



Welcome and introduction



Ice-breaker: Ask participants to get into small groups or pairs and do 3 things:

1. Share something about themselves (notice it doesn't say something interesting)
2. Share how your pledge from last month went. For those who were not here last month, share something you're trying to do to go green but are struggling with.
3. Tell the group what you hope we're going to discuss today.

Have people report back about their conversations.



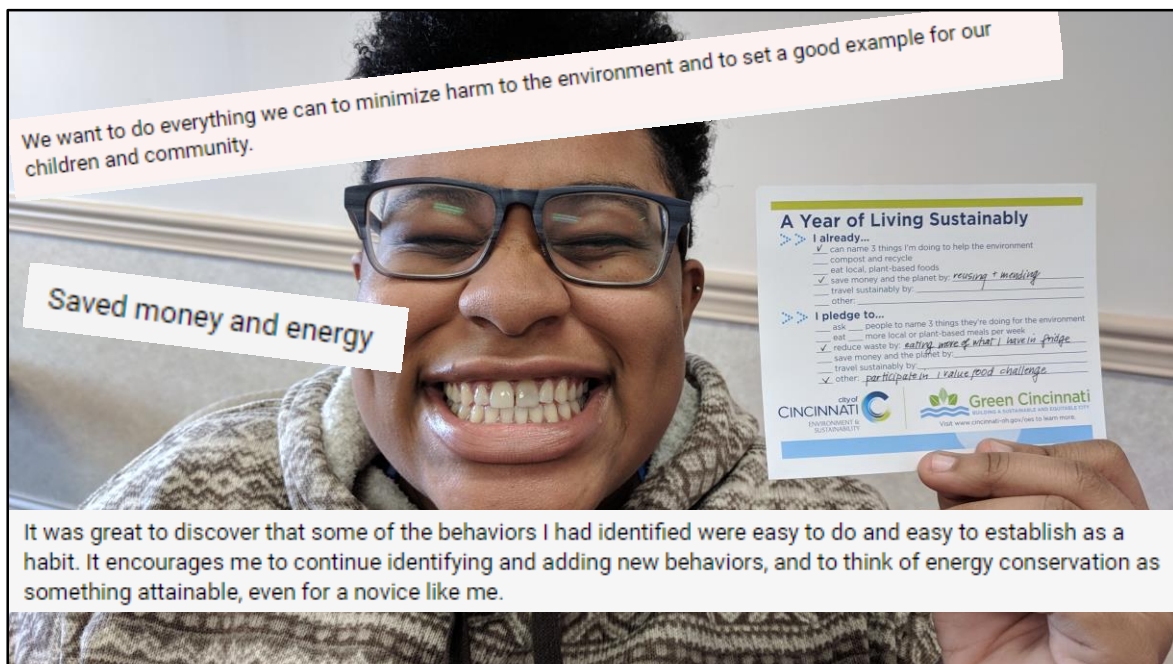
Assess whether or not your audience needs an introduction to the YOLS Campaign. If not, you can skip the following 2 slides.

The University of Cincinnati conducts The Greater Cincinnati Survey (GCS) of residents of metropolitan Cincinnati twice a year. The GCS is operated on a cost-shared basis and gives policymakers, researchers and not-for-profit organizations an opportunity to gather reliable data in a cost effective manner. The OES purchased two questions in the most recent survey: “What one activity or behavior do you currently do most often to benefit the environment or be more sustainably?” Participants who were able to give an answer were then asked for a second and third activity.

One of the measurable goals of the 2018 GCP is to raise by 10% the number of residents who can name 3 things they are doing to benefit the environment or live more sustainably. Here’s where we are now, and here’s to hoping this group can move the needle for 2019’s survey!

(The second question was, “During the past week, how many servings of meat did you eat?”)

You may want to mention that the focus for the 2018 GCP update was ‘to advance sustainability, equity, and resilience’ in Cincinnati. Equity was central to the creation of the plan and for each recommendation there is section about how to make implementation more equitable.



Introduce the 'Year of Living Sustainably' Campaign. Our goal is to provide individuals with the tools they need to connect with the 2018 update of the Green Cincinnati Plan. One of the 'measurable goals' of the GCP is to 'increase by 10% the number of people who can name 3 things they are doing to protect the environment.' More on this later.

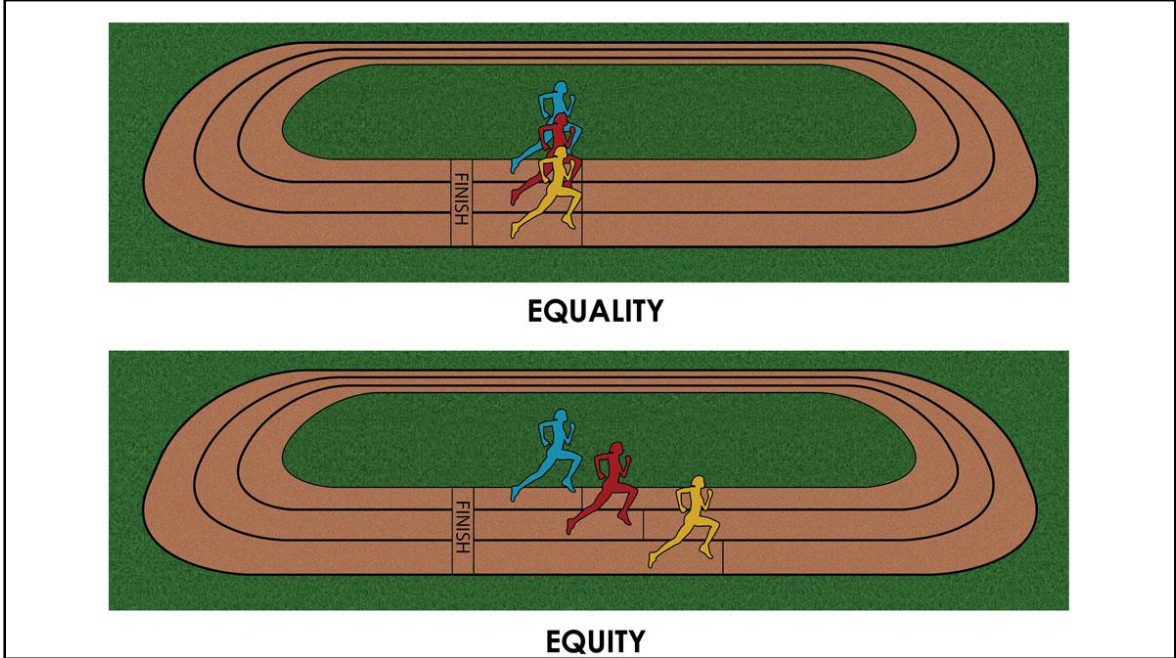
There are lots of ways to get involved:

