Facilitator’s Guide

Economic Empowerment in Stockton and Beyond

Building a Movement for Guaranteed Income and a Fair Economy

SEED
Stockton Economic Empowerment Demonstration

United for a Fair Economy
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i. Your Facilitator’s Guide

We’ve chosen to call this a guide, not a script or a manual. When using this guide we ask that you maintain a balance between structure and flexibility. This workshop outline, the wording of the questions, and the timing have all been carefully crafted. Try your best to follow it. But also, we ask that you be flexible and take into account the needs of the group. For example, sometimes it's necessary to let an important conversation continue, or to take a break when you didn't plan one. While these changes are often necessary, realize that any change will impact the rest of your plan and you may need to make adjustments.

On each page you will find the following:

SAMPLE

1) Activity Title (recommended time to allow for this activity)

Purpose of this section: *This describes in the goals of this activity*

a) Sub-sections give step-by-step instructions for each activity

**Optional Talking Points**

Background information for the facilitator that may be useful to share in the discussion. You don't need to read from the sheet, feel free to express in your own words.

These graphics indicate that you will be using large flip chart paper during this activity. We recommend that you write down the appropriate text on the chart paper before you begin your workshop!
ii. FACILITATION TIPS

“I have been a student of facilitation since my late teens, learning how to make it easier for people to be with each other.” - Adrienne Maree Brown

You don’t have to be an expert to lead these activities. As a facilitator, your role is to support the group in their process of learning, community building, and transformation. Like any skill, great facilitation comes with practice. Here are 10 important tips to help you hone your craft:

1. **Provide clear instructions**
   Review and visualize the activities before you facilitate them. This will save time and help you keep participants engaged.

2. **Ask open-ended questions**
   There are many questions in this guide, use them! This encourages dialogue and empowers participants to take charge of their own learning.

3. **Let the people speak!**
   Wait for people to comment, leaving silence if necessary. If they do not, ask the question again. Many people will participate if given the right opportunity.

4. **Read the group**
   Listen closely to people’s responses. Regularly scan the room and read people’s body language. This will tell you a lot about how people are receiving the workshop.

5. **Make a plan, adapt as necessary**
   Start late? Participants low on energy? Maybe you need an energizer or you need to change from large to small group discussion. Whatever the change, anticipate how it will impact the rest of your agenda.

6. **Challenge unequal power relationships**
   Allowing people to speak will sometimes reveal oppressive attitudes and behaviors. Find ways to address those behaviors directly without discouraging constructive participation.
7. **Know your own story**
   Our stories are one of our most important tools we have in our work for social justice. Reflect on why you are working to end racial and economic inequality and practice telling it out loud.

8. **Contribute to the discussion**
   Consider beforehand some of the points you think are essential based on the goals you have for your workshop. If they don’t emerge from the group, offer them yourself as part of the discussion.

9. **Work as a team**
   We highly recommend working with a co-facilitator, particularly someone from a different race & class background. Meet before and after the workshop to plan and reflect.

10. **Be yourself!**
   There are many ways to be a great facilitator. Find your own voice. Try new things and reflect afterwards on what went well and what you might do differently.
iii. Planning your Workshop

This workshop was designed in partnership between Stockton Economic Empowerment Demonstration, United for a Fair Economy, and community leaders from Stockton.

It was created with particular considerations in mind about who is in the room, why they might come together, the needs of the space, and the time allotted.

**WHO:** Fifteen to thirty members of the Stockton community. This is a group that is diverse in race, ethnicity, age, gender, orientation, class and immigration status. They have a range of leadership experience in their communities – most are workers, family members, or members of religious communities, others are business owners, clergy, or hold a formal leadership position in a government or nonprofit organization. Many have been impacted by poverty, homelessness, health challenges. They speak a variety of languages and have a range of literacy levels.

**WHY:** These Stockton residents want a chance to share their stories with other members of their community. They want a space to draw connections between the challenges that they and others are experiencing and the structural causes beneath those challenges. By identifying rules and policies that are responsible, they wish to inform how they take action to address these problems including connecting to local initiatives such as the Stockton Economic Empowerment Demonstration.

