THE CIVIC ACTION SCORECARD
TAKE ACTION. SCORE POINTS. EARN AWARDS.
THE
CIVIC ACTION
SCORECARD
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The Civic Action Scorecard is your toolkit for learning how to flex your civic muscles.

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**DEMOCRATIC ENGAGEMENT**

Preparing you to take an active role in political processes

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**REGISTER TO VOTE OR SHOW PROOF THAT YOUR REGISTRATION IS UP TO DATE**

*You can register in your country of origin if you are not a US Citizen

**REPRESENTATION**

1. Photo of Voter Registration Card or screenshot of Board of Elections online registration check. Note: Blur out or cover personal information (other than your name) in your submission.

**REFLECTION**

WHAT? In at least 2-3 sentences, what steps did you take to register? How did you register (online, by mail, in-person, etc.)?

SO WHAT? In at least 2-3 sentences, describe why it is important to vote? How did registering to vote make you feel? What might you change about the registration process?

NOW WHAT? In at least 2-3 sentences, what are your next steps to vote in an upcoming election? (Check out action DE-5 to create a voting plan.) Would you consider helping a friend or family member register to vote, why or why not?

**POINTS**

5

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**HELP SOMEONE REGISTER TO VOTE**

**REPRESENTATION**

2. Reflection will count as documentation; Optional: upload a photo of you and the person you helped.

**REFLECTION**

WHAT? In at least 2-3 sentences, describe who you helped register to vote, and how.

SO WHAT? In at least 2-3 sentences, describe how it made you feel to help someone register to vote? Identify any lessons you learned from this experience. Explain why it’s important to encourage others to register and vote.

NOW WHAT? In at least 2-3 sentences, how might you approach future election cycles? Will you encourage others to register to vote? If someone were to ask you, “how do you register to vote?” what would you tell them?

**POINTS**

5

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**FIND THE SAMPLE BALLOT FOR AN UPCOMING LOCAL OR STATE ELECTION**

*If you aren’t eligible to vote, you can still find and review the sample ballot based on where you live and share it with others

**RESOURCE**

- Miami Dade Sample Ballots
- Broward County Sample Ballots

**REFLECTION**

WHAT? In at least 2-3 sentences, reflect on the items on your sample ballot. What election did you choose? Which ballot items make sense to you? Which items require more research?

SO WHAT? In 2-3 sentences, did any items on your ballot surprise you? Did you learn something new from reviewing your sample ballot? How does reviewing your sample ballot prior to an election help you be an informed voter?

NOW WHAT? In 2-3 sentences, how will you ensure you are informed before voting (or if you aren’t eligible to vote, how would you prepare)? What resources are available to help you decode and make sense of the ballot items you do not understand? What will your plan to vote be (vote-by-mail, early voting, or on election day) and why?

**POINTS**

5

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**DOCUMENTATION**

- Image of sample ballot from Elections Department website.

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**DE-5**

If you aren’t eligible to vote, you can still find and review the sample ballot based on where you live and share it with others.

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**RESOURCE**

- www.mdc.edu/VOTE
- Miami Dade Sample Ballots
- Broward County Sample Ballots

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**DE-5**

If you aren’t eligible to vote, you can still find and review the sample ballot based on where you live and share it with others.

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**RESOURCE**

- www.mdc.edu/VOTE
ENGAGEMENT

THE 2023-2024 CIVIC ACTION SCORECARD

DEMOCRATIC

CREATE A VOTING PLAN FOR AN UPCOMING ELECTION

Engage Miami “What’s your plan to vote?”

POINTS
5

5 points per election

X4=20 points possible

ATTEND, WATCH, OR LISTEN TO A CURRENT CANDIDATE DEBATE, LEGISLATIVE SESSION, OR CITIZEN ADDRESS

RESOURCE
• EngageMiami.Vote

POINTS
10

X2=20 points possible

KNOW YOUR ELECTED OFFICIALS AT CITY, COUNTY, STATE, AND FEDERAL LEVEL

RESOURCE
• WhoAreMyRepresentatives.org
• Elected Officials Worksheet

POINTS
10

X2=20 points possible

RESEARCH TWO OF YOUR CURRENT ELECTED OFFICIALS*

From DE-6

POINTS
10

X2=10 points possible

REPORT ISSUE OR CONCERN IN YOUR COMMUNITY TO PROPER GOVERNMENTAL AUTHORITY

Examples: potholes, streetlights, illegal trash dumping, unsafe intersection, etc.

RESOURCE
• City of Miami “Solve Problems”
• Miami-Dade County “Report Problems”

POINTS
5

X2=10 points possible

CALL OR E-MAIL* ONE OF YOUR ELECTED OFFICIALS* ABOUT AN ISSUE OF CONCERN

From DE-6

You must be considerate and civil in your communication

RESOURCE
• Contact Elected Officials

POINTS
5

X2=10 points possible

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe your voting plan. How do you plan to vote (vote-by-mail, early voting, or on election day), when will you vote, and how will you inform yourself about the candidates and issues?

SO WHAT? In at least 2-3 sentences, explain why you chose this voting method (vote-by-mail, early voting, or election day) over the other options? Why do you think it’s important to create a voting plan and what lessons did you learn from this experience?

NOW WHAT? In at least 2-3 sentences, explain why you would, or would not, recommend creating a voting plan to your friends and family. How will you make sure you are prepared for future elections? Now that you’ve created your voting plan, what is the next step you need to take to ensure you are ready to cast your vote?

DOCUMENTATION

Take a photo of yourself at event (or screenshot of event)

REFLECTION

WHAT? In at least 2-3 sentences, describe the event? What was the topic, who spoke, when and where did it take place? Why did you choose this event?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience? How did it help you prepare to be active in political and/or civic processes? Why does this experience matter to you, and to our community?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience? Is there anything you are going to do differently as a result of what you learned?

DOCUMENTATION

Complete and upload the “Elected Officials Worksheet” of all your elected officials at the city, county, state, and federal level.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on your elected officials’ names, photos, and backgrounds. What do you notice? What expectations did you have and what was different than what you expected?

SO WHAT? In at least 3-4 sentences, do you feel that these individuals are representative of you and your community? Why or why not? Why is it important to be aware of who our local elected officials are? What are some of the ways these elected officials impact your life?

NOW WHAT? In at least 3-4 sentences, describe what you might do differently as a result of knowing who your elected officials are. Do you plan to vote in the next election so you can have a say in who represents you, why or why not? Is there an issue you feel strongly about that you might share with one of your elected officials?

DOCUMENTATION

Copy of the email you sent, or if you called, a photo or image of the issue you reported.

REFLECTION

WHAT? In at least 2-3 sentences, describe which officials you contacted, the issue you reported, and why you chose this official and issue. Did you call or email them? If you called them, include the phone number of officials contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you get a response? Were you satisfied?

SO WHAT? In at least 2-3 sentences, why is it important to make your perspective on an issue known to your elected officials? What did you learn and feel as a result of this action?

NOW WHAT? In at least 2-3 sentences, what are other issues of concern that you might contact your elected officials about in the future? What did you learn from this experience that you could share with your family and friends?

DOCUMENTATION

Reported via portal or email: Photo of the issue you reported and copy of sent submission;

Reported via phone call: Photo of the issue you reported

REFLECTION

WHAT? In at least 2 to 3 sentences, what was the issue? To whom did you report it? If you called them, include the phone number of the authority you contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you receive a response? Has any action been taken yet to address the issue?

SO WHAT? In at least 2 to 3 sentences, describe what you learned and felt as a result of this action? What happens if community members don’t report issues of concern to the authorities?

NOW WHAT? In at least 2 to 3 sentences, what other issues impacting your community might you want to report? How will you follow up on the issue you reported? In the future, will you be more likely to take action to get community problems addressed? Why or why not?
RESEARCH THE MOST RECENT PROPOSED OR FINALIZED BUDGET FROM YOUR CITY OR COUNTY

**RESOURCE**
- Miami-Dade County

**POINTS**
10

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**
WHAT? In at least 2 to 3 sentences, describe which budget you researched and key components that drew your attention. When is the next budget hearing? *Include link to the budget you reviewed in your reflection.
SO WHAT? In at least 3 to 4 sentences, reflect on the budget and whether it considers the best interests of the community at large. What changes, if any, would you like to see? How might these changes better serve you and your community? Why is it important for community members to share their opinions about budget allocations?
NOW WHAT? In at least 3 to 4 sentences, in what ways can you share what you learned? How might you influence budget decisions in the future?