1. Pledge to try a new sustainable behavior for 30 days. You'll be entered in a raffle to win a prize and at the end of the month you'll be sent a survey asking about your experience. After that it's up to you if you want to continue your new behavior—the idea is to find something that works for you and your lifestyle, so if your January pledge didn't work out, you'll get to try something new in February! Hopefully, by the end of 12 months you'll have found AT LEAST 3 pro-environment behaviors that you enjoy doing.
2. Educate yourself and others. You can attend an event like this one, organize an event at your work place, school, or community gathering, or even **host your own YOLS event – a potluck, a movie screening, a neighborhood clean up!** OES is happy to provide whatever resources and support we can! You can also get daily tips on our monthly topics by following up on Facebook (@GreenCincinnatiPlan) or Twitter (@living_year).
3. Recognize or become a community 'Leader in Sustainability'. Take on a role in your

community helping to 'green' existing events (i.e. providing recycling bins, limiting single-use plastics) and even throwing a few of your own (i.e. a clothing swap, a neighborhood clean up). If you know someone who is already doing great things to help their environment and community, let us know by nominating them for a 'Leader in Sustainability' award!

Invite participants to define what 'sustainability' means. (From Wikipedia:

"Sustainability is the process of maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations. For many in the field, sustainability is defined through the following interconnected domains or pillars: environment, economic and social.")



This month's topic is 'equity', which is admittedly a tricky one. Of all the topics we discuss in YoLS, equity is probably the most abstract and difficult to quantify, but it was central to our GCP 2018 update.

Ask a participant to define equity.

(From All-In Cincinnati): Equity is the idea that a person's life chances aren't determined by race, ethnicity, gender, religion, sexual orientation, disability status, zip code or family income.

Definitions vary, but justice and fairness are the central concept of definitions of equity.

It is also important to note that *equity* is different than *equality*. When people talk about equality, there's an understanding that everyone should get the same treatment, the same things. In the picture above, you can see that all the runners have the same starting line, but as a result, the race will be longer for the figures in the middle and outside lanes. Equality means 'everyone should be treated the same' – but imagine sitting down to a family meal where every member of the family has the same exact portions. Everyone getting the same thing means we've failed to account for our different desires and needs.

Equity is, by contrast, acknowledging and celebrating our differences, and accounting for obstacles and *privilege*.

Privilege can be a prickly topic for a lot of people, or it might be a new concept for your audience. If you feel your audience needs a more tangible example of equity vs. equality, be sure to discuss the 2 points outlined below.

1. Firstly, privilege is the result of designing systems which serve a majority of people (that equality idea from earlier). The consequence being that people who don't fit that majority face (often unintentional) disadvantages.

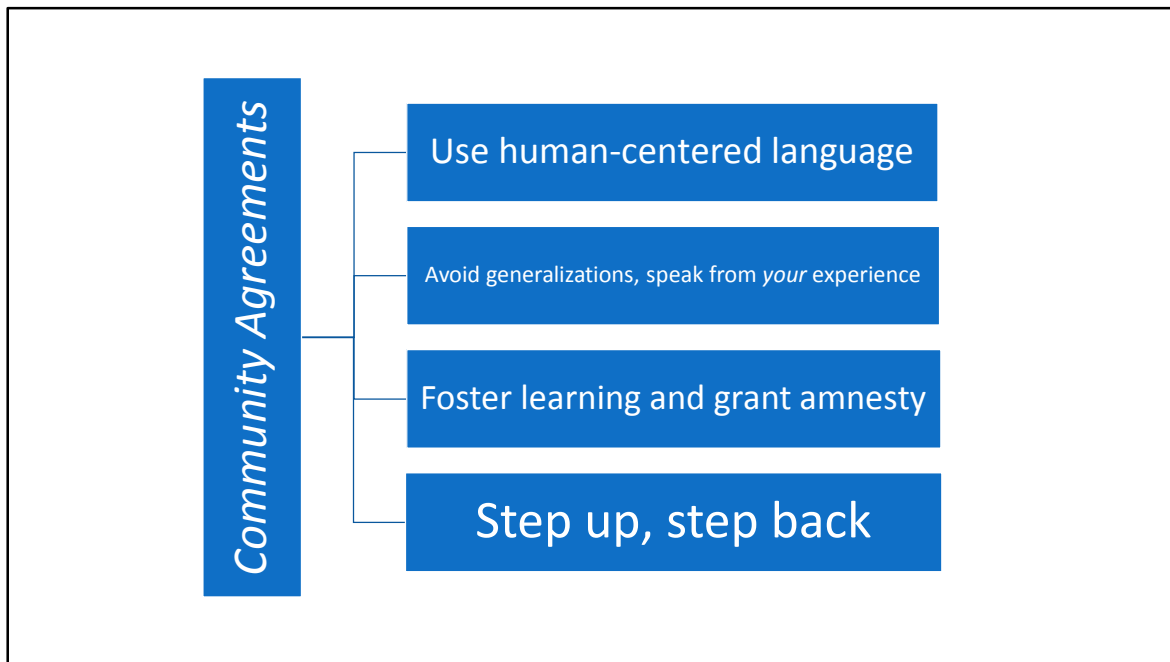
Think of it this way- **is anyone in the audience a cyclist? How does it feel to share the road with cars?** The road is more dangerous and harder to navigate for most cyclists than it is for cars. Not because drivers are intentionally trying to make it so (for the most part) but because roads were designed for cars. The rules and infrastructure are designed primarily with cars in mind, and in many cases bike lanes and cyclists were an afterthought.

Allow a moment for this to sink in, or feel free to insert your own example here.

2. The second thing I would like to say is that everyone experiences privilege (and its counterpart, oppression) in some form or another. We are all beautifully unique and each have our own myriad of identity markers, beliefs, preferences, etc. and the world was not made for us as individuals; it was made for majorities (or in some cases a noisy minority). **Our goal in naming privilege and oppression is not to identify who has the most or fewest advantages, but to recognize and account for our differences.**

To return to our bike metaphor: yes, the road is more dangerous for cyclists, but that doesn't mean it's equally safe for all vehicles and it doesn't mean that if we designed the entire transportation system around bikes that all of our problems would be solved. Equity is about finding solutions that account for the differences in ourselves and our environment and that serve everyone—not just 'the most/noisiest people'.

