used for the Fall of 2019. You can find the full RFP in resources D. Here we list what we were trying to accomplish with each section and what we learned.

What is the Participatory Budgeting Process at the GSD? This is a great opportunity to explain what PB is and how it sits within your institution. Also list your team's values, in addition to the PB ones.



While our PB was focused on health equity, we did not provide a clear definition of it. In fact, in this section we said "When we say health and health equity, we don't have one clear definition – we are purposefully leaving things broad." Afterwards we realized that left things vague and we did provide a clear definition for *Step 10: Guide*, p. 36. We encourage you to be as specific as possible about what values project proposals should orient themselves around.

Timeline: We gave applicants two weeks to submit their proposals and then extended the deadline a couple of times in order to solicit more projects. (It's worth being flexible about this if it increases participation!) We provided the timeline for feasibility vetting, voting, and implementation deadlines.

Who Can Apply? We accepted applications from members of the GSD community who do not currently make decisions around the GSD budget. Thus, we invited workers, staff and faculty to submit ideas alongside students and student groups. We did this because of the PB belief that those impacted by a budget should determine where the money goes. We practiced the value of equity by centering those who do not currently have that privilege.



#1: We focused our RFP outreach on students and student groups. For the future, we would love to – and encourage you to – actively solicit proposals from all the non-students who contribute to your institution's well being



#2: We had not determined who would be eligible to vote by the time we released this RFP. In order to be as transparent with your organization's communities as possible, we recommend you have this nailed down before soliciting project proposals!



We decided that PB Steering Committee members were eligible to submit project proposals, understanding that we would regard their projects in the same fashion as we did for all proposals. (For this first round of PB, around a third of the project proposals came from SC members.) Your team should determine whether this will be allowed for your process or not.

What Sorts of Projects Qualify? We decided to expand qualifying projects beyond capital

improvements because we felt that, in order for a project to get at the heart of health equity and social justice, it often involves events (educational and/or relationship-building), art, research and more. In other words, social changes are just as necessary as physical ones.

Project Requirements: Several nuanced things undergirded each requirement:

#1: Project Team must be willing and able to implement their project by end of school year: We encouraged applicants to consider their labor as worthy of compensation and to include working rates in their submissions, to challenge the free labor students can be exploited for.

#2: Fits broadly within the goal of advancing health: this is an opportunity to require project proposals to align with your team's and PB values.

#3: Members of funded projects must attend an educational workshop before project implementation: Building off Popular Education, we found it crucial to continue to learn alongside those who received monies from the PB process and to bolster potential for equity in the project proposals. *Step 10: Guide* (pg. X) will go further into this.

#4: Projects should not be redundant with already existing services or projects currently in the works. If a project proposal described something already in the works, we tried to connect the applicants with that work. Collaboration is a key value to our PB process and making the effort to put energized folks in touch with each other was treated as building an overall stronger fabric.

Application Questions: In addition to covering the basics of a project proposal, we tried to exercise the PB values of health, equity and collaboration through the following questions:

#4: Core Values: The GSD PB Process has three core values – health, equity and collaboration. How does your project advance each value in its development and/or implementation? This was an opportunity for the applicant to express how their project exercised the core values.

#6: Budget Table: Groups may request up to \$5,000, but are welcome to request less than the full amount. (Question shortened for here.) We had a total of \$5,000 to deploy for the projects that received the most votes. We were tempted to require applicants to create neat budgets – as in, exactly \$500 or \$1,000 – so that when projects won, it would be easy for us to deploy. However, budgets are almost never that neat. They're a living, breathing document that responds to adjusting prices and changing situations. Thus, we allowed people to apply for any amount up to \$5,000. We decided to take on the onus of figuring out how the monies would line up and committed to trying to find additional monies for all other projects that received strong voter interest. This will be discussed further in *step 9: organize: resources*.

There are four overarching lessons here:



#1: While we're proud of our Kick-Off Event and our outreach efforts, we think we could have gotten more RFPs by doing more presentations at student group meetings or student governmental body gatherings. We also wish we had facilitated more brainstorm sessions – like what we recommend in *step 5: build* but with a focus on the types of projects people could propose. We believe this could have increased the number of collaborative applications.



#2: We could have made the RFP application process more accessible to non-student members of the community. Anyone who did not have budgetary control at the GSD could apply – yet we only got student applications. We could have translated the document into different languages or allocated time to do outreach with staff and faculty.



#3: Regarding 'equity,' as referred to in Requirement #2 and Application Question #4, we wish we had put a little more work upfront in educating applicants on what the term means and what it could look like in a project. We also wonder what it would be like to 'weigh' votes with a project's level of equity commitment. (For example, a project that has major focus on health equity would then get 1.10 votes for every 1 vote.)



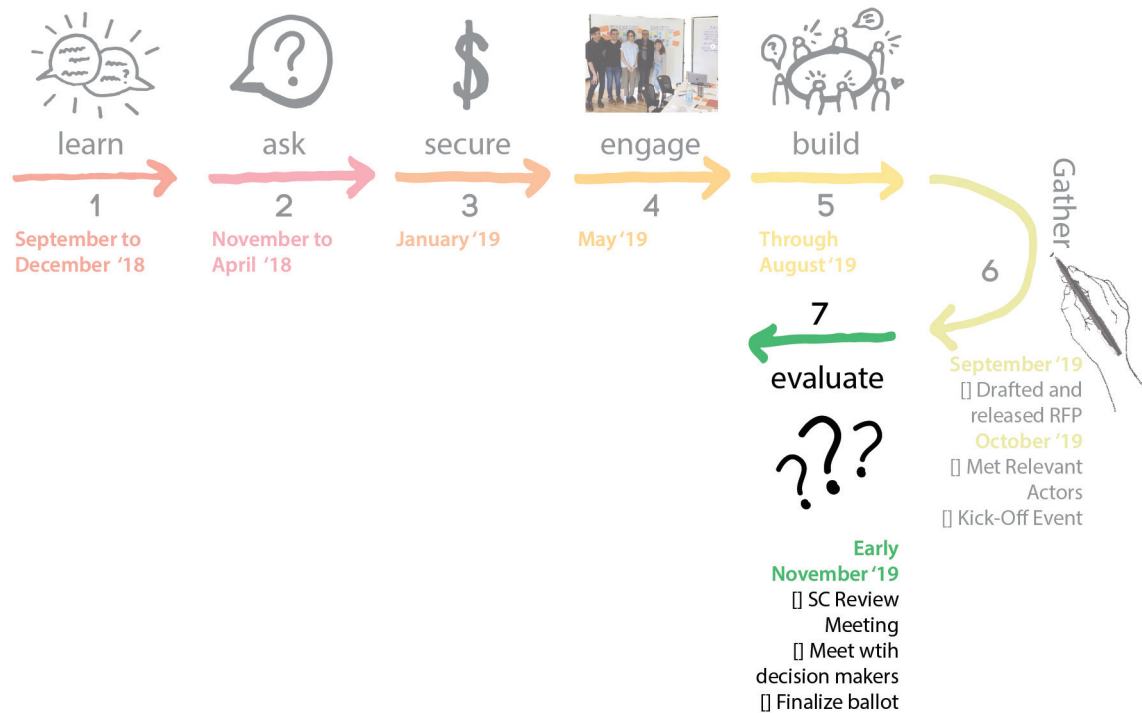
#4: Plan for how you will allocate PB funds if, in the fortunate situation, you leverage enough external funds for the projects with the most votes. We did not expect to do this and yet our PB process secured external funds for several projects, leaving an amount of money without an earmark. We were creative and flexible in working with project applicants on where this money could go, but an agreed-upon process would have been more transparent and straightforward in decision-making.



#5: We knew that we would have to determine whether project proposals were feasible or not - but we did not create a rubric or explicit list of questions for how to determine feasibility. We recommend you do this and reference it in the RFP. You could incorporate feedback from your school's decision makers (for us, that was Student Services and Building Services). Try to be clear about the gray areas: what is feasible versus what is less desirable to fund, due to logistical or taxation constraints?

STEP 7: EVALUATE

release the PB request-for-proposals (RFP)



After receiving your applications, you need to determine which projects go onto the voting ballot. Try to put as many projects on the ballot as possible – in other words, only delist proposals that are impossible to implement or run counter to the purpose and leave the rest of the decision-making process up to the voters. This is key to pushing for what students and the institution's community members need and call for rather than solely accepting what the current budget decision-makers deem possible.

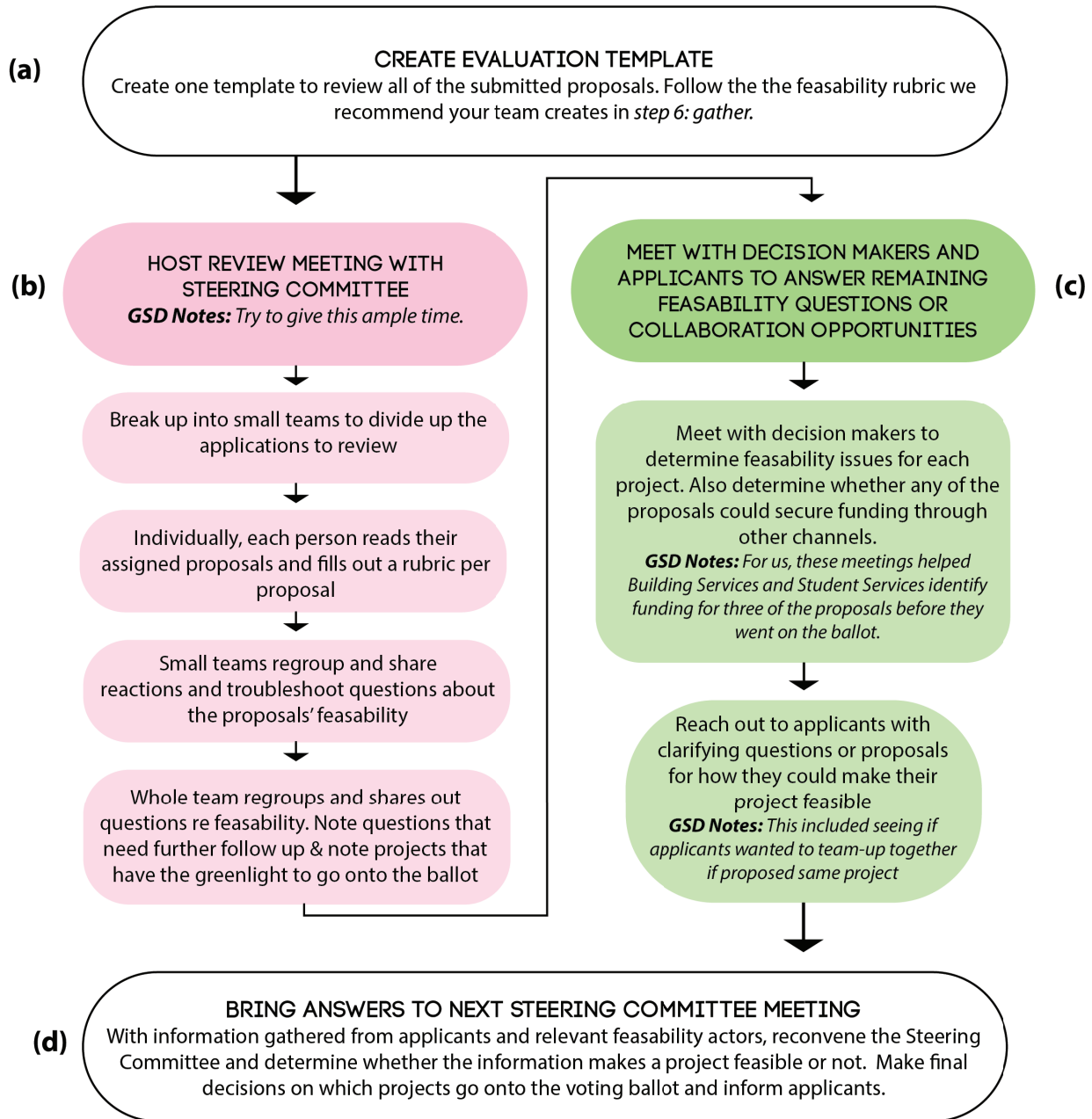
That said, we encourage you to put applicants in touch with each other if they submit very similar proposals. We were not interested in competition for competition's sake; rather, we see collaboration and partnership as essential to PB since it is about participation and creating a budget for all.

These two main approaches (testing for feasibility and evaluating for partnership potential) are woven into the process we suggest you follow for determining proposals' feasibility:



This section largely focuses on implementation feasibility, but there's also feasibility in terms of how aligned a proposal is with your PB's values. Building upon the lessons learned in *Step 6: Gather*, p. 24, we feel we could have done a stronger job around evaluating for the role of health equity in the project proposals. For example, if we decide to ultimately 'weigh' votes with a proposal's level of orientation around health equity, this is the step in which we would determine those levels, perhaps based on a pre-set rubric.