ATTEND, WATCH, OR LISTEN TO A LIVE COMMUNITY, CITY, COUNTY, OR STATE MEETING (1 hour minimum)

**Examples:** neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.

**RESOURCES**
- County government meetings
- City of Miami meetings
- State of Florida meetings

**POINTS**
10 X2 = 20 points possible

**DOCUMENTATION**
Take a photo of yourself at meeting (or screenshot of meeting).

**REFLECTION**
WHAT? In at least 2 to 3 sentences, identify which meeting you attended. Who was present, who spoke, when was it, where? What topics were discussed?
SO WHAT? In at least 3 to 4 sentences, describe what topics or issues interested you the most? Why? Why was this meeting necessary for the community? What did you learn and how did you feel by completing this action?
NOW WHAT? In at least 3 to 4 sentences, describe how you might share with others some of the insights you gained through this experience. How might it impact your involvement in your community in the future?

PRESENT A PREPARED SPEECH AT A COMMUNITY, CITY, COUNTY, OR STATE MEETING

**Examples:** neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.

**RESOURCES**
- How to Prepare & Make a Public Comment

**POINTS**
16

**DOCUMENTATION**
Photo/recording of yourself, or link to public record video, and copy of speech outline.

**REFLECTION**
WHAT? In at least 2-3 sentences, describe where you presented (date, time, audience, type of meeting) and the topic you presented on. How long was your presentation?
SO WHAT? In 3 to 4 sentences, how did you feel when preparing a speech and presenting it to public officials? What kind of impact or feedback did you notice from your presentation? Was it the outcome you expected or desired? Why? What did you learn from this experience? Why is it important to speak up at meetings like this?
NOW WHAT? In 3 to 4 sentences, discuss how this experience might influence your actions in the future. Would you consider speaking up on another topic, and how can you apply what you learned from making this presentation? What next steps do you plan to take?
**Engagement Resources**

- DoSomething.org
- Change.org

**Campaigns**

- Serve with a local or state political organization or fellowship program.
- **Points:** 15

**Social-Issue Petitions**

- Sign at least 5 political, environmental, or social-issue petitions relating to causes you support.
- **Points:** 15

**Political Participation**

- Participate in an MDC, campus, or community leadership or fellowship program related to democratic engagement.
- **Points:** 14

**Volunteer Service**

- Serve with a local or state political campaign.
- **Points:** 16

**Document**

- Screenshot or photo of petitions signed.
- **Points:** 10

**Peaceful Protest**

- Peacefully attend a rally, protest, or demonstration with positive signage.
- **Points:** 10

**Write an Op-Ed or Letter to the Editor**

- Write an op-ed or letter to the editor on a topic of local or societal importance.
- **Points:** 10
**READ TWO NEWS ARTICLES ON A CIVIC TOPIC* OF IMPORTANCE**

*Subject of articles should be related to political, environmental, and/or social issues

**POINTS**
5  x2=10 points possible

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**

**WHAT?** In at least 2-3 sentences, briefly summarize and compare the articles. Include the links or citation of each article. Why did you choose these topics? Explain why you chose the source of the articles and why or why not you consider the sources reliable?

**SO WHAT?** In at least 2-3 sentences, what did you learn on the topic? How did the information surprise you, impact you, or influence your opinion? Why is staying up to date on current events important?

**NOW WHAT?** In at least 2-3 sentences, what might you do differently as a result of the information you learned? Is there an action you could take as a result of what you learned?

**SUMMARIZE MEDIA FACT-CHECKING**

*After reading about the process from PolitiFact.com and FactCheck.org or other fact check sources

**POINTS**
5

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**

**WHAT?** In at least 2-3 sentences, summarize how the organizations check facts and describe “fact-checking” in your own words.

**SO WHAT?** In at least 2-3 sentences, describe what the terms “disinformation” and “misinformation” mean. How does this impact our democracy? Why is it important to fact-check information, and what happens when you don’t?

**NOW WHAT?** In at least 2-3 sentences, describe how this process will or will not help you stay informed when consuming media in the future. Is there anything you will do differently in the future based on what you’ve learned?

**TAKE PRACTICE CITIZENSHIP EXAM WITH PASSING SCORE**

**POINTS**
5

**DOCUMENTATION**
Screenshot of your score (appears once you finish the 20 questions) showing 80% or higher.

**REFLECTION**

**WHAT?** In at least 2-3 sentences, reflect on the questions from the practice exam. Was it easy or challenging for you? Did you prepare for the exam ahead of time?

**SO WHAT?** In at least 2-3 sentences, what are your thoughts and/or feelings on the exam, as well as the topics naturalized citizens are required to learn? What did you learn that you didn’t know before? Why is it important for everyone to know these basic facts about the United States?

**NOW WHAT?** In at least 2-3 sentences, describe if the knowledge of the exam helps you to be a more effective community member and changemaker. Why or why not?

**COMPARE IDEOLOGIES OF POLITICAL PARTIES IN THE UNITED STATES**

**POINTS**
10

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**

**WHAT?** In at least 2-3 sentences, describe some of the main political parties in the United States and how they differ. What similarities did you find (you could compare specific issues, such as - role of government, economics, international affairs, voter rights, healthcare, immigration, environment, abortion, LGBTQ+ rights, etc.)?

**SO WHAT?** In at least 3-4 sentences, what new insights did you gain from this research? Why is it important to be informed about the different political parties?

**NOW WHAT?** In at least 3-4 sentences, how might this research impact your political engagement in the future (e.g., vote, join a political party, or encourage others to vote, etc.)? Would you be willing to join one of the parties, or volunteer for a candidate, why or why not?
**RESEARCH TWO POLITICAL ACTIVISTS WHO HELPED INDIVIDUALS SECURE THE RIGHT TO VOTE**
*E.g., Minority groups/returning citizens/women/etc.*

**RESOURCES**
- MDC Alum Desmond Meade
- Civil Rights Activists
- Women Voting Activists

**POINTS**
10

**TAKE THE FLORIDA CIVIC LITERACY EXAM (FCLE) PRACTICE TEST**

**RESOURCES**
- FCLE Resource Page

**POINTS**
10

**ATTEND A FREE FLORIDA CIVIC LITERACY EXAM (FCLE) BOOTCAMP**

**RESOURCES**
- FCLE Resource Page

**POINTS**
10

**VOTE IN A LOCAL, STATE, OR FEDERAL ELECTION**

**DOCUMENTATION**
Photo of your “I voted” sticker or signed mail-in ballot or screenshot of your vote received by Department of Elections.

**REFLECTION**
WHAT? In at least 2-3 sentences, reflect on the voting process. What election did you participate in? Which method did you use to vote (vote-by-mail, early voting, election day)? Why?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did you feel? Why do you think it’s important to vote? How do our elected officials impact our everyday lives? What happens when people choose not to vote?

NOW WHAT? In at least 3-4 sentences, describe how this experience has influenced your likelihood of participating in future elections. Have your views on voting changed after this experience? How might you encourage your friends and family to vote in upcoming elections?

**POINTS**
10 (per election)
ENVIRONMENT & SUSTAINABILITY

1. DISCOVER THE NATIVE PLANTS IN YOUR COMMUNITY

**RESOURCES**
- Natives For Your Neighborhood
- Florida-friendly Plant Database
- Florida's Wild Edible Plants

**POINTS**
5

**DOCUMENTATION**
Upload list of 10 native plant species with sources cited and an interesting fact about each one (this list can include native flowers, shrubs, trees, vines, and/or grasses).

**REFLECTION**
WHAT? In at least 2-3 sentences, what native plants did you research? Why did you select these native plants?
SO WHAT? In at least 2-3 sentences, describe what you learned about the benefits of native plants for our ecosystems and wildlife.
NOW WHAT? In at least 2-3 sentences, describe what you can do to promote the use of native plants in your community.