[This explanation draws heavily on an article (<https://everydayfeminism.com/2014/09/equality-is-not-enough/>) by Amy Sun. Those new to the topic or who have questions are encouraged to read it.]



Because this is such a complex topic, I'd like to **allow for 3-5 minutes for you to discuss what equity means to you and why it's important** with a partner.

Because we'll be discussing topics that can create some discomfort, I'd like to introduce some 'community agreements' to help keep our conversation productive:

1. **Use human-centered language:** As far as possible, you should allow people to identify what words they use to describe themselves. Use the platinum rule: Treat others how they want to be treated. However, when we're talking about groups of people (rather than individuals) that information isn't always readily available; in these cases (and all cases, really) the best way to ensure that our language is considerate and our communication will be effective is to use human-centered language. This means making sure that we're using our words to convey the very important fact that our focus is on *people*, rather than identity markers.

Some examples: 'People experiencing homelessness' rather than 'the homeless'; 'the Hispanic community/population' rather than 'Hispanics'; avoid the term 'minority' unless you're referring to statistical minorities, and in those cases be as specific as possible (ex. Racial/religious minorities)

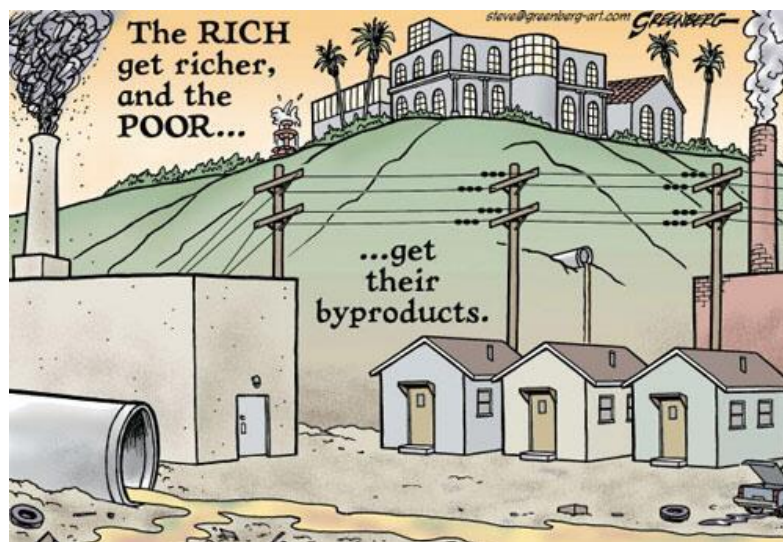
2. Avoid generalizations, speak from your experience: This rule echoes our discussion of equality, we are not all the same, we are individuals with unique experiences. Just because I'm a white woman, doesn't mean I can speak about the experience of all white women. As far as possible, avoid reducing individuals into broad categories and share your experiences, not what you read a story about or heard from a neighbor. Remember, your unique experiences are valid and valuable to the discussion!

3. Foster learning and grant amnesty: Talking about race/income/disability/etc. is something we often avoid in 'polite society' because it forces us to confront uncomfortable truths and be honest with ourselves about how little we might know or understand about the experiences of others. So keep in mind that a little discomfort is natural, and do what you can to make this environment one that is conducive to learning. Ask for clarification when you don't understand something, be prepared to explain your ideas or new concepts, and remember that we're all here with good intentions: if someone says something that offends you or that you disagree with, communicate it in a way that helps them understand what was offensive/wrong and why.

These are conditions that we are agreeing to in this particular space for this particular discussion. Please do not take this to mean others owe it to you to answer your questions or explain how your behavior is offensive in other contexts.

4. Step up, step back: Everyone's voice has value and everyone should have an opportunity to speak, so make an effort to balance the time you spend speaking with the time you spend listening. For some people (talkative/extraverted folks) that means making sure you're giving yourself time to listen and hear what others are saying. For more introverted people, that means challenging yourself to voice your opinions instead of just listening to others.

Give your audience an opportunity to add to the community agreements.

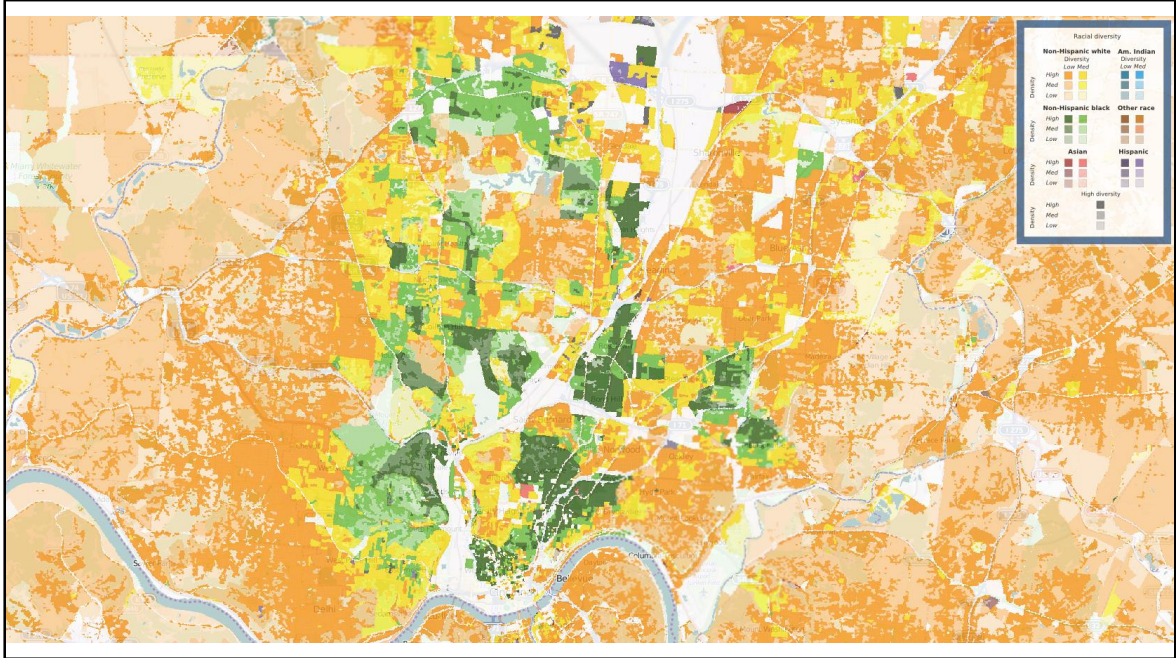


So what does equity have to do with the environment? I thought we were talking about living sustainably.