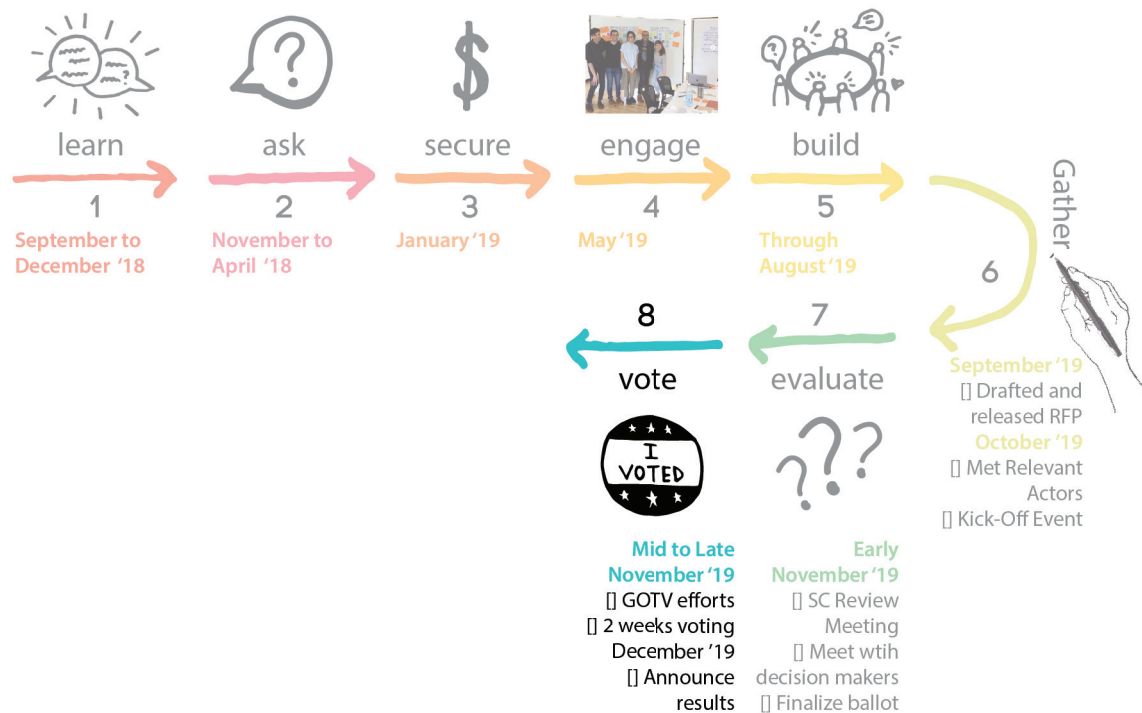
STEPS



Because we allowed Steering Committee members to submit project proposals, we made sure there was no conflict of interest and that these members were not a part of their proposals' reviews.

STEP 8: VOTE

create a ballot and launch the vote



There are a lot of decisions to make in how to set up the voters' experience. The voting process itself presents another opportunity to exercise transparency, Popular Education, and equity.

STEPS

(a) Set a goal # of votes: Setting a goal helps frame your timeline and determines whether you will extend the deadline or not. The goal should be high enough to ensure that the projects represent the interest of the eligible voters. It's also a fun way to boost team morale as you get closer, and closer, and (hopefully) surpass your goal. (We aimed for about a fourth of our student body and ultimately had about a third of students vote.)

(b) Pick a voting system: Determine what kind of voting system your team wants to set up. Votes could be weighted, ranked, and more. The voting system can impact the results – for example, in ranked voting, voters might prioritize more expensive choices to utilize more of the budget, whereas less expensive options might be prioritized in knapsack voting, where voters are asked to allocate votes based on the budget constraints. You can learn more about voting systems and their various pros and cons from the Stanford Crowdsourced Democracy Team (CDT),¹⁰ a group that created a voting platform (PBStanford.org) for participatory budgeting and publishes research on the different voting methods.

[10] Stanford Crowdsourced Democracy Team, accessed 2020



This is a great research task for a Steering Committee member. One of our SC members reached out to Stanford and then presented their findings to our SC. We ultimately decided upon ranked voting. Your team's capacity and ability to secure additional funds for projects can influence which platform you ultimately go with.

(c) Determine budget allocation process: The chances that there is a single winning project that directly ties up with the budgeted funds are slim, so it's necessary to determine how projects will be chosen if there is a conflict with the budget. For example, if funding the second place project puts you over the budget, will you partially fund that project or will you allocate funds to a project that fits the overall budget, but received fewer votes. This process should be determined ahead of time and communicated to voters in order to eliminate bias in the implementation phase.



This process can also be impacted by flexibility in the applicant's budget and in your funds. Some projects are impossible to only partially implement and therefore could not be partially funded. That said, maybe you can persuade your school's administration to meet a project's funding gap if it is demonstrated that a project that would push you over the budget is extremely popular with the voting body.

(d) Determine survey questions to accompany the ballot, in addition to voting on projects: While the ballot mainly serves to collect votes on project proposals, it also can function as a tool of education and qualitative data. What do you want your voter to learn about PB or about one of your values, such as equity? Do you want to know the racial demographics of who's voting for PB or the departmental break down? Do you want someone to know how to get involved? Try to keep it short to avoid voter fatigue.

(e) Project representation on the ballot: The projects' presentation can influence a voter's experience. Sub-steps:

- (i) Ask the project applicants that made it to the ballot to send short summaries of their proposal with at least one line describing how it relates to your values (in our case, health equity).
- (ii) List the summaries on the ballot with links to the project's full application.
- (iii) To avoid popularity politics, only list the project proposal's name on the ballot (and exclude the applicants' individual names.) One could see the names in the linked full application.



If your team edits the project summaries, ask the applicants to approve the updated language. (We also prioritized consensus in the process!)

(f) Equitably allocate the listing order of projects: How projects are listed determines what the voter sees first. One option is to do this randomly; another option is to do it equitably. In other words, which projects prioritize the value of equity the most? Which projects are authored by those most impacted by the issues they want their project to address? Such considerations can influence the different levels of attention projects get that may otherwise not.

(g) GOTV Efforts: To reach your goal, engage GOTV (get-out-the-vote) efforts:

- Send daily countdown e-mails to the student body
- Table at major and weekly school events.
- Make outreach efforts



Tabling at events is an amazing GOTV effort for several reasons: (1) Events that will also be staffed by your institution's non-student workers is an amazing way to increase their voting participation. When we tabled at a huge GSD Fall event, we had a significant uptick in staff votes. (2) You can use relationships and in-person conversations to explain the process and excite people about their voting power. (3) You can use fun incentives! We used incentives of dark chocolate, "I Voted" stickers, and wine (it was a 21+ crowd of graduate students), which was a huge hit.

(h) Evaluate Votes: Once you close the voting window, send your student body an announcement that voting has concluded and give an estimated time by which your team will announce the results. As you evaluate, the results will speak for themselves and reveal who automatically gets all and/or part of their project proposals funded. If a project proposal gets partly funded, see the next *Step 9: Leverage*, p. 34.

(i) Announce Results: Tell your institution where their votes went! And remember, this is an opportunity to educate on and uplift the PB process to model it as something that can be scaled up and institutionalized:

- (i) Send results to all applicants. For those who received partial funding, be transparent about that and ask if they are willing to be flexible in their funding while understanding that your team will do their best to secure the remainder of their funding request (again, see *Step 9* for this.)
- (ii) Translate the results into a visual format that is easy to digest and summarizes key takeaways.

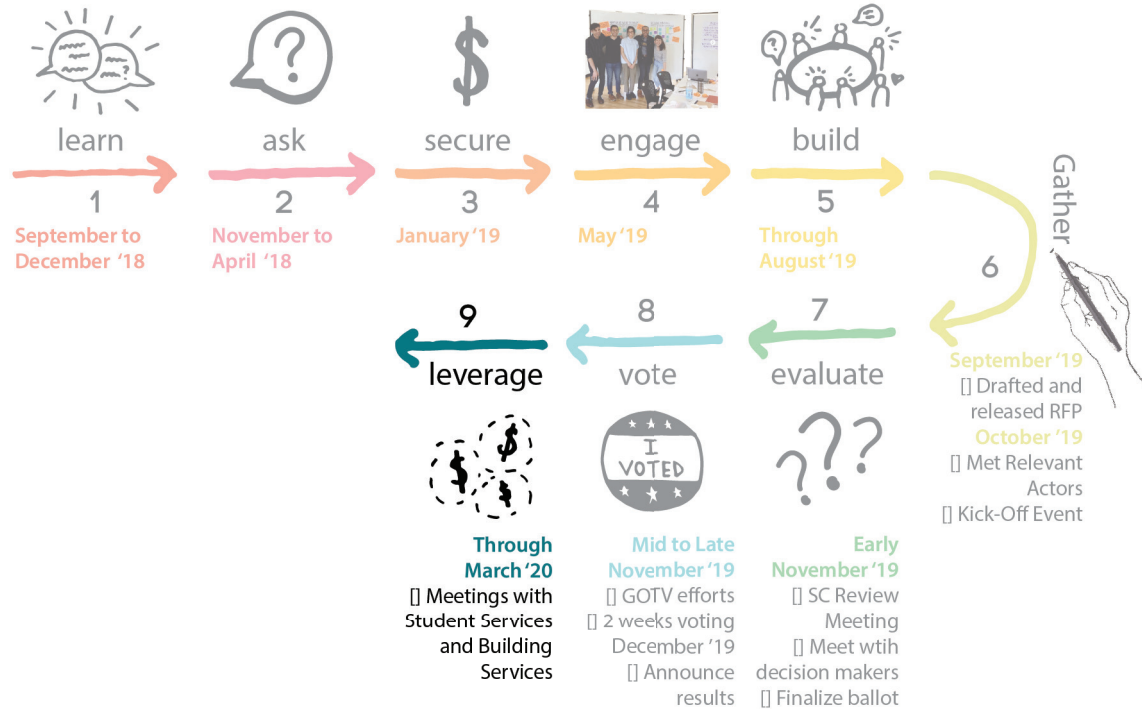
(iii) Send an announcement to your student body, including administrators, faculty, students, and staff, complete with results, infographics, and an invitation to join the project.



How you want to share your wins and what was accomplished in the process contributes to building a narrative that can connect back to larger goals. This builds a stronger place to organize from for the next three steps!

STEP 9: LEVERAGE

create a ballot and launch the vote



Most of the time people approach budgets with a scarcity mindset.^{12,13} They consciously or subconsciously see resources and assets as limited rather than flexible. You can fight the scarcity mindset by treating your applicants' project proposals as examples of student needs. The number of votes a project receives further bolsters this!

While ensuring that the top voting projects automatically receive funding from the PB pool of monies, you can organize around what existing resources could be used to fund the needs surfaced by the applicants.



Sometimes the money we secured included Student Services hiring a student worker to implement a proposed project due to its voter popularity and how it synergized with ongoing work! For example, one applicant proposed a financial wellness workshop that came in fifth place and thus, no access to the PB funds. A post-vote meeting with Student Services recognized that the Financial Aid office was offering the same thing but with no student input nor design of the workshop. They went on to hire this student to connect with Financial Aid and work on what was an already in-process project! See more examples of what our PB process leveraged in our *Summary of Wins and Results*, p. 45.

[12] Monahan 2020

[13] Williams and Smaldino 2020

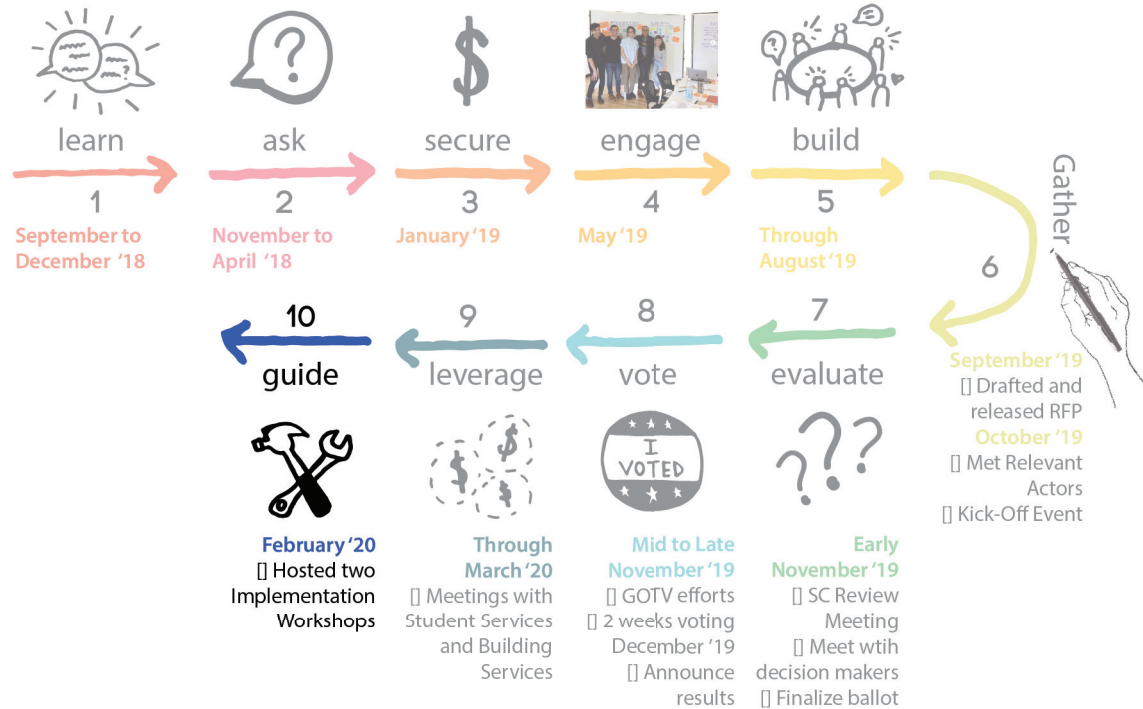
STEPS:

(a) Set up meetings with the relevant actors you met with in earlier steps to discuss implementation of projects that secured PB funding and to see, again, if there is funding that can be used for the other project proposals. Seeing how many votes a project gets could change someone's opinion, because it demonstrates a need. You can talk with PB-supportive faculty as well about the unfunded project proposals if you do not make much traction with other relevant actors.