2. PLANT A SOUTH FLORIDA NATIVE PLANT SPECIES AND MAINTAIN IT FOR AT LEAST 3 MONTHS*

**Examples:** native flowers, shrubs, trees, vines, or grasses.

*Must be planted somewhere where you have permission to plant.

**RESOURCES**
- Natives For Your Neighborhood
- Dade Chapter of the Florida Native Plant Society

**POINTS**
16

**DOCUMENTATION**
Before photo of the space planted and a photo every month of the plant’s progress over the three-month period.

**REFLECTION**
WHAT? In at least 3-4 sentences, describe what native plant you selected and why. Where did you plant it, and did you have to get any special permission to plant in the location you chose? What expectations did you have of this experience and were they met? What was different than you expected?
SO WHAT? In at least 3-4 sentences, what did you learn while caring for this plant as it was getting established? What lessons did you learn? How did it make you feel?
NOW WHAT? In at least 3-4 sentences, what follow-up is needed to address possible challenges to the plant’s continued growth and survival? Do you see yourself planting more native plants in the future, why or why not? How are you different as a result of this experience?

3. VISIT A LOCAL FARMER’S MARKET*

*A farmer’s market is a physical retail marketplace intended to sell foods directly by farmers to consumers.

**RESOURCES**
- South Florida Farmer’s Markets
- Florida Farmers Markets

**POINTS**
5

**DOCUMENTATION**
Name and location of farmer’s market, date visited, and photo of yourself attending.

**REFLECTION**
WHAT? In at least 2-3 sentences, what farmer’s market did you visit - when, where was it? What did you observe? Was this your first time at a farmer’s market? What expectations did you have and were they met?
SO WHAT? In at least 2-3 sentences, what did you learn and feel as a result of this experience? Compare and contrast the farmer’s market you visited to your usual grocery store. Why might someone choose to go to a farmer’s market instead of a traditional grocery store?
NOW WHAT? In at least 2-3 sentences, would you choose to shop there again? Why or why not? What might you do differently in the future as a result of this action?
4. **Review the 17 United Nations Sustainable Development Goals (SDGs) and Watch “We the People” for the Global Goals**

**Documentation**
Reflection will count as documentation.

**Reflection**

** WHAT?** In at least 2-3 sentences, summarize the SDGs, citing your source(s). Which four SDGs are most important to you? Why? 

**SO WHAT?** In at least 2-3 sentences, describe whether or not the SDGs are important. How might your four chosen goals support a healthy planet, social equity, a fair and just economy, or cultural diversity? 

**NOW WHAT?** In at least 2-3 sentences, what steps can you take to help meet the SDG goals? What might you do differently moving forward as a result of this action?

**Points**
5

5. **Complete the United Nations Sustainable Communities Checklist**

**Resources**
- United Nations Sustainable Development Goals
- 'We the People' for Global Goals video

**Points**
5

6. **Complete the Miami Waterkeeper's Quiz* & Read the Article 'Best Management Practices'**

**Resources**
- Miami Waterkeepers Quiz

*Article at the end of the quiz

**Points**
5

7. **Participate in an Organized Citizen Science Project**

**Tip:** Google“Citizen science projects Miami” for local project opportunities

**Resource**
- Citizen Science Projects

**Points**
15

8. **Calculate Your Ecological Footprint**

**Resource**
- Global Footprint Calculator

**Points**
10

9. **Read and Reflect on Climate Crisis Article**

**Resource**
- Individuals Are Not to Blame for the Climate Crisis

**Points**
10

**Reflection**

**WHAT?** In at least 2-3 sentences, what was your reaction to the results of the Miami Waterkeeper’s Quiz? What expectations did you have and were they met? What was different than what you expected? 

**SO WHAT?** In at least 2-3 sentences, what did you learn and feel as a result of this experience? Why is keeping our water clean and pollution free important? How do you feel as a result of this experience? Why is keeping our water clean and pollution free important? 

**NOW WHAT?** In at least 2-3 sentences, what actions might you take to reduce your ecological footprint in the future? Will you take them, why or why not?

**Documentation**
Reflection will count as documentation.

**Reflection**

**WHAT?** In at least 2-3 sentences, what are the main points of this article? Why do you agree or disagree with the perspective of the article? Why or why not? 

**SO WHAT?** In at least 3-4 sentences, do you agree or disagree with the perspective of this article? Why or why not? 

**NOW WHAT?** In at least 3-4 sentences, what efforts might you take to address your individual and/or collective responsibility towards the climate crisis?
ENVIRONMENT & SUSTAINABILITY

11 CLEAN UP TRASH IN YOUR NEIGHBORHOOD, AT A PUBLIC PARK, OR NEAR THE WATER (as an individual or with a group) (1 hour minimum)

- Resource: Clean Miami Beach

Points: 5

12 PROPERLY RECYCLE HOUSEHOLD ELECTRONICS, (COMPUTER AND PRINTER ACCESSORIES, TVs, BATTERIES, ETC.)

- a) Read the following article about e-waste, b) Watch the video, and c) Recycle your household electronics

Points: 10

13 PROPERLY DISPOSE OF HOUSEHOLD HAZARDOUS WASTE, CHEMICALS, AND/OR CLEANING SUPPLIES* AND READ TWO ARTICLES BELOW AND READ TWO ARTICLES

**WHAT?** In at least 2-3 sentences, what videos did you watch (cite the name and provide an overview of each video you watched).

**SO WHAT?** In at least 3-4 sentences, what did you learn from each video you watched? What results surprised you from your Changemaker Personality Quiz?

**NOW WHAT?** In at least 3-4 sentences, what changes are you inspired to make in your actions after watching the Story of Stuff videos and taking the Changemaker Personality Quiz?

Points: 10

14 ELIMINATE CONSUMPTION OF MEAT, FISH, & ANIMAL BYPRODUCTS* FOR 7 CONTINUOUS DAYS

**WHAT?** In at least 2-3 sentences, what did you learn from this experience? How did it make you feel? Why or what did you believe is most responsible for trash in public places?

**SO WHAT?** In at least 3-4 sentences, what are the impacts of animal product consumption on the environment and humans? How are the animals themselves treated? What are the benefits you purchase, prepare, and consume? What expectations did you have and were they met? What was different than expected?

**NOW WHAT?** In at least 3-4 sentences, what changes in your lifestyle might you make moving forward? What information and recommendations could you share with others?

Points: 16

15 REDUCE YOUR HOME ENERGY USE FOR 30 CONTINUOUS DAYS

- Resource: FPL: Top Energy Saving Tips

Points: 20

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**DOCUMENTATION**

- Screenshot of completed quiz.
- Before and after photos of the area and of all trash collected (show us how much trash you picked up).
- Photo of items at donation site and/or receipt from organization.
- Screenshots of your prior and current year energy bills for the same month (and previous month, cover confidential info).
- Submit a 7-day food diary listing meals and a photo of your favorite meal each day.
- Screenshots of completed quiz.

**REFLECTION**

- In at least 2-3 sentences, why is it important to properly dispose of household hazardous waste? What are some possible negative impacts of improperly disposed household hazardous waste on the environment and people? What lessons did you learn and what did you feel?
- In at least 3-4 sentences, what additional steps can you take to help address the problems associated with household hazardous waste and disposal of these items? What might you be willing to do differently in the future?
- In at least 2-3 sentences, what solutions do we address the root causes of this problem? What are you inspired to make in your actions after watching the Story of Stuff videos and taking the Changemaker Personality Quiz?
- In at least 3-4 sentences, in what ways has this experience changed your thoughts about your typical diet? What, if any, dietary changes might you consider adopting following this experience?
- In at least 2-3 sentences, what impacts of electronic waste and batteries on the environment and humans? What was different than expected?
- In at least 3-4 sentences, how did you feel about the experience before, during and after the seven days? What did you experience make you feel? Why does reducing energy use matter to you? To society as a whole?

**COLLECTION CENTERS:**
- Miami-Dade County Chemical Collection Centers
- County Chemical Collection Centers

**READ**

- EPA Household Hazardous Waste Information
- Do You Have Hazardous Waste in Your House? - Earth911
- WikiHow: How to Keep a Food Diary
- Vegan Outreach
- FPL: Top Energy Saving Tips
- PBS: Where does America’s e-waste end up? GPS tracker tells all / Miami-Dade County Chemical Collection Centers
ELIMINATE CONSUMPTION OF SINGLE-USE PLASTIC* FOR 7 CONTINUOUS DAYS
*e.g., water bottles, bags, straws, utensils, etc.