**WHERE:** A large room with chairs arranged in a circle so that everyone can see everyone.

**WHEN:** A two-hour workshop module delivered at various dates and times

The content, objectives, and step-by-step instructions can be found in the workshop outline below.
Thoroughly review the Facilitator’s Guide

If you have a co-facilitator, determine a lead facilitator for each activity

Make sure you have access to all of the following materials

- Name tags
- Flip-chart paper
- Markers
- Sticky Notes
- A timer (a phone often works)
- Income quintile placards
- A projector and a laptop that can connect to it -OR-
- Handouts for each participant
- Writing utensils

Refer to the chart paper icons & label chart paper as necessary before beginning the workshop

Set up the room in a large circle with nothing blocking people’s view of one another
1. Introductions & Workshop Objectives (15 minutes)

   a. Hello my name is __________ and my pronouns are ___________. I will be facilitating this workshop along with ____________. This workshop is important to me because….

   b. Let's review the agenda for this workshop.
      i. Introduction
      ii. Signs of the Times
      iii. Walking Quintiles & Inequality in Stockton
      iv. Policies that Harm Stockton
      v. Guaranteed Income and Economic Justice

   c. We will go in a circle. We invite you to introduce yourself. Share your name, pronoun, and one thing you appreciate about your community in Stockton. For example, “I value my community’s diversity.” We will record your responses on chart paper in front.

Optional Talking Points

- This will not be a typical presentation. We hope this will be a participatory workshop where we can share and listen to one another’s stories. I am here to facilitate dialogue so that we can learn from one another.

- The Stockton Economic Empowerment Demonstration (SEED) is the country’s first mayor-led guaranteed income demonstration. It’s “guaranteed” because it is unconditional, there are no strings attached and no work requirements. Before we look at what this program is and why it’s so important, we want to hear from you about what the economy in Stockton is like and explore how we got here.
2. Signs of the Times (25 minutes)

a. We are going to ask you to reflect on the signs of the times that you see in your daily life, the signs that tell you how the economy is doing in Stockton. Think of something at work, school, or in your community. For example, [insert your own example] on my way to work I often see people asking for money at the foot of newly built luxury condos.

b. Turn to the person next to you. Introduce yourself and share your “sign of the times.” We will give you each three minutes to share.

c. Hand out sticky notes. On this sticky note we invite you to summarize your story in 1-3 words. For example, I might put “homelessness and inequality.”

d. Who will volunteer to share their response with the whole group? Take 2-3 volunteers. We will collect your sticky notes and put them on chart paper in front.

e. For those who haven’t shared, please come and put your sticky notes on the chart paper. I will read it out loud. What patterns do you hear between the stories we’ve heard in the large group and those that came up in your pairs?

Optional Talking Points

- Many of us are experiencing some form of economic hardship. We are working longer hours with more debt and less job security. Hunger and homelessness are on the rise. We hear immigrants, Muslims, Black youth, and even public service workers wrongly blamed. Some of us in this room may share one or more of these identities.

- We start our conversation about guaranteed income here, with your stories, because many of us know all-too-well that there are few guarantees for poor and middle-class families. Many of us are just one emergency away from financial hardship.

- And while it gets harder and harder for working families to make ends meet, large corporations and the 1% seem to amass more and more. We will now look at the bigger picture of inequality in the U.S. and in Stockton.
3. Walking Quintiles & Inequality in Stockton (25 minutes)

a. May I have five volunteers who will come up here and stand shoulder-to-shoulder? Distribute placards in order from Bottom 20% to the Top 20%.

b. Beginning with the lowest 20% I am going to ask you to step forward for every 5% your income group grew from 1979 to 2017. Follow the instructions below.

c. What do you see? How does it make you feel? Leave space responses and for group dialogue.

d. May I have two more volunteers to start where the others were originally? Now let’s see what happened to the top 5% and the top 1%. Follow instructions on below. Now what do you see?

e. Volunteers, please read the number written in small text on the bottom of your placard. This is how much of your income goes towards state and local taxes in California. What do you observe?

Optional Talking Points

- If you lined up all the households in the U.S. from lowest income to highest income and divided into five equal parts you would have “quintiles.”

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Steps</th>
<th>% Change*</th>
<th>% of income paid in state &amp; local taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 20%</td>
<td>0.5 steps back</td>
<td>-5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Second 20%</td>
<td>Stand still</td>
<td>-2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Middle 20%</td>
<td>.5 steps forward</td>
<td>7%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Fourth 20%</td>
<td>4 steps forward</td>
<td>+18%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Top 20%</td>
<td>10 steps forward</td>
<td>+47%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Top 5%</td>
<td>14 steps forward</td>
<td>+67%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Top 1%</td>
<td>31.5 steps forward</td>
<td>+157%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

Source: https://itep.org/whopays/california/
f. **Review this information** about wages by race and gender in Stockton.

How did this come up in the personal stories we shared earlier?

Optional Talking Points

- In order to understand why guaranteed income is important we must first look at the winners and losers in today’s economy.