(b) Be transparent with applicants about any potential changes in funding and, if an opportunity to decide or shift a project proposal arises, make sure the applicant is included in that decision-making rather than the PB team taking the reins.

STEP 10: GUIDE

create a ballot and launch the vote



Project implementation presents another opportunity to put the team's and PB's values into practice.

At the GSD, we did this through a required 1.5 hours-long Implementation Workshop. The workshop spurred conversation about how to build health equity, project management skills, and collaboration into a project's implementation. For those who did not receive automatic funding, it was an opportunity for the PB SC to share what potential funding exists and to strategize the applicant's next steps together.



For our workshops, we really focused on the health equity piece. As you'll see in our agenda, we spent a chunk of time on defining health equity and asking participants to reflect on this. We asked people what their ultimate goal was in terms of creating health equity through their project, and then worked backwards - we were able to spark the teams' imaginations about taking actions they hadn't previously considered.

STEPS

- (a)** Set a time that works for everyone in a top voted project team and several Steering Committee Members (the workshop's facilitators).
- (b)** Bring all of the information your team has gathered regarding the feasibility and any foreseeable implementation hiccups to the workshop. If a project requires significant coordination with a relevant actor, try to get that relevant actor to join half of the workshop as well.
- (c)** Create an agenda for your Implementation Workshop. You can see the agenda for our Implementation Workshop in *Resources C: Agendas*, p. 64, and you can see below the 'Project Management Guideline' we provided at the workshop.

PARTICIPATORY BUDGETING PROJECT MANAGEMENT GUIDELINE ELEMENTS

VALUES

key things to consider: [1] how are you promoting health equity, economic democracy and participation/collaboration through the process? [2] how might your project showcase that it is happening as a result of PB?

ROLES OF TEAM MEMBERS

key things to consider: [1] who's doing what? [2] who will be the point-of-contact for the PB team? [3] who will be the point-of-contact for the PB Showcase?

INFORMATION GATHERING

key things to consider: who do you need information from in order to begin implementation?

BUDGET

key things to consider: [1] revisit your budget and confirm that you can procure items at the cost you listed. factor in shipping. [2] send the PB team your final list of items and we will purchase these on your behalf.

SUSTAINABILITY OF PROJECT

key things to consider: [1] do you want this project to live on after its implementation? [2] if it's a pilot project, what kinds of 'metrics of success' will you use in order to argue for its permanent implementation in the future? [3] how will it be maintained during the summer? during the fall? [4] who on your team is graduating? who is staying on and can see this through?

EVALUATION

key things to consider: [1] what defines success of your project? [2] how will you measure this? [3] who will measure this? [4] when will you measure it? (include in your timeline!)

TRIAGE

key things to consider: what could go wrong? what are your plans of action for these things? and who will be responsible for taking care of them?

SUPPORT NEEDED FROM THE PB TEAM

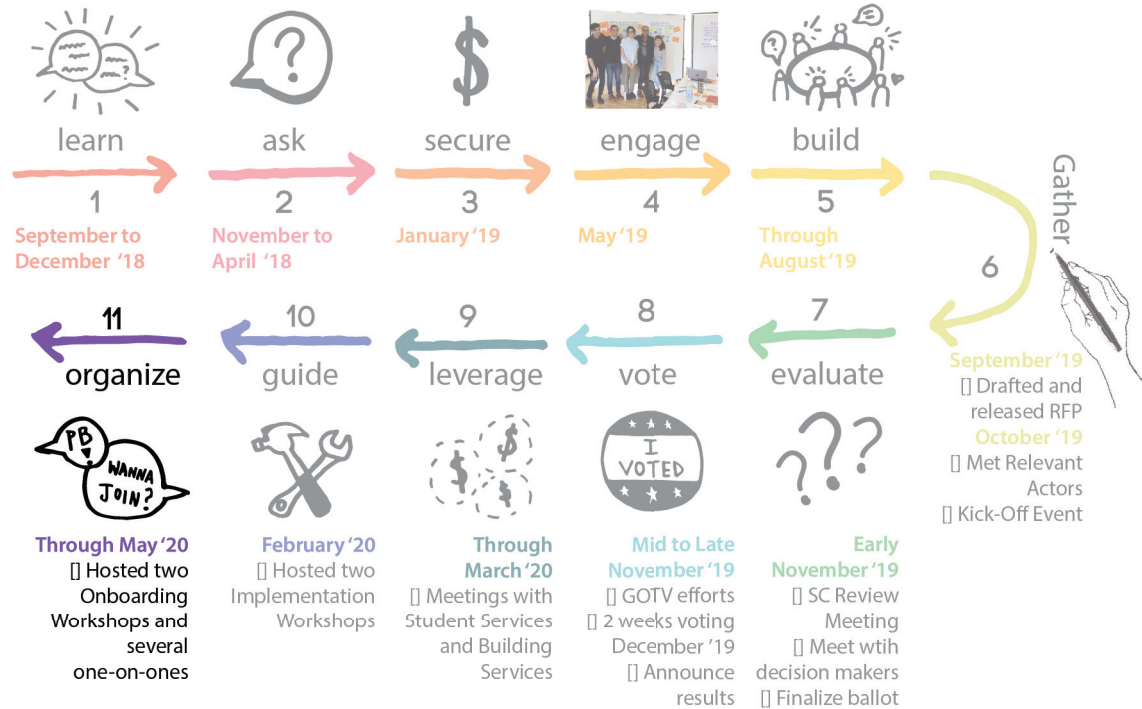
key things to consider: we are here to help with purchasing, room reservations, connecting you with building services/ student services, evaluations/metrics ideas, and problem solving



These workshops may be a model to use far earlier in the cycle! For example, what kinds of ideas could bubble up through an 'Implementation Workshop' model of the 'Teach-In'?

STEP 11: ORGANIZE

organize people who have expressed interest in PB



While your PB team goes from the RFP to Project Implementation, you are making the PB project – and it's supporting PB Steering Committee – very visible! Build opportunities for people to plug in at each step of the process.



Once you have a list of people (or even just one person!) who have expressed interest in joining the team, have an 'Onboarding Workshop.'

We engaged the Popular Education framework for 'Onboarding Workshops' and found it to be successful:

STEPS:

- Email all who expressed interest in joining the SC during the RFP, Vote and Project Implementation cycles to see if they are still interested and, if so, what their availability is for an 'Onboarding Workshop.'
- Schedule the 'Onboarding Workshop' and create an agenda along with a presentation (PPT or other format) for it. You can see the GSD's sample agenda in *Resources C: Agendas*, p. 64.
- For those who cannot make the scheduled workshops, schedule a one-on-one meeting with them and share the same presentation you share in the Onboarding Workshops. One-on-one meetings also let you focus on the specific hesitations of a potential member that apply

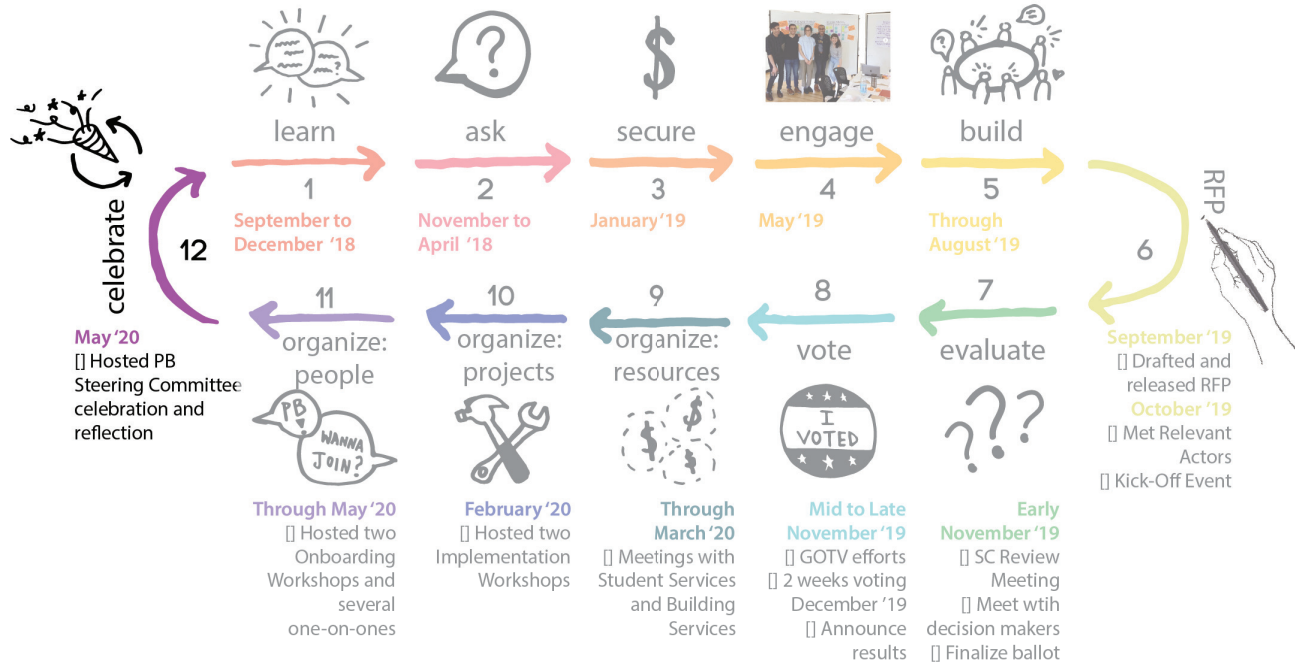
to their personal situation.



For higher education institutions, it is important to consider the inevitable turn-over of students each year. All the more reason to put the time and energy into proactive team member recruitment! In addition, step (c) listed above was crucial in meeting busy students' needs – several of GSD's current Steering Committee members learned about PB through an individual meeting because they couldn't make the workshops!

STEP 12: CELEBRATE

celebrate the successes of PB and reflect on its learnings



It is crucial to celebrate what a team accomplishes. And there's so much to celebrate when completing a PB process!

This is an opportunity to celebrate, and reflect, both externally and internally:

External Community Celebration: Host an event to both share out with your organization's communities what the PB process accomplished and what learnings and big questions are ongoing. This can:

- increase awareness around PB in general
- further build an appetite to increase transparency of your organization's budget
- help voters celebrate the impact of their vote
- build knowledge of your PB project and let people know how they can plug in!

It could be a panel, an informal gallery of project results, a presentation, or more.



We were not able to follow through on hosting an exhibition we had secured space for due to COVID-19.

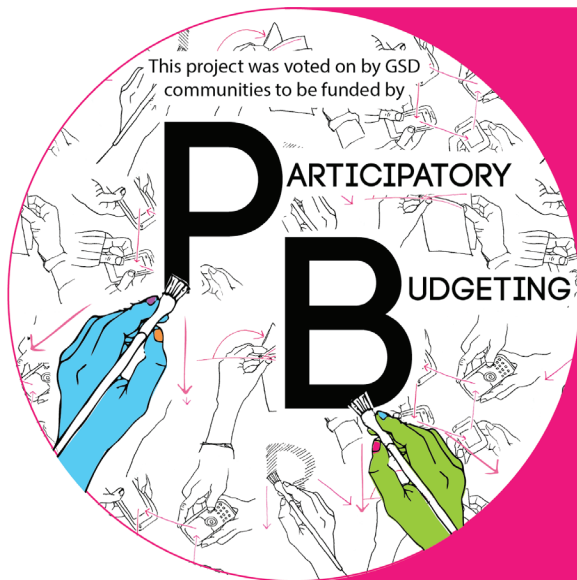
[14] Parks & Recreation is an American TV show about a small city government. Learn more at en.wikipedia.org/

Internal Team Celebration: Your team can reflect on all of the things you've learned from the process as well as celebrate each other's contributions, laugh about some of the Parks & Recreation-like moments that probably popped up along the way,¹⁴ and generally enjoy each other's company in a moment that is not consumed by logistical stress.



Our student workers went on strike with HGSU-UAW (Harvard Graduate Student Union-United Auto Workers) right when we were supposed to celebrate our first PB process. So while we didn't get to truly celebrate it then, we were able to celebrate more thoroughly at the end of the school year – albeit, via Zoom due to COVID-19. Here are some of the lovely things Steering Committee members said:

TOOLKIT: RAPID RESPONSE



COVID-19 RESPONSE

democratic decisions can be made during a time of crisis

Introduction

When we all returned to school in January of 2020, our PB Steering Committee expected to use the Spring semester to implement the top voted-in projects, analyze our learnings, and celebrate the process from our Fall 2019 PB process. But that all changed when the COVID-19 quarantine lockdown hit Harvard University and many other places across the globe.

The coronavirus public health crisis forced us to leave campus almost immediately in early March and left a lot of students asking, where is the money that funded our in-person activities and classes now going? More importantly, students were asking, how am I going to pay for all the costs incurred by this immense and unpredicted shift? And of course, the costs have compounded differently based on race, class background, citizenship status and more, building upon historically oppressive allocations of resources in the U.S.¹⁵

The PB Steering Committee wondered how we could possibly intervene and argue that a crisis is not the time to conduct 'business as usual' (or worse, less transparency than usual); rather, it holds an opportunity to 'fall forward' with democratic and equitable experiments. We argued that situations of crisis are exactly the times to exercise transparency and participatory problem-solving.