POINTS 15

REDUCE YOUR TRANSPORTATION FOOTPRINT BY USING PUBLIC/SELF-POWERED TRANSPORTATION* FIVE TIMES WITHIN A ONE-WEEK PERIOD
*Public transit: bus, train, trolley, etc. No ridesharing such as Uber/Lyft, no carpooling, or any other car use.
*Self-powered transportation: walking, bicycling, skating, etc. (not including e-bikes or powered scooters)

POINTS 10

ATTEND/PARTICIPATE IN AN MDC OR COMMUNITY-LED WORKSHOP, TRAINING, INFORMATIONAL EVENT, FELLOWSHIP, OR EXTENDED IMMERSE EXPERIENCE RELATING TO ENVIRONMENT AND SUSTAINABILITY

POINTS 20

COMPLETE A BACKYARD BIODIVERSITY MINI-AUDIT*
*Identify at least five different species of living things in your backyard/neighborhood

POINTS 10

** points possible
VOLUNTEER WITH A NON-PROFIT ORGANIZATION THAT SUPPORTS ENVIRONMENTAL AND/OR SUSTAINABILITY EFFORTS*  
(5 hour minimum)  
*Service required for student club is acceptable

POINTS  
10

DOCUMENTATION
Screenshot of verified Changemaker Hub impact – must meet iCED’s Standards of Service.

REFLECTION
WHAT? In at least 2-3 sentences, which organization did you serve with and why? What did you do during your service? How many hours did you complete? Did anything surprise or disappoint you?

SO WHAT? In at least 3-4 sentences, what did you learn, and what did you feel from this experience? Why is the work of this organization important? Why is it important for people to volunteer with environmental organizations? How can volunteering positively impact your life?

NOW WHAT? In at least 3-4 sentences, might you be willing to continue to volunteer in the future with this organization, or others like it? Why or why not?
1. Complete a [significant] act of kindness*

*Each act of kindness and reflection must be unique

**Points:** 5

- **Documentary:** Photo or recording of the act of kindness if possible.

- **Reflection:**
  - **What:** In at least 2-3 sentences, summarize the act of kindness that was completed. Why did you choose this action and the person who received it? What is a "random act of kindness" according to the Positive Psychology article you read?
  - **So what:** In at least 2-3 sentences, explain how it felt to complete this act. How does your action relate to the Positive Psychology article? Why are random acts of kindness important to you, to the community, and to society as a whole?
  - **Now what:** In at least 2-3 sentences, how might your future actions, thoughts, behavior, or mindset be changed? Describe how your future self might be a little different because of this action.

2. Donate non-perishable food to the MDC food pantry for students or local foodbank*

*Valuing at least $5 and review the MDC Hunger Awareness Resource page related to food insecurity in South Florida.

- **Donate:**
  - MDC: Food Pantries

**Points:** 5

- **Documentary:** Photo of yourself with food donations and/or receipt from pantry or food bank.

- **Reflection:**
  - **What:** In at least 2-3 sentences, what did you donate? Where? When? What was the process like?
  - **So what:** In at least 2-3 sentences, share how it felt to donate to a food pantry. What did you learn from this experience and the MDC Hunger Awareness website? What impact does food insecurity have on the healthy development of your community?
  - **Now what:** In at least 2-3 sentences, describe what you might do differently in the future as a result of this experience. Will you consider supporting causes related to food insecurity in the future, why or why not?

3. Donate in kind* to a nonprofit or community organization valuing at least $5

*In kind: non-monetary donations like clothing, furniture, household goods, etc.

**Points:** 5

- **Documentary:** Photo of yourself with in-kind donations and/or receipt(s) from nonprofit or organization.

- **Reflection:**
  - **What:** In at least 2-3 sentences, explain the process to donate non-monetary items. What did you donate? Where? Why did you choose this place to donate?
  - **So what:** In at least 2-3 sentences, reflect on the experience of donating. How did it feel to donate to a nonprofit or community organization? Why are donations needed in your community? Where would your personal items have ended up if they were not donated? What did you learn from this experience?
  - **Now what:** In at least 2-3 sentences, describe how your approach might be different, going forward, when it comes to donating. How might you share what you learned with others?

4. Participate in a fundraising* campaign bringing in over $50 for a nonprofit organization*

*Fundraiser must engage multiple donors (minimum of 5), and funds may not be raised exclusively from a single donor or exclusively from your family, friends, or club.

**Points:** 10

- **Documentary:** Documentation of your campaign (e.g., photo or recording of you raising funds, or screenshot of email campaign) and documentation (receipt) that the funds were delivered to the organization.

- **Reflection:**
  - **What:** In at least 2-3 sentences, how much did you raise, when and how did you raise the funds? What organization did it support? Why did you choose to help raise funds for this organization?
  - **So what:** In at least 3-4 sentences, reflect on the experience of participating in a fundraising campaign. What did you learn, how did it make you feel? Why is raising funds for causes like this important? How will the funds raised make a difference in the community?
  - **Now what:** In at least 3-4 sentences, describe what you might do differently in the future as a result of this experience. Are there other organizations you might help raise funds for, and if so, what might they be?

5. Serve with a local or state nonprofit

**Points:** 10

- **Documentary:** Screenshot of verified Changemaker Hub impact – must meet iCED’s Standards of Service.

- **Reflection:**
  - **What:** In at least 2-3 sentences, explain where you served, what you did, and why you chose this organization. What expectations did you have and were they met? What was different than you expected?
  - **So what:** In at least 3-4 sentences, what did you learn from this experience? Why does volunteer service matter to you, to the organization, and to society as a whole? Do you feel that the organization is being effective in achieving its goals in serving their targeted population? Why or why not?
  - **Now what:** In at least 3-4 sentences describe what you might do differently in the future as a result of this experience. Will you continue to volunteer, why or why not? What can you do to encourage others to volunteer?

6. Serve in a local, national, or international day of service

**Points:** 10

- **Documentary:** Screenshot of verified Changemaker Hub impact.

- **Reflection:**
  - **What:** In at least 2-3 sentences, describe your experience. Where did you serve, when, what was the project you completed? Why did you choose this project? What is the history and background of this special day?
  - **So what:** In at least 3-4 sentences, how has this experience shaped your thinking about service holidays? Why are days of service like this important and what difference do they make?
  - **Now what:** In at least 3-4 sentences, what new skills and perspectives have you gained that can be beneficial to your career and your community? Might you volunteer in the future with days of service like this, why or why not?
**COMMUNITY WELL-BEING**

**SERVE ON A COMMUNITY BOARD OR COMMITTEE**

*15 hour minimum*

Examples: Commission for Women, the Children’s Trust, Engage Miami, Hospital Boards, Nonprofit Boards, etc.

**POINTS**

20

**DOCUMENTATION**

Proof of Board or committee participation and photo of yourself at meetings.

**REFLECTION**

WHAT? In at least 3-4 sentences, what board or committee did you serve on? Explain your role and your duties. How were you selected for this position? Why did you choose this particular board or committee? What impact did you have? 

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Why are community boards or committees like this important?

NOW WHAT? In at least 3-4 sentences, now that you have served, will you seek more board/committee opportunities in the future? Why or why not? What would you change or keep about future boards you may elect to serve on?

---

**COMPLETE A HEALTH SCREENING OR HEALTH TEST**

*(Results are not required for documentation)*

Examples: Glucose, Mammogram, Blood Sugar, TB, HIV, STI, COVID-19, Flu Shot.

**POINTS**

5

**DOCUMENTATION**

Reflection will count as documentation.

**REFLECTION**

WHAT? In at least 2-3 sentences, reflect on the process of completing a health screening. How easy or hard was it to find a screening location near your home?

SO WHAT? In at least 2-3 sentences, describe what you have learned from this experience. What did you find most interesting? Do you feel that healthcare is accessible to all individuals living in America? Do you feel people in low-income communities receive the same quality of care compared to individuals living in more affluent communities?

