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PROJECT

# A People's Budget:

A Research and Evaluation  
Report on Participatory  
Budgeting in New York City

Year 2

By the Community Development Project at the Urban Justice Center with the PBNYC Research Team

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The PB Steering Committee meets to discuss issues around Year 2 of the PB process.



# Introduction

In 2012–2013, New Yorkers participated in Year 2 of Participatory Budgeting in New York City. Through participatory budgeting (PB), community members—instead of elected officials alone—decide how public funds should be spent, from start to finish. They exchange ideas, collaborate to develop project proposals, and then vote on which proposals should get funded. Once the funds are allocated, community members monitor project development to ensure accountability.

Last year's Participatory Budgeting process (2011–12) was a [historic first](#) in New York City. Almost 8,000 New Yorkers participated, in four districts ranging from Park Slope to the Rockaways to Mott Haven. In Year 2 of PB (which took place from September of 2012 to April of 2013) the process doubled. Over 13,000 residents from eight Council Districts across four boroughs—Republican and Democratic—voted on how to spend almost \$10 million of public money. Just like Year 1, PB engaged many New Yorkers left out of traditional political processes and mainstream community activism: youth under 18, people of color, low-income earners, women, immigrants, and ex-offenders. These participants built leadership skills, interacted with their elected officials, and expanded their social and political networks.

Participation  
in Year 2 of  
Participatory  
Budgeting was  
nearly double  
that of Year 1.

Over 13,000  
people voted on  
how to spend  
almost \$10M  
of public money.



Participants brainstorm ideas for how to improve their neighborhood during a neighborhood assembly in East Harlem.





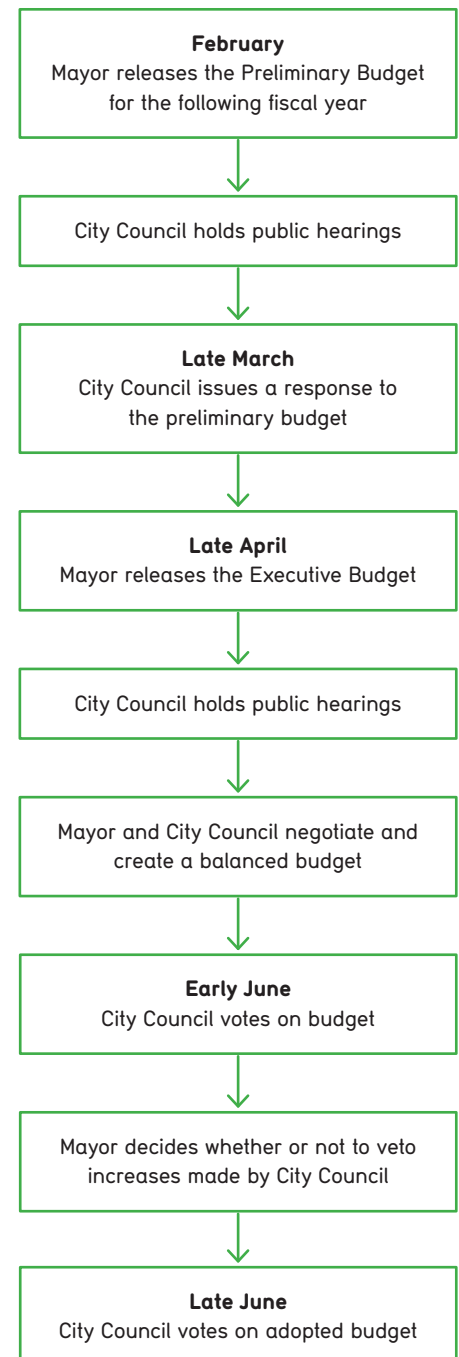
# Background

## How the NYC Budget Works

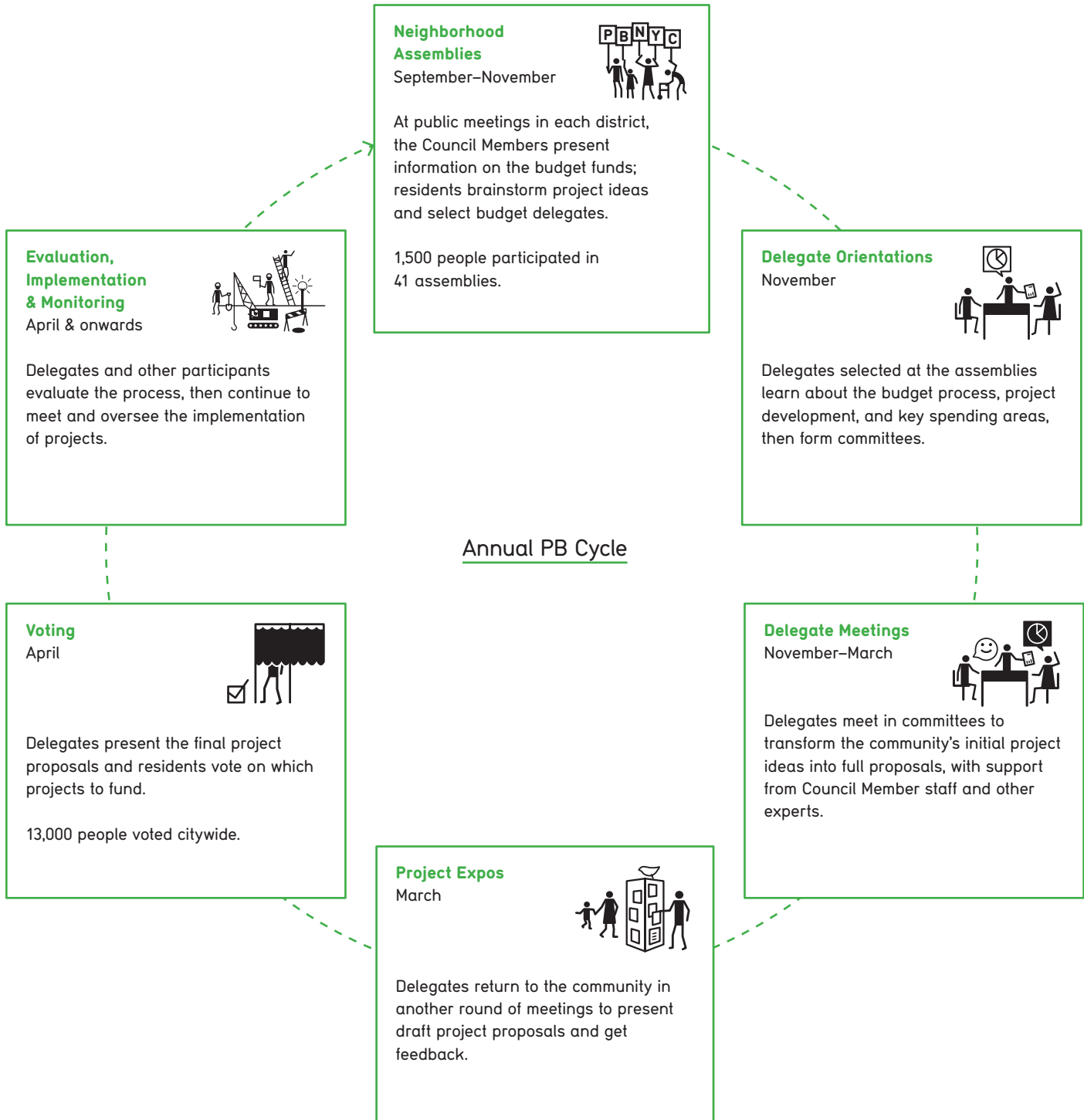
To understand why Participatory Budgeting is unique, it is helpful to consider how PB compares to the traditional budgeting process in NYC. As indicated in the figure to the right, each February, the Mayor releases a preliminary budget. The City Council then holds hearings on the Mayor's budget, where community members can testify about their concerns and priorities, but have no opportunity to play a meaningful or decisive role in what gets funded and what does not. The following month, the City Council submits a response to the Mayor's budget, which may or may not incorporate what they have heard at the public hearings. Behind closed doors, the Mayor and City Council then do some more negotiating, and the City Council holds more hearings. In Late April, the Mayor releases his executive budget, which in the last several years has included cuts to critical services such as senior centers, child-care slots and HIV/AIDS services. The City Council then must fight with the Mayor, and community groups and activists must protest to restore these cuts. Finally, in late June, the City Council and Mayor approve a budget. This annual process, known as the "budget dance" exemplifies the centralization of power, inequity and lack of transparency that tends to characterize typical government decision-making.

A fiscal year starts July 1st and ends June 30th. The budget for one fiscal year includes expenditures (all the money that the city government thinks it will spend), and revenues (everything it expects to bring in through taxes and fees).

NYC Annual Budget Timeline<sup>1</sup>



# How Participatory Budgeting Works

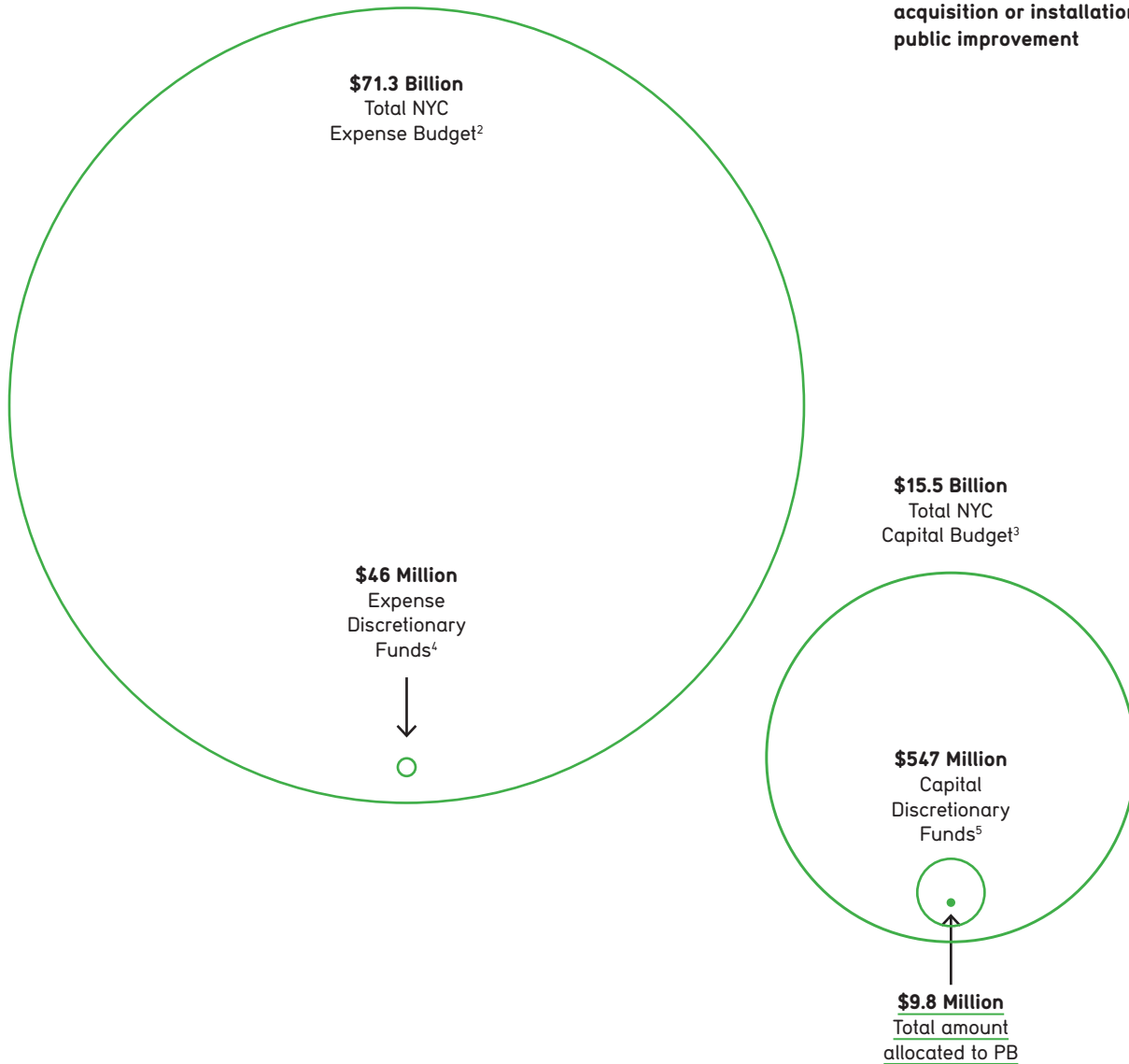




# New York City FY 2014 Budget vs. Budget for PBNYC

**Eligible Participatory Budgeting Projects:**  
 For the first two years of PB, Council Member discretionary funds were used to pay for only capital items. There is a very strict test for funding projects in the city's Capital Budget. **In order to be eligible for PB, a project must meet all of the following three conditions:**

1. Cost at least \$35,000
2. Have a "useful life" of at least five years
3. Involve the construction, reconstruction, acquisition or installation of a physical public improvement



PB is a small fraction of the overall budget:

<u>0.014%</u>	<u>0.063%</u>	<u>1.8%</u>
of the Total NYC Expense Budget	of the NYC Capital Budget	of Discretionary Capital Funds Allocated By City Council

# Research Methodology

Over 8,200  
surveys,  
30 observations,  
and 63 in-depth  
interviews

Throughout the PB Process, the PB-NYC Research Team, led by the Community Development Project at the Urban Justice Center, conducted over 8,200 surveys, 30 observations and 63 in-depth interviews in the eight participating City Council districts. We collected quantitative and qualitative data to examine participation at key points in the PB process, to examine the impact PB has on civic engagement and governance and to conduct ongoing evaluation of the process. Specifically, data was collected at neighborhood assemblies and the vote. Researchers also conducted interviews throughout the cycle.

## Methods

### Background and Secondary Research

Researchers collected data on the NYC budget, population demographics and voting patterns in the participating districts to explore how PB impacts government spending and operations, and to conduct a comparative analysis of participation in PB. Data sources include census data, the General Social Survey and 2009 voter data from the Voter Activation Network and Catalist.

### Surveys and Evaluation Forms

**Over 8,200 surveys** were collected to examine who participated in PB, how they learned and changed from the process and what outreach methods were most effective. Survey respondents included:

- Neighborhood Assembly participants: **924**
- Voters: **7,300**

## In-depth Interviews

Researchers conducted **63 in-depth interviews** with past and current budget delegates to examine how and why people participated in PB, what participants learned from PB, how they changed from the process, and how it affected relationships between city officials, city staff and community members. Researchers also conducted 15 interviews with organizations that work with immigrant, youth or formerly incarcerated populations and collected 82 exit interviews with PB voters.

