MIAMI VALLEY
Regional Planning Commission

==MEETING INFORMATION==
==Join Zoom Meeting==
https://us02web.zoom.us/j/81573025763

10 North Ludlow St., Suite 700
Dayton, Ohio 45402
t: 937.223.6323
f: 937.223.9750
TTY/TDD: 800.750.0750
www.mvrpc.org

Equity Leadership Team
September 22, 2020 * 2:30 p.m.
Agenda

Item	Topic	Page	Est. Time	Presenter
I.	**Welcome and Opening Remarks**		2:30	C. Eley
II.	**Round Robin: News and Updates from Partners**	1	2:35	All Participants
	a. **Dayton Business Committee** *(J. Liss-Katz)*			
	b. **Digital Divide / Undesign the Redline / Session 1 - Montgomery County Equity Leadership Institute** *(T. Lasley)*			
	c. **History Deep Dive Working Group** *(L. Burnley)*			
	d. **Local alignment of county and city initiatives aimed at eliminating racism, discrimination and inequity** *(J. Cooper)*			
	e. **Others**			
III.	**Internally Focused Discussion: Formalizing how New Members are added to the Equity Leadership Team (current roster attached)**	23	2:55	All Participants
IV.	**Externally Focused Discussion: "2021 - The Year of Environmental Equity"** • Getting to work while drawing inspiration from the 30th Anniversary of the "First National People of Color Environmental Leadership Summit".		3:15	C. Eley
V.	**Discussion Topics for the Next Meeting**		3:35	C. Eley
VI.	**Next Steps and Closing Remarks**		3:40	B. Martin

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VII.   Available Background Resource
1. Keys to Successful Collaborative Problem-Solving – https://archive.epa.gov/publicinvolvement/web/html/seven_keys.html
2. Fact Sheets: Solving Environmental Problems through Collaboration Case Study Series - https://archive.epa.gov/publicinvolvement/web/html/tools.html
3. 2020 National Organization of Minority Architects Conference - https://www.noma.net/conference/
4. Brownfields to Healthfields model - https://www.epa.gov/sites/production/files/2016-03/documents/ej_iwg_rev_mgb.pdf
5. Pennsylvania Fresh Food Financing Initiative model - http://thefoodtrust.org/pafffi

The NEXT MEETING is October 27, 2020

If you do not have access to a computer, please call in using the following information.
Dial by your location: All numbers can be used to access the meeting.
+1 312 626 6799 US (Chicago) * +1 646 558 8656 US (New York)
+1 253 215 8782 US * +1 301 715 8592 US
Meeting ID: 815 7302 5763

Shaping Our Region's Future Together

Keys to Successful Collaborative-Problem Solving - (Crosswalk)

The Model

1. A shared problem
2. Convener of stature
3. Committed leader
4. Representatives of substance
5. Clearly-defined purpose
6. Formal charter
7. Common information base

The Local Application

1. Paraphrasing - Inequity in quality of life based on past policy and regressive policy decisions.
2. The Institute of Livable and Equitable Communities
   - *Prior to creating The Institute, the convener(s) was the Miami Valley Regional Planning Commission and The Dayton Foundation.*
3. MVRPC Regional Equity Initiative Manager
4. Equity Leadership Team
5. Vision and Mission Statements of the Regional Equity Initiative (August 2020)
6. Memorandum of Understanding for the "Institute for Livable and Equitable Communities" (January 2020)
7. Currently, it is the 'calendar of events' on the MVRPC website. - https://www.mvrpc.org/
   - **All meeting agendas, attachments, summaries, and Zoom recordings are accessible here.**
   - The common information base could evolve as the needs of the Institute evolve.

https://archive.epa.gov/publicinvolvement/web/html/seven_keys.html

CPS Examples (Pre-COVID) - Source U.S. EPA

- Sustainable Environment for Quality of Life (SEQL)
- New York City Watershed Partnership
- Western Regional Air Partnership
- Clean Air Nonroad Diesel Rule
- Great Lakes Bi-National Toxics Strategy
- Atlantic Steel Redevelopment
- ReGenesis Project

Montgomery County Equity Leadership Institute

The Montgomery County Equity Leadership Institute (ELI) will bring together staff from a self-selected group of Montgomery County school districts to focus on reducing the interconnected problems of inequality and poverty. Mitigating the impact of these entrenched challenges requires interdisciplinary collaboration and relentless commitment to creating and sustaining equitable policies and practices. In education, this includes understanding and addressing the opportunity and disparity gaps in local schools and educational communities.

ELI participants will grapple with both the social complexity and practical issues that make inequality so difficult to reduce and eliminate. For example, the ELI will help participants understand systemic and historical issues that have contributed to today's disparities as well as develop and implement culturally responsive strategies that eliminate socioeconomic and racial gaps in academic achievement.

Institute Expectations and Responsibilities
Institute participants will be selected by each district and will participate in 9 months of professional development and collaborative, interdisciplinary learning. They will:

1. Examine systemic complexities behind poverty and educational inequality, including identifying root causes for disparities across class, gender and racial groups.
2. Design equity-based solutions that address systemic issues. Participants will delve into disaggregated district-level student data — by race and gender — and create culturally responsive pedagogical practices and school policies to help all students achieve their academic and social potential. Participants also will review qualitative and quantitative data related for the academic performance of the students in their school district.
3. Engage in substantive inquiry around the causes of systemic racism.
4. Develop a common language around equity for Montgomery County leaders.
5. Acknowledge that their actions and leadership can change local policies, practices and classroom experiences to increase student engagement and learning.
6. Commit to fostering changes in educational practices to ensure all students' success.