NOW WHAT? In at least 2-3 sentences, describe what impact this health screening or test has on you or your community. Has this act inspired someone else in your life to complete a health screening? How can you let others know the importance of screenings/health tests?

---

**DONATE BLOOD OR PLASMA**

**RESOURCES**

- One Blood
- Red Cross

**POINTS**

15

**DOCUMENTATION**

Photo of you donating or proof of donation (cover confidential medical information).

**REFLECTION**

WHAT? In at least 3-4 sentences, describe what you did. What type of donation did you make? What company/organization did you donate to and how did you find them? Have you donated before? What expectations did you have and were they met?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did it feel? Why do you think it’s important for people to donate blood and/or plasma?

NOW WHAT? In at least 3-4 sentences, describe how this experience has influenced your likelihood of donating again in the future. Will you encourage friends and family to donate, why or why not?

---

**JOIN THE BONE MARROW REGISTRY, OR SIGN UP TO BE AN ORGAN DONOR**

**RESOURCES**

- Join the Bone Marrow Registry | Gift of Life
- Sign up to be an Organ Donor

**POINTS**

5

**DOCUMENTATION**

Proof of registration (cover confidential info).

**REFLECTION**

WHAT? In at least 2-3 sentences, describe what you did. Why did you choose that option? What expectations did you have and were they met?

SO WHAT? In at least 2-3 sentences, describe what you learned from this experience. How did it feel? Why do you think it’s important for people to sign up for registries like this?

NOW WHAT? In at least 2-3 sentences, describe how this experience has influenced your likelihood of signing up for other registries. Will you encourage friends and family to sign up, why or why not?

---

**PARTICIPATE IN THE UNIFY AMERICA COLLEGE BOWL AND HAVE A CONVERSATION WITH SOMEONE WITH WHOM YOU DISAGREE ON A POLITICAL, ENVIRONMENTAL, OR SOCIAL ISSUE**

Learn more and sign up here: https://libraryguides.mdc.edu/unifychallengebowl

**POINTS**

10

**DOCUMENTATION**

Reflection will count as documentation.

**REFLECTION**

WHAT? In at least 2-3 sentences, summarize your experience. When did you participate and who were you matched with? How long did the conversation last? Was it what you expected, why or why not?

SO WHAT? In at least 3-4 sentences, explain how it felt to have this conversation. What did you learn from speaking to someone who doesn’t share your same opinions? Why is it important to have civil conversations with someone with whom you might disagree?

NOW WHAT? In at least 3-4 sentences, describe how you might use and/or apply what you learned going forward? How might your future self be a little different going forward? Will you recommend this experience to others, why or why not?

---

**HOST A NEIGHBORHOOD OR COMMUNITY MEETING FOR AN AUTHENTIC ISSUE TO DISCUSS AN ISSUE OF COMMUNITY RELEVANCE**

*15 hour minimum*

**AUTHENTIC ISSUE: must benefit from the information presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club*

**POINTS**

15

**DOCUMENTATION**

Photo of yourself at meeting, photo/screenshot of materials used to advertise the meeting, and copy of the meeting agenda with date, time, and location.

**REFLECTION**

WHAT? In at least 3-4 sentences, describe what you did, when, where, and what the topic was. Why did you choose this action?

SO WHAT? In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from hosting a community meeting and how did it feel? What resolutions or actions resulted from the meeting? Why are neighborhood/community meetings important to you, to your community, and to society as a whole?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. How might your future self be a little different because of this experience?
**COMMUNITY WELL-BEING**

**COMPLETE A “COMMUNITY WELL-BEING CERTIFICATION”**
(1 hour minimum)

Examples: Mental Health, First Aid, CPR, Suicide Prevention, etc.

Check out MDC Student Wellness Resources or contact iCED for upcoming certifications

**POINTS**
15  X2=30 points possible

**REFLECTION**

**WHAT?** In at least 3-4 sentences, describe the certification you completed. What was it, when and where was it? Why did you choose this certification?

**SO WHAT?** In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from taking this training? Why are community well-being certifications like this important?

**NOW WHAT?** In at least 3-4 sentences, describe how you might use what you learned in the future. Will you encourage others to complete certifications like this, why or why not? How will this certification prepare you to contribute to the positive and healthy development of your community?

**DOCUMENTATION**

Reflection will count as documentation.

**ATTEND/PARTICIPATE IN A WORKSHOP, TRAINING, OR INFORMATIONAL EVENT RELATING TO COMMUNITY WELL-BEING OR A SOCIAL ISSUE**
(1 hour minimum)

Examples: Public health, housing, public transit, public education, civic engagement expo, diversity & inclusion workshop, etc.

**POINTS**
10  X2=20 points possible

**REFLECTION**

**WHAT?** In at least 2-3 sentences, describe the event. What was the topic, where and when was it? Why did you choose to participate?

**SO WHAT?** In at least 3-4 sentences, what did you learn from participating in this event? Was the content covered important to you, to the community, so society as a whole, why or why not?

**NOW WHAT?** In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How will this experience help you prepare to contribute to the positive and healthy development of your community?

**DOCUMENTATION**

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

**PRESENT A WORKSHOP, TRAINING, OR INFORMATIONAL EVENT ON AN ISSUE OF POLITICAL, ENVIRONMENTAL, OR SOCIAL SIGNIFICANCE TO AN AUTHENTIC AUDIENCE**

*Authentic audience must benefit from the information presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club.

*Presentation must include factual, cited information, and include a call-to-action or proposed solution

**POINTS**
16

**HURRICANE AND EMERGENCY PREPAREDNESS**

Three steps:
2. Create a Preparedness Kit.
3. Create a plan: [https://www.miamidade.gov/global/emergency/hurricane/home.page](https://www.miamidade.gov/global/emergency/hurricane/home.page)

**POINTS**
15

**REFLECTION**

**WHAT?** In at least 3-4 sentences, describe what you did. What was the topic? When and where did you present it, and to whom? Why did you choose this topic?

**SO WHAT?** In at least 3-4 sentences, what did you learn from preparing and presenting this event? How did it make you feel? What about this issue inspired you to take this action? Why is it important for others to learn about this topic?

**NOW WHAT?** In at least 3-4 sentences, describe how you might share with others some of the insights you’ve gained. Will you continue to take actions like this in the future, why or why not?

**DOCUMENTATION**

Submit your Hurricane Preparedness Plan and submit a photo of your kit.

**PARTICIPATE IN MDC CAMPUS OR COMMUNITY LEADERSHIP OR FELLOWSHIP PROGRAM RELATING TO COMMUNITY WELL-BEING**
(2 days, 1 hr. minimum)

**POINTS**
20

**REFLECTION**

**WHAT?** In at least 3-4 sentences, describe the program you participated in. When and where was it, and what was it about? What about this program inspired you to participate? What topics were discussed in the program?

**SO WHAT?** In at least 3-4 sentences, share what you learned from participating, including the skills and insights you gained. Why is participating in a program like this important to you, to the community, and to society as a whole?

**NOW WHAT?** In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How might you share the insights you learned with others?

**DOCUMENTATION**

Proof of participation and completion (e.g., a letter, certificate, etc.).
DONATE HAIR FOR INDIVIDUALS WHO MAY HAVE LOST THEIR HAIR WHILE BATTLING CANCER OR OTHER AILMENTS

RESOURCE
- Wigs for kids: www.wigsforkids.org/
- Locks of Love: https://locksoflove.org/

POINTS
16

UNDERSTANDING EMPATHY

Watch 2 short videos and read "What is Empathy" article.

1. What is Empathy article from VeryWellMind by Kendra Cherry
2. Brene Brown on Empathy (video)
3. Empathy: The Human Connection to Patient Care (video)

POINTS
16

DOCUMENTATION
Photo of yourself donating hair/haircut process.

REFLECTION
WHAT? In at least 3-4 sentences, describe what you did and who you made the donation to. What inspired you to donate your hair? What did you find most interesting about your experience?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did it feel to donate a part of yourself? Why is it important to participate in programs like this, for you, for the community, and for society as a whole?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. In the future, will you donate to this program or others like it, why or why not?

DOCUMENTATION
Reflection will count as documentation.