Today we're going to focus on 3 broad questions where environmental inequity is most evident.

- 1. Who benefits from environmental policy and how does it impact their health outcomes and quality of life?**
- 2. Who has access to resources and at what rate are they consuming them?**
- 3. Who is involved in policy creation and implementation (the green job market) and who is perceived as advocating for environmental justice?**

These disparities play out on a global level, and everything that we're going to discuss today can be scaled up to apply to developed vs. developing countries. But today's focus is on what environmental inequity looks like in Cincinnati and what actions you, as individuals, can take to combat it.



So what does environmental inequity look like in Cincinnati?

Well, many people have heard that Cincinnati is ‘the 8th most segregated city in the US’. Today, 9 of the city’s 10 neighborhoods with the lowest median household incomes are more than 70-percent black. – CityBeat (Swartsell)

This segregation informs the same patterns of environmental injustice as it does access to jobs and education, affordable housing, income, the list goes on and on. And to understand these invisible boundaries, it’s important to understand the historical events that shaped them.

Ask participants to share their answer to the question, ‘Why is Cincinnati so segregated?’

Some examples might include white flight, redlining, discriminatory lending practices, etc.

Some Cincy-specific examples: 1806 ‘Black Codes’ that precluded African-Americans from owning property or weapons, and required white people to ‘vouch’ for their black counterparts, the 1830 Indian Removal Act was the national and forceful removal of

indigenous people from their historic home, the destruction of Kenyon-Barr, a neighborhood that is now known as Queensgate, a majority Black neighborhood that was demolished to make space for highway development

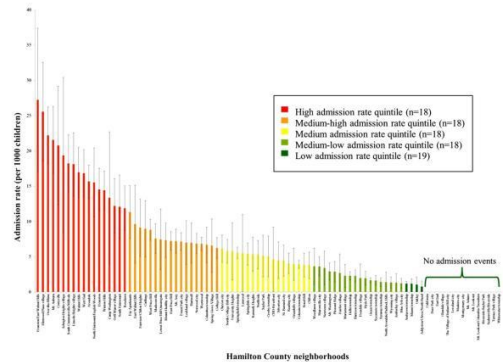
The main takeaway:

When we consider efforts to create equity, it's important to acknowledge that things didn't just end up this way by accident (they were shaped by explicitly discriminatory policy) and the entrenched patterns we see as a result won't simply go away by accident (we need to actively work to undue the damage with pro-equity policy).

Tomasz Stepinski's racial diversity map

https://magazine.uc.edu/editors_picks/recent_features/diversitymap.html

http://sil.uc.edu/webapps/socscape_usa/



Invite participants to look at the information and share their thoughts (together or in small groups) about why there is such a discrepancy between life expectancy and asthma rates in Cincinnati.

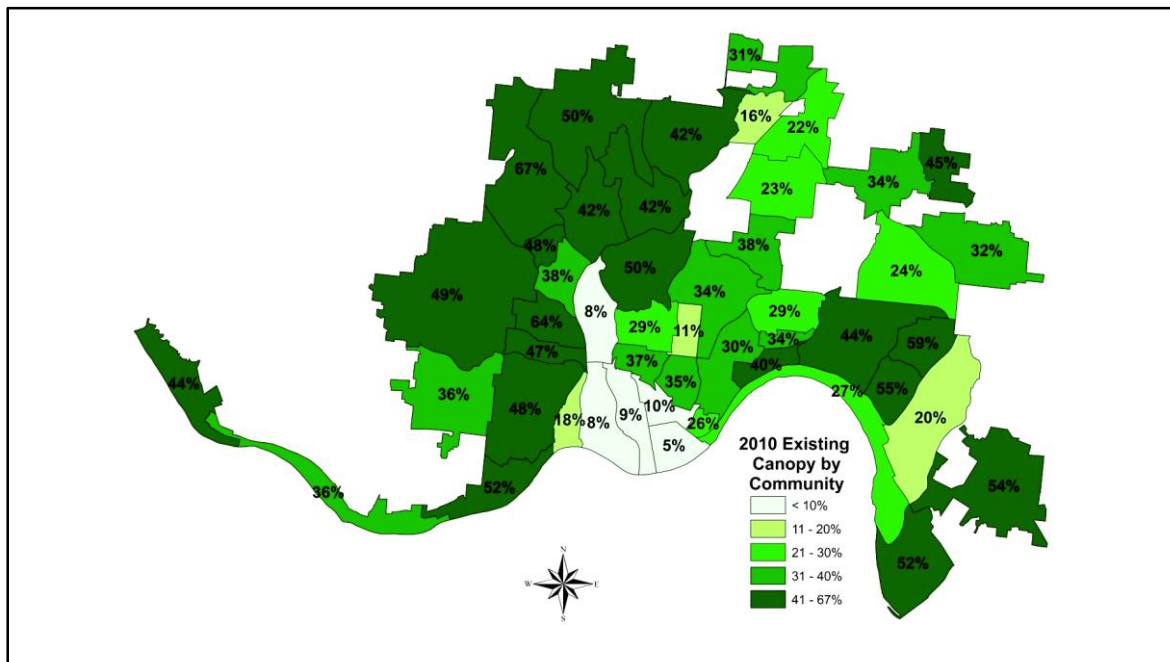
In general, communities of color, low-income groups, people with limited English proficiency, and certain immigrant groups (especially those who are undocumented) live with factors that contribute to their vulnerability to the impacts of climate change. These populations have a higher likelihood of living in risk-prone areas (such as urban heat islands or flood-prone areas), areas with older or poorly maintained infrastructure, or areas with an increased burden of air pollution that impacts quality of life and life expectancy. Because of their tendency to be caretakers, women are disproportionately burdened by the need to care for children and elderly relatives who are at a greater risk from environmental hazards (dangerously high heat, asthma attacks, etc.).