Institute Design
Through virtual and, when possible, face-to-face meetings, Institute participants will commit to collaborative inquiry that will include:

1. MONTHLY Institute convenings will be organized around topics connected with equity and culturally responsive teaching, including required Institute texts and other supplemental resources and materials (2 hours in length)

a. *Facilitated by the National Equity Project and local consultants: Michael Carter, Maya Dorsey, Christa Agiro, Amaha Sellasie, Rochonda Nenonene, Leslie Picca, and Tiffany Taylor Smith*

2. BI-MONTHLY Institute coaching sessions (1-2 hours in length)
   a. *Facilitated by Catherine Wolfe Bornhorst and others*
3. END-OF-YEAR session where participants share with district-level colleagues their approaches to mitigating inequality and poverty, including strategies and more equitable designs and policies
   a. *Facilitated by Shannon Cox, Maya Dorsey, Tom Lasley and others*

Proposed Scope and Sequence:

I. **Overview of equity and racism…………..August 28, 2020 (4-6pm)**
   – Facilitated by the National Equity Project
   – Session will focus on relationship-building, networking (relational trust) and racial identity development. Session also will focus on ways to better understand district and school-level context for "equity interventions" proposed by school leaders.

II. **Data walk, Deficit Thinking and local context…………September 22, 2020 (4-6pm)**
   – Facilitated by Maya Dorsey, Learn to Earn Dayton, and Rochonda Nenonene, University of Dayton
   – Session will focus on data delineating disparities in Montgomery County and for each of the participating school districts. See: https://www.learntoearndayton.org/school-data. And will also focus on the deficit model of cultural engagement and why continues to be far too prevalent.

III. **Defining local and community dimensions of equity……October 27, 2020 (4-6pm)**
   – Facilitated by Christa Agiro, Wright State University, and Amaha Sellassie, Sinclair Community College
   – Session will focus on historical issues in participants' respective communities (and Montgomery County) that have led to social, economic, and educational inequities. Participants will explore redlining and the hyper-segregation-by-design practices that have been evidenced in Dayton and Montgomery County.

IV. **Exploring personal dimensions of equity…..November 17, 2020 (4-6pm)**
   – Facilitated by Christa Agiro, Wright State University, and Michael Carter, Sinclair Community College
   – Session will explore Layla Saad's *White Supremacy and Me* with the goal of fostering personal introspection and an in-depth understanding of how personal actions often engender unintended but real actions that are oppressive.

V.   **Defining local strategies……………..……..December 15, 2020 (4-6pm)**
- Facilitated by Amaha Sellassie, Sinclair Community College, and Christa Agiro, Wright State University of Dayton
- Session will allow participants to explore the root causes of disparities and begin to explore strategies for addressing disparities. Emphasis will be placed on understanding that racism and poverty have no definitive or singular origin or solution. Participants will engage in design thinking and rapid prototyping regarding mitigating the larger, societal issues we see in schools and communities.

VI.   **Redlining and Systemic Racism…………….January 2021 (Time TBD)**
- Facilitated by Carlton Eley, Miami Valley Regional Planning Commission
- Session will focus on all the different ways in which redlining has impacted the health and stability of neighborhoods and communities. Participants will view Dayton Metro Library's redlining exhibit and examine how public policies and private commercial practices have limited opportunities for marginalized populations in general and Black families and students in particular.

VII.   **Exploring Intersectionality and Privilege…………….February 2021 (Time TBD)**
- Facilitated by Leslie Picca and Tiffany Taylor Smith, University of Dayton
  - Intersectionality considers how different forms of oppression (e.g., racism, sexism, classism, etc.) interact and interconnect with the other systems of oppression and privilege. This session will explore the nuances of intersectionality, particularly how it is impacted by privilege and how it shapes and influences public policies. Participants will be asked to view this TED talk: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

VIII.   **Equity Design Thinking………………….March-April 2021 (Time TBD)**
- Facilitated by Rochonda Nenonene, University of Dayton, Maya Dorsey, Learn to Earn Dayton and Carlton Eley, Miami Valley Regional Planning Commission
- Sessions will be used for district-level teams to use their new knowledge to think through needed changes and actions. Participants will engage in equity design thinking and identify ways to mitigate disparities in schools and communities. Participants will explore how to acknowledge and address instances of discrimination that they see or experience and how to use culturally responsive teaching approaches. Additional focus will include how community leaders can engage in planning using an equity lens.

IX.   Equity Strategy Review……………..…….May 2021 (Time TBD)
- Facilitated by Shannon Cox, Maya Dorsey and Tom Lasley, Learn to Earn Dayton and other faculty who have been a part of the Leadership Institute
- At this session, participants will share with others in their school district and across the County the strategies that they are proposing to address disparities in their school district and in the region. Participants will be asked to share:

1 An equity issue/problem facing their community/schools
2 The root causes for that problem
3 Any evidence that documents that it is a serious issue/problem
4 The steps for addressing the problem
5 The research to support the steps being taken
6 The equitable outcomes to be achieved

Required texts:

The two texts below are required reading for the Institute. These texts serve to stimulate thought and encourage participants to respond and apply the material in both personal and professional ways, framing and clarifying the work of the Institute. Participants will be encouraged to engage with these texts in collaboration with district colleagues also attending the Institute.