## Observations

Researchers collected **30 observations of PB meetings and events** to examine the dynamics of participation in PB.

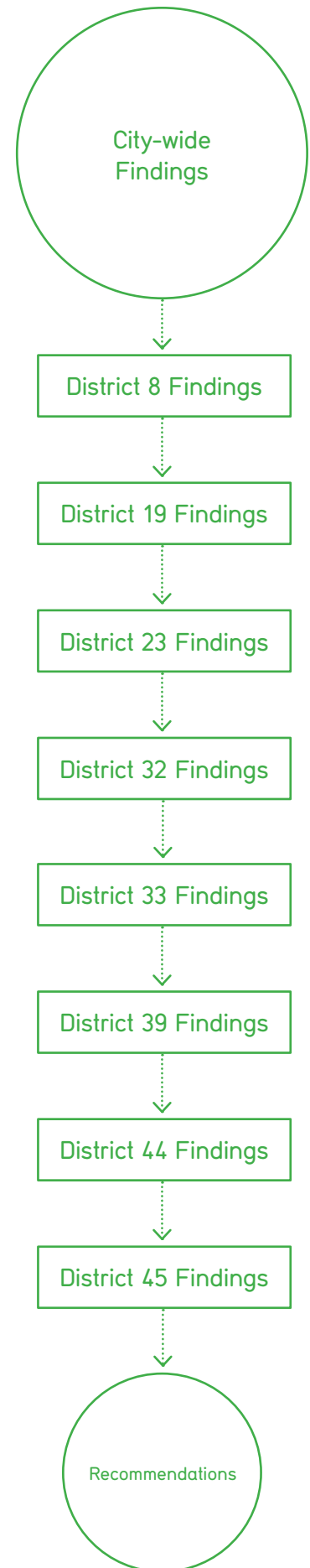
## Roadmap for report

The following report has ten sections.

This includes a **citywide section**, which presents aggregated data on participation, civic engagement, outreach and proposed and funded projects for the eight participating City Council districts.

The subsequent sections provide a more **detailed breakdown for each of the districts**: 8 (Mark-Viverito), 19 (Halloran), 23 (Weprin), 32 (Ulrich), 33 (Levin), 39 (Lander), 44 (Greenfield) and 45 (Williams).





The report concludes with a set of **recommendations for future participatory budgeting processes** in NYC and beyond.



Participating NYC Council Districts: 8, 19, 23 and 32

<u>Council Member</u>	<u>District</u>	<u>Neighborhoods</u>	<u>Total PB Participants</u>	<u>Amount Allocated</u>	<u>Key Demographics</u>	<u>Unique Characteristics</u>
<p>Melissa Mark-Viverito* (Democrat)</p> 	8th Man Bnx	Manhattan Valley El Barrio/ East Harlem Mott Haven	2,063	\$1,903,000 to 6 winning projects	<p>50% of the district's population identifies as Hispanic/Latino/a, 23% as Black/African American, and 19% as White<sup>6</sup></p> <p>40% of residents are lower income (less than \$25,000)<sup>7</sup></p>	<p>The district encompasses Central Park and Randall's Island</p> <p>Neighborhoods span from the Upper West Side to the East Harlem/El Barrio to the South Bronx</p> <p>High concentration of public housing</p>
<p>Dan Halloran (Republican)</p> 	19th Qns	College Point Auburndale-Flushing Bayside Whitestone Bay Terrace Douglaston Little Neck	1,191	\$995,000 to 7 winning projects	<p>53% of the district's population identifies as White, 28% as Asian and 15% as Hispanic or Latino/a<sup>8</sup></p> <p>50% of the district has a household income over \$75,000<sup>9</sup></p> <p>17% of the district's population is 65 years and older<sup>10</sup></p>	<p>The district has no subway stations</p> <p>District borders Nassau County</p>
<p>Mark Weprin (Democrat)</p> 	23rd Qns	Hollis Hills Queens Village Little Neck Douglaston Bayside Bellerose Floral Park Glen Oaks New Hyde Park Hollis Hollis Park Gdns Holliswood Fresh Meadows Oakland Gardens	1,273	\$979,000 to 6 winning projects	<p>37% of the district's population identifies as Asian and 31% as White<sup>11</sup></p> <p>58% of the district has a household income over \$75,000<sup>12</sup></p> <p>52% of residents primarily speak a language other than English<sup>13</sup></p>	<p>The district has no subway stations</p> <p>District is largely comprised of residential neighborhoods in eastern Queens</p> <p>Has the second highest concentration of Asians in NYC</p>
<p>Eric Ulrich* (Republican)</p> 	32nd Qns	Belle Harbor Breezy Point Broad Channel Rockaway Park Rockaway Beach	1,010	\$1,442,500 to 7 winning projects	<p>68% of the district identifies as White, 14% Latino/a, 14% African American<sup>14</sup></p> <p>40% of the district is middle income (\$25,000- 75,000)<sup>15</sup></p>	<p>Most of the district is located on a peninsula known for its beaches and parks</p> <p>Only a portion of the district participated in PB</p> <p>District was greatly impacted by Hurricane Sandy</p>

## Participating NYC Council Districts: 33, 39, 44 and 45

<u>Council Member</u>	<u>District</u>	<u>Neighborhoods</u>	<u>Total PB Participants</u>	<u>Amount Allocated</u>	<u>Key Demographics</u>	<u>Unique Characteristics</u>
Stephen Levin (Democrat)  	33rd Bkln	Brooklyn Heights DUMBO Greenpoint Parts of Williamsburg, Park Slope and Boerum Hill	2,632	\$1,058,000 to 5 winning projects	74% of the district's population identifies as White <sup>16</sup>  65% of residents have a college education <sup>17</sup>	The district spans the waterfront from Greenpoint down to Boerum Hill and includes downtown Brooklyn  There is a large amount of public housing in this district  Large Orthodox Jewish population
Brad Lander* (Democrat)  	39th Bkln	Cobble Hill Carroll Gardens Columbia Waterfront Gowanus Park Slope Windsor Terrace Borough Park Kensington	3,107	\$950,000 to 6 winning projects	Large Bangladeshi population in Kensington  66% of the district's population identifies as White, 14% Hispanic and 13% Asian <sup>18</sup>  57% of residents have a college education <sup>19</sup>	The district is intersected by the Gowanus Canal and contains several parks and cemeteries. These geographical characteristics create distinct neighborhoods including higher-income Park Slope, Kensington with its large Bangladeshi population and finally Borough Park, a Jewish enclave. <sup>20</sup>
David Greenfield (Democrat)  	44th Bkln	Borough Park Midwood Bensonhurst	1,719	\$1,000,000 to 5 winning projects	71% of the district's population identifies as White <sup>21</sup>  68% primarily speak a language other than English <sup>22</sup>  41% of the district's population is under the age of 25 <sup>23</sup>	The Borough Park neighborhood is home to one of the largest Orthodox Jewish communities in the city
Jumaane D. Williams* (Democrat)  	45th Bkln	Flatbush East Flatbush Flatlands Parts of Midwood and Canarsie	1,035	\$1,480,000 to 4 winning projects	76% of the district's population identifies as Black/African-American <sup>24</sup>  45% of residents have a college education <sup>25</sup>	Has the largest foreign-born population in Brooklyn, made up of immigrants from Jamaica, Haiti, Trinidad and Tobago <sup>26</sup>

\* Indicates that Council Member participated in 2011-12 and 2012-13 cycles of Participatory Budgeting

# City-wide Findings

Year 2 of PB engaged 13,889 people:

1,546  
Neighborhood  
Assembly  
attendees

274  
Budget Delegates

13,035  
Voters

From September 2012 to April 2013, eight Council Members: Melissa Mark-Viverito (D-8), Dan Halloran (D-19), Mark Weprin (D-23), Eric Ulrich (R-32), Stephen Levin (D-33), Brad Lander (D-39), David Greenfield (D-44) and Jumaane D. Williams (D-45), serving eight distinct constituencies, took part in the second year of participatory budgeting in NYC. Based on an aggregate analysis of over 8,200 surveys, 63 interviews, 30 observations and multiple secondary data sources collected across the eight districts, researchers developed a set of citywide findings.

Overall, the data show that Year 2 of PB expanded upon the success of Year 1 by bringing together over 6,000 more New Yorkers than Year 1, many from diverse backgrounds and who would not otherwise participate in politics or have contact with government. The data show that these New Yorkers did not just show up to meetings, but also actively participated by sharing their perspectives, proposing projects for the community, and developing closer connections with other residents, community organizations and their Council Members.

<u>PB Cycle</u>	<u>Neighborhood Assembly participants</u>	<u>Budget Delegates</u>	<u>Voters</u>	<u>Total PB Participants</u>
Year 1	2,138	251	5,985	7,736
Year 2	1,546	274	13,035	13,889

## Participation in Year 1 vs. Year 2

Due to the addition of four council districts in Year 2 of PB NYC, there were several shifts in who participated and how many people engaged in PB from its pilot year. Notable changes include the increase of the Asian population, voters born outside of the United States and participation for those that had never worked with others towards community change. Overall participation in the PB vote increased from 6,000 in Year 1 to over 13,000 in Year 2. This can be attributed, in part, to a robust outreach and mobilization operation, organized by Community Voices Heard along with the District Committees in each district. Korean and Bangla speaking outreachers were hired in specific districts to increase turnout of those populations at the vote. However, without the same level of resources for outreach,

neighborhood assembly attendance dropped from Year 1 to Year 2, despite the addition of four districts. Aside from lack of outreach, other possible explanations for the drop in attendance include a lack of civic infrastructure in several of the new participating districts. Additionally, some districts focused more on setting up many neighborhood assemblies in each district rather than making sure all the assemblies had high turnout. Finally, a large portion of those that participated in Year 1 of PB, did not return for Year 2. This could be due to the fact that some of the winning projects from Year 1 have yet to be implemented, causing disillusionment or frustration among participants. For subsequent years, it will be important to ensure ongoing monitoring of projects and targeted outreach to past participants to ensure the sustainability of civic engagement for PB participants.



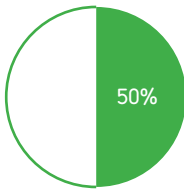
Residents of District 39 attend a project expo to learn about the different projects that will be on the participatory budgeting ballot.



## Who Participated in PBNYC?

In Year 2, PB Engaged 13,889 people, including: 1,546 neighborhood assembly participants, 274 Budget Delegates and 13,035 voters. In addition, hundreds more joined the process as volunteer members of the Steering and District Committees. Demographic information collected at key points during the process points towards several trends in participation, with many similarities and select differences from Year 1, including the following:

Percentage of PB voters who had never worked with others in their community to solve a problem



### **PB mobilized long-term residents, many of whom had NOT previously worked for community change.**

- 77% of neighborhood assembly participants and 68% of PB voters have lived in their present neighborhood for 8 or more years; a slight change from Year 1 where 75% of neighborhood assembly participants and 78% of PB voters had lived in their neighborhood for 8 or more years.
- 38% of neighborhood assembly participants and 50% of PB voters had never worked with others in their community to solve a problem before PB; an increase from Year 1 where a third of neighborhood assembly participants and 44% of PB voters had never worked with others in their community to solve a problem before PB.

### **PB mobilized a diverse cross-section of New Yorkers.**

#### PB voters identified as:

- 14% Hispanic or Latino/a
- 12% Black
- 8% Asian
- 4% Other

*"All kinds of people, White, Black, Asian, Hispanic, everything was there. And that made me feel good... It was nice seeing so many people giving ideas, and giving their opinions about the neighborhood and it's good because they live here and they should have a voice."*

— **Budget Delegate Interviewee #61, District 8**

- 14% of PB voters identified as Latino/a; 12% as Black; 8% as Asian and 4% as 'Other.'
- A higher percentage of African Americans participated in neighborhood assemblies (30%), compared to the full population in the eight districts (17%).
- Asians made up a greater share of PB voters in Year 2 (8%) than in Year 1 (2%).
- Women were 66% of neighborhood assembly participants, 60% of budget delegates and 62% of voters in the PB process, which is about the same as Year 1.

- A higher percentage of people with low-incomes (under \$35,000) voted in PB (40%), compared to the full population in the eight districts (34%) and in the 2009 local elections (29%).<sup>27</sup>

**Women, people of color and non-English speakers actively participated in PB meetings and discussions.**

- 92% of women spoke during the small group discussions at neighborhood assemblies.
- 90% of participants who identified as Black or African American, 89% of Hispanics or Latinos and 88% of Asians spoke during small group discussions at neighborhood assemblies.
- 92% of Spanish speaking participants spoke during the small group discussion at neighborhood assemblies and 82% made specific budget proposals.
- Participants that identified as Black or African American were the most likely to volunteer to be budget delegates.
- 55% of Spanish speaking participants volunteered to be budget delegates, compared to 46% of English speaking participants; an increase from Year 1 where 42% of Spanish speaking participants volunteered to be budget delegates.

Women comprised at least 60% of the participants in each stage of the process

92% of Spanish speakers spoke at neighborhood assemblies

**People of color and low-income people were more likely to participate in the neighborhood assemblies than vote in PB.**

- 30% of neighborhood assembly participants identified as African American or Black compared to only 12% of PB voters.
- 18% of neighborhood assembly participants identified as Hispanic or Latino/a compared to only 14% of PB voters.
- People with incomes below \$35,000 made up a much larger share of neighborhood assembly participants than PB voters.

**People with higher levels of education are more likely to participate in PB than people with lower levels of education.**

- People with college or graduate degrees made up 55% of neighborhood assembly participants and 67% of PB voters.
- People with a high school diploma or less made up a smaller share of neighborhood assembly participants (19%) and PB voters (19%) compared to the full population in the eight districts (42%).

**Non-English speakers and immigrants were more likely to vote in Year 2 of PB than Year 1, but these populations were still underrepresented compared to the overall district populations.**

**24% of PB Voters in Year 2 were born outside of the USA compared to 19% in Year 1**

- 24% of Year 2 PB voters were born outside of the United States compared to 19% in Year 1 and 35% of the overall population in the eight districts.
- 14% of Year 2 PB voters reported that they primarily speak a language other than English compared to 50% of the overall population in the eight districts.

Residents attending a neighborhood assembly in District 8.



## Opportunities and Challenges of Involving Schools in PB

In Year 2 of PBNYC, 10% of people surveyed at neighborhood assemblies and 6% of people surveyed at the vote learned about PB through a school. Citywide, PB voters decided that 12 of 45 winning projects (26%), and \$2.4 million of \$9.8 million (24%) would be directed towards school improvements. Schools are a proven way to engage people in PB, and school-related projects are often popular at the polls. A deeper look reveals the specific benefits and challenges of school participation in PB.