In Cincinnati:

- The asthma admission rate in Winton Hills (where it is highest) is 88x higher than in the neighborhoods with the lowest rate (Paddock Hills, California, Columbia-Tusculum, English Woods, Queensgate, CBD/Riverfront) where there were fewer than 1 admission per 1,000 children.
- Almost 11 of Black adults have asthma, compared with just over 9% of white adults.
- The average black resident of Hamilton County has more exposure to pollutants than residents of 83% of the nation's Census tracts. By comparison, the average white resident has more exposure than 76% of tracts. – Advancing Health, Equity, and Inclusive Growth in Cincinnati (http://www.policylink.org/sites/default/files/CincinnatiProfile_v15_101718.pdf page 71)
- People of color have greater exposure to air pollution on average regardless of poverty status. White residents below poverty level have lower exposure than people of color above poverty levels. (page 72)
- Life expectancy at birth in Hamilton county is 85 for Latinx residents, 77 for white residents, and 73 for Black residents.
- Approximately 6.9% of Hamilton County residents speak English as a second language and may not understand watches and warnings due to language barrier.
- In addition to the dangerously high heat we mentioned earlier, Cincinnati is also going to experience more rain and more flooding as a result of climate change. (We've seen a 40% increase in the amount of precipitation falling in very heavy rain events since the 1950s – 2018 GCP.) Increased instances of flooding have a particularly high price for low-income residents and homeowners who may be unable to find insurance coverage.

Interactive Asthma Chart:

https://public.tableau.com/views/ActualAsthmaAdmissionsbargraph/Sheet1?:embed=y&:showVizHome=no&:display_count=y&:display_static_image=y&:bootstrapWhenNotified=true



Now let's look at the second question: Who has access to environmental resources?

One example of such a resource is tree cover and access to green space:

While Cincinnati boasts a peer-city competitive 38% canopy cover, not all residents share this benefit equally.

But low-income and communities of color are less likely to have the benefit of tree canopy cover and access to green spaces.

- A lack of tree cover makes these communities more vulnerable to climate change.
- Tree canopy provides shade, reduces the affects of urban heat islands, and helps mitigate the effects of heavy rainfall. More trees reduces the probability of heat-related illness and fatality and provides a safeguard against flooding by dissipating rainfall and adding soil stability.

“By 2050 we can expect over 30 dangerously hot (over 95) days per year.” – 2018 Green Cincinnati Plan, page 16

(We've seen a 40% increase in the amount of precipitation falling in very heavy rain events since the 1950s – 2018 GCP)

Those at greatest risk are individuals experiencing homelessness, people over the age of 65, those in public housing, and those medical conditions such as heart disease, dementia, high blood pressure, and diabetes.

Taking Root: <http://www.takingroot.info/>

City Beat: <https://www.citybeat.com/news/blog/21027976/study-hamilton-county-will-be-majorityminority-by-2040-but-racial-disparities-here-cost-10-billion>

2018 GCP: [https://www.cincinnati-](https://www.cincinnati-oh.gov/oes/assets/File/2018%20Green%20Cincinnati%20Plan(1).pdf)

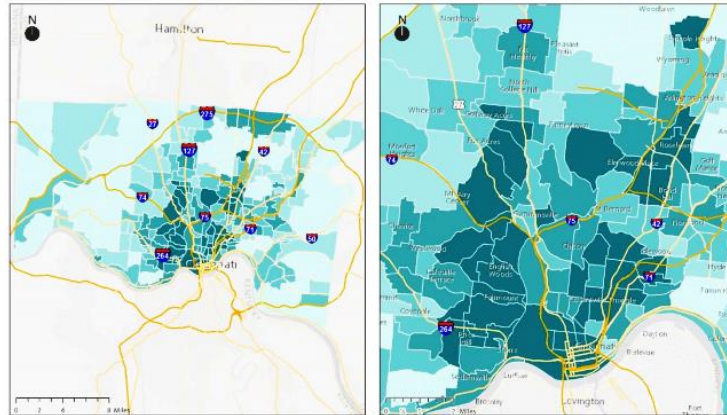
[oh.gov/oes/assets/File/2018%20Green%20Cincinnati%20Plan\(1\).pdf](https://www.cincinnati-oh.gov/oes/assets/File/2018%20Green%20Cincinnati%20Plan(1).pdf)

Hamilton County Multi-Hazard Mitigation Plan:

<http://www.hamiltoncountyohioema.org/wp-content/uploads/2018/04/20180405-Hamilton-County-Multi-Hazard-Mitigation-Plan-DRAFT.pdf>

Percent Households without a Vehicle by Census Tract, 2014

- Less than 3%
- 3% to 7%
- 7% to 15%
- 15% to 24%
- 24% or more



Source: U.S. Census Bureau; TomTom, ESRI, HERE, DeLorme, MapmyIndia, © OpenStreetMap contributors, and the GIS user community. Universe includes all households (excludes group quarters).
 Note: Data represent a 2010 through 2014 average.

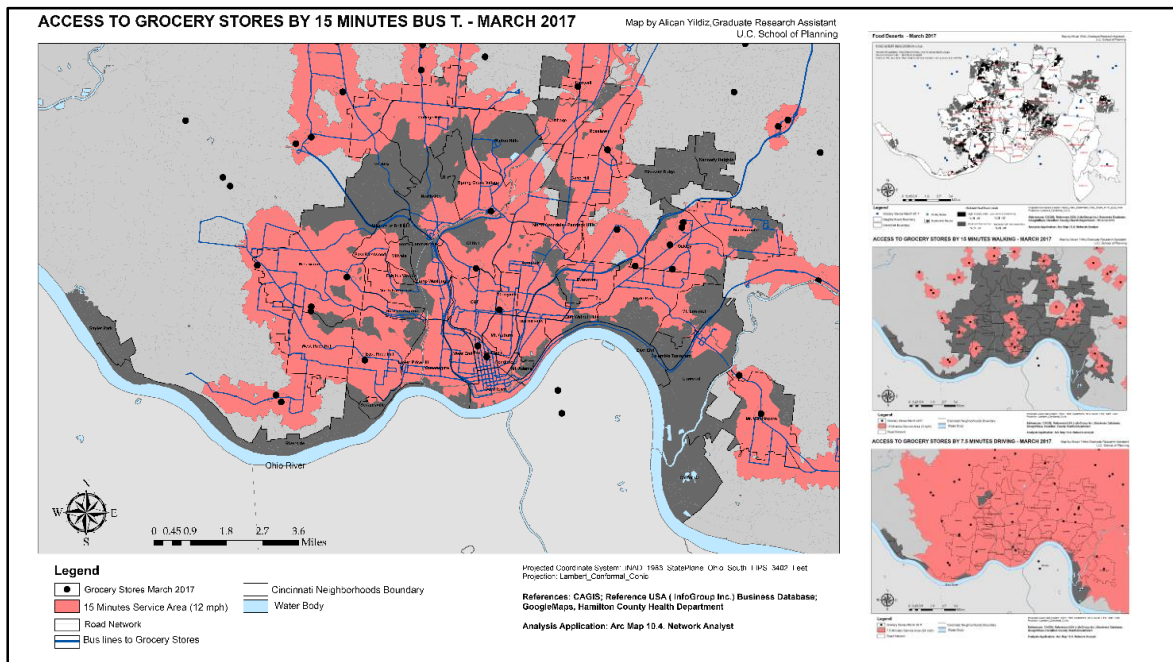
Who has access to public transportation?