Kendi, Ibram X. (2019). How to be an antiracist. New York, NY: One World.

Hammond, Zaretta. (2015). Culturally responsive teaching and the brain. Thousand Oaks, CA: Corwin Press.

Recommended texts:

Feagin, Joe R. (2000). Racist America. New York, NY: Routledge.

Caldera, Altheria L. (February 2020). "Eradicating anti-Black racism in U.S. schools: A call to action for school leaders." Diversity, Social Justice and the Educational Leader, 4(1), 12-25.

Dyson, Michael E. (2017). Tears we cannot stop. New York, NY: St Martin's Press.

Kuo, Michelle. (2019). Reading with Patrick. New York, NY: Random House.

Love, Bettina. (2020). We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom. Boston, MA: Beacon Press.

Matias, Cheryl E., & Zembylas, Michalinos. (2014). "When saying you care is not really enough: Emotions of disgust, whiteness ideology and teacher education." <u>Critical Studies in Education</u>, 55(3), 319-337.

NOTE: COLLEGE NON-GRADED CREDIT MAY BE AVAILABLE FOR PARTICIPANTS.

Connectivity Framework for Montgomery County

Since 2014, The National Digital Inclusion Alliance has utilized the U.S. Census data from the American Community Survey (ACS) to identify U.S. Cities and "Census-designated places" with high percentages of households lacking Internet access. In 2019, the NIDA identified the "Worst Connected U.S. Cities," which included large and mid-sized cities with populations over 65,000 or more. NIDA looked specifically at "the percentage of households without "wireline" broadband subscriptions (e.g., cable, fiber optic or DSL"), as well as the percentage of each community's households that lacked broadband Internet subscriptions of any type, including mobile data plans." Out of 623 cities, Dayton, Ohio ranks 49th on the *worst connected* list. Out of a total of 60,096 Households, 25,647 are without cable, DSL, or fiber broadband. That is, at least 42% of Dayton households are disconnected and more than that don't have reliable internet: https://www.digitalinclusion.org/worst-connected-2018/

Remote learning is a part of what almost every school in Montgomery County is now providing to students. It is the new normal in terms of educational practice. Unfortunately, a significant number of high poverty students simply cannot access the remote learning opportunities that are (or will be) provided by schools and school districts. One recent survey by NPR suggests that one out of four high poverty students are accessing remote learning opportunities as little as once a week or less. By contrast, for students in families with incomes of $100,000 or more, 83% are engaged in remote experiences EVERY day. In essence, the digital divide that has been evidenced in schools and classrooms is getting worse. There are three aspects to the digital divide circumstance, whether nationally or in Dayton and Montgomery County: lack of a device, lack of connectivity, lack of quality remote learning experiences.

Device Availability: Thousands of students in Dayton and Montgomery County do not have the devices (e.g., a Chromebook) necessary to engage in remote learning experiences. The MCESC is actively surveying all the school districts to assess the magnitude of the device needs and those data (especially for the highest poverty school districts) are available upon request. There are also national data bases that

have asset mapped every school district, nationally and locally, and their data can be accessed through the following website: https://digitalbridgek12.org/

Connectivity Access: Internet connectivity is an equity challenge that encompasses both geography and affordability. Many students have devices but still struggle to secure access. Students throughout Montgomery County are struggling to get Internet/WiFi access. The problem is not unique to Dayton as this op-ed testifies: https://www.al.com/opinion/2020/05/lack-of-broadband-access-is-a-hidden-barrier-to-our-pandemic-recovery.html. A group co-led by the MVRPC and L2ED is trying to align efforts to solve the access issue and it is hoped that there will be identified ways to ensure that by Fall 2020 almost all students will have an appropriate and cost-efficient way to establish connectivity.

Quality Remote Experiences. The MCESC is partnering with other educational providers around the state to create a **Remote Learning Alliance**, which would consist of organizations focused on delivering high quality virtual experiences to students. The goal of their work is to train teachers to be able to design and implement on-line educational experiences that more effectively and more meaningfully engage students in value-added virtual offerings.

If Dayton and Montgomery County are going to be able to address the remote learning challenges associated with Covid-19, then all three of these areas must be addressed. At this point L2ED and others (e.g., MCESC and the MVRPC) who are working in this space clearly understand that it will take a public/ private partnership to address the shortage of devices. We encourage the community's philanthropic efforts to be focused on and aligned around reducing or eliminating the shortage of devices particularly for the students in our highest poverty districts.

UN DESIGN THE RED LINE

Dayton, OH

WE

REST ROOMS

WHITE

COLORED

L&N

Would you panic if a Negro moved next door?

"I'm broad-minded," said one home owner when Negroes moved into his block. But a short time later he panicked—and sold his house at a loss.