### Schools engage youth and immigrants in PB

Local public schools are core community institutions that are uniquely positioned to engage certain populations in participatory budgeting. First, schools are a major point of outreach for youth participation in PB. Schools not only inform youth about PB but also help to foster interest in civic and political issues, which in turn has been shown to correlate with a higher GPA and desire to learn.<sup>28</sup> For example, one civics class at City-as-School in Manhattan integrated PB into their curriculum by requiring students to attend neighborhood assemblies. PB gives youth real-life examples of the political process, working in communities, building consensus and understanding the budget process.

*“...if it wasn’t for this class I would have not known [about PB]. Cause I thought I didn’t care about politics.”*

– Student #9

Once students are engaged, schools can then reach another key demographic through schools: immigrant parents who may have limited community connections. This is especially true for undocumented immigrant families where parents may have little community involvement due to fear, long work hours or language barriers but are very involved in their children’s education. In these cases, schools act as a point of entry for community participation for immigrant parents.<sup>29</sup>

### Schools can have disproportionate influence on the PB process

However, there are some challenges to school involvement in PB, since schools have significant institutional power and can end up having a strong impact on the process. Many parents get involved in PB, and then volunteer for the education or schools committee, which tend to be very popular. Interviews with budget delegates reveal that

many delegates push for a particular project in their child's school, instead of focusing on the larger good of the community. This can also pit schools against each other as they each vie for limited PB funds.

Once a project for a school is on the ballot, schools have a significant advantage over many of the other PB projects since through an extensive network of parents, they often have relatively large and easily mobilized constituencies. This effect is amplified if the school also serves as a voting location. As one budget delegate explained:

*“Schools already have a formidable ability to organize and motivate people, particularly parents, through pre-existing things like sports teams and Parent-Teacher Associations. If a school has a stake in participatory budgeting, they can get more of a turnout with a single mimeographed letter to parents... As such, schools walk away with the lion's share of money.”*

– **Budget Delegate email comment**

These challenges can be mitigated by active city council staff and facilitator support.

**Best practices include:**

- Encouraging education committees to bundle projects, meaning that a committee will combine several projects into one item on the ballot, so several schools each get some money. This helps to ensure that schools (and delegates) work together to get funding and more clearly distribute the funding among several schools. As PB progresses, this could also mean that every school in the district could expect to get funding every few years.
- Actively encouraging voters to review all the projects on the ballot and cast all of their votes.
- Prominently displaying project posters and info sheet binders at voting sites, to highlight other projects on the ballot.
- Hold voting locations at or near all projects on the ballot, not just schools.

## PB connected people that otherwise would not have engaged with one another

*“Everyone has a lot of respect for each other and helped flesh out ideas. We worked collectively even though we each have our own projects. We met interesting people of different backgrounds, we wouldn’t have met otherwise.”*

– **Budget Delegate Interviewee #14**, District 33

*“Neighborhood assemblies were great. Now in daily life, especially with social media, we find ourselves increasingly bubbled in. We don’t talk to people who don’t necessarily agree with us. These people are citizens exactly like me, and even though I think they’re dead wrong, they have just as much power in the citizenry as I do, and they have to be dealt with in some way. In our normal everyday lives, we don’t often have to deal with that.”*

– **Budget Delegate Interviewee #3**, District 39

*“People from all over the district were represented in PB and this is one of the things that I cherished the most. I got to meet people that under any other circumstances I would not have met.”*

– **Budget Delegate Interviewee #50**, District 8



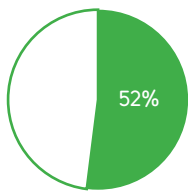
Mobile voting site in District 8



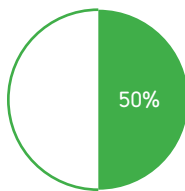
## How did Participatory Budgeting compare to previous patterns of civic engagement?

One of the most striking findings about who participated in PB is how the data compares to other types of civic engagement, particularly voting patterns in local NYC elections. Similar to Year 1, Year 2 of PB engaged specific communities that have traditionally been uninspired by and skeptical of politics. People of color, low-income people and some immigrant groups turned out at higher rates than in previous elections.

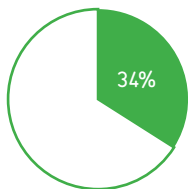
Attitudes about politics among PB participants



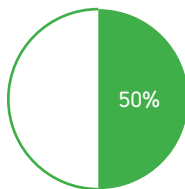
PB voters that disagree with the way government business is conducted in NYC



Neighborhood assembly participants that think government need drastic changes



PB voters who are unlikely to vote in regular elections



PB voters who never worked with their community to solve a problem before PB

### **PB mobilized many people who do not traditionally participate in the political process and some who tend to be skeptical of the NYC government.**

- 52% of PB voters disapprove of the way government business is conducted in the New York City government.
- 46% of neighborhood assembly participants and 34% of PB voters are unlikely voters<sup>30</sup> in regular elections.
- 50% of neighborhood assembly participants think that government needs a lot of changes or that it needs to be completely changed.
- 62% of neighborhood assembly participants agreed with the statement that the public has little control over what politicians do in office.
- 50% of Year 2 PB voters had never worked with others in their community to solve a problem before PB, compared to 44% of Year 1 PB voters.

### **People of color and low-income people participated in PB at higher rates than traditional electoral politics.**

#### Melissa Mark-Viverito, District 8

- Hispanics or Latino/as were 39% of voters in the 2009 City Council elections.<sup>31</sup> However, 54% of PB voters identified as Hispanic or Latino/a.
- 21% of PB voters had a household income less than \$10,000 compared to 4% of the district's voters in the 2009 City Council election.<sup>32</sup>



Dan Halloran, District 19

- 13% of PB voters had a household income less than \$35,000 compared to 1% of the district's voters in the 2009 City Council election.<sup>33</sup>

Mark Weprin, District 23

- Asians were 15% of voters in the 2009 City Council elections.<sup>34</sup> However, 22% of the district's PB voters identified as Asian.
- 18% of PB voters had a household income less than \$35,000 compared to 5% of the district's voters in the 2009 City Council election.<sup>35</sup>

Eric Ulrich, District 32

- Black or African Americans were 6% of the voters in the 2009 City Council elections.<sup>36</sup> However, 13% of the district's PB voters identified as Black or African American.
- 45% of PB voters had a household income less than \$35,000 compared to 10% of the district's voters in the 2009 City Council election.<sup>37</sup>

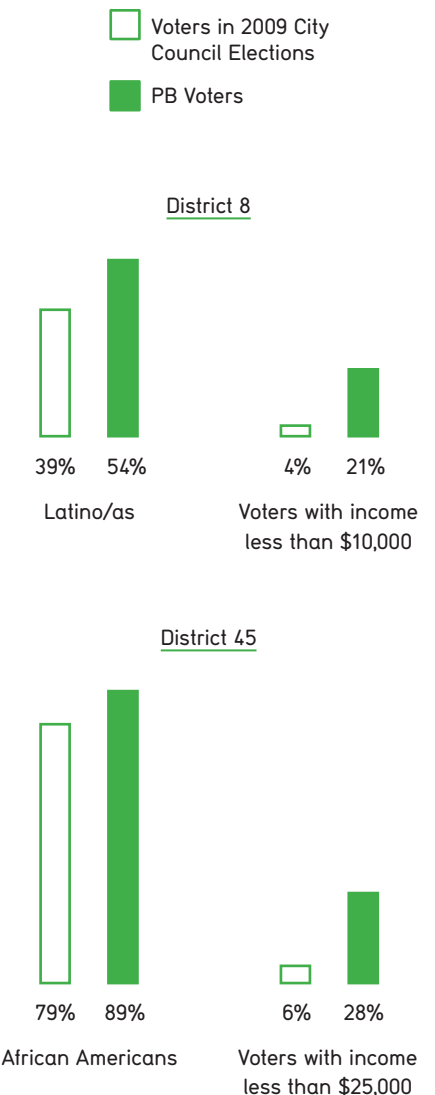
David Greenfield, District 44

- 12% of PB voters had a household income less than \$15,000 compared to 1% of the district's voters in the 2009 City Council election.<sup>38</sup>

Jumaane Williams, District 45

- 89% of PB voters identified as Black or African American compared to 79% of the district's voters in the 2009 City Council election.<sup>39</sup>
- 28% of PB voters had a household income less than \$25,000 compared to 6% of the district's voters in the 2009 election.<sup>40</sup>

Demographics of PB Voters compared to Voters in 2009 City Council Elections



# Engaging Disenfranchised Populations: Immigrants, Youth and the Formerly Incarcerated

By reducing the barriers to participation, and encouraging inclusion, PB gives a voice to populations that are usually marginalized in political discussions. Three populations in particular are barred from voting in general elections but can participate and vote in participatory budgeting: immigrants who are not U.S. citizens, youth under the age of 18, and formerly incarcerated individuals on parole with a felony conviction. While PB opens doors to political participation, there remain distinct challenges to engaging each of these groups in PB. Below are research findings and best practices from a series of observations and interviews.

## Immigrants

In the second year of PB, 5% of voters surveyed identified as immigrants who are not U.S. citizens. It is estimated that 9% of New Yorkers are undocumented immigrants.<sup>41</sup> While this is almost certainly an underestimate (due to fear of reporting immigrant status and deportation), it indicates that more can be done to engage the immigrant community. PB materials were translated into various languages and interpretation was available at some meetings, but this was not always available. In addition, while some districts held specific meetings and assemblies for targeted languages, not all of the districts did so. Interviews with PB participants and representatives from various immigrant organizations reveal the following:

**The major barriers to participation for immigrants in PB are language access, lack of time, fear and lack of knowledge about the process.**

*“...people are afraid of participating in any kind of community or government based program because of the fear their immigration status creates.”*

— Organization #3

**Schools can be a central space to facilitate and encourage civic engagement amongst immigrants.**

*“...I think it can start with the youth, to share with their parents what goes on and maybe bringing them to meetings...”*

— Organization #3

**Community-Based Institutions are key resources to build trust and engage immigrants.**

*"...they're (undocumented immigrants) just not open to directly communicating with government unless there is an entity that is promoting it or telling them that it is safe and that it's ok for them to engage in these kinds of conversations."*

– Organization #1

*"...I think there are many religious leaders who could be interested in helping educate the community about PB and definitely helping them get more resources for their neighborhoods."*

– Organization #3

**Key outreach strategies include trust building, flexibility and promoting benefits of PB.**

*"...making sure that they understand that this is a safe space where they can voice their concerns and they can help their communities without any risk of deportation."*

– Organization #3

*"...being flexible and having meetings on the weekends or providing an online portal that's more accessible and you know it adjusts to their schedule and their needs as well."*

– Organization #3

**Undocumented immigrants are not apathetic to the issues in their community and with the right outreach PB can be the perfect opportunity for them to civically engage.**

*"They want to participate, they want their voices to be heard, and they want to find solutions."*

– Organization #6

Youth

Unlike in general elections, PB allows people as young as 16 to vote and youth as young as 14 to serve as budget delegates. In Year 2 of PB, 12% of neighborhood assembly participants and 3% of voters identified as youth under 18. Some districts made distinct efforts to engage youth through hosting youth assemblies, creating youth budget delegate committees and creating multimedia materials

such as a rap video to attract youth. Some districts also created partnerships with specific principals and teachers to incorporate PB directly into student's curriculum. Interviews with PB participants and youth and teachers from various schools that participated in PB indicate the following findings:

**Youth lack awareness of Participatory Budgeting (PB).**

*"...a lot of people don't know that these things are going on, especially teenagers...if I hadn't taken this class I probably would never have known...if this was brought up more often, more classes like this did happen a lot of people would be interested in going."*

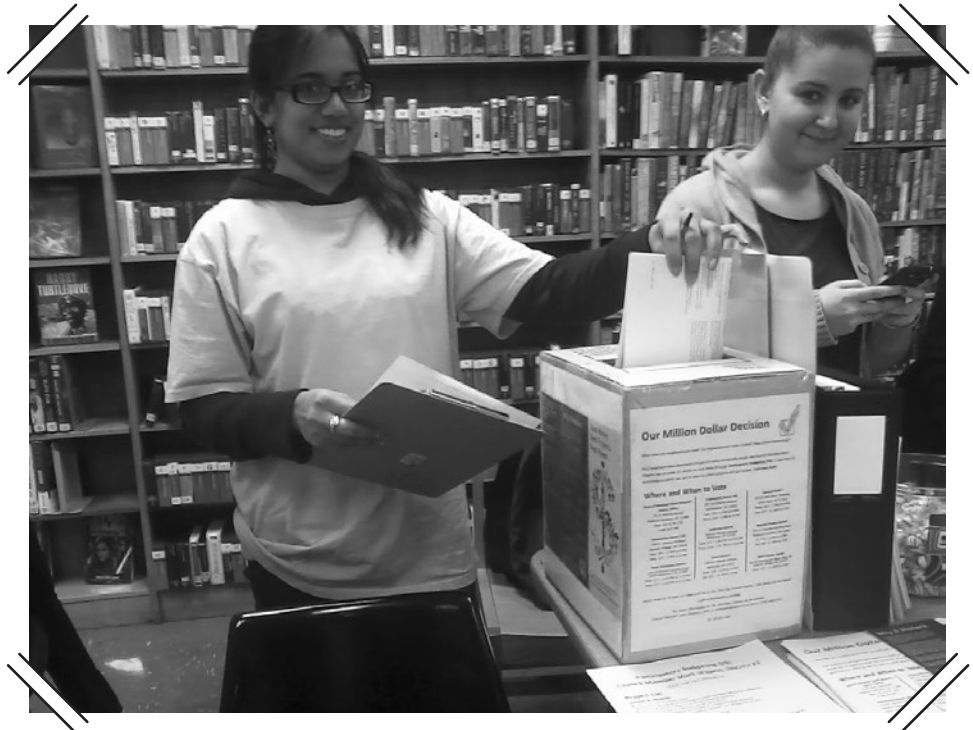
– Student #1

**Youth should conduct outreach to their peers.**

*"If there are youth already going to that district...speak about it. Because the adults that we know, they can say as much as they want about it, but coming from a fellow youth...a perspective that is similar to ours [helps]."*

– Student #7

Youth in District 23 exercise their right to vote in participatory budgeting.