REFLECTION
WHAT? In at least 3-4 sentences, describe some of the main things you learned from the short videos and article. What did you connect with in the videos and article? What did you find most interesting?

SO WHAT? In at least 3-4 sentences, reflect on something new or different you learned regarding empathy from the article and videos - explain it in detail. Why do you think empathy is an important attribute for being a changemaker?

NOW WHAT? In at least 3-4 sentences, describe either a time when you’ve been empathetic in your life (e.g., at home, school, or work) or a time when you could have shown more empathy. How might you share with others some of the insights you gained through this experience? How might your future self be slightly different because of this experience?
1 | WATCH A FILM OR DOCUMENTARY ABOUT A POLITICAL, ENVIRONMENTAL, SOCIAL, OR CULTURAL ISSUE

**POINTS**
10

**RESOURCES**
- Access Kanopy Through Your University / Kanopy

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**
**WHAT?** In at least 2-3 sentences, what film or documentary did you watch? What was it about? What political, environmental, social, or cultural issues were addressed?

**SO WHAT?** In at least 3-4 sentences, describe what you learned. What feelings came up while watching it? Why is this film or documentary important to you, to the community, and to society as a whole?

**NOW WHAT?** In at least 3-4 sentences, describe the impact that this film may have on you going forward. What might you do differently because of what you learned? What other civic topics are you interested in learning about after watching this film/documentary?

2A | READ A NONFICTION OR FICTION BOOK* ABOUT A POLITICAL, SOCIAL, ENVIRONMENTAL, OR CULTURAL ISSUE

**POINTS**
15

**RESOURCES**
- American Library Association Banned & Challenged Book List
- Earth Ethics Institute Booklist
- MDC Learning Resources

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**
**WHAT?** In at least 3-4 sentences, what book did you read and what was it about? What political, environmental, social, or cultural issue(s) did it address and why did you choose this book?

**SO WHAT?** In at least 3-4 sentences, what did you learn? What feelings came up while reading it? Why is the topic covered in this book important to you, to the community, and to society as a whole? How can literary arts and storytelling strengthen and enrich our communities?

**NOW WHAT?** In at least 3-4 sentences, what might you do differently as a result of reading this book? Is there an action you might take as a result, why or why not? Will you read other books on these topics, why or why not?

2B | BONUS 5 POINTS FOR READING BANNED OR CHALLENGED BOOK* ABOUT A POLITICAL, SOCIAL, ENVIRONMENTAL, OR CULTURAL ISSUE

**POINTS**
5

**RESOURCES**
- American Library Association Banned & Challenged Book List

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**
**WHAT?** In at least 2-3 sentences, what book did you select from the banned or challenged list? Summarize why some view it as controversial.

**SO WHAT?** In at least 2-3 sentences, describe how you felt about the content covered and about it being banned. What are the pros and cons of challenging or banning books?

**NOW WHAT?** In at least 2-3 sentences, what might you do differently in the future as a result of reading a challenged or banned book?

3 | RESEARCH THE INDIGENOUS PEOPLE AND TRIBE(S) OF YOUR COMMUNITY*

**POINTS**
10

**RESOURCES**
- Native Land Map

**DOCUMENTATION**
Reflection will count as documentation.

**REFLECTION**
**WHAT?** In at least 2-3 sentences, describe what you did and how you did it. Describe your process of writing a land acknowledgement for the indigenous tribe(s) of your community.

**SO WHAT?** In at least 2-3 sentences, explain the importance of creating and sharing a land acknowledgement. What did you learn about their significance?

**NOW WHAT?** In at least 2-3 sentences, describe how learning about and creating a land acknowledgement might change the way you think about your “place” in the world. Will this experience change anything for you going forward? Why or why not?

4A | CREATE A LAND ACKNOWLEDGEMENT FOR THE INDIGENOUS PEOPLE AND TRIBE(S) OF YOUR COMMUNITY*

**POINTS**
5

**RESOURCES**
- Native Governance Center’s Land Acknowledgement
- Whose Land Are You On Video

**DOCUMENTATION**
Upload a copy of the land acknowledgement you wrote.

**REFLECTION**
**WHAT?** In at least 2-3 sentences, describe what you did and how you did it. Describe your process of writing a land acknowledgement for the indigenous tribe(s) of your community.

**SO WHAT?** In at least 2-3 sentences, explain the importance of creating and sharing a land acknowledgement. What did you learn about their significance?

**NOW WHAT?** In at least 2-3 sentences, describe how learning about and creating a land acknowledgement might change the way you think about your “place” in the world. Will this experience change anything for you going forward? Why or why not?

4B | PRESENT A LAND ACKNOWLEDGEMENT FOR THE INDIGENOUS PEOPLE AND TRIBE(S) OF YOUR COMMUNITY TO AN AUTHENTIC AUDIENCE

**POINTS**
10

**DOCUMENTATION**
Photo and/or video of presentation with audience present (min. 5 people).

**REFLECTION**
**WHAT?** In at least 2-3 sentences, describe the event and who you presented it to. Why did you choose this audience and how did they react?

**SO WHAT?** In at least 3-4 sentences, why is it important to know about and acknowledge our community’s indigenous people and tribes? What did you learn from this experience? How did it make you feel?

**NOW WHAT?** In at least 3-4 sentences, what might you do differently as a result of this experience? Can you envision yourself presenting an acknowledgement like this again in the future, why or why not?
VISIT A PARK, MUSEUM, OR SITE OF ENVIRONMENTAL OR CULTURAL SIGNIFICANCE*  
*Cultural significance: a site with historic, scientific, social, or spiritual value

**Resources**
- Visit Museums for Free
- Historic Places to Visit in Miami
- Historic Treasures in Homestead & Florida City

**Points**
- 10 x2= 20 points possible

**Documentation**
- Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

**Reflection**
- *What?* In at least 2-3 sentences, describe the site you visited. What was it, where did you visit, where is it located, what did you do there, and why did you pick this site?
- *So What?* In at least 3-4 sentences, share what you learned. What feelings came up during your visit? Why is it important to visit sites like this? How do sites like this enrich our community. How did this visit inform or impact the connection you have with your community?
- *Now What?* In at least 3-4 sentences, will you visit other environmental/cultural sites again in the future, why or why not? What types of sites would you like to visit in the future?

JOIN A COMMUNITY ART OR CULTURAL COLLECTIVE (GROUP/ORGANIZATION) AND ATTEND AT LEAST 2 MEETINGS/EVENTS

**Examples:**
- "O, Miami," Miami Film Society, book club, Miami-Dade Group Rides, etc.

**Points**
- 15 x2= 30 points possible

**Documentation**
- Evidence of joining (official letter or email, membership card, etc.), photo of yourself at each meeting, and/or receipt of attendance with date.

**Reflection**
- *What?* In at least 3-4 sentences, describe the group you joined? Describe the group and its purpose and what inspired you to join. Provide a description of each meeting/event you attended and the topics covered. Did any of the topics addressed surprise you? If so, why?
- *So What?* In at least 3-4 sentences, what did you learn about the arts and your community’s culture from joining? How did joining and participating make you feel? What contributions did your membership and presence bring to the collective? Why do you think it is important for there to be cultural collectives in the community?
- *Now What?* In at least 3-4 sentences, will you continue to participate in this group or others, why or why not? How might you encourage your peers to participate in a collective like this?

ATTEND/PARTICIPATE IN A LOCAL ART, RELIGIOUS OR CULTURAL FAIR/FESTIVAL/EVENT

**Points**
- 10 x2= 20 points possible

**Documentation**
- Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

**Reflection**
- *What?* In at least 2-3 sentences, describe the event you attended – what was it, when, where? What was the event about? What happened at the event? Did it meet your expectations, why or why not?
- *So What?* In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Why is attending events like this important to you, to the community, and to society as a whole? How do the arts enrich our community and contribute to changemaking?
- *Now What?* In at least 3-4 sentences, what did this experience inspire you to do moving forward? What might you do differently in the future because of this experience?