Due to COVID-19 disrupting the implementation of a top-voted Fall 2019 PB project, we had \$3K not being put to use and decided to use it for a rapid response PB that we named COVID-19 Response PB. We formed a collaboration with the GSD's Student Forum (an equivalent of a student government) who also had a set of funds with uncertain direction due to COVID-19 to collectively put \$7K into the COVID-19 Response PB.

[15] Perry, Harshbarger and Romer 2020

Below shows how we built upon the processes we established for the Fall and what we had to do differently in a 'rapid' timeline. While we still have a lot to learn in how to carry out rapid responses, it revealed that it is indeed possible to handle crises with more transparency and equitable measures through a democratic practice rather than relying on more decisions made behind closed doors.

Toolkit: Rapid Response

1: learn



Two discussions facilitated in late March

Our learning in the context of COVID-19 looked very different. In the Fall, we were learning about PB as a whole. Here, we tried to learn about the context within which we wanted PB to happen. We facilitated conversations with Professors Abby Spinak and Devin Michelle Bunten on the idea of economic democracy in times of crisis. The outlines of these conversations are listed in *Resources C: Agendas*, p. 64.

2: ask



Internally decided during meeting on April 4th

Internally: As a Steering Committee, we checked in with each other about how we could respond to the crisis. We decided consensually that it was important enough, albeit laborious, to roll out a rapid PB process.

Externally: We knew that there were sets of student activity fees that the GSD's Student Forum oversaw that now had unknown directions. We reached out to those students and asked if they wanted to determine where those funds would go through a PB process.

3: secure



April 7

After meeting with the Student Forum, we agreed on combining the PB set of funds and the Student Forum's set of funds to collectively enter a PB process with a total of \$7,000. In addition, the Healthy Places Lab hired two additional RA's to help with the additional labor; payment for the additional two RA's labor ultimately came out to around \$2,000.

4: engage

n/a

Our engagement mainly happened before the COVID-19 PB began.

5: build



At same time as 3: secure

We worked upon the pillars of the PB Steering Committee and RA roles that we built during the Fall process. However, working with Student Forum meant building a new collaborative relationship. We invited representatives from the Student Forum to join us in evaluating the feasibility of project proposals solicited through the RFP.

6: gather

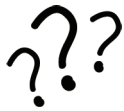


5 Days (April 8-13)

We tried making the RFP shorter but still focused on health equity. You can see the full RFP at *Resources D: Request-For-Proposals*, p. 69.

7: evaluate

3 Days
(April 13-16)



This was essentially the same process as the Fall but all done virtually.



Interestingly, multiple proposals included direct disbursement of money to individual students. Such proposals didn't have equitable allocations nor high impact but were feasible (though possibly costly due to taxation implications). This leads into an ongoing question on whether alignment of a proposal with a PB process' prioritized values should be taken just as seriously as technical 'feasibility'? As well as asking what roles taxes play in proposals?

8: vote

5 days
(April 16-20)



We used the same system we used in the Fall (ranked voting) but had to carry out all of the GOTV (Get Out the Vote) efforts virtually.

9: leverage

A couple weeks



Considering our limited capacity, we were not able to do the same kind of organizing we did during the Fall cycle (though we still met with Student Services to determine whether any of the other projects could get funding.)

10: guide

Multiple individual meetings



Considering our limited capacity, we decided to meet with the two teams who received the PB funding individually to offer the same support we offered in the Fall (rather than having Workshops.)

11: organize

n/a



The difficulty of implementing a PB process while managing our own adjustments to COVID-19 resulted in little outreach to those who expressed interest.

12: celebrate

One final meeting in late May



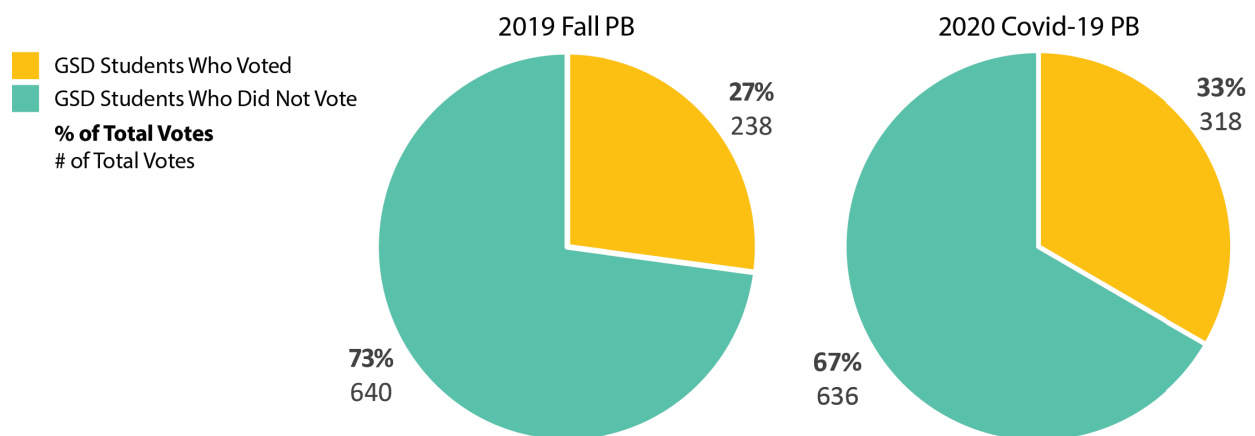
This is the same celebration that we describe in the Fall cycle's *Step 12: Celebrate*, p. 40. COVID-19 had disrupted our original celebration plans and thus, we merged the two together.

SUMMARY OF WINS AND RESULTS

Collectively, the GSD's Healthy Places Lab allocated, through the Fall 2019 PB process and the COVID-19 PB process, \$12,000 to student-proposed and student-facilitated projects. In addition, the process created 9 student jobs and solicited votes from 1/3 of the GSD student body with 12% from GSD non-student community members in the Fall process. Additionally, **XX** projects went on to secure funding from sources outside of PB as they were able to demonstrate student need and use that to make convincing pitches to faculty and administrators.

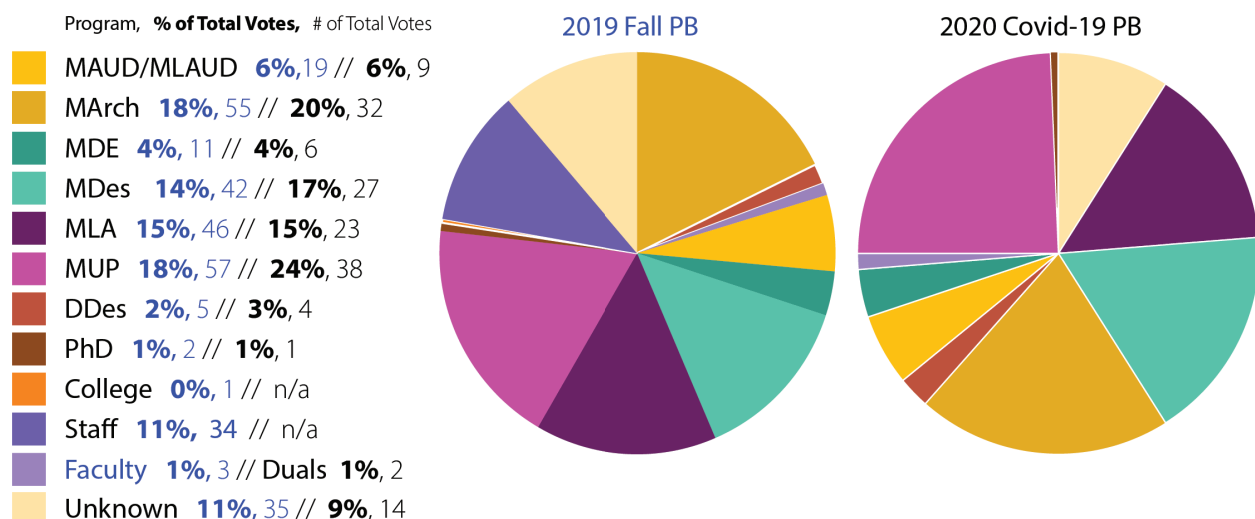
Numbers aside, the biggest success comes from the increasing interest in economic democracy across the institution and in further implementing PB for the student governing body. One student included PB as a main component of the platform they ran on for a student government position last semester!

How Many Students Voted at the GSD?



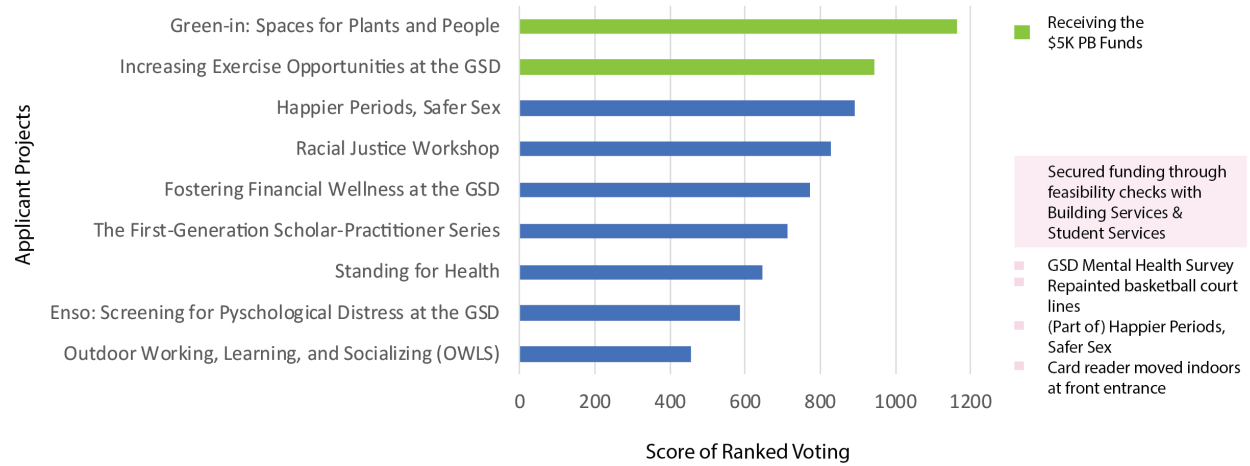
Student voters increased from one out of every four students to one out of every three!

Who Voted at the GSD?

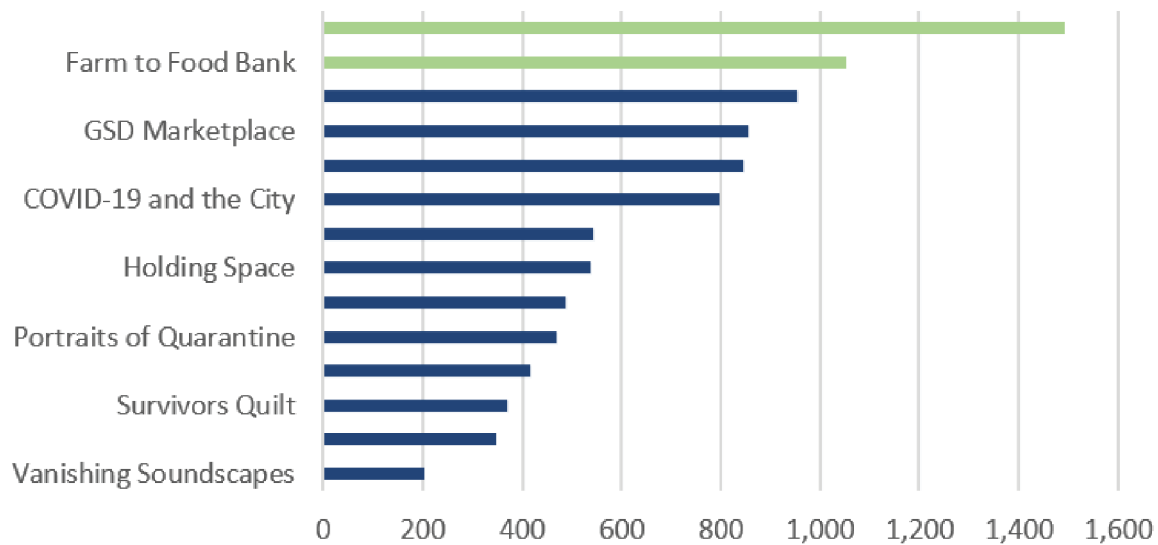


Voting Results

Fall 2019

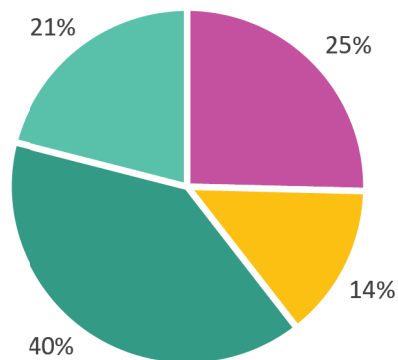


Spring 2019



Resources Leveraged

Funded by PB Money



■ Farm to FoodBank, \$4,500 (Covid-19 Rapid PB)

■ Short Summer Courses, \$2,500 (Covid-19 Rapid PB)

■ Green-in: spaces for plants and people, \$3,724 (Fall 2019 PB, pending)

■ RA positions, ~\$7,000 (~for 4 RAs over 2 years)

Jobs Leveraged

- Short Summer Courses (COVID-19 Rapid PB) x1
- Increasing Exercise Opportunities at the GSD (Fall PB 2019) x1
- GSD Mental Health Survey (Fall PB 2019) x1
- Fostering Financial Wellness at the GSD (Fall PB 2019) x1
- The First-Generation Scholar-Practitioner (Fall PB 2019) x5

Projects Leveraged

- Repainted basketball court lines (Fall PB 2019)
- Card reader moved indoors at front entrance (Fall PB 2019)
- Happier Periods, Safer Sex (Fall PB 2019)

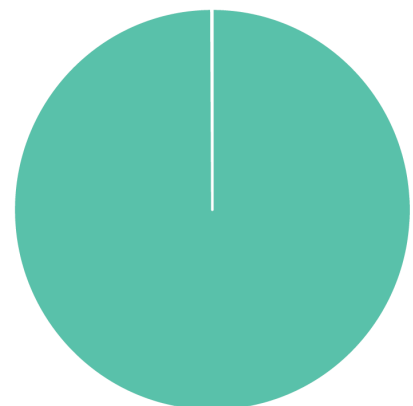


We did not anticipate leveraging student jobs through our PB process, yet that was one of our major successes! We wish we had asked applicants to agree to tell us estimates of how much they made each semester so that we could track how much money the PB process leveraged.