## **Schools are a key institution to engage young people about PB.**

A large majority of the students interviewed did not know about PB prior to their involvement in their government class at school. The school was a major point of outreach for these youth and many cited ways that schools could get more youth involved. Civic engagement in turn can positively impact student's education as civic involvement has been shown to correlate with higher GPA and desire to learn.<sup>42</sup>

## **Media can play an important role in engaging youth in civic participation.**

Students felt that social media and other forms of media, such as videos, could play an integral role in attracting youth. For example, students at ICHS, a high school for new immigrants, created innovative videos about PB with the assistance of the Center for Urban Pedagogy. In addition, a video explaining the PB process through a rap song was created by one of the council districts and some students thought it was a good way to attract youth:

*"...the rap video, that was interesting...things like that would work...people in my class really liked it and I know a couple of people are still participating in it because of things like that..."*

– Student #4

### Formerly Incarcerated

Those individuals who are released from prison but remain under supervision by the state through parole or probation are not allowed to vote. PB breaks down this barrier by allowing these individuals to participate. However, there are still various challenges to civic engagement for the formerly incarcerated that impact their participation in PB. Interviews with PB participants and organizations that work with the formerly incarcerated led to the following findings:

## **Institutional and legal restrictions are barriers to civic engagement.**

Upon reentry from prison, individuals are faced with political disenfranchisement, lack of Federal benefits and restrictions on their ability to access employment and educational opportunities.<sup>43</sup> All of these barriers create a sense of stigma, which in turn contributes to a reluctance on the part of the formerly incarcerated to engage in civic life.

*"...some of them don't want people to know that they are formerly incarcerated because they're afraid...they may not be able to continue getting the services they get if they announce that they're incarcerated."*

– Organization # 3

**Financial instability and lack of education are barriers to civic participation.**

Upon release from prison many formerly incarcerated individuals have limited financial means and return to impoverished neighborhoods. As mentioned above, they face employment barriers that restrict their ability to find meaningful work as many employers will not hire them. Engaging the formerly incarcerated community in civic engagement is virtually impossible if their basic needs of food and shelter are not being met.

*“...a lot of our participants are the guys on the other side of the table, they’re in the shelter system, going to the food pantries... it’s really difficult to find someone with good intentions, some measure of financial stability and home and life stability to find time and motivation to be civically engaged.”*

– Organization #1

**Community-based Institutions are key resources to build trust and engage the formerly incarcerated in civic participation.**

Association with a community organization can create a more positive image of the formerly incarcerated to the overall community which in turn allows for greater community participation.<sup>44</sup> Through their work CBO’s form trusted relationships with individuals and can act as a source of outreach for the PB process. Examples of organizations that can be key sources for PB are GOSO (Getting Out, Staying Out) and WORTH (Women on the rise telling her story).

**PB can be utilized for skills development and job-readiness training.**

PB can be a great resource to build on key skills needed in the workforce, like communication and public speaking, as well as being a great addition to a resume. A PB participant speaks of the ability of PB to improve the skills he already has as well as develop those that he lacks:

*“...it helps us, it sharpens some of the skills that we have...with the social skills and communication [skills] on a daily basis...”*

– Interviewee #3

PB can also be a networking tool to link individuals to other opportunities, organizations and programs:

*"...the first interaction that a lot of my participants have had with our city council office is through PB and they can be told about other programs that they might not have ever heard of or didn't know existed."*

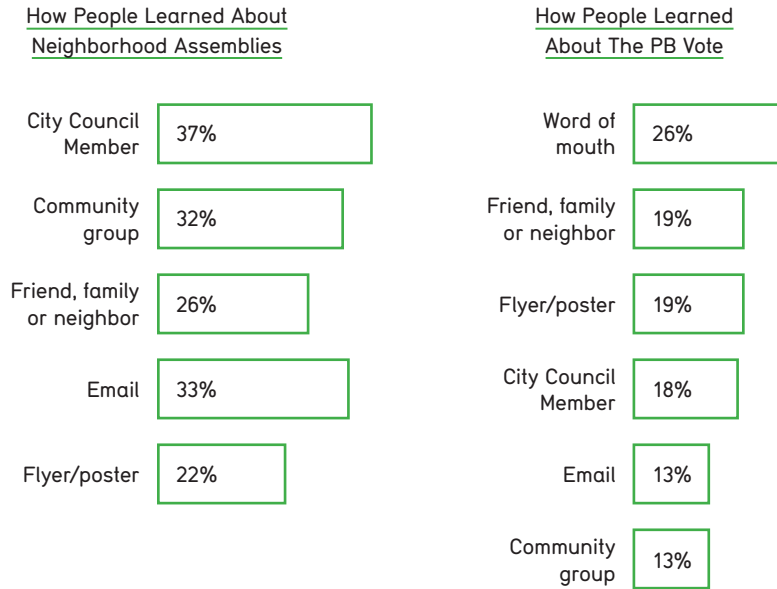
– Organization #1



A sign advertises the PB vote.



# How did people find out about participatory budgeting and what motivated them participate?



Interestingly, people found out about the neighborhood assemblies and the PB vote through different channels, a significant change from Year 1 where participants heard about neighborhood assemblies and the vote through the same channels. While there was variation across districts, overall, participants were most likely to hear about the neighborhood assemblies through social networks, community organizations, their Council Member and by email, which was similar to Year 1. However, word of mouth, family and friends and flyers were the most common ways that people heard about the vote. In addition:

**African American and Latino/as heard about PB through their social networks (i.e. friends/family, community groups and word of mouth).**

- 44% of Black or African American neighborhood assembly participants and 43% of Hispanic or Latino/as heard about PB through a community group.
- 35% of Black or African American neighborhood assembly participants and 34% of Hispanic or Latino/as heard about PB from friends and/or family.
- 29% of Black or African American PB voters heard about PB through Word of Mouth.

**Youth and Immigrants heard about PB through word of mouth and from family and friends.**

- 42% of PB voters under the age of 18 heard about the vote from family and/or friends compared to 18% of voters over age 18.
- Voters who were immigrants were most likely to have heard about the vote via word of mouth (23%) and family or friends (19%).

**Community groups helped to bring people with lower incomes into the PB process.**

- 47% of neighborhood assembly participants with a household income below \$35,000 heard about PB from a community group compared to 29% for participants with a household income above \$35,000.
- 16% of PB voters with a household income below \$35,000 heard about PB from a community group compared to 12% for PB voters with a household income above \$35,000.

**White and higher income people were likely to hear about PB through their Council Member and e-mail.**

- 37% of PB voters with incomes greater than \$75,000 heard about PB through the internet or an e-mail and 21% through their City Council Member.
- 37% of White PB voters heard about PB through the internet or email.

**People participated in PB because they wanted to be involved in their community and have a say in community decisions.**

*"I came to vote because I like to have a say in my community. This gives an opportunity to make your voice heard."*

– **Voter Exit Interview #83**, District 19

*"The opportunity to help community decide 1 million dollars. I liked the opportunity to be involved."*

– **Voter Exit Interview #8**, District 45

*"I think it is an important thing. It's important that we have a say in projects that matter for the community."*

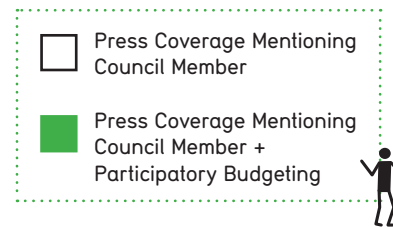
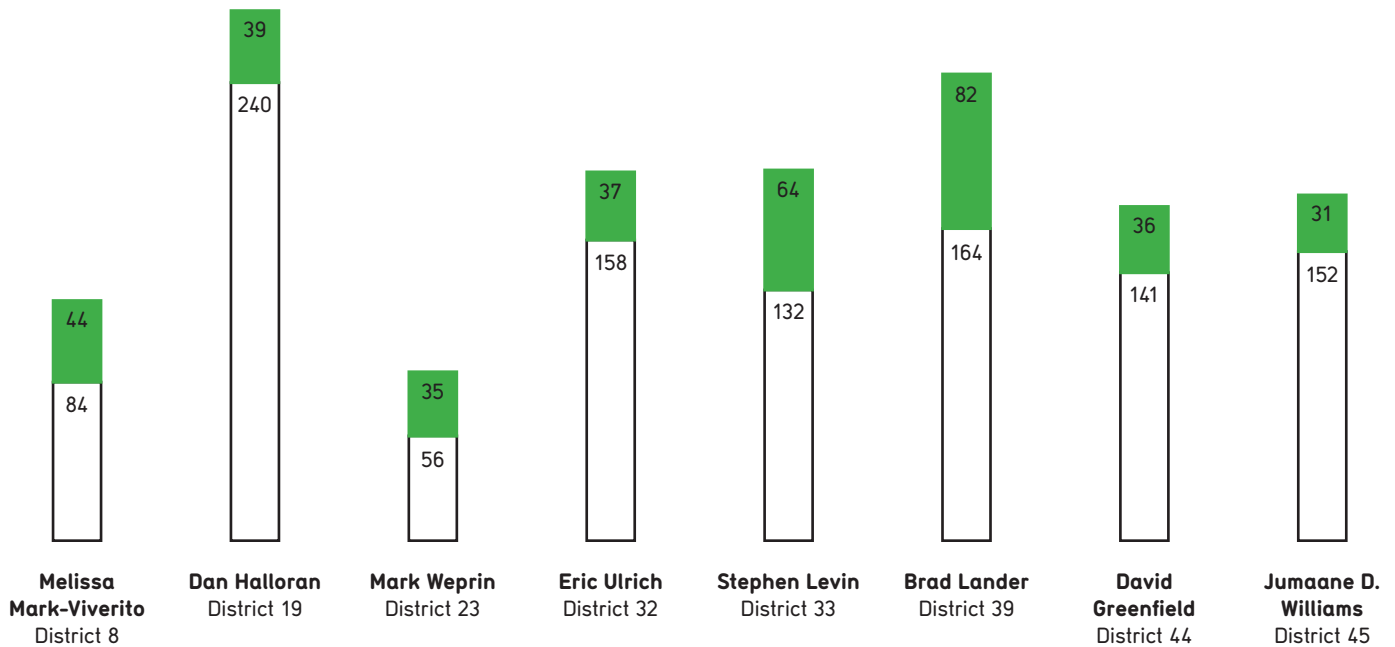
– **Voter Exit Interview #76**, District 44

# How did City Council Members benefit from Participatory Budgeting?

In addition to the benefits PB brings to participants such as skill building, enhanced civic engagement and leadership development, elected officials make considerable gains from the process. These include: heightened visibility in the media, deeper connections to constituents and increased awareness of the issues and concerns of their constituents.

**PB increased the amount of media coverage that the Council Members received over the course of the year.**

Council Member Press Coverage Increase Due to PB



**Participants valued the Council Members' involvement in the process and felt it brought the Council Member closer to the community.**

*"Feeling of more positivity about the Councilmember; communication was great, his office would call, email, provided donuts and coffee – when they did the presentation for the project expo the Councilmember's office was very helpful. Gives the Councilmember a great boost -- he didn't have to do this, and he did, and that's meaningful."*

– **Budget Delegate Interviewee #22**, District 23

*"Well I always saw him (Council member) really positively, but this made me feel more confident because he is doing pretty good work. I will get involved with PB and with lots of other things too, definitely."*

– **Budget Delegate Interviewee #32**, District 45

*"I think this process has really given me a deeper appreciation to the work that the Council Member does by her just giving this power back to the people."*

– **Budget Delegate Interviewee #60**, District 8



Council Member Stephen Levin speaks during a neighborhood assembly in District 33.

## What changes did PB participants want for their communities?

In previous years, the eight Council Members each focused large chunks of their capital discretionary funds on school improvements and park improvements, with the individual Council Members using smaller amounts to address other needs within their districts. Projects that were proposed at neighborhood assemblies by community members tended to be consistent with these past trends, but there were some differences. There were many projects around public health and sanitation, traffic, street repairs, lights and security cameras throughout all the districts, areas that had previously not received as much funding from the Council Members. These were the same areas of concern for PB participants in Year 1. In addition, some participants wanted projects that were ultimately ineligible for PB. In reviewing the proposed projects for all eight of the council districts, the following trends emerged [see more detailed breakdown in the district sections]:

- The average number of project proposals per district was 234, down from 489 in the first year.
- School improvements and park improvements were in the top five projects for seven of the eight districts.
- Street lights and security cameras were in the top five projects for five of the districts.
- 49% of project proposals were ineligible in Year 2 compared to 17% in Year 1, as they were too expensive or too cheap, outside of district boundaries, not capital projects, or covered by other funding streams.
- The most common types of ineligible projects were related to street cleanliness and sanitation and programs for community centers.

### What projects were proposed?

Total projects proposed city-wide:  
**1,641**

Top categories:

**Parks, Playgrounds, Public Space Improvements (260)**  
**Public Access Institutions (237)**  
**Public Health and Sanitation (163)**  
**Transportation Improvements (156)**  
**Security (150)**

### What projects were ineligible?

Total ineligible projects proposed city-wide:  
**800 (49%)**

Top ineligible categories:

**Public Health and Sanitation (101)**  
**Community Centers/Programs (100)**  
**Public Access Institutions (95)**  
**Parks, Playgrounds, Public Space Improvements (80)**  
**Transportation Improvements (77)**

### What projects made it on the ballot?

Total projects that were voted on city-wide:  
**122**

Average cost of projects city-wide:  
**\$277,717**

Most expensive project:

**\$675,000**  
(E-tech support for schools in District 45)

Least expensive project:

**\$30,000**  
(Park Department beach vehicle in District 32)

Top categories:

**Schools & Libraries (34)**  
**Parks & Recreation (24)**  
**Transportation (17)**

### Winning Projects by Type

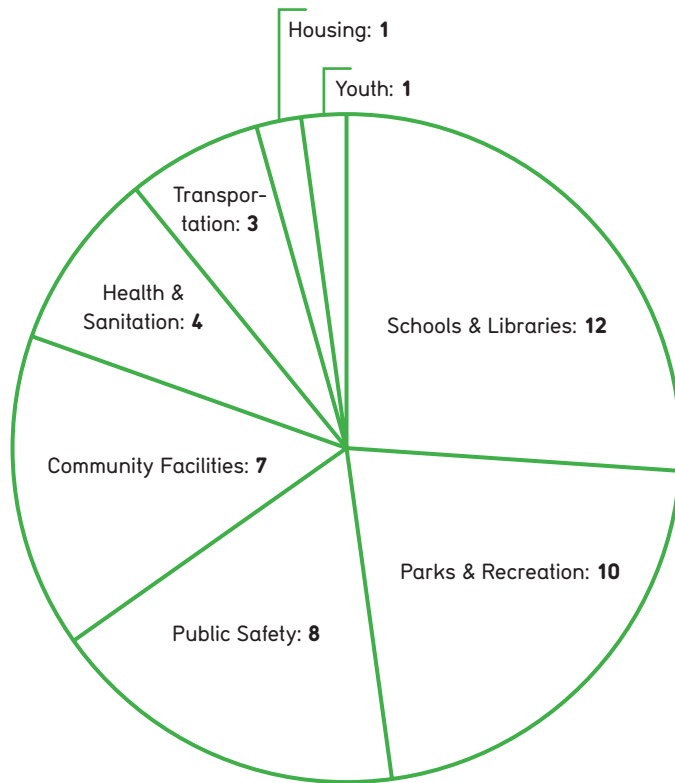


Table 1  
Additional Funded Projects

Project	District	Cost
Fort Totten Park Sidewalk Improvements	19th	\$100,000
Bird Watching Platform at Osprey Landing and Beautification of Parson's Beach	19th	\$100,000
Upgrade Bayside Historical Society "Officer's Club"	19th	\$150,000
Mobile Computer Cart PS 31/32/41/79/159	19th	\$175,000
Wi-Fi Classroom PS 98/130/184/193/Bell Academy	19th	\$350,000
Installation of Fitness Equipment	32nd	\$75,000
Parks Department Beach Vehicle	32nd	\$30,000
Gowanus Community Center Upgrades	33rd	\$150,000
Upgrades to Wyckoff Community Center	33rd	\$425,000
Tree Guards as Part of Neighborhood Reclamation	33rd	\$35,000
Projector for Celebrate Brooklyn & BRIC Art Center	39th	\$40,000
Safe Auditorium Upgrade for Performing Arts PS 131	39th	\$100,000
John Jay High School Media & Filmmaking Lab	39th	\$100,000
<b>Total</b>		<b>\$1,830,000</b>

**Winning Projects  
City-wide**

Total overall funds allocated to all winning projects:  
**\$9,807,500**

Number of Projects:  
**46**

Average cost of a project:  
**\$213,206**

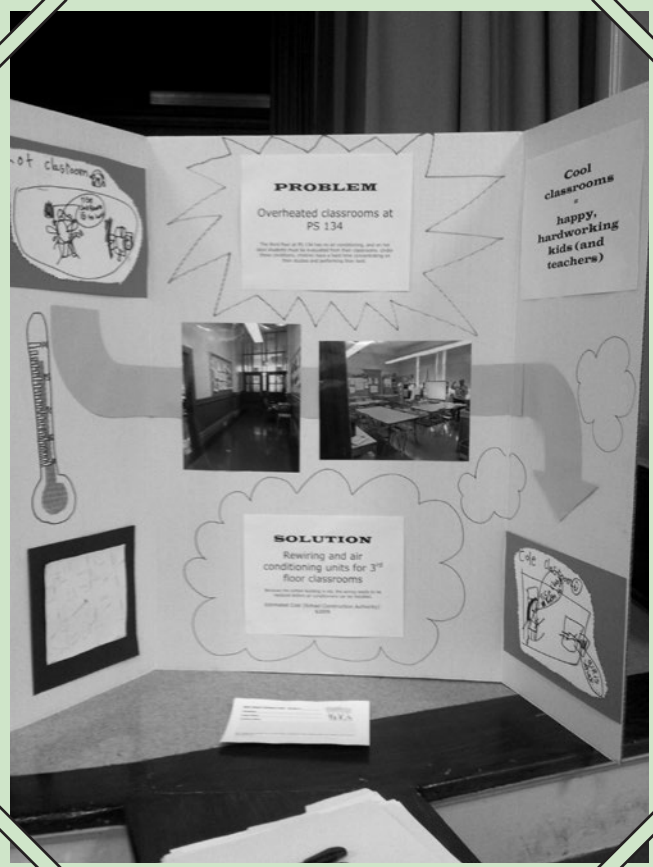
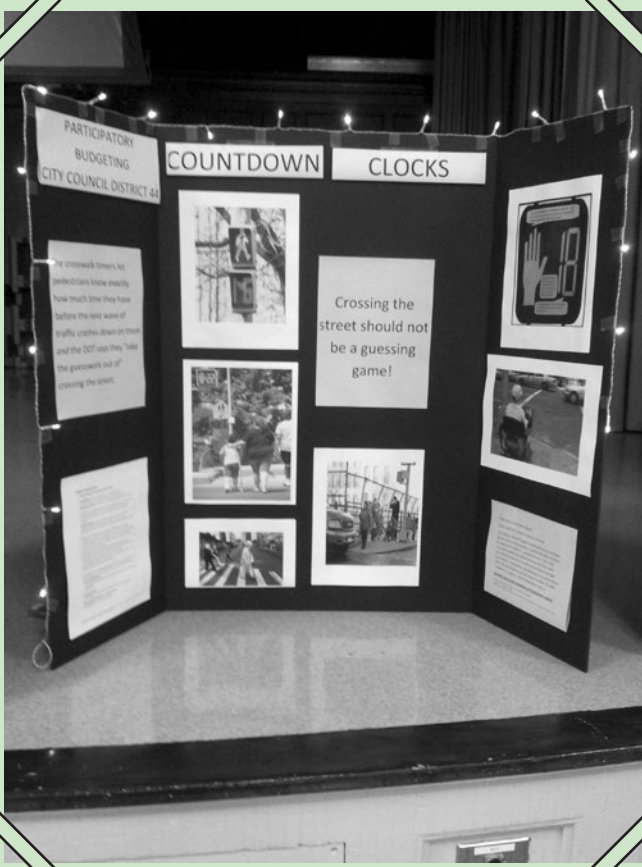
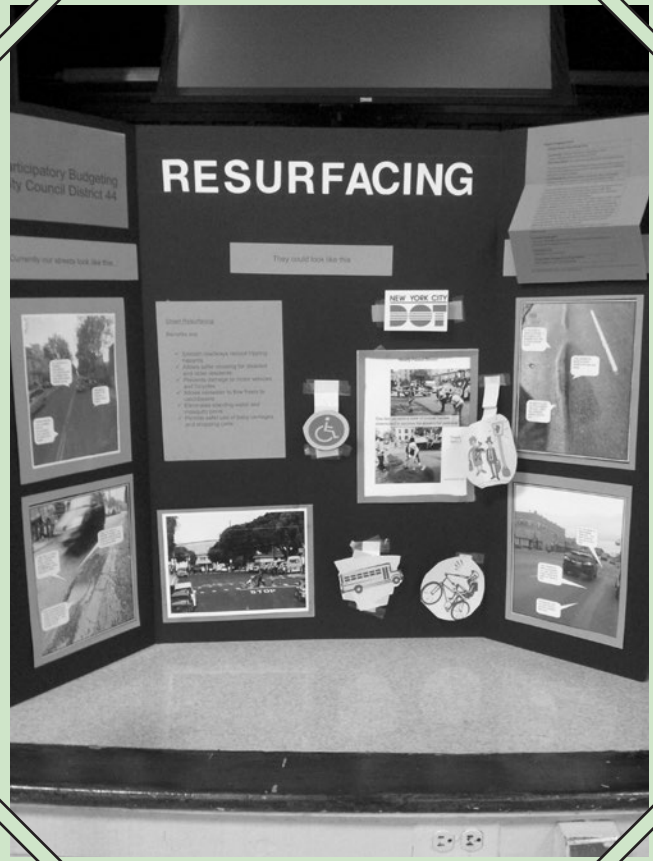
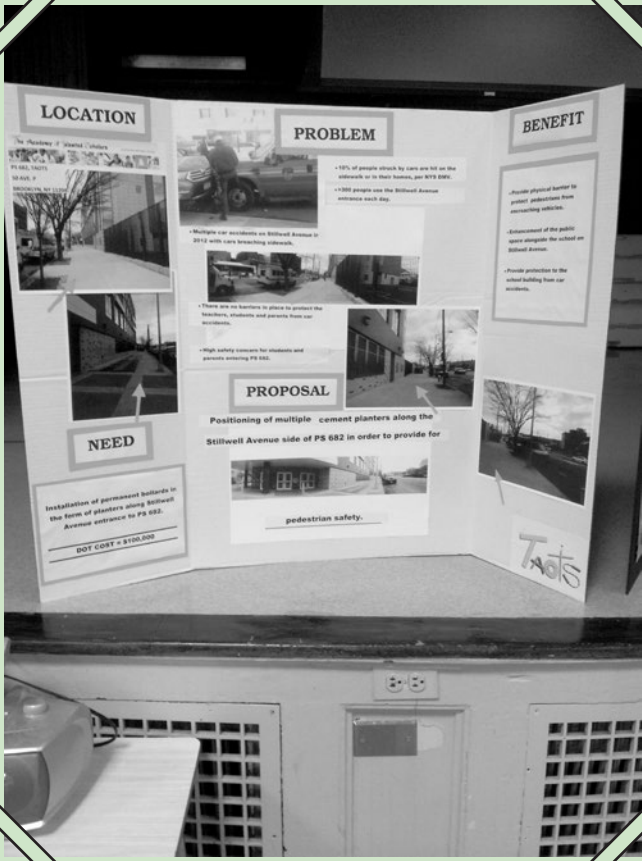
Highest cost project:  
**\$500,000**

(D8 Installation of security cameras)

Lowest cost project:  
**\$35,000**

(D19 Police cameras and D23 Roof Repair – Queens County Farm Museum)







## City-wide Summary

The citywide data provides an important snapshot of Year 2 of PB NYC: who participated and why, what people learned and how they developed through PB, how PB shifted attitudes towards government and civic engagement matters, and how participating Council Members and districts benefited from the process. Overall, we see that PB brought together thousands of New Yorkers from diverse backgrounds, many of whom do not typically participate in politics or have contact with government. These participants developed close connections with Council Members, neighbors and organizations in their districts, gained valuable leadership skills and knowledge about government and learned to work collaboratively to solve community problems.

From Year 1 to Year 2, we saw an increase in overall turnout, including a considerable spike in those who voted for PB projects. At the same time, we saw a decrease in participation in the early phases of PB including the neighborhood assemblies and budget delegate committees. Many of those that participated in Year 1 did not return for a second try at PB. This could be due to less “hype” for the second year, time constraints or frustration with slow implementation of winning projects. These findings reflect the need for more resources for targeted outreach, particularly during the beginning phases of PB, more streamlined and efficient engagement of budget delegates and strong monitoring and oversight of winning projects.

To learn more about how PB varied across the participating districts, researchers took a closer look at participation demographics, outreach and mobilization, project ideas and winning projects for each of the districts. The following chapters include data specific to council districts 8, 19, 23, 32, 33, 39, 44 and 45 as well as a highlighted community that was mobilized by PB and a winning project in each district. For the districts that also participated in Year 1 (2011-12) of PB, there is a comparison of Year 1 and 2.

Left: Posters describing the projects that will be on the ballot in District 44.

# Conclusion

## Key Concepts for Successful Participatory Budgets in NYC and Beyond

While the data indicate that PB succeeded in mobilizing large portions of NYC, especially communities that are not traditionally included in the political process, it is helpful to build on past successes and identify areas for improvement. In order to strengthen the PB process in NYC and beyond, we recommend the following:

### Planning

- 1 Expand to new pots of money**, including: expense funds, the full City Council budget, the overall City budget and the budgets of city agencies such as New York City Housing Authority (NYCHA), NYC Department of Education (DOE), and Department of Youth and Community Development (DYCD).
- 2 Make Steering Committee meetings public** so that the community has more opportunity to design and have input in the process. This will build more support and ground the process in the local community.
- 3 Create a standardized schedule** across all of the districts for when neighborhood assemblies, budget delegate meetings and the vote take place.
- 4 Cooperate and share information between districts**, especially between Council Member's offices, and between districts and the citywide process, such as documents and plans for outreach, translation capabilities and meeting schedules.
- 5 Include more education throughout the process** to give participants a better understanding of the history of PB, how the city budget works and how PB reorganizes spending priorities to make the budget more inclusive and representative of New Yorkers' needs and interests.

## Outreach

- 1 Increase publicity** by using resources such as local media, editorial pages, and radio, TV, subway and bus ads. Other channels that should be used to get the word out include social media, community boards, schools and community groups.
- 2 Reach out to populations that usually are not included in the political process and other marginalized populations** (e.g. low-income, youth, formerly incarcerated, undocumented immigrants, non-English speakers). This outreach should include partnering with and resourcing community groups that already work with these populations, door-knocking, social media and flyering.
- 3 Ensure that outreach materials are translated** and provide interpretation at meetings and events into the variety of languages represented in the districts.
- 4 Create a local outreach committee** for each district that will work during the budget delegate phase to help the Council Members' offices with the Get Out the Vote campaigns to increase participation. There could be a sign-up sheet at neighborhood assemblies similar to the one for budget delegates.

## Neighborhood Assemblies

- 1 Each district should hold a minimum of four neighborhood assemblies targeted at traditionally underrepresented communities** (e.g. youth, Spanish speakers). Districts that held targeted neighborhood assemblies were able to engage more community members from the targeted groups.
- 2 Offer a varied schedule of when neighborhood assemblies are held** that allows all members of the community to attend.
- 3 Reformat the opening presentation** to be more engaging, including information about projects from past years and clearer instructions about what types of projects are eligible and the information that should be included when a project is proposed.
- 4 Ensure more time for small group discussion** to collect project proposals and develop broad thoughts into specific ideas, which will help the budget delegates when further developing projects for the ballot.
- 5 Provide opportunities to submit project ideas outside of neighborhood assemblies.** E-mail, civic group meetings, community events, mail-in forms, parks and other public events

and spaces should be used in addition to neighborhood assemblies to collect project proposals.

### Budget Delegate Meetings

- 1 Require training for all budget delegate committee facilitators** and have facilitators sign a MOU outlining their responsibilities.
- 2 Provide a stipend for budget delegate committees** to buy food, provide childcare and make metrocards available.
- 3 Create a standardized procedure for assessing project proposals** around need of community, populations affected and feasibility.
- 4 Get feedback from the public** throughout the project development process to ensure that affected populations have input and are able to learn about the different projects that are being proposed for their communities.
- 5 Develop guidelines and best practices for working with city agencies** to ensure that the city agencies do not propose their own project ideas or take control of the process.
- 6 Facilitate better communication between budget delegate committees** so that all neighborhoods are being considered and that there are not multiple projects for a single location on the ballot.
- 7 Shorten the budget delegate phase** by holding meetings more frequently and assigning clearer tasks for in-between meetings. This would help to increase the number of budget delegates who participate through the whole process.

### The Vote

- 1 Require a standardized system of voter and ballot tracking** across the different districts.
- 2 Have training and t-shirts for volunteers** to help voters identify volunteers more easily and so the volunteers follow the standardized procedures and are able to assist with issues that may arise.
- 3 Rules for voting should be posted**, especially rules around campaigning for projects, to ensure that no campaigning for projects occurs at the voting locations.

