

Inclusive School Participatory Budgeting

**ADDPC Presentation
January 29, 2021**



**Participatory
Governance
Initiative**

ASU Arizona State
University



**CENTER
FOR THE FUTURE OF
ARIZONA**





Participatory Governance Initiative

ASU Arizona State
University



Mission

The Center for the Future of Arizona
brings Arizonans together
to create a stronger and brighter
future for our state.

The Arizona We Want

is a shared vision of success around what matters most to Arizonans that expresses their highest aspirations and hopes for the future.



The Arizona We Want Progress Meters

measure our progress in building a bright future for our state



Jobs



Education



Young Talent



Health and Well-being



Natural Resources



Infrastructure



Civic Participation



Connected Communities



Civic Health



Connected
Communities



Civic
Participation

Understood as the way communities are organized to define and address public problems. Building stronger more vibrant civic health across Arizona is central to our work.

School Participatory Budgeting

School PB empowers students to **learn democracy** by doing by deciding how district funds are used to **improve** their school **communities** through an **inclusive & democratic** process and prepares young people to be active, informed, and **engaged** participants **in civic life**.



School Participatory Budgeting



School PB at Phoenix Union (2016)

SCHOOL PARTICIPATORY BUDGETING

Engages Arizona's Youth in Civic Life



50,000+ student voters engaged in civic process in 2019-2020 and 4,500 voters registered for AZ elections since 2016

Why does it matter?

Students “learn democracy by doing” through advocacy for improvement projects on their school campuses

Why it's important to AZ's future?

Builds stronger school communities and develops students who are more informed, equipped and empowered to participate in civic life

How does it transform?

Creates a pipeline of civic leaders who are trained to be problem-solvers, innovators and thinkers

SPB: An Inclusivity Approach

Engaging students with disabilities in all phases of the PB process



Pilot Year (2019-2020)

- Mesa, Arizona
- Carson Junior High
- 1,200 students


Year 2 (2020 – 2021)

- Mesa & Tucson
- Carson Junior High
- Sunnyside HS
- Desert View HS
- 12,000 students


ISPB Pilot Year - Carson Jr. High


- Ensure Campus Representation in Steering Committee Formation.
- Connect PB Process to Curriculum and Classroom Facilitation.
- Broaden Participation through Deliberation and Collective Decision-Making.
- Ensure Inclusive Communication to Reach All Learners.
- Emphasize Whole School Community Engagement.

**School Participatory Budgeting:
A Toolkit for Inclusive Practice**



Tara Bartlett, Madison Rock, Daniel Schugurensky, and Kristi Tate
Center for the Future of Arizona & Participatory Governance Initiative 2020

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ISPB Pilot Year – Carson Jr. High



Project Outcomes:

- Increased self-advocacy
- Increased trust, communication, and solidarity
- Gained long-lasting Civic KASP
- Created a more inclusive, connected school community
- Provided a place for students to work together, build relationships, and share leadership roles

ISPB Pilot Year – Carson Jr. High

“PB makes me feel more important because I help make decisions.”

“At first I was nervous, but now I know I can do it.”

“I learned to advocate for myself because I knew I had a good idea.”

Highlights from Teachers:

“The students felt especially empowered. (Especially the 7th graders). There was also great and supportive interaction between the students with disabilities and the general population.”

- Darrell McRae, Carson Social Studies Teacher

“I saw students develop stronger social skills and form friendships with others outside of their normal friend groups”

- Melissa Groff, Carson Social Studies Teacher

ISPB Pilot Year – Carson Jr. High

Highlights from Teachers:

“Students enjoyed building friendships, another familiar face to say hi to, high fives, give hugs to...[gave] more people a sense of belonging for both students in that relationship.”

- Amanda Straus, Carson Special Education Teacher and SPB Leader

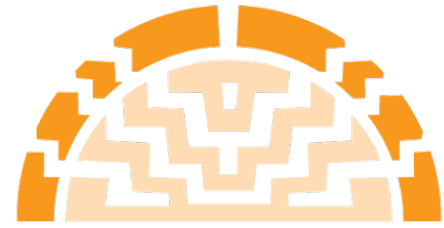
Parent Highlight:

“I saw an impact on [them] and how [they] changed was for sure by how [they] was able to feel more comfortable in front of people, because ... [they’ve] always kind of been the person that sat back and let somebody else take charge. And It was good to see the change in [them] that [they] were more willing to step forward and say, “Hey, no, I can do that.” To hear [them] talk in front of people, that was a good change for [them] because [they] never...before you could just see the anxiety on [their] face . . . to where [they’ve] changed that and have really enjoyed it.”

- Parent, Carson Student Steering Committee Member

ISPB Year 2 – Project Objectives

- Expand to 2 SUSD high schools to test best practices and develop new approaches for online program delivery and evaluation
- Pilot classroom approach with Carson Jr. High
- Implement YPAR methodology to evaluate SUSD & Carson Jr. High processes
- Embed inclusive practices in SPB models throughout Arizona school districts
- Share learnings with civic engagement and developmental disabilities communities
- Design and implement a toolkit for evaluating Inclusive SPB processes



SUNNYSIDE
Unified School District



“Now I understand so much more about how our school relates to the district, how our funding and facilities improvements work, and how I can make a difference here.”

- High School Student | PB Budget Delegate



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Thank You!