In this week's Post, you'll read how speculators decide which blocks are "ripe" for racial change. How they use vicious tactics to force out the whites. And how one speculator brags that he could "bust" your block in no time at all.
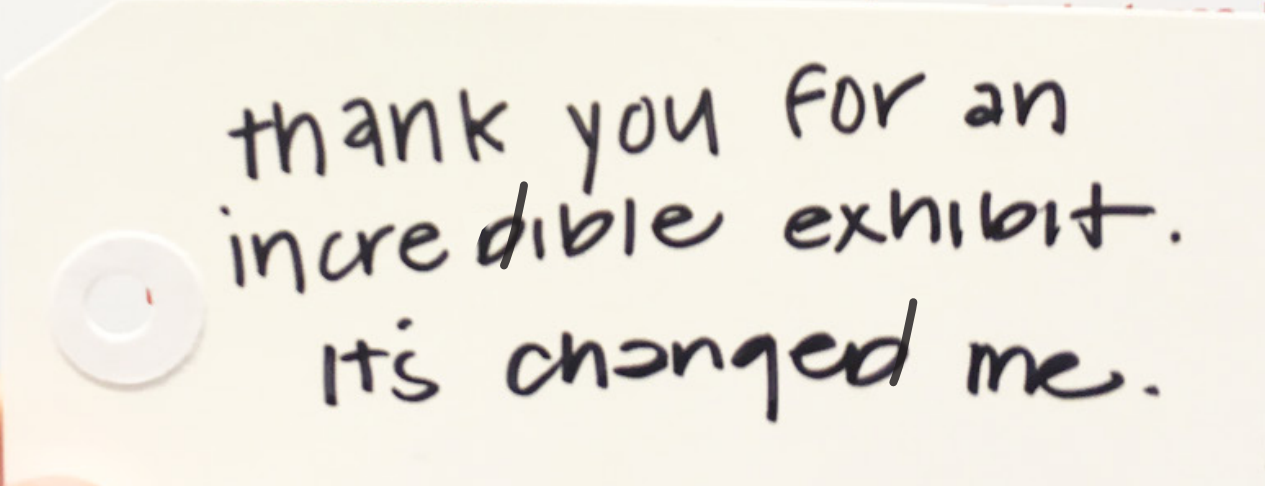
POST
The Saturday Evening
July 14-21 issue.
A Curtis Magazine

REDLINING

1934

Coined by sociologist and community activist John McKnight in the late 1960s, Redlining refers to the practice of denying loans or services to an area based in some part on its racial and ethnic composition. Redlining limited who could build wealth through homeownership for generations. While its roots are traced to New Deal policies, the practice continued legally into the 1970s. Even after passage of the Community Reinvestment Act in 1977,

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thank you for an incredible exhibit. It's changed me.

Undesign the Redline is an explorative and visioning framework for addressing the historic transformations of place, class and race in America.

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legislation ensured that rents in public

12

SUMMARY

Systemic challenges today, like inequalities in housing, education, income, criminal justice and health are far from separate issues. These challenges are rooted in a deep and entangled history of policies, practices and processes that remain unrevealed and misunderstood. As new forces begin to transform cities and towns, decisions about interconnected challenges are therefore often made 'in the dark.'

Gone unanswered are fundamental questions about our communities: how did we get here, and what does that mean for where we are going?

Undesign the Redline explores these reframed opportunities from a shared value perspective, and grounds discussions about race, wealth, opportunity and power in an honest context that is not about guilt and blame. This allows everyone to contribute their value to the design and development of projects, partnerships and decisions that seek to transform communities and move beyond the challenging and often clouded situation of our entangled past.

WHAT IS REDLINING?

Redlining maps were introduced in the 1930s. Originally a federal policy, the maps were meant to show risk areas for federal backing of newly invented home ownership programs that would transform the American middle class.

The maps determined areas prime for investment and areas where no money would be lent. The neighborhoods where no investment would go were outlined in red. This shade was based almost entirely on race. They referred to these areas as "infiltrated" by "hazardous populations."

Redlining was how structural racism was designed into cities. It shifted segregation from visible superstructure to ubiquitous infrastructure: further isolating communities even while 'colored only' signs came down. Soon without access to banking, insurance or even healthcare, these marginalized groups were forced on a path of "urban decay," accelerated by programs like Urban Renewal and Slum Clearance.

By many means, this American geography became a machine for reproducing a racially and class divided society. Investment drained from concentrated 'inner city' zones of poverty, mostly comprised of people of color, while investment poured into the rapidly expanding wealthier, whiter suburbs. This type of structural, geographic design alters what is possible in the decades that follow.

We still need to undesign Redlining. Today, even when money flows back into once-Redlined zones, the tide of investment cannot raise all boats. It washes people away. Broad wealth building still does not reach those of us who have been historically devalued. Instead, we are faced with a legacy of lingering bias, living with the scarlet letter of Redlining, and its cross-generational effects on wealth, income, well being and ownership.

INTERACTIVE EXHIBIT

Why Bring the Exhibit to Your Space?

With the proliferation of digital formats we notice the potential for collective experiences to be lost amongst the screens. By bringing 'High-touch' interactive physical spaces to relevant locations we create more tangible educational opportunities. Instead of an individual experience, groups co-create a shared experience, and engage in interactive collective visioning spaces with the community-at-large. These spaces not only pull apart the tangled web of our systemic crisis but also offer an engaging lens to explore and interact with historic and entangled challenges.

Components

SECTION 1
Introduction to Redlining: How explicit, Jim Crow era racism was designed into structural racism from the New Deal era until today.

SECTION 2
Localized Redliining Maps and Area Descriptions from the city or region. The maps were made for 239 different cities and populated areas in the US.

SECTION 3
How does this connect to our shared history and today? Timeline of policies, practices, and investments as well as collective responses to their effects from 1800 - today. Customized pop-outs show local instances of macro themes.

SECTION 4
Stories from the Line explores local and national stories about Redlining, or other themes on the timeline. These tailored stories humanize and localize a national narrative.

SECTION 5
So what do we do about it? Here we explore alternative models and processes Designing the WE and others are engaged in to drive a different narrative. A collective visioning space allows everyone to add their ideas and plug into a larger ecosystem.