While we had many successes, we see our work in the bigger context of our graduate school's overall budget. Our PB processes influenced only 0.18% of the operating budget, telling us that more PB is needed!

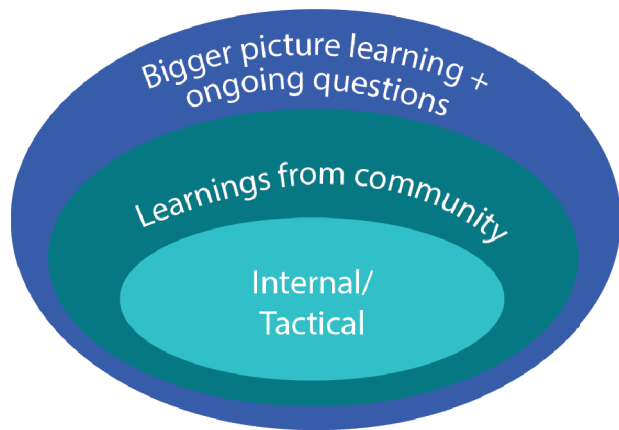
Category	% of GSD Operating Budget	\$ Amount
\$ of GSD PB Project	00.18%	\$12,000
\$ of GSD Operating Expenses FY18	100%	\$6,500,000

What if our GSD communities determined more than a sliver (0.18%) of the GSD budget?



KEY LEARNINGS AND ONGOING QUESTIONS

At its heart, participatory budgeting is a process of surfacing community perspectives and needs, and from that come many learnings. We see these lessons happening at 3 different but interconnected levels - internal/tactical learning, learning from and in community, and bigger picture learning, which is connected to the ongoing questions we are still sitting with.



Internal Learning

A huge amount of learning came from the fact that this project was structured as praxis - putting our best collective ideas into action. As a team of students who care about planning and democracy, we spend a lot of our time at school reading about, theorizing and designing possible solutions to issues we see in the world, but very little time actualizing our visions or landing our theories in real projects, with all the complexities and complications that come along with that. By actually practicing participatory budgeting, we learned both tangible ways that the process could be improved in the future (many of which are highlighted in the text above) and also specific practices that we can use in our work post-graduation. Team members gained skills in areas like meeting facilitation, RFP development, and proposal review, but were also asked to put our values and aspirations into action through the construction of a ballot. For many of us, this forced us to interrogate our understanding of "democracy", asking ourselves and each other if our ultimate goal was broad participation or deep engagement, or something else entirely. This internal learning will help us to be wiser and more nuanced future practitioners.

Learnings from community

Many of our learnings happened at the community-wide level. It was apparent that one of the most important roles a PB process could play was to surface a disconnect between existing student services and the student body, through the process of proposal generation. Some proposals were suggested that could have easily been implemented without student body funding, had students just understood existing institutional pathways for feedback (i.e. basketball lines). Others brought up needs that caught the administration completely by surprise. Vote totals played the role of demonstrating broad student interest, but at times, just the surfacing of specific needs was enough to spur staff to find funding for a project. And finally, at times, proposals that did not win ultimately became the focus of ongoing student advocacy, continuing to push the administration towards their desired outcome.

Bigger picture learning + ongoing questions

Finally, some of our biggest learnings came from our attempts to grapple with the inherent contradictions that arise during the PB process. We were lucky enough to be able to engage with Professors Abby Spinak and Devin Bunten on the role of economic democracy during crises, as well as co-facilitate a discussion with Professor Quinton Mayne, in which he surfaced some dynamic tensions that often arise in participatory budgeting processes. These spectrums are laid out below.

DYNAMIC TENSIONS IN PARTICIPATORY BUDGETING

We are intentionally displaying these as spectra because we feel like any PB process can fall at any point along the line. When designing a PB structure, teams should think about where they'd like to fall on each of the spectra indicated below and shift their practices and procedures accordingly. And we should always remember that continued iteration is vital for the construction of an honest democracy - by running multiple PB cycles and reflecting thoughtfully on each, we can get closer to our most transformative vision of what PB can make possible.

The following themes are created and inspired by a facilitated discussion between the GSD PB Steering Committee and the Harvard Kennedy School's Professor Quinton Mayne.



Participatory budgeting gives decision-making power (even just in a small way) back to the public. However, WHO that public is, HOW they are empowered and WHAT corollary processes of political education are happening are incredibly important to determining whether a process will challenge inequities or preserve the status quo. Our process was supported by the Healthy Places Design Lab, but we wanted submissions to really grapple with issues of health equity. We spent a lot of time crafting a careful definition that we wove into our RFP, but spent very little time building broader awareness of what health equity might mean. Proposals were submitted that didn't necessarily center our understanding of what health equity looks like, and it seemed like many students voted for projects that would most directly benefit them (i.e. a plant wall) instead of a project that would most challenge inequitable systems at the school (i.e. the first gen project). In that way, our projects may not have compounded inequities, but they didn't necessarily mitigate disparities either.

Beyond the project level, however, we think that holding a participatory budgeting process in an institution that is notoriously opaque about finances, where student voice is often tokenized, is its own form of challenging inequity. Especially in our second process, when we were given student fee funding that comes out of tuition, we began to infuse student voice into conversations that had normally not included any representation.

Reinforces automizing/
individualistic political logic

OR

Generates deliberation and
debate and builds
community rooted in
respect

As mentioned above, we do not know exactly how much individual gain played into the voting process. We also don't know how much it played into the proposals we received. Funding is limited for personal projects, and it was clear that some applicants saw this as a way to get their research goals met. We tried to mitigate this by holding info sessions for possible applicants where we would explain our process, encourage an equity focus and center collaboration. A recommendation that we are going to try to implement in the coming cycles is working more explicitly with student groups at the GSD who can submit collective proposals, inherently bringing more of a community into the submission process, and hopefully generating proposals that already have a structure for engagement built in.

Our dear faculty advisor, Professor Ann Forsyth, offered this reflection to us about our process, and what it means to be "participatory". "Within PB, there are several kinds of things people can participate in (a) developing topics/issues for people to work on, (b) turning those ideas into viable projects or programs, and (c) prioritizing the ideas. The GSD PB process did all three; some municipal ones might just do c, or a and c. If the GSD administration were to do PB for, say, student services funding it might do a and c (assuming student services staff are experts at b, or expert enough with a bit of input). I have a feeling that b is where things get tricky....and where it's hard to skimp on time and/or existing expertise." There is so much power in designing which proposals can become viable projects or programs, and that being done collectively can move something from an initial idea into a transformative vision. We encourage other PB teams to think about how they can support this aspect of the process, so that the deliberation builds projects and communities rooted in respect.

We also think that the relationship of the PB process to the administration could be a source of deliberation and debate. By making visible the gaps in services provided, students are showing in their proposals ways that the university could do better, perhaps inviting a conversation on why these gaps weren't considered in the first place. We hope that PB can continue to be more than just a mini-grant process and instead be a source of longer-term transformation of policies and structures within the school.

Distraction from 'bigger'
systemic conversations

OR

Space made for 'bigger'
systemic conversations

Again, our goal is that participatory budgeting is a process of economic democracy and community power, reminding people that the way money moves can be collectivized and harnessed to build the world we want and need. However, because of the amount of work involved in getting the process up and running, it tends to look in practice like a mini-grant process that in some ways can be seen as

a small balm while the room is on fire. Applying for and managing paltry sums of money can take up time and energy that could otherwise have been put into tackling structural issues.

We see this in the way PB is being used across the country. The ultimate goal of PB is to increase democratic participation in ongoing operating budgets. But in the U.S., there is a trend for PB to be exercised with sums of money that has been sitting untouched and seems 'free' for a PB process. When this 'free' money is used, it's an awesome opportunity to workshop PB and show just how possible, exciting, and necessary it is. However, it's also important to keep your eyes on the prize – on the operating budget and to inch closer towards where the real \$\$\$'s are getting spent.



Running a PB process is no small task! Teams should think carefully on how they are building a core team to continue to move the work forward, especially in a university context, where there is so much turn over as people graduate and leave. Attention should be paid towards what can be systematized so the labor involved is strategic and focused. That being said, some of the learning comes from really thinking through, engaging and collectively evolving the process, so holding that spirit of iteration can help people see themselves in the work and stay engaged.



Finally, as mentioned above, we do not want PB to be a time-intensive process that does little to interrupt entrenched systems of decision-making and power - we want it to be an example of what different financial paradigms look like, a space where radical ideas can be dreamed and resourced, and a process of learning that helps people feel more comfortable thinking about money and the way it moves. In our conversation with Professor Abby Spinak, she raised the point that in some ways, by talking about "dry" subjects such as budgets we made ourselves seem innocuous. We had new access to administrators who otherwise might not have met with us, and were able to collect more and more information about how decisions flowed at the GSD. This insider knowledge could be incredibly valuable to our project teams but also to other campaigns that seek to shift school policy and culture. We encourage all PB processes to see themselves within a broader ecosystem of change that is working to tackle white supremacy, financial consolidation and overly-centralized power - infusing democracy, collectivity, openness and honesty into processes that ultimately constitute our world.



PROJECT PROFILES

These are all of the project proposals the two PB processes at the GSD received. Some include a 'before' and 'after' snapshot because the projects themselves shifted in response to shifting needs and capacities. Some leveraged monies from elsewhere, revealing one of the more successful elements of PB – PB helps surface needs that then, when made visible, have a higher chance of getting funding.

● = Funding secured through PB monies

● = Funding secured through other channels

Fall 2019 PB

Funding Secured From the School Administration Before Ballot Issued

GSD Mental Health Survey

Description on Ballot: The project plan of the GSD Mental Health Survey Team is firstly to establish a protocol of distributing a school-wide comprehensive mental health survey on a regular basis (every or every other academic year) and to formulate a survey template fitting for the GSD experience and environment. The purpose of the survey is to improve the academic and administrative system of the school to better support the students' mental health and to continuously assess both the overall state of student well-being and the factors that contribute to their health.

Amount Requested on Ballot: \$700

Funding Secured: Yes, through Student Services. ●

Updated Project: This project is still in an implementation stage.

Repainted basketball court lines

Description on Ballot: My goal is to make lines on the backyard basketball court so that it is possible to play with three pointers and free throws.

Amount Requested on Ballot: \$40

Funding secured: Yes, through Building Services. Amount TBD (see below.) ●

Updated Project: COVID-19 has closed the building this project would be implemented in until further notice.

Card reader moved indoors at front entrance

Description on Ballot: When it's cold or raining, folks coming into Gund from the Cambridge Street entrance have to endure harsh weather until they can find their ID cards and scan into the building. This is so unnecessary - there's a second set of doors immediately after. Why not move the ID scanner and locking mechanism to this inner set of doors so that people have shelter in which to stand while they find their ID card?

Amount Requested on Ballot: \$1,200

Funding secured: Yes, through Building Services. Amount TBD (see below.) ●

Updated Project: COVID-19 has closed the building this project would be implemented in until further notice.

On the Fall 2019 Ballot

Ensō: Screening for Psychological Distress at the GSD

Description on Ballot: We endeavor to work with graduate students at the GSD to test Ensō, a web-app which is designed to screen individuals for psychological distress and deliver tailored resources as needed. This data would accumulate to provide timely reports to users, which reflect both personal development and overall health of the given studio section or department. This overall health data would be spatially represented as a “heat map,” showing the stress conditions of areas of Gund and how they change over the semester. We believe Ensō will serve to prevent the stresses of the GSD environment from building into more serious psychological harms, as well as provide resources for additional help on an institutional level.

Amount Requested on Ballot: \$2,348

Funding Secured: No.

Green-in: Spaces for Plants and People

Description on Ballot: We propose the creation of three pilot spaces that impact community health using plants and experiential design. Each space has different elements, but all contribute to school wellbeing through their attention to space and life – both of people and plants. The spaces would range from a secluded room for people to reflect and plants to grow, a social passageway with seating and communal plant-caretaking materials, and an informational installation for passersby of plants with air quality sensors and interactive lighting.

Amount Requested on Ballot: \$3,724

Funding secured: PB Funding ●

Updated Project: COVID-19 has closed the building this project would be implemented in until further notice.