9.5% of households in Cincinnati do not own a car (the figure jumps as high as 24% in some neighborhoods), while hundreds of thousands of jobs are inaccessible by public transportation. (<https://datausa.io/profile/geo/cincinnati-oh/#housing>)

SORTA is funded primarily by Cincinnati's city earnings tax, second by fares, and third by federal sources, with some other minor sources.

SORTA's tax funding comes from within the city limits, though it serves many of the neighboring townships and unincorporated areas.

Better Bus Coalition: <https://betterbuscoalition.org/blog/2017/6/14/why-should-i-support-metro-if-i-dont-ride-the-bus>



Who has access to healthy food?

On these maps you can see dots representing 'full-service grocery stores'. The top right superimposes that over data high poverty rate/low vehicle ownership dense areas (in black) and median income areas (in gray). Center right depicts access to grocery stores by 15 minutes of walking. Bottom right is 7.5 minutes by car. The largest map shows access to a full-grocery supermarket within 15 minutes of travel by bus.

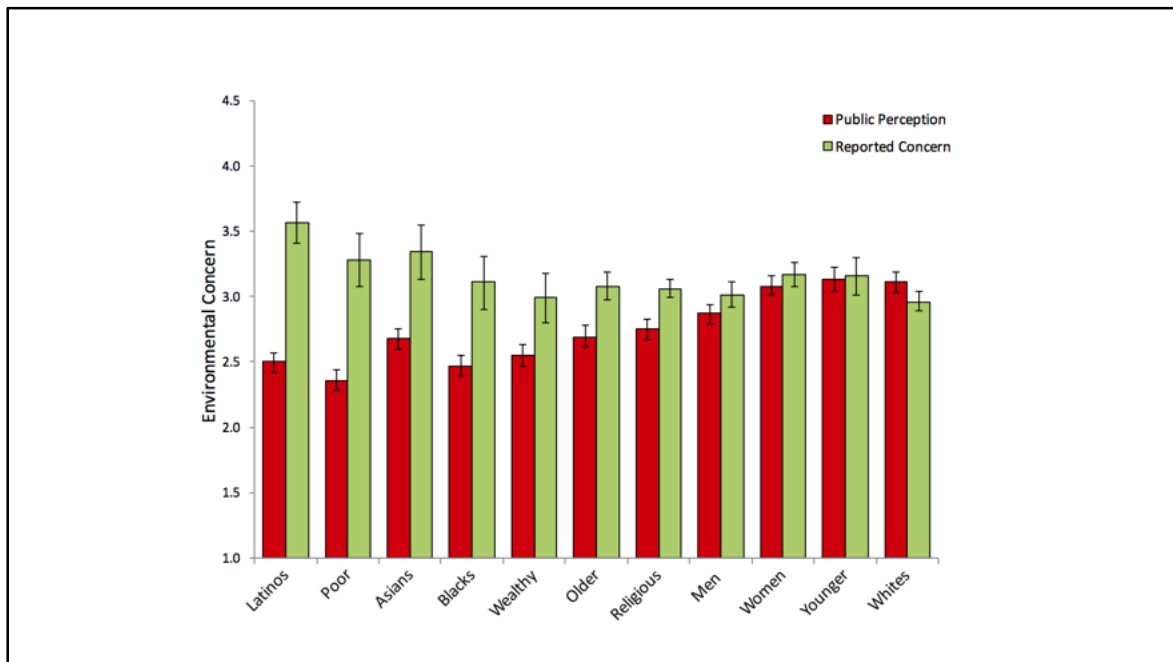
Avondale, Bond Hill, Evanston, Northside and South Fairmount are considered food deserts.

<https://greenumbrella.org/resources/GU%20Initiatives/Food%20Policy%20Council/Grocery%20Access%20in%20Cincinnati.pdf>



We've established that the benefits of a healthy environment and the burdens of an unhealthy one are not distributed equally.

But who is going to change that? **Who are environmentalists? Who do you picture when you think about who working to stop climate change and preserve the environment? (Solicit responses from the audience)**



Our third question was: **Who is involved in policy creation and implementation (the green job market) and who is perceived as advocating for environmental justice?**

The reality is that white people, and young, white women in particular, are perceived as being the most concerned about the environment. But is that really the case?

A study published in a *Proceedings of the National Academy of Sciences* survey of 1,200 highlights the tendency among all Americans to underestimate how much minority groups (blacks, Latinos, and Asians, in particular) and low-income groups care about the environment.

When researchers asked participants in the study to rate their own environmental concern on a scale of 1 to 5, with 5 being “extremely concerned,” minority and poorer groups rated themselves on average above a 3 (moderately concerned). Latinos reported the highest level of concern, about 3.5. The averages for white and wealthy groups, meanwhile, hovered just around 3.