Interactive components at each station that allow visitors to contribute knowledge and better understand the content presented. Tours of the exhibit are offered, which create a more robust understanding along with workshops and presentations.

Objectives

Create visually stimulating spaces for visitors to develop a deeper understanding of content surrounding the history of Redlining and its residual effects on neighborhood development.

Demonstrate the connections between the many problems we face and visualize how these symptoms can be traced back to deeper root causes.

Co-generate ideas for alternative approaches and frameworks to address some of the most pressing issues impacting our communities and connect visitors to actionable opportunities.
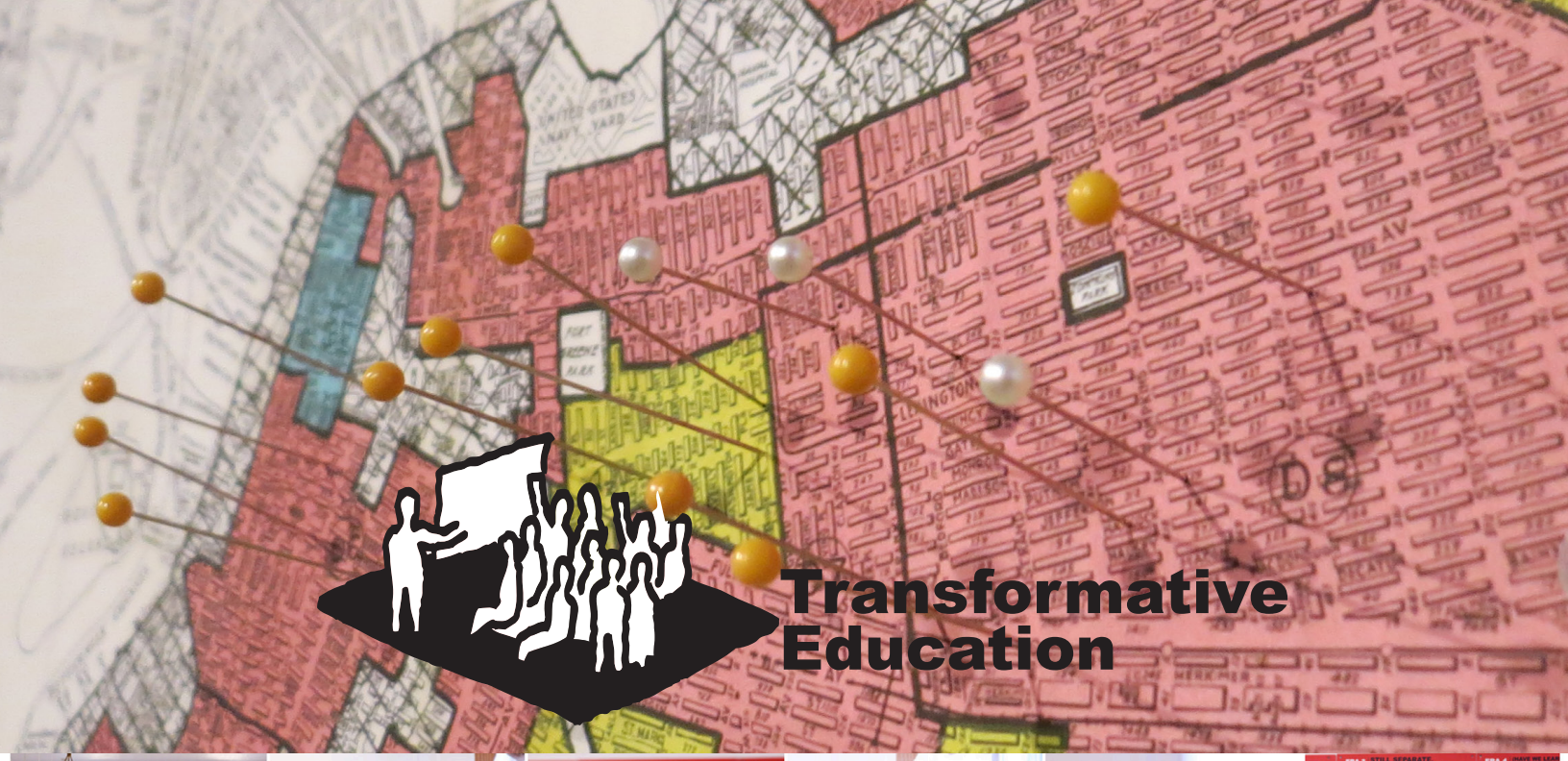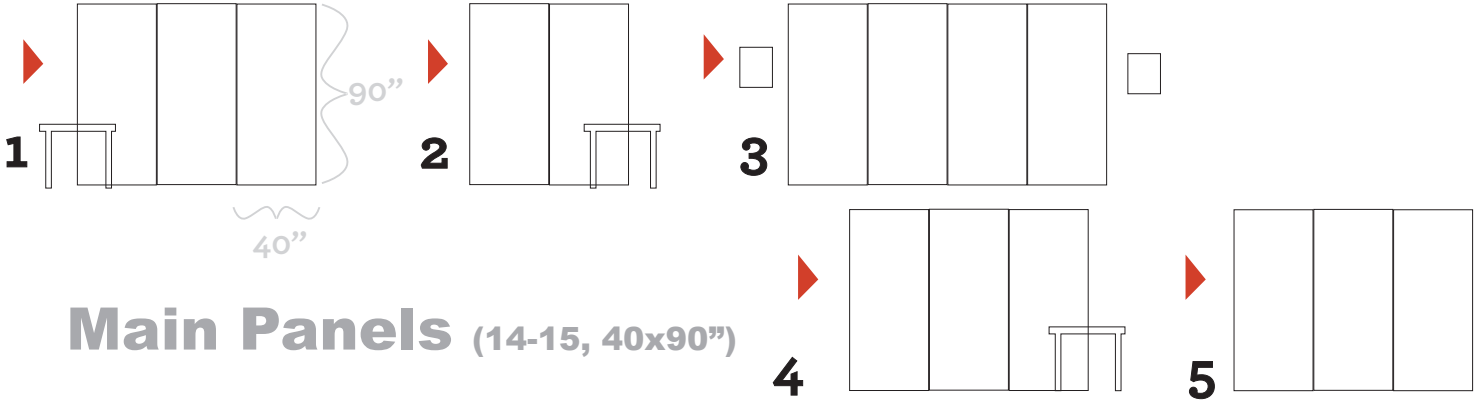
Transformative Education
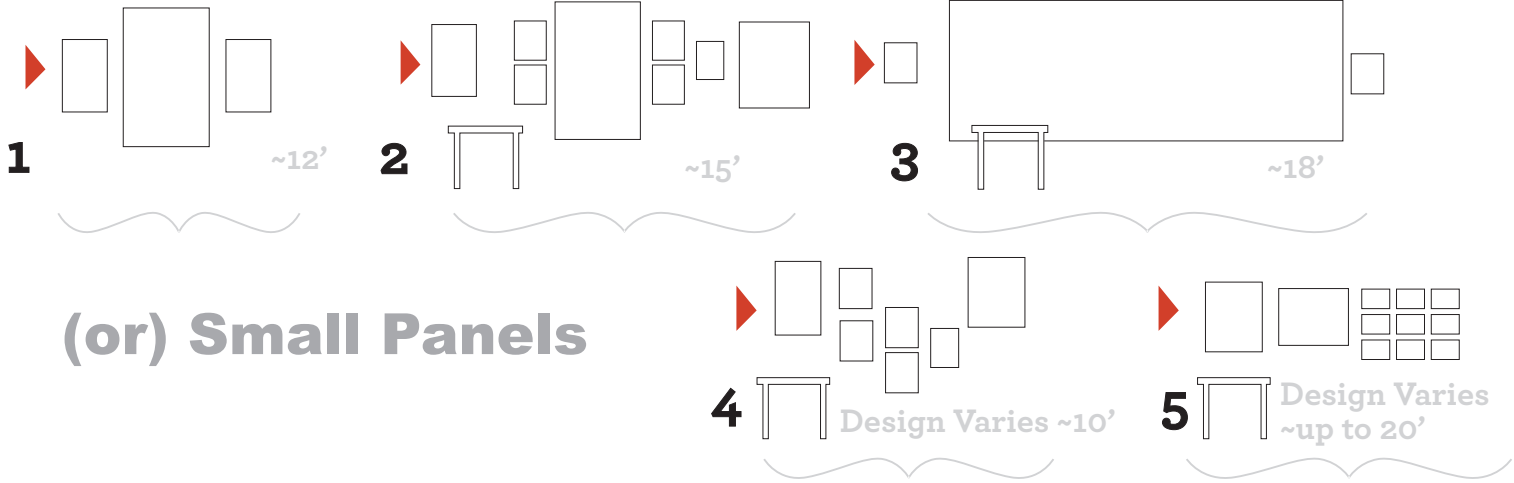
Community Engagement