Happier Periods, Safer Sex

Description on Ballot: This project seeks to support women’s health and to promote healthy sexual practices at the GSD through providing free pads, tampons, and condoms in GSD bathrooms. This is an exciting opportunity to dispense free health promotion products to the broader GSD community in the name of menstrual advocacy and safe sex.

Amount Requested on Ballot: \$3,220


Funding secured: Yes, through the Building Services. Amount TBD (see below.) ●

Updated Project: COVID-19 has closed the building this project would be implemented in until further notice.

Outdoor Working, Learning, and Socializing (OWLS): Inspiring and facilitating behavioral health in partnership with the natural environment

Description on Ballot: OWLS is a cluster of transformable outdoor structures for working, learning, and playing such as outdoor standing and cycle desks that invite interaction and transformation into a variety of configurations to serve meetings, classes, social events, play, and relaxation, even sleep!





OWLS inspires co-creation, re-connection, and oneness with the natural environment which facilitates human behavioral health and wellbeing in partnership with the natural environment. OWLS is made out of non-toxic, local, renewable, and compostable and re-usable materials, such as cedar, natural finishes, stainless steel screws, and recycled bicycle parts.

Amount Requested on Ballot: \$4,500

Funding secured: No.

Racial Justice Workshop

Description on Ballot: This training (by a leading racial justice organization) will encourage participants to reflect on their personal stories, values and identities to recognize the ways in which they contribute to a dominant culture that creates racial hierarchy. By creating a space of sharing and vulnerability, it will invite participants to see intimately the ways systemic racism pervades their own lived experience, in order to develop deep personal commitments to antiracism.

Amount Requested on Ballot: \$5,000

Funding secured: No.

Standing for Health

Description on Ballot: GSD students spend many sedentary hours hunched at their desks, toiling away at their computers and models. Standing for Health proposes adding freely accessible, shared standing desk options throughout Gund, Loeb Library, and 485 Broadway to mitigate the poor health effects of prolonged sitting. Standing desks will be available to all GSD students and community members – not just those with assigned desks and the means to augment them.

Amount Requested on Ballot: \$3,600

Funding secured: No.

The First-Generation Scholar-Practitioner

Description on Ballot: The First-Generation Scholar-Practitioner Series will promote the wellbeing, leadership, academic and professional success of first-generation students. Who are we? First-generation students are the first in their families to attend a higher education institution in the USA; many of whom come from working-class families and communities of color that have experienced systemic oppression. Why join us? Supporting first-generation students will have a rippling effect: it will help erode the systemic oppression that produces health inequity in our communities. This makes all of us healthier. This proposal was authored by two first generation POC queer women.

Amount Requested on Ballot: \$5,000

Funding secured: Yes, through Student Services. Leveraged 5 new student jobs. ●

Updated Project: We were able to create the First Generation Curriculum Committee, consisting of 5 graduate students who wrote the First Generation Curriculum for the GSD. Our First Generation Curriculum Committee wrote the inaugural curriculum for the GSD, which students and the GSD would implement during the following orientation and school year. The Committee also ran a Virtual Storytelling Circle for graduation 2020.

Increasing Exercise Opportunities at the GSD

Description on Ballot: The \$230 Harvard gym membership fee is an elective, unknown cost to most GSD students when they are budgeting for school, and one of the first discretionary costs they cut to make ends meet. Our proposal seeks to increase access to free exercise opportunities for GSD students by bringing an additional fitness option directly to them. Building on the success of the GSD's free yoga classes, we propose adding a resistance training class one day a week, based on a mix of bodyweight, free weight, and resistance band exercises.

Amount Requested on Ballot: \$1,264

Funding secured: Yes, through Student Services. Leveraged 1 new student job. ●

Updated Project: Due to COVID-19, this became a virtual class that was offered twice a week in the Spring semester and then weekly in June. Due to the transition to a virtual platform, the class did not have equipment purchased and the instructor had to creatively determine the workouts. But as the instructor Abby puts it, "it felt like a lifeline for everyone doing it – the social dynamic found was the greatest result."

Fostering Financial Wellness at the GSD

Description on Ballot: Money can be stressful—so let's start a dialogue about financial wellness and transparency at the GSD. The aim of this project is to provide tools for students to improve their financial wellness during their time as graduate students and as professionals entering the design fields. Through in-person loan counseling, salary negotiation and financial literacy workshops, a round table conversation focused on intergenerational financial knowledge and gaps in knowledge, and a panel discussion made up of GSD alumni from a range of backgrounds, students can challenge the taboo around discussing money, and be better equipped to navigate the investment that is a graduate education.

Amount Requested on Ballot: \$660

Funding secured: Yes, through Student Services. One student job leveraged. ●

Updated Project: COVID-19 disrupted the implementation of this project and is on pause until further notice.

COVID-19 Rapid Response PB

Not Put on the Ballot

Refund Activity Fee

Description: Refund the student activity fee for each student and distribute the additional \$3000 evenly as a "home improvement" fund.

Amount Requested: \$7,000

Reason why not put on ballot: Because determined as not feasible.





IG Giveaways

Description: Who doesn't like winning an Instagram Giveaway? The "Stay home + Be well" initiative connects our struggling local businesses directly with GSD students. Through a playful giveaway, GSD students enter into drawings for local giftcards (for delivery now or in-person in the Fall). Ultimately, it's a win-win. Let's "Stay home + Be well" (and eat good food).

Amount Requested: \$7,000

Reason why not put on ballot: Was combined with 'Free Food' application

Student Worker Fund

Description: A fund for student workers who have either lost their employment or have had their working hours reduced due to COVID-19.

Amount Requested: x

Reason why not put on ballot: There was an effort underway to do what the project proposed.

On The COVID-19 Rapid Response Ballot

Short Summer Courses

Description on Ballot: Short-term courses taught over the summer by paid students from the GSD community to help with skill building that will not be available for all through traditional internships this summer.

Amount Requested on Ballot: \$4,000

Funding secured: PB Funds and leveraged a student job through Student Services for project implementation. ● ●

Updated Project: The project was initially a bit more focused on simulating skills learned in a professional environment, but the workshops ultimately reflected the interests of the student body and were more oriented towards studio skills. I had hoped to get a bit more faculty oversight or review, but given the demands on everyone's time this summer it didn't wind up being feasible aside from some informal conversation before the workshops launched.

Farm to Food Bank

Description on Ballot: Due to COVID-19, farmers are tilling their crops back into their fields because they don't have restaurants and other retailers to sell to (read more below). Simultaneously, food bank and food pantry need is soaring. As a real time solution, we want to conduct informal participatory action research focused on the current realities local farms, food banks, and food distributors are facing due to the crisis and rapidly prototyping a solution in tandem with one or more local Massachusetts farms and food banks by the middle of June. The project will be an intense charette to establish a direct farm to food bank system by co-designing a highly flexible, responsive and low infrastructure method for ensuring these crops make it to our local food banks. With three of us working on the project as Research Assistants, we can each take on specific responsibilities to be highly targeted and efficient in our work. We come from a diverse set of backgrounds to address and

frame this issue from different vantage points; we can address this crisis with regards to public health and sustainable agriculture, as well as architectural and landscape design.

Amount Requested on Ballot: \$4,500

Funding Secured: PB Funds ●

Updated Project: After connecting with stakeholders from Massachusetts and Vermont farms, food banks and institutions, we realized that the challenges of delivering healthy, local food during the pandemic are being rapidly addressed by multiple solutions in different fields, but these efforts are rarely shared or amplified. As synthesizers with the opportunity to talk with different stakeholders, our project has shifted to examine how design is essential in supporting efficient, equitable, and adaptable food systems. We believe that design students' skills and imagination can help address farm instability, food waste, and food insecurity; more so, we feel it is essential to illuminate these challenges to design students and in design education as they are issues that threaten the foundation of human wellbeing. We've developed an open-source 14-week interdisciplinary design curriculum centered around 24 key challenges that New England food industry workers have identified, with design challenges and exercises. While the curriculum and challenges will be shared on a website available to all, we can also teach a J-Term course to continue this work together with the GSD community.

First-Generation GSD Graduation Fund

Description on Ballot: Funding to support a First Generation GSD graduation - in the effort to make a digital graduation convey the deserved gravity and meaning for the student body, our caretakers, and champions, we propose funding language interpretation services and honorary diplomas. Language interpretation would allow every attendee to participate in their native languages and an honorary diploma beyond the one that will be printed for graduates will supplement the missing materiality that is particularly felt by families of first generation students. Graduation is a particularly momentous time for our families and an opportunity for us to celebrate and honor the sacrifices of the very people who make it possible for us to attend this institution. This graduation ceremony would have been the first of its kind for many of our families, and we seek funding to make it as meaningful as possible in its digital form.

Amount Requested on Ballot: \$6,220

Funding secured: No.

GSD Marketplace

Description on Ballot: We need a GSD marketplace/platform outside gsd-fellow-students. Tired of emails looking for sand at 1am? Feeling awkward doing that? Vote for these exchanges.

Amount Requested on Ballot: \$3,000

Funding secured: No.

Free Food in Cambridge

Description on Ballot: "Free Food in Chauhaus" is an email we typically receive at least once or twice a week. In the absence of GSD events that used to bring us together around food, we can still find a way to "share a meal" while connecting our struggling local businesses directly with GSD students. Through





a playful Instagram giveaway, GSD students enter into drawings for local gift cards (for delivery now, or in-person in the Fall). Ultimately, it's a win-win. Let's "Stay home + Eat well".

Amount Requested on Ballot: \$7,000

Funding secured: No.

COVID-19 and the City

Description on Ballot: Establish a summer grant program for GSD students to study the impact of COVID-19 on inequality in cities with the work to be publicly exhibited in the fall.

Amount Requested on Ballot: \$7,000

Funding secured: No.

Holding Space

Description on Ballot: Holding Space: A conversation with WiD Alumnae aims to offer a platform for students to engage with members of the design community (GSD graduates! firm owners! mid-career/early-career/seasoned-career professionals! variety of disciplines!) around the topic of COVID-19, how it may impact the profession, the job hunt, entrepreneurship, and silver-linings.

Amount Requested on Ballot: \$250

Funding secured: No.

Stress-Free Cooking

Description on Ballot: Cooking can provide much needed self-care, grounding and stress relief. Proposal to fund an online GSD cookbook that includes a collection of staple dishes, breads, and desserts for home cooks at any level. Students can submit recipes from their hometowns and come together over Zoom for virtual cooking classes.

Amount Requested on Ballot: \$1,250

Funding secured: No.

Portraits of Quarantine

Description on Ballot: Participatory photography project in which participants receive cameras to document their lives during this period with 35 mm film for a Fall 2020 (or later) exhibition at Gund Hall.

Amount Requested on Ballot: \$1,200

Funding secured: No.

Talking across land and sea

Description on Ballot: GSD students get paid to have 30-minute conversations to help each other practice another language

Amount Requested on Ballot: \$1,050

Funding secured: No.

Survivors Quilt

Description on Ballot: Students will hand sew a 5x5 quilt square using anything around the house. The goal is to create a square that shares a piece of you with the wider school body. The finished quilt will be hung on Gund walls to celebrate our unity amid crisis.

Amount Requested on Ballot: \$2,000

Funding secured: No.

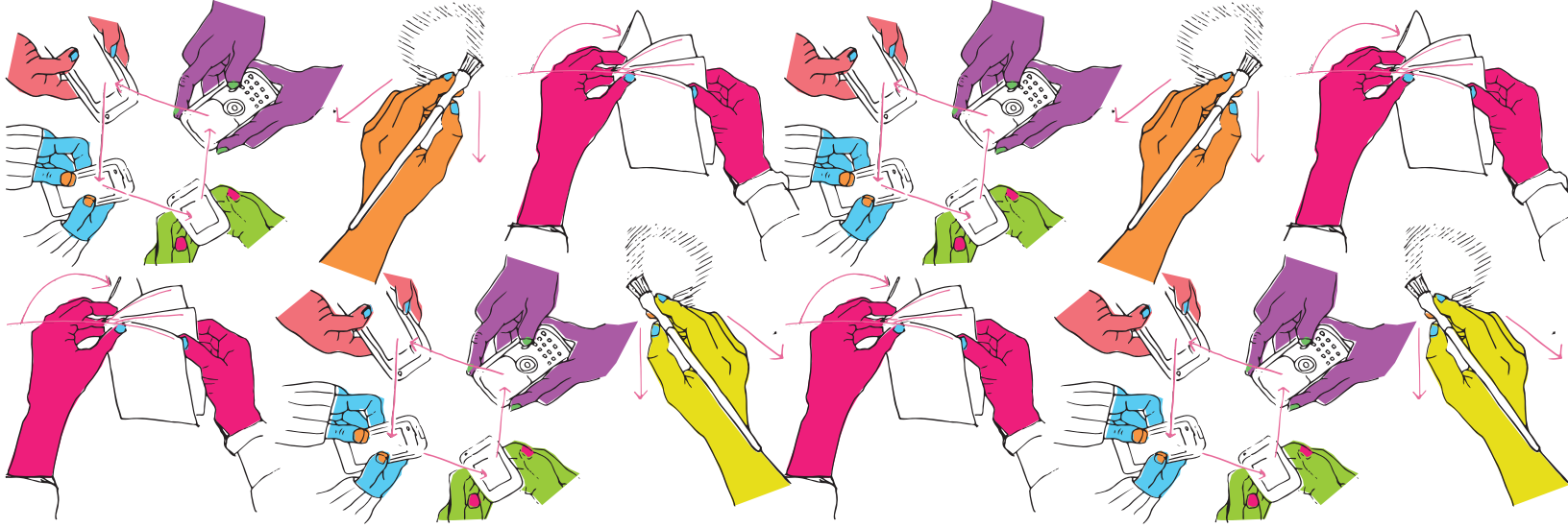
Vanishing Soundscapes

Description on Ballot: Project Description: The project addresses the astonishing rate with which wild habitat is getting extinct, through recomposed birdsong of species endemic to Harvard Yard. I have obtained the sound data from Cornell Lab of Ornithology of different bird species in the vicinities of Harvard Yard. In addition, I have recomposed a soundscape for each bird and designed a set of playing cards. The birdsong is activated via scanning the image on a card through an app. By using John Cage's chance operations a random soundscape is generated.: <https://elitzakoeva.com/Vanishing-Soundscapes>

Amount Requested on Ballot: \$4,500

Funding secured: No.