- 4 **Hold at least two mobile voting sites** that engage traditionally disenfranchised populations.
- 5 **Extend voting hours and days at the Council Member offices** to allow everyone a chance to vote, especially people with nontraditional schedules.
- 6 **Put proposals that received votes from over 25% of voters on the ballot for next year.**
- 7 **Invalidate ballots with less than 5 votes.**

#### Implementation & Monitoring

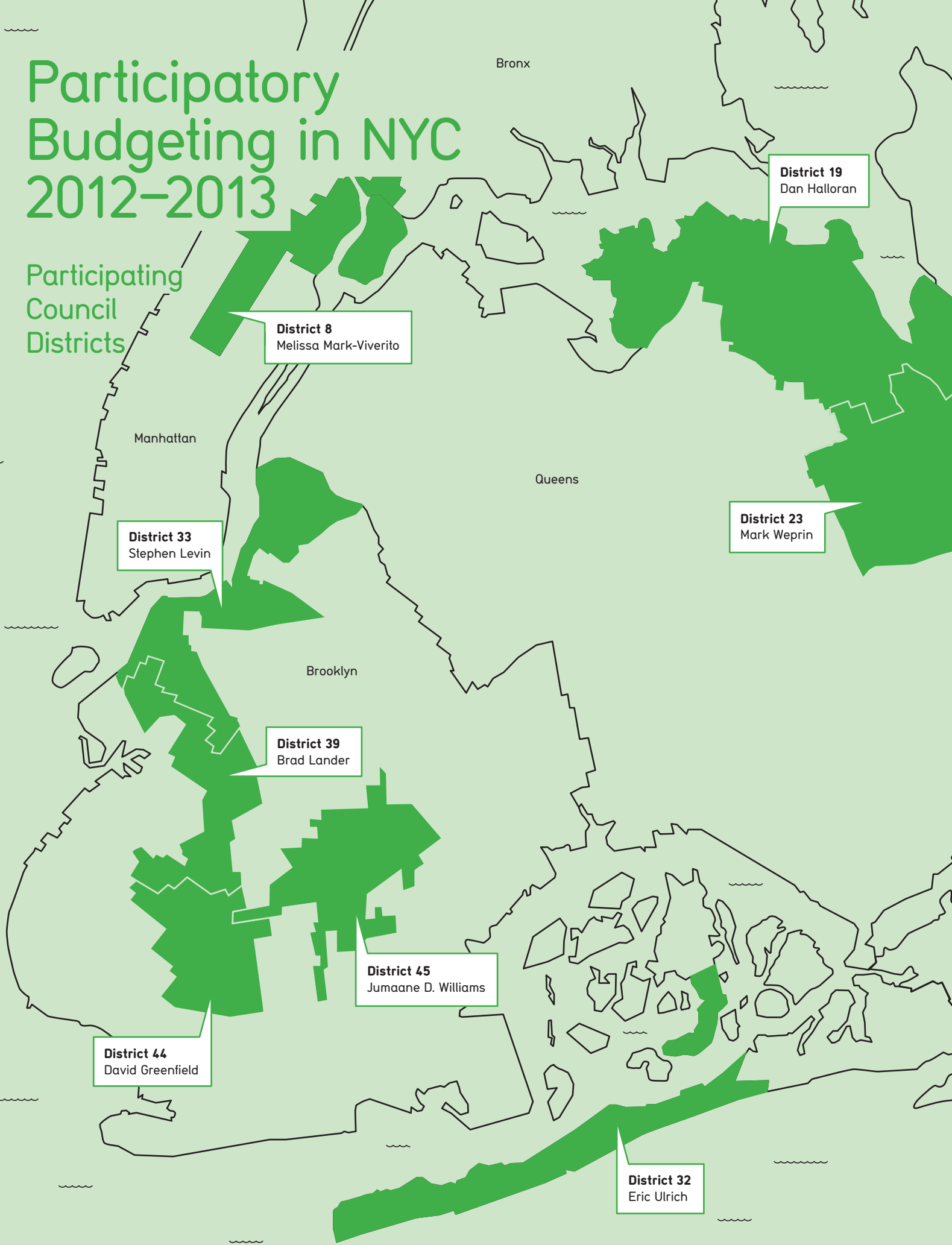
- 1 **Provide more information about the status of funded projects.**
- 2 **Provide more information about projects that were implemented outside of the PB vote.**
- 3 **Involve District Committees more actively in monitoring of project implementation.**

#### Funding

- 1 **Designate City and City Council funds for implementation of PB**, to create more capacity to implement the recommendations above.

# Participatory Budgeting in NYC 2012-2013

Participating Council Districts



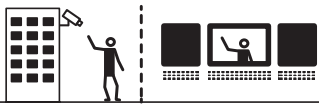
# District 8

## Winning Projects


Council Member Melissa Mark-Viverito




Laptops for District 8 Schools: \$450,000



Installation of Security Cameras at Johnson, East River, Douglass and Millbrook Houses: \$500,000




Technology Centers at YouthBuild and Carver Senior Center: \$100,000



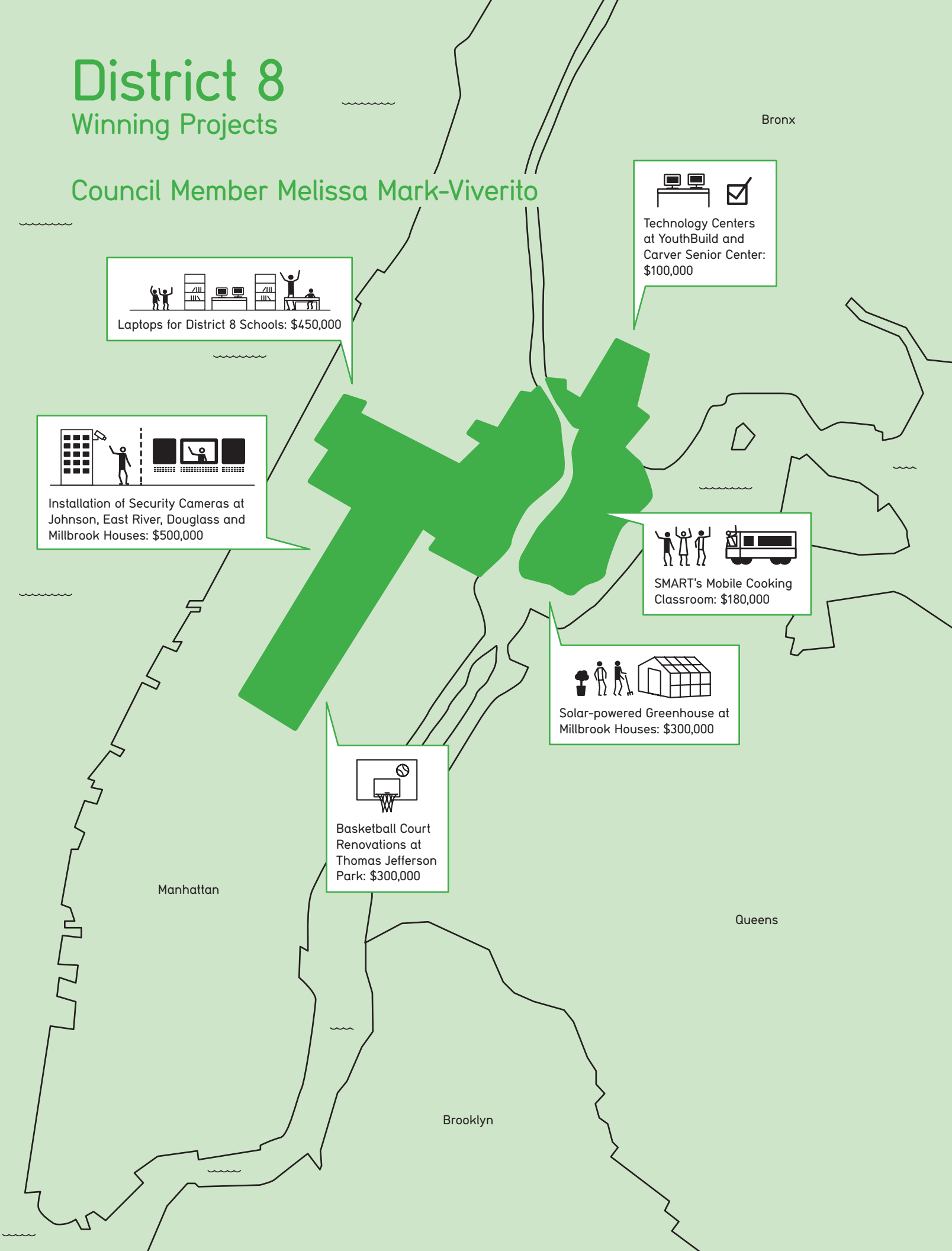
SMART's Mobile Cooking Classroom: \$180,000



Solar-powered Greenhouse at Millbrook Houses: \$300,000



Basketball Court Renovations at Thomas Jefferson Park: \$300,000





# District 19

## Winning Projects

### Council Member Dan Halloran

Bronx



Structural Restoration of Poppenhusen Institute: \$250,000



MacNeil Park Rehabilitation: \$100,000



Police Cameras: \$35,000



Kayak and Canoe Launches: \$150,000



Art Room Renovation at PS 98: \$65,000



Special Needs Playground Equipment: \$150,000



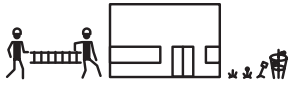
SMART Boards at PS 32/129/130/159/184/193 Bell Academy: \$245,000

Queens

# District 23

## Winning Projects

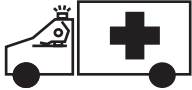
Council Member Mark Weprin



Queens County Farm Museum  
roof repair: \$35,000



Martin Van Buren High School  
Technology Upgrade: \$129,000



Glen Oaks Volunteer Ambulance  
Corps emergency equipment:  
\$40,000



Cunningham Park  
music stage: \$375,000



Cunningham Park  
enhancement of  
picnic area: \$375,000



Portable Security Cameras:  
\$100,000

Queens


# District 32

## Winning Projects

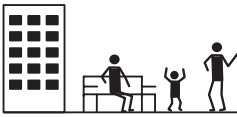
Council Member Eric Ulrich

Queens


Brooklyn




YMCA Upgrades:  
\$300,000




Dayton Towers Upgrades:  
\$38,000




Technology Upgrades at PS 317 and PS 114 and Gym Safety Upgrades at Scholars Academy: \$324,500




Traffic Island Landscaping:  
\$50,000



Broad Channel Library Upgrades:  
\$250,000



Mobi Mats – ADA Ramps for Beach Access: \$180,000



Rockaway Freeway Dog Park Upgrades:  
\$300,000

# District 33

## Winning Projects

Council Member Stephen Levin

Queens

Manhattan

Brooklyn



East River State Park  
Dog Run: \$450,000



MS 8 Technology Funds:  
\$200,000



District-wide tree planting:  
\$100,000



PS 34 Playground  
Renovations: \$120,000



PS 31 Technology  
Request: \$188,000

# District 39

## Winning Projects

Council Member Brad Lander

Manhattan

Queens



Renovate 8 Bathrooms,  
PS 58, The Carroll School:  
\$110,000



PS 230: Help Kids  
Connect & Learn  
With Technology:  
\$180,000



Carroll Gardens/Windsor Terrace  
Library Computers: \$75,000



3rd Street Green Corridor:  
New Trees, Less Runoff:  
\$170,000



Church Avenue Traffic & Pedestrian  
Safety Improvements: \$300,000



PS 179: Technology upgrade for  
underserved school: \$115,000

Brooklyn

# District 44

## Winning Projects

Council Member David Greenfield

Brooklyn




Countdown clocks in Borough Park: \$200,000




Security cameras in Midwood: \$2,000,000



Security cameras in Borough Park: \$200,000



Countdown clocks in Midwood: \$200,000



Countdown clocks in Bensonhurst: \$200,000

# District 45

## Winning Projects

Council Member Jumaane D. Williams

Queens

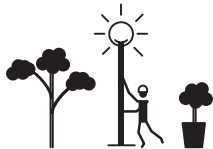
Brooklyn



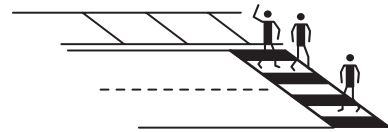
Creation of Wi-Fi enabled, computer-equipped college and career center in the library of the Tilden Education Campus: \$350,000



Installation of security cameras at a number of sites around the Flatbush Gardens apartment complex: \$400,000



Completion of field light installation at Tilden Educational Campus, to increase community usage in the surrounding area: \$420,000



Addition of curb extension to Linden Boulevard between East 52nd Street and East 54th Street, a high traffic area for seniors and impaired neighbors: \$360,000



# Appendix



## Citywide Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=924	<u>Difference</u> <u>Neighborhood</u> <u>Assemblies</u> <u>Years 1 &amp; 2</u>	<u>Budget</u> <u>Delegates</u> N=277	<u>PB</u> <u>Voters</u> N=7300	<u>Diff. PB</u> <u>Voters</u> <u>Years</u> <u>1 &amp; 2</u>	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=833 BD: N=272 Voters: N=7182	Female	51%	66%	+2%	60%	62%	+0%	55%	+7%
	Male	49%	34%	-2%	39%	38%	+0%	40%	-6%
	Other	N/A	0%	-1%	1%	0%	+0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=808 BD: N=257 Voters: N=6704	Asian	15%	7%	+4%	8%	8%	+6%	7%	+1%
	Black	17%	30%	-8%	27%	12%	-8%	17%	-5%
	Latino/a	18%	18%	+1%	12%	14%	+0%	14%	+0%
	White	48%	46%	+5%	49%	64%	-2%	46%	+18%
	Other	3%	5%	+0%	6%	4%	+2%	1%	+3%
<u>Highest Level</u> <u>of Education</u> NA: N=462 BD: N=207 Voters: N=5679	Some High School or less	17%	5%	+0%	6%	4%	-2%	N/A	N/A
	H.S. Diploma or GED	25%	14%	+2%	12%	12%	-5%	N/A	N/A
	Associate/ Vocational Degree	6%	4%	-2%	3%	1%	-6%	N/A	N/A
	Some College	15%	15%	-1%	16%	12%	-5%	N/A	N/A
	Bachelor's Degree	22%	26%	-1%	27%	34%	+11%	N/A	N/A
	Graduate Degree	15%	36%	+2%	36%	37%	+6%	N/A	N/A
<u>Income</u> NA: N=692 BD: N=245 Voters: N=6381	Less than \$10,000	9%	13%	+3%	10%	6%	+0%	1%	+5%
	\$10,000-\$14,999	6%	10%	+4%	6%	5%	+0%	5%	+0%
	\$15,000-\$24,999	10%	8%	+0%	7%	5%	-1%	8%	-3%
	\$25,000-\$34,999	9%	9%	+0%	8%	7%	-2%	15%	-8%
	\$35,000-\$49,999	12%	11%	-2%	13%	9%	-2%	25%	-16%
	\$50,000-\$74,999	16%	15%	-3%	11%	12%	-3%	39%	-27%
	\$75,000-\$99,999	12%	12%	+1%	16%	13%	-2%	6%	+7%
	\$100,000-\$149,000	14%	13%	-3%	17%	19%	+2%	1%	+18%
	\$150,000 or more	12%	9%	-1%	14%	25%	+9%	0%	+25%
<u>Age</u> NA: N=586 BD: N=219 Voters: N=6096	14 years or under	20%	3%	-2%	N/A	N/A	N/A	N/A	N/A
	15 to 19 years	6%	12%	+6%	1%	3%	+1%	N/A	N/A
	20 to 24 years	7%	5%	+2%	2%	2%	-1%	N/A	N/A
	25 to 34 years	17%	12%	+1%	12%	14%	+2%	11%	+3%
	35 to 44 years	14%	16%	-1%	20%	27%	+5%	N/A	N/A
	45 to 54 years	13%	18%	-2%	18%	21%	+0%	N/A	N/A
	55 to 64 years	11%	15%	-4%	22%	16%	-3%	N/A	N/A
	65+ years	12%	20%	+0%	26%	19%	-3%	30%	-11%
<u>Language</u> NA: N=841 BD: N=268 Voters: N=6928	English	50%	94%	+3%		86%	+6%	N/A	N/A
	Spanish	16%	8%	+4%		6%	-1%	N/A	N/A
	Other	35%	3%	-3%		4%	+0%	N/A	N/A