- The trends we saw reflected in our quintile activity are very real in Stockton. The gap is growing between poor and working people and the 1%. While many of us are taught that racial inequality is a thing of the past, the statistics show that people of color continue to be blocked from opportunity.

- While there are more women in well-paid professions than there were 30 years ago, women are paid less even when working the same jobs as men. Additionally, many women – particularly women of color and immigrant women – are forced to enter the low-paid service sector.
4. Policies that Harm the People of Stockton, CA (25 minutes)

a. Around the room you will see policies that have created and maintained inequality in Stockton, CA. **We invite you to take a moment at each station to observe the image and read the description.**

b. In the large group, discuss:
   i. What strikes you from what you’ve reviewed?
   ii. How might this increase inequality of class, race, and gender?
   iii. What other policies would you name that create inequality in Stockton?

Optional Talking Points

- Today’s economy is a reflection of rules and policies that have been designed to benefit some people at the cost of others. These policies are responsible for the growing gap between the greedy few and the rest of us. They demonstrate how women and people of color have and continue to be robbed of equal opportunity.

- But here’s the good news: If the system was built this way, it can be unbuilt. We believe that guaranteed income is one important piece of how we begin to build an economy for all of us, not just the rich and powerful.
5. Action for Economic Justice and Guaranteed Income (30 minutes)

a. Listen to this description of Stockton’s Economic Empowerment Demonstration (SEED).

i. “SEED is born out of the simple belief that the best investments we can make are in our people. In February 2019, we began giving 125 Stocktonians a guaranteed income of $500/month for 18 months. This income is unconditional, meaning there are no strings attached and no work requirements. A hand up, rather than a hand out.”

b. Imagine for a moment that this program were widely available to families that need it. In what ways might guaranteed income help address race, gender, and economic inequality as we’ve explored today?

Optional Talking Points

- Guaranteed income assures that those responsible for unpaid domestic labor – largely women and femmes – have access to a basic standard of living.
- It provides all families – Black, Brown, and White – an opportunity to build up their wealth and resources for the long-term, in contrast to the racist exclusions of past social policies.
- As the 1% cuts wages and hours making it more difficult for working people to have stable employment, guaranteed income would help provide a basic standard of living for all families.
Guaranteed income has been advocated by racial and economic justice advocates for decades. Martin Luther King Jr. famously advocated a guaranteed income in his book *Where do we go from here: Chaos or Community?* As did the National Welfare Rights Organization in the 1960s.

c. After this workshop someone might ask you, how was your day? How was the workshop? Please find a partner and take turns sharing what you learned in the workshop today.

d. What changes would you like to see in Stockton?

e. What actions can you take to make these changes happen? We will record your responses on chart paper in front.

f. Please fill out our sign-up sheet to stay involved! Insert other action step applicable to your community group or organization.

g. We will go in a circle. We invite each person to say one thing they are taking with them from this workshop.

Sources and Further Reading:

Exploring Guaranteed Income Through a Race and Gender Lens
HANDOUTS & PLACARDS
Less than $25,600 (10.5)
$25,600 - $50,000

(9.4)
$50,000 - $79,542

(8.3)
$79,542 - $130,000 (9.0)
$130,000 and up (9.4)
$248,728 and up

(10.3)
$421,926 and up (12.4)
Stolen Yokut/Miwok Land

The disparities faced by Native Americans in Stockton result from a long history of colonization and violence.

The median household income for American Indians in Stockton is more than $30,000 less than what it is for the median white family. Nationally, Native Americans make up 1.5% of the population yet they are more than twice as likely to be represented in the homeless population.

When California came under Mexican rule in 1834, an epidemic took roughly 75 percent of the native population. When gold was discovered shortly after, white settlers flooded into the San Joaquin Valley and carried out a ruthless campaign to drive the Yokuts off their land.

Stockton is home to the Central Valley Miwok Tribe, which is working to preserve the Miwok language and shares its traditions and culture.

Sources and Further Reading:

https://www.recordnet.com/article/20141129/entertainmentlife/141129569
Redlining

Stockton’s neighborhoods still reflect generations of racial segregation and inequality. Passing under the crosstown freeway you can see the contrast between North and South Stockton. The freeway itself came at a high cost to low-income neighborhoods, largely people of color, who were displaced when the freeway was built.

The freeway was mapped onto an already segregated Stockton, thanks to practices like redlining. Redlining refers to practices of denying mortgages and other housing opportunities to people of color regardless of income. Like in other major U.S. cities, the red lines were drawn around minority neighborhoods in Stockton designating where people would be either denied mortgages or the price would be raised beyond reach. Additionally, until 1976, many single women were prevented from accessing credit and mortgages without a man’s signature.