ATTEND/PARTICIPATE IN AN ART PERFORMANCE, EXHIBITION OR CULTURAL WALKING TOUR

**Points**
- 10 x2= 20 points possible

**Documentation**
- Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

**Reflection**
- *What?* In at least 2-3 sentences, describe the event – what was it, when, where, and why did you choose to participate in this event? What was the purpose of the event? Did anything surprise you?
- *So What?* In at least 3-4 sentences, what did you learn? How did participating make you feel? Why are events like this important to the well-being of our community, why or why not? Did this experience influence any cultural perceptions you had before attending?
- *Now What?* In at least 3-4 sentences, will you attend other events like this in the future, why or why not? Will you encourage friends and family to attend, why or why not? What other similar events are you aware of that you might like to attend?
READ TWO ARTICLES ON AN INTERFAITH DIALOGUE INITIATIVE OR EVENT

REFLECTION
WHAT? In at least 2-3 sentences, describe the articles you read – include the name and citation of each article. What were the main points of these articles?

SO WHAT? In at least 2-3 sentences, what did you learn from these articles? Was there anything that surprised you? How does the issue relate to your role as a global citizen? Does the issue addressed in the article impact you personally? Is it important to know about other faiths/religions, why or why not?

NOW WHAT? In at least 3-4 sentences, what actions can you take in your community to bring awareness to this issue? How might you share any insights you learned with others?

LEARN ABOUT RAMADAN AND FAST FROM SUNRISE TO SUNSET*

*Fasting means not eating at all, and in some cases abstaining from drinking which is "dry" fasting.

REFLECTION
WHAT? In at least 3-4 sentences, describe what you did. What day did you fast, from when to when? Did you also abstain from drinking too? What did you learn about Ramadan from the article you read? How did you feel, did you notice differences in your energy levels, mental-clarity, and mood during fasting?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Did anything surprise you about fasting? Did it change any previous perceptions about Islam or fasting? Why is it important to be aware of other cultural and religious traditions?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of this experience? How might you share some of the insights that you gained with others? Will you fast again in the future, why or why not?

ATTEND A WORSHIP SERVICE OF ANOTHER FAITH

REFLECTION
WHAT? In at least 2-3 sentences, what service did you attend? When, where? Summarize the main tenets of the faith and describe the experience. Was there anything about the service that surprised you? Did this experience change your approach/attitude to other religions?

SO WHAT? In at least 3-4 sentences, what did you learn? How did attending make you feel? Did attending increase your curiosity about other religions? Was there anything in the service that was familiar to you, or similar to a practice in your own life? Why is it important to know about other faiths (interfaith literacy)?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of this experience? What insights did you gain and how might you share them with others? Will you attend other services of different faiths, why or why not?
### 1. Learn About Social Innovation*

*Watch video and read both articles

**Video:**
- Solving the World’s Toughest Problems

**Articles:**
- What is Social Innovation and why is it important?
- 5 Social Innovation Examples

**Points**

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### 2. Read Two Articles on the Same Topic from Solutions Journalism*

*At least 2 pages (~1,000 words) each

**Examples of topics:**
- Hunger, Climate Change, etc.

**Resource**
- Solutions Journalism U

**Points**

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### 3. Learn About Ashoka Fellows – Who They Are and What They Do. Visit Their Website and Identify Someone Who Is Working on an Issue That Matters to You

**Examples of issues:**
- Homelessness, gun violence, etc.

**Resources**
- Who are Ashoka Fellows?
- Find Ashoka fellows

**Points**

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### 4. Watch a TED Talk on Any Social Innovation Project.

**Resource**
- TED.com

**Points**

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### 5. Attend/Participate in Social Innovation or Social Entrepreneurship Workshop, Training, or Informational Event

**Examples:**
- Hackathon events, boot camps on design thinking, social innovation workshops, etc.

**Points**

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### 6. Attend/Participate in Social Innovation or Social Entrepreneurship Workshop, Training, or Informational Event

**Examples:**
- Hackathon events, boot camps on design thinking, social innovation workshops, etc.

**Points**

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**Documentation**

Reflection will count as documentation.

**Reflection**

**What?** In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be?

**Points**

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**Documentation**

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**Reflection**

In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be?
ATTEND/PARTICIPATE IN SOCIAL INNOVATION OR SOCIAL ENTREPRENEURSHIP WORKSHOP, TRAINING OR INFORMATIONAL EVENT (3 days / 14 hr. minimum)

Examples: CGI U, hackathon events, boot camps or fellowships on design thinking or social innovation, etc.

POINTS
20

SUBMIT A COMMITMENT TO ACTION TO CGI U OR SUBMIT A PROPOSAL TO ANY SOCIAL INNOVATION CHALLENGE

DOCUMENTATION
Submit a copy of your final Commitment to Action application or proposal.

REFLECTION
WHAT? In at least 3-4 sentences, describe your “commitment to action” (or social innovation project). What issue was addressed? What about this issue inspired you to apply?

SO WHAT? In at least 3-4 sentences, share what you learned. Why was this experience important to you, to the community, and to society as a whole? Why or why not?

NOW WHAT? In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not.

RESOURCES
• Apply to CGI U
• Contact iCED for assistance

POINTS
20

IMPLEMENT YOUR SOCIAL INNOVATION PROJECT*

*From action SI-6A

(15 hour minimum)

POINTS
20

WHAT? In at least 3-4 sentences, describe your social innovation project and what you did. What specific actions did you take to complete the project? What did you learn from implementing your project?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Why does this experience matter to you, to the community, and to society as a whole? Why are social innovation projects like this important to you, to our community, and to society as a whole?

NOW WHAT? In at least 3-4 sentences, describe how your future self might be different as a result of this experience and how you might share your new insights with others.
1. **COURSE INSTRUCTOR ASSIGNED CIVIC ACTION ITEM**
   (for something not already in the Scorecard)

   **DOCUMENTATION**
   - Documentation assigned by the course instructor.

   **REFLECTION**
   - Reflection assigned by the course instructor.

   **ADDITIONAL POINTS**
   - 5-15 Depending on time, effort, and impact of the action

2. **CONTACT YOUR ICED OFFICE AND PROPOSE A “CIVIC ACTION” NOT ON THIS LIST**
   (must be preapproved by ICED)

   **DOCUMENTATION**
   - Consult with ICED.

   **REFLECTION**
   - Consult with ICED.

   **ADDITIONAL POINTS**
   - 5-15 Depending on time, effort, and impact of the action

---

**LEAVE A LEGACY OF ENGAGEMENT**

Visit the Changemaker Hub and start working towards your Civic Action Award TODAY!
APPENDIX A: CIVIC ACTION SCORECARD
PLANNING GUIDE 2023-2024

1. Review the list of 90+ civic actions below
2. Highlight the ones you want to complete
3. Complete civic actions by:
   a. Log into the Changemaker Hub (https://changemakerhub.mdc.edu)
   b. Click on Subgroups, click on "Civic Action Scorecard" & search for the actions you wish to complete
   c. Read the instructions, complete the actions, collect the required documentation
   d. Submit your Actions via the "Add Impact" button for each action
   e. Earn your Award!