RESOURCES



A: LEARNING MATERIALS & REFERENCES

Letter from the Steering Committee

- Alexander Kolokotronis and Michael Menser. 2019. "Beyond Deliberation and Civic Engagement: Participatory Budgeting and a New Philosophy of Public Power", in Meagher, Sharon, Samantha Noll, and Joseph Biehl (ed.'s). *The Routledge Handbook of the Philosophy of the City*: 183-192.
- "COMMUNITY CONTROL – M4BL." n.d. Accessed August 24, 2020. <https://m4bl.org/policy-platforms/community-control/>.
- Kolokotronis, Alexander. 2020. "What To Do Once We've Defunded The Police 🐼 Current Affairs." *Current Affairs*. Accessed August 24, 2020. <https://www.currentaffairs.org/2020/07/what-to-do-once-weve-defunded-the-police> .

Step 1: Learn

- Gelman, Valeria Lvovna, and Daniely Votto. 2018. "What If Citizens Set City Budgets? An Experiment That Captivated the World—Participatory Budgeting—Might Be Abandoned in Its Birthplace." *World Resources Institute*. June 13, 2018. <https://www.wri.org/blog/2018/06/what-if-citizens-set-city-budgets-experiment-captivated-world-participatory-budgeting>.
- "HUMAN RIGHTS BUDGETING: A Real-Time Solution for the City of Jackson." 2017. *Cooperation Jackson*. 2017. <https://cooperationjackson.org/announcementsblog/2017/9/8/human-rights-budgeting-a-real-time-solution-for-the-city-of-jackson>.
- Jordan, Brandon. 2016. "Building Student Power Through Participatory Budgeting," July 13, 2016. <https://www.thenation.com/article/archive/building-student-power-through-participatory-budgeting/>.
- "Public Money | American Documentary." 2018. PBS. 2018. <https://www.amdoc.org/watch/publicmoney/>.
- Rushton, Steve. 2018. "Rebel Cities 6: How Jackson, Mississippi Is Making the Economy Work for the People." *Occupy.Com*. June 7, 2018. <http://www.occupy.com/article/rebel-cities-6-how-jackson-mississippi-making-economy-work-people>.
- Silets, Alexandra. 2017. "The Pitfalls of Participatory Budgeting." *WTTW News*. 2017. <https://news.wttw.com/2017/04/24/pitfalls-participatory-budgeting>.
- Touchton, Mike, and Brian Wampler. 2014. "Brazil Let Its Citizens Make Decisions about City Budgets. Here's What Happened." *Washington Post*, 2014. <https://www.washingtonpost.com/news/monkey-cage/wp/2014/01/22/brazil-let-its-citizens-make-decisions-about-city-budgets-heres-what-happened/>.
- Vevea, Becky. 2017. "Is Participatory Budgeting Good For Chicago, Or Just Good PR?" *WBEZ Chicago*. December 10, 2017. <https://www.wbez.org/stories/what-would-you-do-with-a-million-dollars-whether-participatory-budgeting-is-worth-the-effort/ac8a69e6-8ad0-44bd-adb7-30de877601c6>.

Step 3: Secure

“Healthy Places Design Lab - About.” n.d. Healthy Places Design Lab. Accessed August 24, 2020. <https://research.gsd.harvard.edu/healthy/>.

Jordan, Brandon. 2016. “How Communities Are Using Direct Democracy to Shape City Budgets.” *Waging Nonviolence* (blog). September 28, 2016. <https://wagingnonviolence.org/2016/09/direct-democracy-participatory-budgeting/>.

Step 4: Engage

“Popular Education(*).” 2010. American Friends Service Committee. March 29, 2010. <https://www.afsc.org/resource/popular-education>.

Step 5: Build

Okun, Tema. n.d. “White Supremacy Culture.” dRWORKS. www.dismantlingracism.org.

“The Fabulous POP Model | Social Transformation Project.” n.d. Accessed August 24, 2020. http://stproject.org/toolkit_tool/the-fabulous-pop-model/.

“What Is PB?” n.d. Participatory Budgeting Project. Accessed August 24, 2020. <https://www.participatorybudgeting.org/what-is-pb/>.

Step 8: Vote

“Stanford Participatory Budgeting Platform.” n.d. Stanford Crowdsourced Democracy Team. Accessed August 24, 2020. <https://pbstanford.org/>.

Step 9: Leverage

Monahan, Erin. 2020. “White Women We Have More Power Than We Think: White Supremacy, Capitalism, and Scarcity Mindset.” Medium. January 21, 2020. <https://medium.com/@ekmonahan/white-women-we-have-more-power-than-we-think-white-supremacy-capitalism-and-scarcity-mindset-172a51178a4d>.

Williams, Marlon, and Alyssa Smaldino. 2020. “Ending White Supremacy Culture: A Resource for Cultivating Abundance Mindset.” Living Cities. Accessed August 24, 2020. <https://www.livingcities.org/blog/1433-ending-white-supremacy-culture-a-resource-for-cultivating-abundance-mindset>.

Toolkit: Rapid Response

Perry, Andre M., David Harshbarger, and Carl Romer. 2020. “Mapping Racial Inequity amid COVID-19 Underscores Policy Discriminations against Black Americans.” *Brookings* (blog). April 16, 2020. <https://www.brookings.edu/blog/the-avenue/2020/04/16/mapping-racial-inequity-amid-the-spread-of-covid-19/>.

B: CUNY CHATS

The City University of New York (CUNY) is a university system of colleges that has PB processes in place. Students at Queens College, Brooklyn College, and the Graduate Center organized for PBs at their respective schools. When GSD students interviewed CUNY students in the Fall of 2018, Brooklyn had a budget of \$30K, Queens of \$25K, and the Graduate Center of \$6K for PB.

The first round of interviews led to the following key takeaways for the GSD:

- **Interviewees:** Salvatore Asaro of Queens College // Alexander Kolokotronis of Queens College // William Novello of The Graduate Center
- **General Process:** All three colleges essentially follow this process:
 - **[1]** Establish leadership of who will lead the PB process. (At Queens College and the Graduate Center, it is a student group called SODA (Student Organization for Democratic Alternatives. At Brooklyn College, it is the Student Government.)
 - **[2]** Solicit project ideas from the student body through assemblies, in-class presentations, town halls, or online applications. (Ideally, an idea would be submitted by a group of students willing to take lead in the project's implementation if it is voted for.) Have an education campaign on what PB is woven into the ideas-solicitation.
 - **[3]** The student leadership meets with relevant school contacts (administration, building services, faculty, etc.) to determine which proposed projects are feasible.
 - **[4]** Place feasible projects on a ballot for the student body to vote on. Schools varied from giving two weeks to a month for students to vote. They also varied in doing all on paper, online, or a mix of the two.
 - **[5]** Once it is known which projects 'won,' the student leadership works with relevant school contacts on the projects' implementation.
- **General Guidelines for Project Eligibility:** One-time payment (not ongoing, such as someone's salary or child-care.) Physical and long-lasting. (Students hope to have more creative, event-based funded projects but infrastructure ones gained the most approval by the colleges' administration departments.)
- **Ultimate Goal of Students Coordinating PB:** To have a PB process for all of CUNY's college budgets.
- **Key insights:**
 - "PB teaches students how to pitch ideas, bargain and negotiate on behalf of the whole student body... these are skills that always help you navigate the world we live in." – Salvatore of Queens College
 - "The entire goal of PB at CUNY is to democratize CUNY" – Alexander of Queens College
 - In response to how PB differs from a grant process, "[It's] inherently participatory in nature: people who have created the idea for that proposal are also people who spearhead the initiative – and [by] promoting people to participate in the creation of this thing, [you're] also promoting people to vote on it and consent to it." – William of The Graduate Center
 - One student saw PB as "direct engagement to mass mobilization – [engaging] those who aren't out here protesting."

C: AGENDAS

Agendas Listed: Teach-In // Kick-Off // Implementation Workshop // Onboarding Workshop // Facilitated Conversations with Professors

**all items with a ● are listed in Resources A: Learning Materials & References*


Teach-In

- 11:00am Settling in
- 11:10am Introductions & What Are You Excited About re PB?
- 11:20am Video: Public Money (Short Film) by PBS ●
- 11:35am Case Studies: Group Break-Out
[Framing: this is a chance to learn about where PB has happened and get into its both complicated and celebrated elements]
- Group Case Study & Readings ●
 - Group #1: Jackson, Missouri
 - Group #2: Brazil
 - Group #3: Chicago, Illinois
 - Group Questions
 - (1) Reactions to the video?
 - (2) Summarize your case study
 - (3) What kind of PB is taking place in the case study?
 - (4) What are its pros, cons & in-betweens? (Write on post-it notes & put up on the wall)
- 11:50am Regroup: Each group shares out their answers to the Group Questions
- 12:00pm Context Setting
 - Timeline Review *[Framing: to be transparent around how PB at the GSD has developed thus far]*
 - Questions? Clarifications?
- 12:15pm Work We Want to Do Together
[Framing: this is a brainstorm and we hope for a PB Steering Committee to continue the conversation]
- 15 minutes: Folks add post-its to the following 3 flip-charts:
 - **each flip chart has these 4 sections for people to put post-its onto: "Possibilities", "Don't Want", "Questions/Unknowns", and "Other".*
 - Flip Chart #1: What Do We Want to Fund?
 - Flip Chart #2: Decision-making process
 - Flip Chart #3: Project Implementation
 - Take last 2 minutes for all to walk around and read what others have posted, make a mark on post-it notes that you agree with.
 - Last 15 minutes: Discussion
- 12:45pm Next Steps/ Wrap Up
 - Facilitators will synthesize note and share out with folks
 - Announcements of any upcoming PB events/meetings

- Proposed Next Steps for Building a PB Subcommittee

- 12:57pm Evaluation Form
- **have people fill out on the spot and turn in before they leave*
 - Form included: (1) Name, (2) What worked well? (3) What would you have change? (4) Are you interested in joining the subcommittee next year? (5) If so, are you OK with jumping on calls this summer? (maximum: two, to flesh ideas out more)

Kick-Off

- 6:30 pm Settling in
- 6:40 pm Video: Public Money (Short Film) by PBS 
- 7:00 pm Explanation of PB Process. (If small group, ask everyone to introduce themselves.)
- 7:15pm Post-It Activity: have individuals fill out post-its in response to the question, how can health equity be improved/actualized at the GSD? And place on flip-chart paper.
- 7:30pm Present RFP, Begin Q&A and Office Hours

Implementation Workshop

- 3:00 pm Settling in
- 3:05 pm Introductions
- Name, Pronouns, Team, why you were inspired to submit a project, one question you have about implementation
- 3:20 pm Brief overview of PB
- [Use/adapt Onboarding Slideshow!](#) Share our goals (esp around financial transparency), some results of the election (i.e. charts) and next steps (w timeline for spring semester/ideas about showcase event)
 - Q: This is all a grand experiment! As an applicant, is there anything you would change about the application process in the future?
 - If lots of discussion, tell them we can schedule another mtg/send out a form.
- 3:35 pm Health Equity/Values exercise
- Definitions
 - Health equity - work to confront the power imbalances and forms of oppression at the root of health disparities.
 - Economic Democracy - is a system where people share ownership over the resources in their communities and participate equally in deciding how they are used.
 - Participation and Collaboration - the action of working together to create something, encouraging broad engagement that builds pathways to support each other.