Plans, Policies and Projects

A. After looking at the area descriptions and redlining maps, how do you think your particular focus area has been impacted by redlining?

Redlining has disrupted the quality of education for people of color. The areas outlined in red are the same ones suffering when it comes to resources, exposure, and more.

Comments:

EXHIBIT SPECS

Main Panels (14-15, 40x90")

1
2
3
4
5

90"
40"

Installation
The full exhibit includes five sections: introduction, maps, timeline, stories and 'undesign' sections. Additional or fewer sections or elements may be decided in the scope of work. Light-weight materials include paper, tape, pins, vinyl laminate, cardboard, and tables. The exhibit is roughly 50-70 linear feet, depending on customization. We work in tight spaces and can hang on most surfaces, including glass, using either small nails or removable non-damaging tape and velcro. Exhibit layout design by the DTW team should begin no fewer than two months before installation day.

Customization
There are three main areas where the content of the exhibit can be customized: the HOLC Maps and Area Descriptions (Section 2) to show maps from the area, The pop-outs on the Timeline (Section 3) to show local instances of macro themes, and the Stories from the Line (Section 4) to tell the local stories that humanize the issues. We have also customized elements of Undesign (Section 5) to show particular projects or interest areas, such as affordable housing.

1 ~12'

2 ~15'

3 ~18'

(or) Small Panels

4 Design Varies ~10'

5 Design Varies ~up to 20'

"Floor to ceiling" boards

Floating Walls

PROCESS

Pop-Up
We install the exhibit as a pop-up without localized content at conferences, summits and other events. We can also create custom content specific to issues or places.

LOCAL PLACES 2months+

Advisory Board
Undesign Exhibit hosts often organize a community advisory board to collaborate on brining the exhibit to their city or neighborhood, collecting stories and research, as well as organizing programming. These boards can include anyone from elected officials and organizational leadership to neighbors who remember the stories of the community.