## 8th District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=231	<u>Difference</u> <u>Neighborhood</u> <u>Assemblies</u> <u>Years 1 &amp; 2</u>	<u>Budget</u> <u>Delegates</u> N=62	<u>PB</u> <u>Voters</u> N=1066	<u>Diff. PB</u> <u>Voters</u> <u>Years</u> <u>1 &amp; 2</u>	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=201 BD: N=60 Voters: N=1048	Female	53%	71%	+2%	67%	68%	+2%	60%	+8%
	Male	47%	29%	-2%	32%	32%	-2%	40%	-8%
	Other	N/A	1%	+0%	2%	0%	+0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=199 BD: N=59 Voters: N=937	Asian	6%	2%	-1%	5%	3%	+1%	2%	+1%
	Black	23%	50%	+9%	42%	31%	-3%	31%	+0%
	Latino/a	50%	39%	-6%	34%	54%	+4%	39%	+15%
	White	19%	12%	-2%	17%	12%	-5%	22%	-10%
	Other	2%	7%	+2%	7%	5%	+3%	0%	+5%
<u>Highest Level</u> <u>of Education</u> NA: N=97 BD: N=44 Voters: N=700	Some High School or less	16%	8%	-2%	8%	18%	+2%	N/A	N/A
	H.S. Diploma or GED	21%	30%	+10%	25%	27%	+3%	N/A	N/A
	Associate/ Vocational Degree	5%	6%	-2%	2%	4%	-4%	N/A	N/A
	Some College	13%	20%	+2%	27%	20%	-1%	N/A	N/A
	Bachelor's Degree	17%	21%	-2%	20%	21%	+6%	N/A	N/A
	Graduate Degree	15%	16%	-5%	18%	12%	-4%	N/A	N/A
<u>Income</u> NA: N=177 BD: N=53 Voters: N=912	Less than \$10,000	18%	28%	+5%	19%	21%	-1%	4%	+17%
	\$10,000-\$14,999	9%	18%	+4%	17%	20%	+5%	24%	-4%
	\$15,000-\$24,999	13%	11%	-2%	9%	13%	+1%	14%	-1%
	\$25,000-\$34,999	9%	10%	-3%	19%	14%	+2%	25%	-11%
	\$35,000-\$49,999	12%	11%	-2%	11%	11%	-4%	11%	+0%
	\$50,000-\$74,999	13%	9%	-3%	6%	9%	-1%	20%	-9%
	\$75,000-\$99,999	8%	6%	-1%	8%	3%	-3%	1%	+2%
	\$100,000-\$149,000	8%	5%	+2%	6%	6%	+1%	1%	+5%
	\$150,000 or more	9%	3%	+0%	6%	3%	+0%	0%	+3%
<u>Age</u> NA: N=149 BD: N=49 Voters: N=857	14 years or under	20%	7%	-7%	N/A	N/A	N/A	N/A	N/A
	15 to 19 years	7%	11%	-1%	2%	7%	+3%	N/A	N/A
	20 to 24 years	8%	10%	+8%	6%	5%	-1%	N/A	N/A
	25 to 34 years	19%	9%	-3%	8%	17%	+3%	11%	+6%
	35 to 44 years	14%	11%	+4%	22%	21%	+5%	N/A	N/A
	45 to 54 years	12%	14%	-4%	20%	16%	-5%	N/A	N/A
	55 to 64 years	10%	13%	-2%	20%	15%	-4%	N/A	N/A
	65+ years	11%	25%	+5%	20%	19%	-2%	31%	-12%
<u>Language</u> NA: N=841 BD: N=59 Voters: N=6928	English	47%	87%	+8%	75%	62%	-22%	N/A	N/A
	Spanish	42%	19%	+7%	9%	30%	+17%	N/A	N/A
	Other	11%	2%	+2%	17%	8%	+5%	N/A	N/A

## 19th District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=59	<u>Budget</u> <u>Delegates</u> N=29	<u>PB</u> <u>Voters</u> N=682	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=56 BD: N=28 Voters: N=670	Female	52%	75%	57%	63%	54%	+9%
	Male	48%	25%	36%	37%	46%	-9%
	Other	N/A	0%	7%	0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=52 BD: N=26 Voters: N=608	Asian	28%	31%	8%	13%	16%	-3%
	Black	2%	0%	0%	0%	1%	-1%
	Latino/a	15%	10%	8%	5%	9%	-4%
	White	53%	64%	69%	80%	65%	+15%
	Other	2%	0%	15%	2%	1%	+2%
<u>Highest Level</u> <u>of Education</u> NA: N=44 BD: N=18 Voters: N=541	Some High School or less	13%	0%	3%	2%	N/A	N/A
	H.S. Diploma or GED	26%	16%	3%	17%	N/A	N/A
	Associate/ Vocational Degree	6%	2%	0%	1%	N/A	N/A
	Some College	16%	11%	24%	16%	N/A	N/A
	Bachelor's Degree	24%	34%	31%	35%	N/A	N/A
	Graduate Degree	15%	36%	38%	30%	N/A	N/A
<u>Income</u> NA: N=44 BD: N=25 Voters: N=563	Less than \$10,000	4%	2%	4%	1%	0%	+1%
	\$10,000-\$14,999	3%	2%	0%	3%	0%	+3%
	\$15,000-\$24,999	8%	5%	4%	5%	0%	+5%
	\$25,000-\$34,999	8%	11%	0%	4%	1%	+3%
	\$35,000-\$49,999	11%	18%	8%	11%	24%	-13%
	\$50,000-\$74,999	16%	14%	20%	15%	65%	-50%
	\$75,000-\$99,999	15%	11%	20%	17%	9%	+8%
	\$100,000-\$149,000	19%	25%	12%	23%	1%	+22%
\$150,000 or more	16%	11%	32%	23%	0%	+23%	
<u>Age</u> NA: N=47 BD: N=18 Voters: N=559	14 years or under	17%	2%	N/A	N/A	N/A	N/A
	15 to 19 years	6%	2%	0%	1%	N/A	N/A
	20 to 24 years	6%	2%	0%	1%	N/A	N/A
	25 to 34 years	13%	13%	6%	5%	6%	-1%
	35 to 44 years	14%	28%	22%	17%	N/A	N/A
	45 to 54 years	15%	15%	17%	18%	N/A	N/A
	55 to 64 years	13%	15%	6%	19%	N/A	N/A
	65+ years	17%	23%	50%	88%	39%	+0%
<u>Language</u> NA: N=54 BD: N=29 Voters: N=661	English	46%	93%	97%	86%	N/A	N/A
	Spanish	13%	0%	3%	2%	N/A	N/A
	Other	42%	9%	0%	5%	N/A	N/A

## 23rd District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=108	<u>Budget</u> <u>Delegates</u> N=52	<u>PB</u> <u>Voters</u> N=614	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=95 BD: N=52 Voters: N=854	Female	49%	50%	48%	64%	54%	+10%
	Male	51%	51%	52%	36%	46%	-10%
	Other	N/A	0%	0%	0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=89 BD: N=48 Voters: N=799	Asian	37%	15%	21%	22%	15%	+7%
	Black	12%	10%	15%	8%	12%	-4%
	Latino/a	14%	8%	2%	6%	11%	-5%
	White	31%	61%	58%	61%	47%	+14%
	Other	6%	8%	6%	4%	1%	+3%
<u>Highest Level of Education</u> NA: N=57 BD: N=38 Voters: N=666	Some High School or less	11%	2%	0%	1%	N/A	N/A
	H.S. Diploma or GED	26%	12%	10%	13%	N/A	N/A
	Associate/ Vocational Degree	7%	0%	4%	1%	N/A	N/A
	Some College	16%	16%	18%	18%	N/A	N/A
	Bachelor's Degree	25%	28%	29%	32%	N/A	N/A
	Graduate Degree	15%	42%	39%	34%	N/A	N/A
<u>Income</u> NA: N=74 BD: N=48 Voters: N=719	Less than \$10,000	4%	5%	4%	3%	1%	+2%
	\$10,000-\$14,999	3%	4%	2%	3%	0%	+3%
	\$15,000-\$24,999	8%	8%	8%	6%	0%	+6%
	\$25,000-\$34,999	9%	4%	2%	6%	4%	+2%
	\$35,000-\$49,999	10%	10%	10%	13%	18%	-5%
	\$50,000-\$74,999	18%	20%	19%	19%	68%	-49%
	\$75,000-\$99,999	15%	14%	19%	16%	7%	+9%
	\$100,000-\$149,000	20%	22%	25%	19%	2%	+17%
	\$150,000 or more	13%	14%	10%	15%	0%	+15%
<u>Age</u> NA: N=61 BD: N=39 Voters: N=727	14 years or under	16%	0%	N/A	N/A	N/A	N/A
	15 to 19 years	6%	5%	0%	5%	N/A	N/A
	20 to 24 years	6%	0%	0%	2%	N/A	N/A
	25 to 34 years	14%	3%	5%	5%	7%	-2%
	35 to 44 years	14%	10%	3%	13%	N/A	N/A
	45 to 54 years	16%	21%	23%	18%	N/A	N/A
	55 to 64 years	13%	26%	26%	22%	N/A	N/A
	65+ years	15%	34%	44%	36%	37%	-1%
<u>Language</u> NA: N=94 BD: N=48 Voters: N=797	English	48%	97%	96%	89%	N/A	N/A
	Spanish	12%	2%	0%	1%	N/A	N/A
	Other	41%	7%	4%	11%	N/A	N/A

## 32nd District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=33	<u>Difference</u> <u>Neighborhood</u> <u>Assemblies</u> Years 1 & 2	<u>Budget</u> <u>Delegates</u> N=4	<u>PB</u> <u>Voters</u> N=200	<u>Diff. PB</u> <u>Voters</u> <u>Years</u> 1 & 2	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=33 BD: N=4 Voters: N=195	Female	52%	73%	+13%	75%	62%	+0%	54%	+8%
	Male	48%	27%	-13%	25%	38%	+1%	46%	-7%
	Other	N/A	0%	+0%	0%	0%	+0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=31 Voters: N=180	Asian	3%	0%	+0%	0%	0%	+0%	6%	-6%
	Black	14%	10%	+5%	0%	13%	+10%	6%	+7%
	Latino/a	14%	13%	+8%	0%	12%	+8%	18%	-6%
	White	68%	74%	-15%	100%	68%	-21%	61%	+7%
	Other	2%	0%	-1%	0%	7%	+3%	1%	+6%
<u>Highest Level</u> <u>of Education</u> NA: N=17 BD: N=4 Voters: N=162	Some High School or less	10%	6%	+5%	0%	6%	+4%	N/A	N/A
	H.S. Diploma or GED	30%	18%	-1%	0%	36%	+17%	N/A	N/A
	Associate/ Vocational Degree	5%	0%	-10%	0%	1%	-8%	N/A	N/A
	Some College	20%	18%	-2%	0%	22%	-1%	N/A	N/A
	Bachelor's Degree	20%	35%	+9%	100%	28%	+6%	N/A	N/A
	Graduate Degree	13%	24%	-1%	0%	8%	-15%	N/A	N/A
<u>Income</u> NA: N=26 BD: N=4 Voters: N=181	Less than \$10,000	8%	0%	+0%	0%	4%	+2%	0%	+4%
	\$10,000-\$14,999	5%	12%	+12%	0%	3%	+0%	0%	+3%
	\$15,000-\$24,999	8%	4%	-9%	0%	7%	+3%	0%	+7%
	\$25,000-\$34,999	10%	4%	+2%	50%	31%	+23%	10%	+21%
	\$35,000-\$49,999	13%	8%	-3%	25%	21%	+11%	42%	-21%
	\$50,000-\$74,999	17%	23%	+3%	0%	11%	-7%	40%	-39%
	\$75,000-\$99,999	15%	31%	+17%	25%	7%	-12%	6%	+1%
	\$100,000-\$149,000	16%	8%	-15%	0%	14%	-6%	1%	+13%
	\$150,000 or more	10%	12%	-5%	0%	2%	-14%	0%	+2%
<u>Age</u> NA: N=19 BD: N=4 Voters: N=171	14 years or under	18%	0%	-1%	N/A	N/A	N/A	N/A	N/A
	15 to 19 years	7%	11%	+11%	0%	2%	+2%	N/A	N/A
	20 to 24 years	5%	0%	+0%	0%	2%	+0%	N/A	N/A
	25 to 34 years	10%	0%	-5%	0%	4%	-5%	8%	-4%
	35 to 44 years	15%	26%	+9%	50%	15%	-5%	N/A	N/A
	45 to 54 years	16%	37%	+17%	0%	38%	+17%	N/A	N/A
	55 to 64 years	13%	21%	-9%	0%	27%	+8%	N/A	N/A
	65+ years	17%	5%	-22%	50%	13%	-17%	32%	-19%
<u>Language</u> NA: N=33 BD: N=4 Voters: N=189	English	83%	100%	+2%	75%	88%	-6%	N/A	N/A
	Spanish	8%	3%	+3%	0%	4%	-1%	N/A	N/A
	Other	9%	0%	-2%	25%	2%	-1%	N/A	N/A