And when researchers asked whether they considered themselves environmentalists, roughly two-thirds of Latino and Asian respondents responded positively, compared to

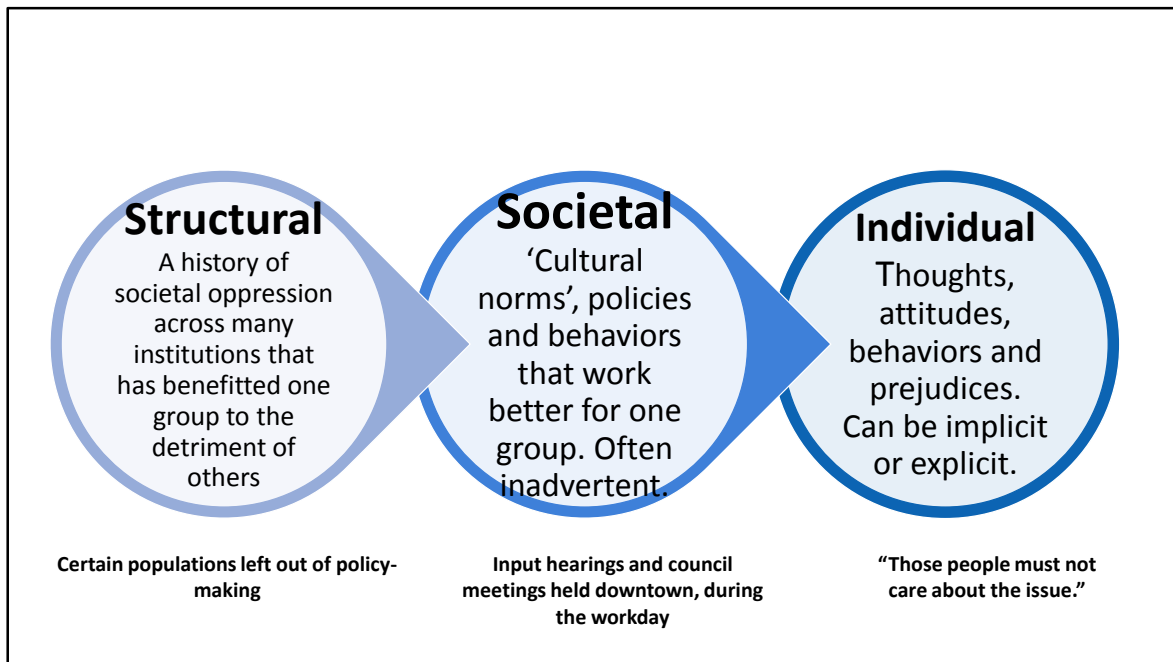
only half of white respondents. (Only a third of black respondents associated themselves with that term.) Yet when asked to rate other groups, participants strongly underestimated the level of concern of all demographics except whites, women, and young Americans. The publicly perceived rate for Latinos, for example, fell around 2.5, while respondents rated whites' concern above 3.

**Take a moment to explain the chart and ask your audience what their takeaways are
OR discuss in small groups how your identities intersect with environmentalism.**

-There's a discrepancy between reported concern and public concern for most communities, and it widens for communities of color. There are a lot of reasons why this might be, including our understanding of what environmental issues actually are. If driving and electric vehicle and going vegan might make you an environmentalist in the public eye. But what about the activist protesting the government response to Hurricane Harvey or the family requesting a bus stop closer to their home? It's clear that we need to create a more inclusive picture of environmentalism is and who is engaging in pro-environmental actions.

In general, low income folks consume fewer resources and face more of the negative consequences of pollution and climate change.

Study: <https://www.citylab.com/environment/2018/11/environmentalist-demographics-race-class/574468/>



Let's take a moment to examine why certain groups are less likely to benefit from 'green' policies and less likely to be perceived as caring about the environment.

In modern policy inequity is usually an unintended consequence; something that's been informed by structural oppression.

Let's take a moment to explore the different levels of oppression.

When people think about 'isms' they usually think of individual, explicit examples. Ex. Using pejoratives or slurs, refusing service to someone based on race, religion, orientation, etc.

But oppression on the individual level can also be internalized ideas or prejudices, for example, viewing a older doctor as more competent or a male mechanic as more capable.

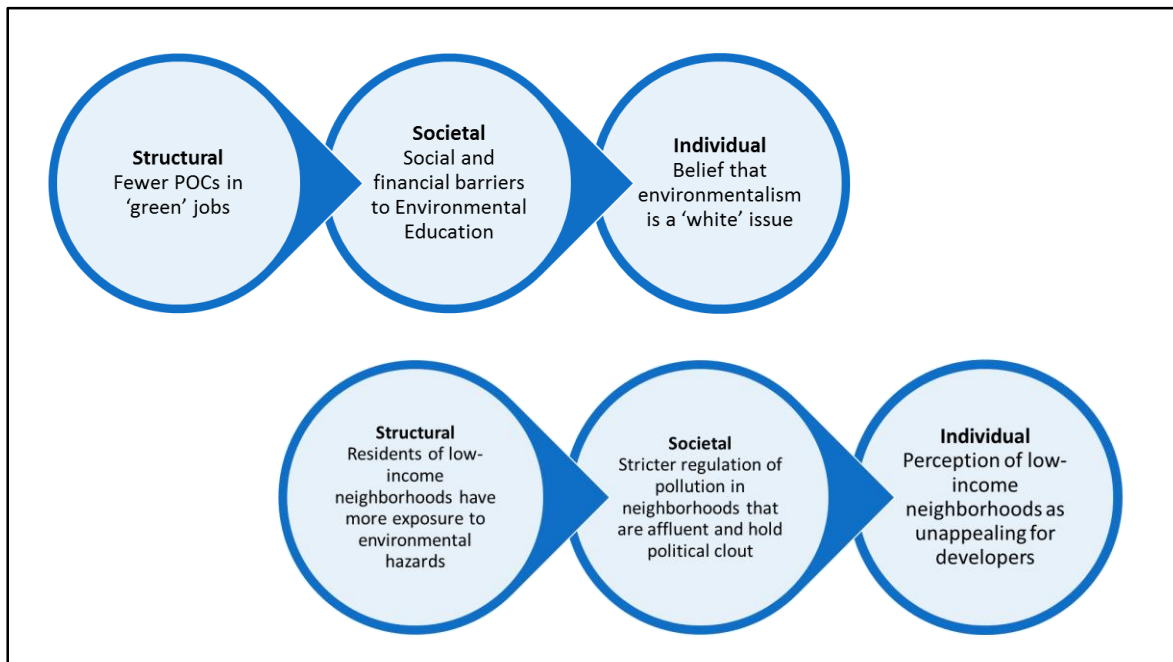
These biases are harmful, but they are only a piece of a much bigger problem.

The answer to why certain populations benefit from environmental policy while others don't is usually what we can call 'societal oppression'. Historically, societal oppression was explicit, for example discriminatory lending practices that preventing people of

color from purchasing houses. In modern times these practices are illegal, but implicit societal oppression remains. For example, when a government implements a policy of filling potholes by means of reporting via the internet or a smartphone application. This policy works well with groups that have access to that technology, trust in government, and a sense of ownership over their neighborhood's roadways but often leaves areas where these 'cultural norms' are not the standard underserved.