Customization
A roughly two-month process to collect stories and research occurs before an exhibit ever goes up. Along with advisory boards, we ask, what are the stories we need to tell about this place? What is most important to us? This forms the basis of the research and local custom content that is developed by designing the we.

Programming
The exhibits are typically up for at least two months. During this time, the exhibit is often used by different stakeholders as a platform for events, discussion of issues, performances and much more. We can work with hosts and advisory boards to brainstorm ideas, which have included everything from panels and neighborhood walking tours, to spoken word and dance performances.

What's Next?
Crucially, the exhibit is not merely a tool to look backward. We understand where we have been so that we may understand where we need to go. Expanding content and programming to include projects, plans, policy and proposals that can begin the work of "Undesigning" is something we always encourage.

THE CORE ENGAGEMENT SCOPE

SPONSORING THE UNDESIGN THE REDLINE CORE EXPERIENCE: where should we go next?

designing the WE will co-create local content, license and install the Undesign the Redline exhibit to engage staff, partners, community residents and other visitors in a past to present journey of the historic transformation of place, race, and class in America. This exhibit lasts two months, ask us about extended exhibit opportunities.

Exhibit Overview:

dtW licenses the Undesign the Redline exhibit as a tool to invite participants to learn the history, interact with the stories and invent a future of undoing structural inequities and healing systemic racism. The experience is comprised of five (5) sections, and the basic period is two months.

Consultation

designing the WE consults with client to support planning the Undesign the Redline experience. This includes one to two (1-2) site visits to determine location to activate the Undesign the Redline experience, meet with necessary stakeholders, outline programming and coordinate other logistics. In addition, designing the WE provides a promotional packet to client to use to promote the experience. Any design changes to the promotional packet can be done for an additional cost.

Research and Design

dtW highlights region specific Redlining maps and the area descriptions associated with each map, localized present and historical narratives/oral histories, and other customized relevant material and information that captures a local narrative of the various themes and sections of the Undesign the Redline exhibit. One to two (1-2) Redlining maps and respective area descriptions create an interactive activity, seventeen (17) local pop-outs tell the histories of specified geographical locations in the Timeline, and the eight (8) Stories from the Line unearth in-depth local experiences.

Production and Installation

After content is finalized and edited, visualizations are designed. Exhibit components are then printed and mounted to 'Falconboards.' dtW transports, installs, and uninstalls the exhibit. The exhibit should be installed within one week prior to the exhibit launch, with the uninstall of the exhibit completed on the following day after the exhibit ends. At least one assistant or location point person should be present in each instance.

Programming

dtW provides up to five guided tours of the exhibit and one tour training for interested volunteers over one or more visits. Tour schedules vary and depend on group size and length of exhibit engagement. Other programming may be arranged by a host organization or partner.

Schedule A

Core Package Cost: $34,500
-----   Dayton Total: $34,500 Plus Travel Expenses   -----

EXPANDING THE SCOPE

ADDITIONAL EXHIBIT OPTIONS

dtW offers additional options to clients to expand the Undesign the Redline core experience. Prices may vary depending on local considerations.

Customized Sections

dtW produces customized sections to visualize and narrate additional histories, client's organizational work and local community projects, or sociopolitical dynamics. This could include an organization's history and work, a topic like health or education, a particular policy, or even an analysis of the current political climate and themes present within the exhibition. Please inquire for additional information and examples.
Price dependent on scope of work.

Additional Programming

dtW offers additional guided tours of the exhibit, as well as training for the hosting organization and others to lead tours. We will offer students, volunteers and others the tools to spread this conversation broadly, bringing larger community networks to the table. dtW participates in additional programming, including panel discussions, video screenings, workshops or other programming.
$1500 Per Three(3) additional tours
$1,500 Two or Three (2-3) Tour Trainings: Training stakeholders to guide tours in the absence of the dtW team.
$4,500 Two (2) Panels or Workshops: Reflecting on next steps with local stakeholders.
Additional locations tours and training Each $2,500

Exhibit Licensing

After the initial "core" engagement, a client may extend the licensing of the exhibit at the same location. A year-long licensing includes periodic maintenance and refill of materials, along with a tour guide training. Does not include moving and set-up fee for chaning exhibit locations.**1k Per Month, Year Total: $12,000**

Conference, Event or Short Term PopUP

We install the exhibit when existing versions and research can be utilized as the local content, lasting up to a week. This includes four guided tours of the exhibit and/or presentations. **$15,000**

Additional Installation(s) After First Engagement

For clients interested in bringing the exhibit to multiple sites within a local place or 15 mile radius (after the initial engagement of the base experince original contract), dtW offers a discounted rate from the popup experience. **$7500**

Additional Research and Design

Each location the Undesign the Redline experience travels to (after the initial engagement of the base experience contract) offers an additional opportunity to delve into the unique local history and experiences of a given area. **Starting at $4500**

"This exhibit has been a breakthrough for Enterprise. The workshop... generated incredible discussion internally, and it was wonderful to again bring our partners to the conversation."
— Elizabeth Strojan, Enterprise Community Partners

"Undesign the Redline was direct, comprehensive and deeply compelling." - Invested Impact