- Do these resonate? What would you add?
 - Questions & Prompts of Future Vision
 - Journaling - in the longest-term vision of your project, how would these values be lived out? And then how can that far future inform your work in the short term?
 - Share-out: write on a board (facilitator)
 - How can this be applied to your proposal? (facilitator: write out on the board)
- 3:50 pm Group breakout
- SC members split up and join each team, who fill out implementation template (**SC members** should review team's applications in advance and come ready with questions.)
- 4:20pm Close out
- Groups share back what they came up with, final go around of one next steps all are taking re: PB

Onboarding Workshop

- 6:00pm Settling in
- 6:10pm Introductions (name, pronouns, program, what brings you here? What makes you excited about PB?)
- 6:20pm Video of '[Public Money](#)' (a PB process in Brooklyn's Sunset Park, 2018) ●
- 6:35pm Exercise: Case Studies ●
- Divide people among the 3 case studies and hand out articles.
 - Jackson, Mississippi ([Article 1](#), [Article 2](#))
 - Brazil ([Article 1](#), [Article 2](#))
 - Chicago ([Article 1](#), [Article 2](#))
 - Individuals read their articles. (10m)
 - As a large group, discuss: (10m)
 - (1) Your case study: what kind of PB is taking place here?
 - (2) What are the pros, cons & in-betweens?
 - Once done reading, in groups discuss: (10m)
 - (1) Summarize your case study: what kind of a PB is taking place in the case study?
 - (2) What are the pros, cons & in-betweens?
- 6:55pm Overview of GSD's PB (use a slideshow)
- What is GSD Participatory Budgeting?
 - GSD Budget
 - Vision, Purpose & strategies
 - Timeline
- 7:00 GSD PB Steering Committee
- Structure

- Roles
- Describe what it's like to be on the steering committee

7:10pm	PB Voting Takeaways & Next Steps <ul style="list-style-type: none"> • Fall Voting Process • Results • Takeaways & Big Questions
7:20pm	Future of PB & PB SC
7:30pm	Evaluation Form & Adjourn

Conversation with MIT Professor Devin Michelle Bunten

1. Conversation Opener - What is this pandemic teaching you?
2. We are hoping to talk about DEMOCRACY and ECONOMY and the idea of ECONOMIC DEMOCRACY, and their role in moments of crisis. How do you define these words? Do you want us to share some thoughts on them? (we don't necessarily have working definitions as a group, but we talk about these things fairly often!)
3. What role can democracy play (especially ideas of economic democracy) in times of crisis?
 - a. What institutions/structures/systems/cultures (would) need to be in place to make democracy successful in a crisis context?
 - b. Are democracy and urgency always opposites?
 - c. What examples do we have of economic democracy (or maybe just democracy) functioning well in a crisis context?
4. How can broad-based participation still center and prioritize the needs of those most marginalized?
5. Who should we be reading/listening to who thinks a lot about this?

Conversation with GSD Professor Abby Spinak

1. Conversation Opener - What is this pandemic teaching you?
2. You are currently teaching a class called 'Theories for Practice in Crisis, Conflict and Recovery,' and the first paragraph in your syllabus states that "any ethically defensible response to a catastrophic event should go beyond 'mere' reconstruction and imagine new, more resilient, and more equitable forms of settlement." What kinds of ideas have come up in your class? Do they feel feasible in today's pandemic? (Perhaps, they are happening already?)
 - a. *Building upon the piece about how Harvard is treating this as a 'recession' (linked above) - do your students talk about things we can do *right now* as actors at Harvard?
 - b. Do the conversations feel different between the two crises of the climate and of the corona virus pandemic?

3. We are hoping to talk about DEMOCRACY / ECONOMY and the idea of ECONOMIC DEMOCRACY, and their role in moments of CRISIS. How do you define these words? Do you want us to share some thoughts on them? (we don't necessarily have working definitions as a group, but we talk about these things fairly often!)
4. You also focus on technology and infrastructure. What role can democracy play with these two technical fields (especially ideas of economic democracy) in times of crisis?
 - a. Can technology & infrastructure be democratic, and if so, with what implications for moments of crisis?
 - b. Are democracy and urgency always opposites?
 - c. Are there instances of functional (& equitable) democracy/technology/infrastructure being developed out of a crisis as opposed to already being in place?
5. How can broad-based participation still center and prioritize the needs of those most marginalized? What do you think of a mini-PB at the GSD in response to today?
6. Who should we be reading/listening to who thinks a lot about this?

Participatory Budgeting at the GSD (+ beyond): A facilitated conversation for Professor Quinton Mayne's class 'Urban Politics, Planning, and Development'

- (i) Introductions with class (*10 minutes*)
 - A. Overview of discussion context
 - B. Name, pronouns, interest in participatory budgeting (PB) or previous experience with it
- (ii) Presentation + Interactive Discussion: GSD case study (*20 minutes*)
 - A. Origins of project
 - B. What do we mean by "values-driven and health equity-centric"?
 - C. Big picture: what went well, what didn't, what we're working through
 - D. Next steps: ongoing challenges and questions, developing relationships and partnerships
- (iii) Facilitated Q&A (*10 minutes*)
 - A. Rose/bud/thorn
- (iv) Facilitated discussion (*20 minutes*)
 - A. Reflections on PB at GSD
 - B. Open discussion and wrap up (+ moving the work forward)

D: REQUEST-FOR-PROPOSALS

Fall 2019 RFP

PARTICIPATORY BUDGETING

WHAT CAN WE DO WITH
\$5,000 TO PROMOTE HEALTH &
EQUITY AT THE GSD?

Request for Proposals

Deadline: Wednesday Oct. 30th, 2019

**Email proposals (and any questions) to
healthyplacesgsd@gmail.com**

WHAT IS THE PARTICIPATORY BUDGETING PROCESS AT THE GSD?

Join the GSD's first Participatory Budgeting (PB) process! We want to give community members more control over decisions in our school, and in the process learn about the powerful tool of participatory budgeting. PB is a process that can help community residents, planners, and elected officials work to deepen democracy and create radical financial transparency. (Want to learn more about PB? We've collected a number of articles about its history and current use here!)

The Healthy Places Student Group has \$5,000 to support projects that improve health and create health equity at the GSD. When we say health and health equity, we don't have one clear definition - we are purposefully leaving things broad. We want you all to be creative! But, we firmly believe that issues of health go beyond physical health - they are inextricably linked to social and environmental issues. And considering who has access to health services and healthy spaces/food/environments is vital - health is related to issues of fairness and justice. So with that framing, we (Healthy Places Participatory Budgeting, aka Healthy Places PB) ask - what do we need to do to make Gund and the GSD healthier? And, in a place like Harvard, where we are surrounded by money but rarely are given opportunities to decide how it is spent, how can we work to democratize the functioning of this school? Pitch us an idea, and then in November, vote!

TIMELINE

- Oct. 16th, 6:30 - 8:30pm** RFP Kickoff!
- Oct. 30th** Deadline to submit project proposals
- Oct. 31st - Nov. 12th** Proposals reviewed by Healthy Places PB, who will follow up with submission teams and finalize the projects that will be put to a vote
- Nov. 13th - 26th** School-wide voting!
- Early December** Projects notified about funding decisions
- Spring 2020** Implementation of projects, supported by Healthy Places PB

WHO CAN APPLY?

Healthy Places PB accepts applications from members of the Graduate School of Design community who do not currently make decisions around the GSD budget. We expect that most proposals will come from students and student groups, but are open to receiving proposals from other GSD constituents (such as workers or staff) who do not have budgetary control.

Note: Submissions may be made on behalf of an individual or an applicant group. If made on behalf of a group, all decision-making individuals within that group should be listed on the application. An individual can be part of multiple group applications, but individuals working alone cannot submit more than one proposal.

WHAT SORTS OF PROJECTS QUALIFY?

Note: Projects do NOT need to apply for the entire \$5000! We would be excited to fund multiple projects at lower amounts. Please ask for what you need to make your vision a reality.

INFRASTRUCTURE

Refers to a physical change or improvement to the GSD campus (this includes 485 Broadway (fka: Sackler), 40K, 42K, the Gund Backyard or 7 Sumner). *Note: Will be vetted by Building Services to make sure they are implementable, which could affect whether a project can move forward.*

Possible examples: a biophilic plant area, a lactation room, a nap pod, etc.

PILOT / POP-UP PROJECTS

Funding for the start of a project that will hopefully expand and be institutionalized in the future.

Possible examples: a mental health therapist database, funding for a healthy food option for Beer n Dogs, art installation that allows passers-by to reflect on healthy equity, etc

EVENTS

One-time workshops/speakers/events, or a series! Events can be recreational/social, academic/networking, engagement opportunities, and may utilize experimental formats.

Possible examples: health screenings, keynote speaker on the relationship between mental health and the built form, a student-led conference at the GSD adding a workshop track focused on public health, etc.

FEASIBILITY STUDIES

Funding for research that could be done to show necessity and applicability of larger-scale projects that could be implemented in the future. Might include things like surveys, qualitative/quantitative data collection, compilation of best practices from similar projects elsewhere, etc.

Possible examples: A study about the need for more bike racks, that Building Services can then purchase and install; an audit of electricity sourced by Gund Hall to decrease carbon emissions, etc.

COLLABORATIVE PROJECTS WITH BROADER COMMUNITY

Partnerships with community-based organizations, non-student local residents, and/or a collaboration with GSD services/workers, such as a project in partnership with Custodial Services or Chauhaus.

Possible examples: Vegetable garden in Gund backyard with Chauhaus workers, divestment campaign with other Harvard schools around incorporating health equity into the endowment

PROJECT REQUIREMENTS

These criteria will be used by Healthy Places PB when evaluating if project submissions will go to the full GSD community for a vote.

1. Project Team must be willing and able to implement their project by April 2020, and the budget and timeline proposed should be feasible. Funding beyond what is awarded will not be made available for unforeseen expenses.
2. Project fits broadly with the goal of advancing health within the GSD community. The Healthy Places Student Group purposefully uses a broad definition of health that considers physical, mental, emotional and community-based health components.
3. Members of funded projects must be willing to attend an educational workshop in Spring 2019. The workshop will look at each project proposal and examine the presence of, and the potential for, values embedded in participatory budgeting (such as but not limited to collective decision-making, democratic economics, transparency, and social equity.)
4. Projects should not be redundant with already existing services, or projects currently in the works. We recognize that as students, we are not always aware of the kinds of projects taking place elsewhere within the GSD. Healthy Places PB will do its best to identify any redundancy, and if found, will reach out to the applicant group and discuss next steps. The PB Steering Committee will also work with project teams to think through other sources of funding that might be accessed or required to enact their project.

APPLICATION QUESTIONS

Note: The goal is that this application process is not too onerous. We encourage applicants to write short answers of no more than 250 words for each question

1. PROJECT NAME

2. INDIVIDUAL OR GROUP SUBMITTING

If a group, please list the name of the group, and of all decision-making individuals.

3. PROJECT PLAN

Please describe your goals, timeline and desired outputs of your project. Other media (images, sketches, diagrams) are welcomed!

4. CORE VALUES

The GSD PB Process has three core values - health, equity and collaboration. How does your project advance each value in its development and/or implementation?

5. IMPACT AND LONGEVITY

How will your project impact the GSD community, in both the immediate term and the long term? Who will be in charge of carrying the work forward beyond April 2019, if your project necessitates that?

6. BUDGET TABLE

Include a table of your project budget, using the template below. You may include budget comments alongside your table. Reminder - groups may request up to \$5,000, but are welcome to request less than the full amount.

7. [OPTIONAL]

Please use this last question to elaborate on any other element of your project that you find important for us to know (and that you did not have an explicit chance to discuss up to this point.)

Line Item	Unit Cost	Quantity	Total	Other Funding Sources
1.				
2.				
3.				
4.				
Total Requested				

Submit completed applications, and any questions on the process, via email to healthyplacesgsd@gmail.com

COVID-19 Request for Proposals

The Participatory Budgeting (PB) Steering Committee & Student Forum are launching a COVID-19 PB process for a pool of \$7,000 (\$3,000 from Healthy Places Lab and \$4,000 from Student Activity Fees). This PB process is designed to support the GSD community during the COVID-19 pandemic through equitable, feasible and time-sensitive ideas. Creative imagination in response to challenges is in the GSD's bones. We believe this process can support our community's mental, physical and emotional health. At the same time, PB is a tool to promote democracy and Financial transparency. In this time of drastic change, we have seen decision makers at all levels choose to sacrifice democracy and transparency in their responses, especially when it comes to monetary decisions—from governments to our university's administration.

We're asking for submissions for projects that positively impact the health and well-being of the GSD community during the COVID-19 pandemic. Projects do NOT need to apply for the entire \$7,000! We would be excited to fund multiple projects at lower amounts. Please ask for what you need to make your vision a reality. Feasible projects will then be voted on by the GSD community.

Sample ideas include:

- Providing paid online postcards for community members to send to someone they love
- Donating to a hardship fund for Chauhaus workers
- Creating a cookbook of good recipes to cook at home
- Donating to local food security initiatives
- Funding for skillsharing series (or individual virtual skillshare!) - knitting class, plant propagation, etc
- Buying supplies for a virtual graduation party
- Purchasing online resources for the student body
- Establishing a mutual aid network for impacted graduate students

Timeline:

- Monday April 13th by 11:59pm EDT: Proposals due
- April 16th - April 20th: Online voting will take place with winners announced shortly after
- Note: Projects should be designed to be implemented by May 28th at the latest

We understand this is a quick turnaround for a proposal submission, but we're looking to generate as many ideas as possible. Feel free to submit an idea, even if it's not fully fleshed out. Proposals can be implemented by the applicant themselves, or our team can work with you to find the appropriate people to implement your plan. Applicants are suggested to partner with student groups that might be aligned with their proposal. Be sure to include implementation costs (as best you can estimate them) in your budget. All feasible projects with sufficient detail will be included on the ballot. Please provide the e-mail address of the primary point of contact for the submission.

Email address *

Applicant(s) or Group Name(s) *

If a Student Group, please list the name of the Group

Project Name *

Project Plan *

Please describe your goals, timeline and desired output of your project. Responses should be 1-2 paragraphs.

Project Blurp *

Please describe your project in 150 characters or less for use on the ballot.

Implementation *

Will the applicant implement the project themselves? We understand that not all submissions will require implementation (e.g., if it is about setting up a donation fund to a local organization). If that's the case, please select "other"

Please describe potential implementation strategies and costs.