### 33rd District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=197	<u>Budget</u> <u>Delegates</u> N=56	<u>PB</u> <u>Voters</u> N=1945	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=175 BD: N=50 Voters: N=1908	Female	50%	71%	71%	62%	52%	+10%
	Male	50%	29%	29%	38%	48%	-10%
	Other	N/A	0%	0%	0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=172 BD: N=51 Voters: N=1783	Asian	5%	4%	4%	6%	3%	+3%
	Black	6%	37%	31%	12%	11%	+1%
	Latino/a	14%	20%	10%	12%	14%	-2%
	White	74%	41%	53%	69%	52%	+17%
	Other	2%	2%	4%	3%	0%	+3%
<u>Highest Level of Education</u> NA: N=95 BD: N=41 Voters: N=1471	Some High School or less	13%	6%	8%	4%	N/A	N/A
	H.S. Diploma or GED	16%	13%	15%	11%	N/A	N/A
	Associate/ Vocational Degree	5%	4%	2%	1%	N/A	N/A
	Some College	11%	14%	9%	10%	N/A	N/A
	Bachelor's Degree	29%	24%	26%	39%	N/A	N/A
	Graduate Degree	25%	39%	40%	36%	N/A	N/A
<u>Income</u> NA: N=147 BD: N=46 Voters: N=1676	Less than \$10,000	9%	16%	17%	6%	1%	+5%
	\$10,000-\$14,999	6%	10%	2%	5%	12%	-7%
	\$15,000-\$24,999	8%	10%	4%	4%	11%	-7%
	\$25,000-\$34,999	7%	16%	11%	6%	9%	-3%
	\$35,000-\$49,999	10%	9%	13%	8%	17%	-9%
	\$50,000-\$74,999	14%	10%	9%	12%	36%	-24%
	\$75,000-\$99,999	11%	11%	17%	11%	11%	+0%
	\$100,000-\$149,000	14%	14%	9%	17%	3%	+14%
	\$150,000 or more	21%	5%	17%	32%	1%	+31%
<u>Age</u> NA: N=126 BD: N=43 Voters: N=1551	14 years or under	21%	0%	N/A	N/A	N/A	N/A
	15 to 19 years	5%	23%	0%	1%	N/A	N/A
	20 to 24 years	7%	2%	0%	1%	N/A	N/A
	25 to 34 years	23%	17%	7%	20%	20%	0%
	35 to 44 years	15%	15%	16%	33%	N/A	N/A
	45 to 54 years	11%	13%	12%	19%	N/A	N/A
	55 to 64 years	9%	15%	33%	13%	N/A	N/A
	65+ years	8%	16%	33%	14%	20%	-6%
<u>Language</u> NA: N=178 BD: N=55 Voters: N=1825	English	53%	94%	84%	87%	N/A	N/A
	Spanish	14%	10%	9%	4%	N/A	N/A
	Other	33%	3%	8%	4%	N/A	N/A



## 39th District Demographics

		<u>Census</u>	<u>Neighborhood</u>	<u>Difference</u>	<u>Budget</u>	<u>PB</u>	<u>Diff. PB</u>	<u>Voters in</u>	<u>Difference</u>
		<u>Data</u>	<u>Assemblies</u>	<u>Neighborhood</u>	<u>Delegates</u>	<u>Voters</u>	<u>Voters</u>	<u>2009 Local</u>	<u>between</u>
			N=161	<u>Assemblies</u>	N=51	N=2281	<u>Years</u>	<u>Elections</u>	<u>PB &amp; 2009</u>
				<u>Years 1 &amp; 2</u>			<u>1 &amp; 2</u>		<u>Voters</u>
<u>Gender</u>	Female	51%	59%	-6%	46%	60%	+0%	53%	+7%
NA: N=152									
BD: N=50	Male	49%	41%	+6%	54%	40%	+0%	47%	-7%
Voters: N=2255	Other	N/A	0%	+0%	0%	0%	+0%	N/A	N/A
<u>Race/Ethnicity</u>	Asian	13%	5%	-2%	6%	6%	+1%	4%	+2%
NA: N=150									
BD: N=49	Black	4%	5%	+1%	8%	2%	-1%	8%	-6%
Voters: N=2165	Latino/a	14%	5%	-1%	8%	4%	-2%	11%	-7%
	White	66%	81%	+0%	78%	86%	-1%	55%	+31%
	Other	3%	6%	+0%	4%	3%	-2%	0%	+3%
<u>Highest Level of Education</u>	Some High School or less	8%	1%	-1%	0%	1%	+0%	N/A	N/A
NA: N=88									
BD: N=45	H.S. Diploma or GED	22%	1%	-4%	2%	3%	-1%	N/A	N/A
Voters: N=1978	Associate/ Vocational Degree	5%	2%	+0%	2%	1%	+0%	N/A	N/A
	Some College	13%	5%	-1%	10%	6%	+0%	N/A	N/A
	Bachelor's Degree	25%	25%	-8%	28%	37%	+7%	N/A	N/A
	Graduate Degree	19%	66%	+13%	59%	53%	-5%	N/A	N/A
<u>Income</u>	Less than \$10,000	8%	2%	+0%	0%	2%	+1%	0%	+2%
NA: N=121									
BD: N=47	\$10,000-\$14,999	6%	1%	-1%	6%	1%	+0%	0%	+1%
Voters: N=2112	\$15,000-\$24,999	10%	3%	-1%	4%	2%	+0%	13%	-11%
	\$25,000-\$34,999	8%	6%	+1%	2%	3%	-1%	18%	-15%
	\$35,000-\$49,999	12%	11%	+1%	13%	6%	+0%	23%	-17%
	\$50,000-\$74,999	15%	17%	-4%	9%	10%	-4%	37%	-27%
	\$75,000-\$99,999	12%	18%	+4%	17%	17%	+1%	8%	+0%
	\$100,000-\$149,000	15%	21%	-5%	32%	25%	-3%	0%	+25%
	\$150,000 or more	15%	22%	+4%	17%	36%	+6%	0%	+36%
<u>Age</u>	14 years or under	22%	2%	+2%	N/A	N/A	N/A	N/A	N/A
NA: N=107									
BD: N=46	15 to 19 years	6%	10%	+9%	0%	1%	+1%	N/A	N/A
Voters: N=2047	20 to 24 years	6%	4%	+3%	2%	1%	+0%	N/A	N/A
	25 to 34 years	19%	18%	+4%	24%	14%	-1%	17%	-3%
	35 to 44 years	15%	19%	-6%	35%	35%	+4%	N/A	N/A
	45 to 54 years	13%	22%	+0%	20%	24%	+1%	N/A	N/A
	55 to 64 years	9%	14%	-7%	15%	14%	-4%	N/A	N/A
	65+ years	10%	12%	-4%	4%	11%	-1%	19%	-8%
<u>Language</u>	English	49%	99%	+3%	96%	94%	+1%	N/A	N/A
NA: N=153									
BD: N=50	Spanish	13%	2%	+2%	0%	1%	-3%	N/A	N/A
Voters: N=2216	Other	38%	9%	-2%	4%	3%	-2%	N/A	N/A

## 44th District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=44	<u>Budget</u> <u>Delegates</u> N=1	<u>PB</u> <u>Voters</u> N=37	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=40 BD: N=1 Voters: N=36	Female	50%	70%	100%	50%	52%	-2%
	Male	50%	30%	0%	50%	48%	+2%
	Other	N/A	0%	0%	0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=38 BD: N=0 Voters: N=31	Asian	17%	8%	N/A	0%	7%	-7%
	Black	1%	3%	N/A	0%	1%	-1%
	Latino/a	10%	3%	N/A	3%	6%	-3%
	White	71%	76%	N/A	94%	43%	+51%
	Other	1%	8%	N/A	7%	1%	+6%
<u>Highest Level of Education</u> NA: N=19 BD: N=1 Voters: N=23	Some High School or less	24%	5%	0%	13%	N/A	N/A
	H.S. Diploma or GED	32%	5%	0%	35%	N/A	N/A
	Associate/ Vocational Degree	6%	16%	0%	0%	N/A	N/A
	Some College	13%	16%	0%	9%	N/A	N/A
	Bachelor's Degree	16%	37%	100%	22%	N/A	N/A
	Graduate Degree	10%	21%	0%	22%	N/A	N/A
<u>Income</u> NA: N=31 BD: N=1 Voters: N=26	Less than \$10,000	10%	10%	0%	8%	0%	+8%
	\$10,000-\$14,999	8%	0%	0%	4%	1%	+3%
	\$15,000-\$24,999	14%	10%	0%	23%	25%	-2%
	\$25,000-\$34,999	12%	13%	0%	0%	39%	-39%
	\$35,000-\$49,999	13%	19%	0%	8%	28%	-20%
	\$50,000-\$74,999	18%	13%	0%	15%	5%	+10%
	\$75,000-\$99,999	10%	7%	0%	8%	0%	+8%
	\$100,000-\$149,000	10%	16%	100%	23%	1%	+22%
	\$150,000 or more	6%	13%	0%	12%	0%	+12%
<u>Age</u> NA: N=23 BD: N=1 Voters: N=28	14 years or under	25%	0%	N/A	N/A	N/A	N/A
	15 to 19 years	8%	4%	0%	7%	N/A	N/A
	20 to 24 years	8%	9%	0%	11%	N/A	N/A
	25 to 34 years	14%	4%	0%	29%	15%	+14%
	35 to 44 years	11%	30%	100%	11%	N/A	N/A
	45 to 54 years	11%	17%	0%	11%	N/A	N/A
	55 to 64 years	10%	13%	0%	14%	N/A	N/A
	65+ years	13%	22%	0%	18%	29%	-11%
<u>Language</u> NA: N=41 BD: N=1 Voters: N=31	English	32%	98%	100%	79%	N/A	N/A
	Spanish	9%	0%	0%	0%	N/A	N/A
	Other	59%	17%	0%	21%	N/A	N/A

## 45th District Demographics

		<u>Census</u> <u>Data</u>	<u>Neighborhood</u> <u>Assemblies</u> N=91	<u>Difference</u> <u>Neighborhood</u> <u>Assemblies</u> <u>Years 1 &amp; 2</u>	<u>Budget</u> <u>Delegates</u> N=22	<u>PB</u> <u>Voters</u> N=222	<u>Diff. PB</u> <u>Voters</u> <u>Years</u> <u>1 &amp; 2</u>	<u>Voters in</u> <u>2009 Local</u> <u>Elections</u>	<u>Difference</u> <u>between</u> <u>PB &amp; 2009</u> <u>Voters</u>
<u>Gender</u> NA: N=81 BD: N=22 Voters: N=218	Female	50%	64%	+3%	68%	63%	-1%	60%	+3%
	Male	50%	36%	-3%	32%	37%	+1%	40%	-3%
	Other	N/A	0%	+0%	0%	0%	+0%	N/A	N/A
<u>Race/Ethnicity</u> NA: N=77 BD: N=20 Voters: N=201	Asian	3%	1%	+0%	0%	1%	+0%	1%	+0%
	Black	76%	69%	-14%	90%	89%	+2%	79%	+10%
	Latino/a	8%	13%	+9%	0%	4%	-2%	4%	+0%
	White	11%	17%	+10%	10%	4%	-3%	11%	-7%
	Other	2%	9%	+3%	0%	6%	0%	1%	+5%
<u>Highest Level</u> <u>of Education</u> NA: N=43 BD: N=16 Voters: N=138	Some High School or less	10%	12%	+5%	13%	11%	+2%	N/A	N/A
	H.S. Diploma or GED	32%	14%	+3%	19%	14%	-7%	N/A	N/A
	Associate/ Vocational Degree	9%	7%	+0%	13%	4%	-7%	N/A	N/A
	Some College	20%	23%	+0%	6%	21%	+2%	N/A	N/A
	Bachelor's Degree	16%	28%	+3%	25%	33%	+13%	N/A	N/A
	Graduate Degree	8%	16%	-12%	25%	18%	-1%	N/A	N/A
<u>Income</u> NA: N=72 BD: N=21 Voters: N=192	Less than \$10,000	9%	11%	+0%	10%	9%	+1%	0%	+9%
	\$10,000-\$14,999	5%	15%	+11%	5%	7%	+2%	2%	+5%
	\$15,000-\$24,999	11%	7%	+2%	14%	12%	+4%	4%	+8%
	\$25,000-\$34,999	11%	4%	-8%	5%	12%	-2%	19%	-7%
	\$35,000-\$49,999	14%	15%	-1%	24%	22%	+4%	46%	-24%
	\$50,000-\$74,999	19%	26%	+5%	10%	21%	+1%	28%	-7%
	\$75,000-\$99,999	12%	11%	-1%	14%	7%	-7%	1%	+6%
	\$100,000-\$149,000	13%	6%	-8%	14%	8%	+2%	0%	+8%
	\$150,000 or more	7%	4%	-2%	5%	3%	-4%	0%	+3%
<u>Age</u> NA: N=54 BD: N=19 Voters: N=156	14 years or under	21%	0%	-2%	N/A	N/A	N/A	N/A	N/A
	15 to 19 years	7%	11%	+4%	11%	6%	+2%	N/A	N/A
	20 to 24 years	6%	7%	+2%	0%	5%	+1%	N/A	N/A
	25 to 34 years	16%	15%	+4%	26%	21%	+7%	10%	+11%
	35 to 44 years	13%	13%	-4%	11%	18%	+4%	N/A	N/A
	45 to 54 years	15%	24%	+3%	16%	17%	-4%	N/A	N/A
	55 to 64 years	11%	11%	-6%	26%	15%	-6%	N/A	N/A
	65+ years	11%	19%	-2%	11%	17%	-6%	29%	-12%
<u>Language</u> NA: N=82 BD: N=22 Voters: N=215	English	70%	99%	+5%	91%	91%	-2%	N/A	N/A
	Spanish	7%	2%	+2%	0%	2%	-4%	N/A	N/A
	Other	23%	7%	-5%	10%	6%	-1%	N/A	N/A

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## About the Authors

The Community Development Project (CDP) at the Urban Justice Center strengthens the impact of grassroots organizations in New York City's low-income and other excluded communities. We partner with community organizations to win legal cases, publish community-driven reports, assist with the formation of new organizations and cooperatives, and provide technical and transactional assistance. CDP's Research and Policy Initiative partners with and provides strategic support to grassroots community organizations to build the power of their organizing and advocacy work.

For more information about CDP please visit:

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## About the Designers

MTWTF is a graphic design studio specializing in publications, exhibitions, environmental graphics, and interactive work with clients in other disciplines such as art, architecture, and urban planning.