Though redlining was banned 50 years ago, its effects are still seen today. For example, neighborhoods affected by redlining, racism, and sexism experienced the highest rates of mortgage foreclosure during the Great Recession.

Sources and Further Reading:
https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america
The Economic Crisis

Following the Economic Crisis of 2008, California’s Central Valley had the highest concentration of foreclosures in the state.

Latinx and African-American borrowers in California have experienced foreclosure rates at twice the rates of non-Hispanic white borrowers. Given the high foreclosure rates for loans made in recent years and the large number of Latinx loans in those years, almost half (48%) of all California foreclosures have been of Latinx residents.

In 2012, Stockton became the largest U.S. city to declare bankruptcy. For decades, tax breaks were gifted to large corporations and developers, leaving working families to pick up the tab for necessary public services such as transportation and infrastructure. When the crisis hit, rather than having large corporations and developers pay their fair share, they cut pensions and medical benefits to public employees and retirees.

Sources and Further Reading:

Tech Boom of Silicon Valley

As tech giants in Silicon Valley rapidly expanded from the 1990s to the present day, inequality in California has expanded along with it.

The cost of living has increased, pushing working people further and further from their jobs, lengthening commute times and squeezing working families.

This has meant more people moving to Stockton from the Bay area, increasing the cost of living for Central Valley residents. And while the cost of living rises, many Stocktonians are finding it more difficult to pay rent, utilities, and auto expenses, and some are even being forced out of Stockton.

Sources and Further Reading:


Bracero Program

Immigrants have made countless positive contributions to the history, culture, and economy of Stockton, and yet they have not always received the same rights and opportunities as their U.S.-born counterparts. Currently one-in-four Stocktonians is foreign-born.

The Bracero Program, which lasted from 1942-1964, encouraged Mexican agricultural workers to come to the United States to work only temporarily, after which they were required to return to Mexico.

Stockton was a center of the fight for better working conditions for immigrants and farmworkers. The United Farm Workers (UFW) was co-founded by Stocktonian Dolores Huerta, which organized a base of largely Mexican farmworkers. They coordinated with the Agricultural Workers Organizing Committee (AWOC) – led by Larry Itliong, also of Stockton – which organized a largely Filipino base. Much of the AWOC’s activities were coordinated in Stockton, which was home to Little Manila, at the time the largest Filipino community in the U.S.

While UFW and AWOC successfully improved the working conditions for immigrants, many immigrants continue to work in substandard conditions and face cruel policies of family separation such as raids, detention, and deportation.

Sources and Further Reading:

Japanese Internment Camps

After the bombing of Pearl Harbor during the Second World War, the U.S. government began to persecute and imprison people of Japanese descent. From 1942-1946, the government removed an estimated 120,000 people of Japanese descent – most born and raised in the U.S. – from their homes and placed them in prison camps.

One of these centers was The Stockton Assembly Center at the San Joaquin County Fairgrounds site, just a few blocks southeast of the Stockton City Center. This Center alone housed over 4,000 people of Japanese descent.

Sources and Further Reading:

https://www.colorlines.com/articles/what-america-hasnt-learned-70-years-after-japanese-internment
The Stockton Economic Empowerment Demonstration, or SEED, is the country’s first-ever city-led Guaranteed Income initiative. A collaboration between the Office of Mayor Michael Tubbs, the Reinvent South Stockton Coalition, the Economic Security Project, and the residents of Stockton, California, SEED aims to test a simple, yet innovative, solution to poverty and inequality.

SEED is born out of the simple belief that the best investment we can make is in our people. A hand-up, rather than a hand-out, SEED seeks to empower its recipients financially and to prove to supporters and skeptics alike that poverty results from a lack of cash, not character.

MORE INFORMATION AT STOCKTONDEMONSTRATION.ORG

United for a Fair Economy challenges the concentration of wealth and power that corrupts democracy, deepens the racial divide and tears communities apart. We use popular economics education, trainings, and creative communications to support social movements working for a resilient, sustainable and equitable economy.

We believe that a fair economy is built around:

Jobs with dignity and living wages, where workers have the democratic right to organize and share the wealth produced by their labor.

A robust public sector that works for the common good, funded through progressive taxes and accountable to the people.

Equal opportunity and equal justice for people who have been marginalized in our society based on gender, sexual orientation, race, nationality, and social class.

Sustainability and equity, where individuals do not accumulate excesses of wealth to the detriment of others or the planet.

MORE INFORMATION AT WWW.FAIRECONOMY.ORG