Structural oppression is the result of societal norms and policies playing out across institutions and over time. The often unintentional burden of oppressive policies places the group for whom the policy was designed at an advantage over other groups.

Here's an example: If a city government's policy is to hold input hearings and council meetings downtown, during the workday a significant number of people who care about the issue won't be able to attend the hearings because it interferes with their work or childcare schedule, or because they don't have access to transportation that will get them downtown. The absence of those people from the public hearings might reinforce or create a belief that those people are not concerned about the issue, which might in turn mean those groups will not be considered when/if the city policy changes (i.e. scheduling public hearings in neighborhoods that had good turnout at the downtown hearing). Over time, these systems and beliefs reinforce one another and create a systemic disadvantage.



Here are a few more examples.

It's important not to think of these pieces separately or as one necessarily leading to the other. Biases are informed by culture and vice versa. Having an awareness of the interplay between individual biases and societal issues that lead to inequity can help us better understand how to eradicate them.

Take 5 – 10 minutes in small groups to discuss these examples or brainstorm examples of environmental inequity in your community.

Further Discussion Topics:

Increasing Bikeability: https://www.citylab.com/transportation/2019/02/bike-friendly-cities-should-be-designed-everyone/582409/?utm_medium=social&utm_content=edit-promo&utm_term=2019-02-11T18%3A31%3A14&utm_campaign=the-atlantic&utm_source=facebook&fbclid=IwAR2x4IVfY-msHTQvN3ZRFzl0bptSDL5Ggnfe9-UKeNGAzLlvLab9g517P8E

CPTeL (Crime Prevention through Environmental Design:

https://en.wikipedia.org/wiki/Crime_prevention_through_environmental_design

Educate yourself and others

Be vocal

Use your privilege to make space for others

Local Resources

Peaslee Neighborhood Institute

- [Equitable Development Rubric](#)

- [Cincinnati Interfaith Worker's Center](#)

[Intercommunity Justice and Peace Center](#)

- [History of Race and Racism in Cincinnati Toolkit](#)

[Taking Root](#)

[Better Bus Coalition](#)

[Keep Cincinnati Beautiful](#)

[Greater Cincinnati Coalition to End Homelessness](#)

[YWCA](#)

[Community Matters](#)

[National Underground Railroad Freedom Center](#)

[Queen City Certified](#)

[Public Allies Cincinnati](#)

Ok, so what can we do? A lot of the work that's being done around disrupting oppression and ending inequity is happening on the societal, policy-making level, and for good reason: that's where change is going to be most impactful. However, that can make it hard for individuals to see where they fit in. However, the best thing you can do to combat environmental inequity as an individual is to disrupt the cycle that perpetuates inequitable cultural norms and policies.

Hand out pledge cards.

To do that you need to:

1. Educate yourself and others

To create effective solutions we need to understand the factors that have contributed to current inequities. This means giving yourself a historical context and putting yourself into the perspective of the oppressed. The best way to learn is to listen.

- See Cincy from a different set of eyes:

Do you know what your commute might be like for someone without a car? Someone in a wheelchair? What about grocery shopping?

What do you know about the history and contributions of Black, Latinx, Jewish, or other

marginalized populations?

Have you had a conversation with your friends or coworkers about societal oppression?

2. Be vocal

Recognizing and naming oppression is the first step to disrupting it.

At work, can you point out certain groups that aren't at the table for important decisions?

Were directions to the nearest bus stop are included with parking information in the last invitation you received?

3. Use your privilege to advocate for others

Recognize where you have privilege (and remember we all experience privilege and oppression in different spaces) and use it to initiate change.

Can you afford to support farmer's markets and bus-accessible grocery stores?

Do you know how to report potholes, illegal dumping, etc. and are you willing to report it them outside of your own neighborhood?

Do your community council's decisions take into account the interests of all your neighborhood's residents?

Do you have time and/or money to devote to an environmental justice project?

Fortunately there are a lot of people in Cincinnati already doing this work. Here's a short list of organizations that can help you educate yourself or guide you towards a project you want to support this month.

Resources:

Peaslee Neighborhood Institute

- Equitable Development Rubric: <http://peasleecenter.org/rubric-intro/>

A tool for ensuring new development benefits all members of the community

- Cincinnati Interfaith Worker's Center: <http://peasleecenter.org/cincinnati-interfaith-workers-center/>

Offer courses and legal support for low-income and immigrant workers

- Intercommunity Justice and Peace Center: <http://ijpccincinnati.org/>

Education and advocacy for non-violence, immigration, human trafficking

History of Race and Racism in Cincinnati Toolkit: <http://ijpccincinnati.org/race-and-racism-cincinnati/>

- Taking Root: <http://www.takingroot.info/>

Canopy Mapping, conservation, and fostering environmental stewardship

- Better Bus Coalition: <https://betterbuscoalition.org/>
Advocate for a better bus system and funding

- Keep Cincinnati Beautiful: <http://www.keepcincinnatibeautiful.org/>
Neighborhood clean ups, prevent blight and create green spaces

- Greater Cincinnati Coalition to End Homelessness: <https://cincihomeless.org/>
Seminars on Renter's Rights and Homeless Bill of Rights, advocacy for affordable housing

- YWCA: <https://www.ywcacincinnati.org/what-we-do/racial-justice/>
Community Conversations, 'Toward Equity' Workshops

- Community Matters: <http://cmcincy.org/>
Community garden and neighborhood-led programs in LPH

- National Underground Railroad Freedom Center: <https://www.freedomcenter.org/>
Exhibits to provide a deeper understanding of historical context and modern slavery, educational lectures and events

- Queen City Certified: <https://queencitycertified.com/>
Training and assessment for gender equity in workplaces

- Public Allies Cincinnati: <http://publicallies.org/cincinnati/>
Leadership Development program with a commitment to social justice and equity

A Year of Living Sustainably

I pledge to...

do my part to build a sustainable, equitable, and resilient Cincinnati!



Building a Sustainable, Equitable & Resilient Cincinnati.
2018 Green Cincinnati Plan
Visit www.cincinnati-oh.gov/oes to learn more.



Ask the audience to take a moment to think about a pledge that they want to commit to, then share it in their small group. Don't forget to come up with a strategy to keep yourself accountable (keeping a journal, asking a friend to check on your progress or complete the pledge with you, etc.)!