<table>
<thead>
<tr>
<th>#</th>
<th>Civic Action</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-1</td>
<td>Register to vote</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>DE-2</td>
<td>Help someone register to vote</td>
<td>5 pts; 2X= 10 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-3</td>
<td>Find the sample ballot for upcoming local elections</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>DE-4</td>
<td>Create a voting plan</td>
<td>5 pts per election; X4= 20 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-5</td>
<td>Attend, watch, or listen to a live debate, session, or address</td>
<td>10 pts; X2= 20 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-6</td>
<td>Know your elected officials at the city, county, state, and federal levels</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-7</td>
<td>Research two of your current elected officials</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-8</td>
<td>Call or email one elected official</td>
<td>5 pts; X2= 10 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-9</td>
<td>Report issue or concern to proper governmental authority</td>
<td>5 pts; X2= 10 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-10</td>
<td>Research budget from your city or county</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-11</td>
<td>Attend, watch, or listen to a live community, city, county, or state meeting</td>
<td>10 pts; X2= 20 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-12</td>
<td>Present a prepared speech at a community, city, county, or state meeting</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>DE-13</td>
<td>Serve as an election Poll Worker</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>DE-14A</td>
<td>Attend/participate in event relating to democratic engagement (1 hour min)</td>
<td>10 pts; X2= 20 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-14B</td>
<td>Attend/participate in event relating to democratic engagement (1 day/7 hr min)</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>DE-14C</td>
<td>Attend/participate in event relating to democratic engagement (2 day/14 hr min)</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>DE-15</td>
<td>Sign petitions for important political or social issues you support</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>DE-16</td>
<td>Serve with a local or state political campaign</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-17</td>
<td>Join a local or state voter engagement organization or political party and attend at least 2 meetings</td>
<td>15 pts</td>
<td></td>
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<tr>
<td>DE-18</td>
<td>Peacefully attend a rally, protest, or demonstration with positive signage</td>
<td>10 pts</td>
<td></td>
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<tr>
<td>DE-19</td>
<td>Write an op-ed or letter to the editor</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-20</td>
<td>Read two news articles from a reputable news source on a civic topic</td>
<td>5 pts per articles; X2= 10 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-21</td>
<td>Summarize media fact-checking</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>DE-22</td>
<td>Review the SIFT method and verify a news story</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-23</td>
<td>Read and summarize a United States founding document</td>
<td>5 pts; X2=10 pts poss.</td>
<td></td>
</tr>
<tr>
<td>DE-24</td>
<td>Take the practice Citizenship Exam with passing score</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>DE-25</td>
<td>Compare ideologies of political parties</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-26</td>
<td>Research two political activists who helped individuals secure the right to vote</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-27</td>
<td>Take the Florida Civic Literacy Exam (FCLE) practice test</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-28</td>
<td>Attend a free Florida Civic Literacy Exam (FCLE) Bootcamp</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>DE-29</td>
<td>Vote in local, state, or federal elections</td>
<td>10 pts per election</td>
<td></td>
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</table>

### Environment & Sustainability

| ES-1| Discover the native plants of your community                             | 5 pts |               |
| ES-2| Plant a South Florida native species and maintain it for 3 months         | 15 pts |               |

### Democratic Engagement

**ES-2**

- **Points Earned**
  - 5 pts per election; X4= 20 pts poss.

**DE-28**

- **Points Earned**
  - 10 pts

**DE-22**

- **Points Earned**
  - 10 pts

**DE-26**

- **Points Earned**
  - 10 pts

**DE-27**

- **Points Earned**
  - 10 pts

**DE-29**

- **Points Earned**
  - 10 pts per election

### Community Engagement

<p>| CW-1| Complete a Significant Act of Kindness                                  | 5 pts; X2=10 pts poss. |
| CW-2| Donate run-perishable food to the MDC Food Pantry for students or a local food bank | 5 pts; X2=10 pts poss. |
| CW-3| Donate in-kind to a nonprofit or community organization (clothing, household goods, etc.) | 5 pts |
| CW-4| Fundraise over $50 for a nonprofit organization                        | 10 pts |               |
| CW-5| Serve with a local or state nonprofit                                  | 10 pts |               |
| CW-6| Serve in a local, national or International Day of Service             | 10 pts |               |
| CW-7| Serve on community board or committee                                  | 20 pts |               |
| CW-8| Complete a health screening or health test                             | 5 pts  |               |
| CW-9A| Donate blood or plasma                                                 | 5 pts  |               |
| CW-9B| Join the bone marrow registry, or sign up to be an organ donor         | 5 pts; X2= 10 pts poss. |
| CW-10| Participate in the Unity America College Bowl                          | 10 pts |               |
| CW-11| Host a neighborhood or community meeting                               | 10 pts |               |
| CW-12| Complete a “Community Well-Being Certification” (e.g., mental health, CPR, suicide prevention) | 15 pts; X2 = 30 pts poss. |
| CW-13A| Attend/participate in events relating to community well-being or a social issue | 10 pts; X2=20 pts poss. |
| CW-13B| Attend/participate in events relating to community well-being or a social issue (1 day/7 hr min) | 15 pts |               |
| CW-13C| Attend/participate in events relating to community well-being or a social issue (2 days/14 hr min) | 20 pts |               |
| CW-14| Present a workshop, training, or informational event related to community well-being | 15 pts |               |
| CW-15| Be hurricane and emergency prepared                                    | 15 pts |               |
| CW-16| Donate hair to individuals who have lost their hair while battling cancer or other ailments | 15 pts |               |
| CW-17| Understand empathy                                                     | 15 pts |               |</p>
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<tr>
<td>AC-1</td>
<td>Watch a film or documentary about a political, environmental, social, or cultural issue</td>
<td>10 pts; X2=20 pts poss.</td>
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</tr>
<tr>
<td>AC-2A</td>
<td>Read a nonfiction or fiction book about a political, environmental, social, or cultural issue</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>AC-2B</td>
<td>STRM points for reading banned or challenged books</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>AC-3</td>
<td>Research the indigenous people and tribe(s) of your community</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>AC-4A</td>
<td>Create a land acknowledgment for the indigenous people and tribe(s) of your community</td>
<td>5 pts</td>
<td></td>
</tr>
<tr>
<td>AC-4B</td>
<td>Present a land acknowledgment (from AC-4A)</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>AC-5</td>
<td>Visit a park, museum, or site of environmental or cultural significance</td>
<td>10 pts; X2=20 pts poss.</td>
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</tr>
<tr>
<td>AC-6</td>
<td>Join a community art or cultural collective and attend 2 meetings/events</td>
<td>15 pts</td>
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<tr>
<td>AC-7</td>
<td>Attend/participate in an MDC Live Arts Miami program</td>
<td>10 pts; X2=20 pts poss.</td>
<td></td>
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<tr>
<td>AC-8</td>
<td>Attend/participate in local art or cultural fair/festival</td>
<td>10 pts; X2=20 pts poss.</td>
<td></td>
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<tr>
<td>AC-9</td>
<td>Present original art for an authentic audience on a political, environmental, or social issue</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>AC-10</td>
<td>Attend/participate in an art performance, exhibition, cultural walking tour, or informational event relating to civic and cultural issues</td>
<td>10 pts; X2=20 pts poss.</td>
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<tr>
<td>AC-11</td>
<td>Read two articles on an interfaith dialogue initiative or event</td>
<td>5 pts</td>
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</tr>
<tr>
<td>AC-12</td>
<td>Learn about Ramadan and fast from sunrise to sunset</td>
<td>15 pts</td>
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<tr>
<td>AC-13</td>
<td>Attend a worship service of another faith</td>
<td>10 pts</td>
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<tr>
<td>SI-1</td>
<td>Learn about the concept of social innovation</td>
<td>5 pts</td>
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</tr>
<tr>
<td>SI-2</td>
<td>Read two articles from Solutions Journalism</td>
<td>5 pts for 2 articles; X2=10 pts poss.</td>
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<tr>
<td>SI-3</td>
<td>Learn about Ashoka Fellows – who they are, what they do</td>
<td>5 pts; X2=10 pts poss.</td>
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<tr>
<td>SI-4</td>
<td>Watch a Ted Talk on a social innovation project</td>
<td>5 pts; X2=10 pts poss.</td>
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</tr>
<tr>
<td>SI-5A</td>
<td>Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event (1 hr. mini)</td>
<td>10 pts</td>
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<tr>
<td>SI-5B</td>
<td>Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event (1 day/7 hr. mini)</td>
<td>15 pts</td>
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<tr>
<td>SI-5C</td>
<td>Participate in social innovation or social entrepreneurship training (2 days/14-hour mini)</td>
<td>20 pts</td>
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<tr>
<td>SI-6A</td>
<td>Submit a Commitment to Action to Clinton Global Initiative University or another SI program</td>
<td>15 pts</td>
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<tr>
<td>SI-6B</td>
<td>Implement your social innovation project</td>
<td>20 pts</td>
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**ARTS & CULTURE**

**TOTAL POINTS:**

**SELECT AWARD YOU ARE APPLYING FOR: Bronze (100 pts) / Silver (200 pts) / Gold (300 pts)**
The future will not belong to those who are content with the present. The future will not belong to cynics and people who sit on the sidelines. The future will belong to people who have passion and are willing to work hard to make this country better.

-Senator Paul Wellstone

To access and utilize the Scorecard in the Changemaker Hub visit:

iCED Website: mdc.edu/iced
Contact iCED: iCED@mdc.edu