Last Name	First Name	Email	Agency/Company	ELT Member	Info Only
		Regional Equity Leadership Team			
Arseculeratne	Tania	TArseculeratne@daytonfoundation.org	Dayton Foundation	TDF Staff	
Baker	Don	dbbaker@bizjournals.com	Dayton Business Journal		X
Belcher	Ellen	ellenbelcherlanger@gmail.com	Community Leader	Staff	
Benná	Becky	rbenna@metroparks.org	Director, Five Rivers MetroParks		X
Black	Donerik	black.donerik@gmail.com			X
Brown	Branford	branford.d.brown@gmail.com	Community Leader	Yes	
Budzik	Ron	rbudzik042@gmail.com	Consultant	Yes	
Burnley	Larry	lburnley1@udayton.edu	Univ. of Dayton	Yes	
Carter	Michael	Michael.carter@sinclair.edu	Sinclair Community College	Yes	
Cooper	Jeffrey	jacooper@phdmc.org	Public Health Dayton & Montgomery County	Yes	
Fields	Erica	erica.fields@daytonohio.gov	Dayton Human Relations Council	Yes	
Hankins	Rap	raphankins@mac.com	City of Trotwood	Yes	
Hollingsworth	Torey	Victoria.Hollingsworth@daytonohio.gov	City of Dayton, Asst. to Mayor Whaley	Yes	
Lasley	Tom	Tlasley1@udayton.edu	Learn 2 Earn Dayton	Yes	
Lieberman	Deborah	liebermand@mcohio.org	Montgomery County Commissioner	Yes	
Liss-Katz	Julie	jelisskatz@gmail.com	Dayton Business Committee	Yes	
Maultsby	Tom	Tomm@dayton-unitedway.org	United Way	Yes	
Miller	Adriane	amiller@nccjgreaterdayton.org	National Conference for Community & Justice	Yes	
Mims	Jeffrey	jjmimsjr@gmail.com	City of Dayton Commissioner	Yes	
Naas	Steve	snaas@countycorp.com	City Corp.	Yes	
Parks	Mike	mparks@daytonfoundation.org	Dayton Foundation	Yes	
Pinkard	Dr. Elfred-Anthony	epinkard@wilberforce.edu	Wilberforce University President	Yes	
Rice	Walter	Walter_Rice@ohsd.uscourts.gov	Judge, US Federal Courts	Yes	
Roediger	Michael	mroediger@daytonart.org	Dayton Art Institute		X
Schultze	Richard	schultze5@aol.com	Concerned Citizen		X
Sellassie	Amaha	internationalmorality@gmail.com	Community Leader		X
Sibbing	Tracy	tracys@dayton-unitedway.org	United Way		X
Stenson	Belinda	bstenson@dacc.org	Dayton Area Chamber of Commerce		X
Stewart	Paula	Pstewart1@udayton.edu	Asst. to Larry Burnley		X

Regional Equity Leadership Team					
Last Name	First Name	Email	Agency/Company	ELT Member	Info Only
Stonerock	Barbra	bstonerock@daytonfoundation.org	Dayton Foundation	TDF Staff	
Theobald	John	theobaldj@mcohio.org	Montgomery County	Staff	
Tyler	Mary	Maryetyler16@gmail.com	Community Leader	Yes	
Vinolus	Donna (DJ)	Donna_Vinolus@ohsd.uscourts.gov	Asst. to Judge Rice		X
Whaley	Nan	Nan.whaley@daytonohio.gov	City of Dayton Mayor	Yes	
Willhelm	Noreen	nwillhelm@daytonfoundation.org	Dayton Foundation	TDF Staff	
MVRPC	**Staff**				
Anderson	Serena	sanderson@mvrpc.org	MVRPC		X
Kim	Martin	mkim@mvrpc.org	MVRPC		X
Lindsay	Matt	mlindsay@mvrpc.org	MVRPC		X
Martin	Brian	bmartin@mvrpc.org	MVRPC		X
Schweikhart	Stacy	sschweikhart@mvrpc.org	MVRPC		X
Eley	Carlton	celey@mvrpc.org	MVRPC	9/16/2020	X

MIAMI VALLEY
Regional Planning Commission

MVRPC 2021 REGIONAL EQUITY INITIATIVE DESIGNATION FORM

The following persons have been designated as the representatives of

ORGANIZATION'S NAME / BUSINESS ADDRESS: _____

_____ to the

REPRESENTATIVE FOR 2021

NAME OF REPRESENTATIVE: _____

TITLE: _____

==*Address where all mailings are to be sent:*==

PRIMARY ADDRESS: _____

SECONDARYADDRESS: _____

Representative Organization Phone: _____

Work Phone: _____   Home Phone: _____

Fax Number: _____   E-mail: _____

Miami Valley Regional Planning Commission
10 N. Ludlow Street, Suite 700
Dayton, Ohio   45402
Phone (937) 223-6323 ☐ Fax (937) 223-9750)

Please return to Teresa Lombardelli at tlombardelli@mvrpc.org

MIAMI VALLEY REGIONAL PLANNING COMMISSION
REGIONAL EQUITY INITIATIVE CALENDAR
<mark>TIME: 2:30 p.m. to 4:00 p.m.</mark>

<mark>MEETING DATES</mark>

Tuesday, September 22, 2020

Tuesday, October 27, 2020

Tuesday, November 24, 2020

Tuesday, January 26, 2021

Tuesday, February 23, 2021

Tuesday, March 23, 2021

Tuesday, April 27, 2021

Tuesday, May 25, 2021

Tuesday, June 22, 2021

Tuesday, July 27, 2021

Tuesday, August 24, 2021

Tuesday, September 28, 2021

Tuesday, October 26, 2021

Tuesday, November 23, 2021

Tuesday, December 28, 2021