ADDPC FY21 Grant Renewal Proposal Narrative

1. *Provide a description of your funded project and how it aligns with the ADDPC Goal of Self-Advocacy, Integrated Employment or Inclusion. Explain why the ADDPC should consider renewing your contract.*

We propose to deepen and expand an inclusive School Participatory Budgeting (SPB) that engages students with disabilities in all phases of the process. The first year of this project (2019-2020) demonstrated significant potential to increase self-advocacy of students with disabilities while also building a more inclusive and connected school community. A project renewal would further extend this impact within our partner school and share tools with educators interested in promoting inclusive practices in civic education and civic engagement.

SPB is a democratic process in which students "learn democracy by doing" by deciding how to allocate resources to improve their schools. Throughout the 2019-2020 academic year, we worked closely with Carson Junior High School (Mesa) to pilot an inclusive SPB that integrated students with disabilities in each stage of the process: steering committee formation, process design, idea collection, proposal development, deliberation, campus-wide voting and evaluation. Our preliminary evaluation findings show that the project had a positive impact on students. The project benefitted from a collective effort and expertise of Carson's special education staff and social studies teachers. Currently, we are working with local, state, national and international partners to elevate what we learned and share promising inclusive practices for wider adoption in the SPB field.

The purpose of SPB is to increase student voice, collaboration and critical thinking while helping youth develop the tools, pathways, and opportunities to contribute to their communities and civic life. SPB builds cohesion, trust, communication, and solidarity between students, teachers, and school leaders while providing a meaningful democratic process to improve the school campus. SPB also shapes the next generation of leaders for Arizona, as students gain long-lasting civic knowledge, skills, attitudes, values, and dispositions. In short, SPB prepares youth for active civic life by empowering students to discover their collective voice, strengthening deliberation and decision-making processes, cultivating youth-adult partnerships, and improving research and communication skills. At Carson, SPB created meaningful solutions to everyday problems and mirrored the actual voting process through a partnership with the Maricopa County Recorder's Office. Moreover, the SPB process created a space for general education and special education students to work together, build relationships, and share leadership roles. Indeed, SPB is one of the few spaces in which students with disabilities at Carson interacted regularly and on equal basis with other students. We believe that this provides a model for other SPB processes in Arizona and around the world that are striving to increase inclusivity.

Prior research found that people with disabilities are less likely to be civically engaged, and that youth who have opportunities for civic engagement in schools are more likely to engage in civic and political life as adults. In this context, it is particularly worrisome that students with disabilities are often underrepresented in spaces that promote civic engagement (e.g. student government, civic-oriented school clubs). SPB is being implemented in thousands of schools around the world (including four cities in Arizona) but to the best of our knowledge, Carson Jr.

High SPB is the first one that intentionally seeks to include students with disabilities in all phases of the process.

A contract renewal with ADDPC for 2020-2021 would allow this project to: 1) increase the impact of inclusive SPB by refining and improving the model; 2) further empower SPED students through mentoring roles; 3) disseminate lessons learned statewide, nationally, and internationally through conferences and publications (especially an inclusive practice-based SPB toolkit), and 4) better understand the impact of SPB on students and overall school climate, with a focus on measures of inclusivity. The project will pursue these goals through three activities:

1) Continued engagement with Carson Jr. High to include students with disabilities at every stage of the SPB process. The pilot project has three dimensions of inclusivity. First, the steering committee represents the demographics of the school community, with an overrepresentation of special education students. Second, the iterative election cycle (with a primary and a final vote) encourages more participation of the second concentric circle of the student population, and the steering committee presentations and facilitated discussions allow all students to engage more actively in deliberation and decision-making, essentially eliminating the third concentric circle. Third, the final vote includes the entire school community (students, teachers, staff and family members).

2) Develop an advisory council for students engaged in the year-one steering committee to take on further leadership and mentorship roles. In order to nurture the ongoing leadership development of the year-one steering committee, and to create opportunities for new students, we will establish an advisory council in which year-one steering committee students mentor new committee members. Students in the advisory council will also participate in the development of the inclusive SPB toolkit by creating short videos, providing insight on embedding inclusive practices to other schools implementing SPB, and virtually meeting with other schools' steering committees and staff to provide assistance throughout the process. This model will help to establish a broader network of schools implementing inclusive PB practices. It is expected that half of the members of the advisory council will be SPED students, and that this role will further develop their self-confidence and their leadership capacities.

3) Intensive focus on artifact collection and dissemination of inclusive SPB toolkit to the civic engagement community and developmental disabilities network. The partners on this project are leaders in the SPB field. CFA leads SPB expansion across Arizona in 4 cities, engaging 40 schools, with potential for greater scale of inclusive practices. ASU Participatory Governance Initiative (PGI) is a leader in the national and international fields of SPB and will continue to generate awareness and wider adoption of the lessons from this local pilot. The partners will develop a comprehensive Inclusive SPB toolkit to share with school and district leaders - with potential for greater scale and impact for the long-term. In year two, our team will focus on greater communication and dissemination among the special education & developmental disabilities advocacy community to generate more visibility around the importance of SPB as a tool for inclusion and self-advocacy.

2. *Provide a summary of the program achievements for the current year. Include all key activities that have been undertaken based on the current implementation plan. Describe key barriers that were overcome. Also describe what activities are left to complete in the last quarter of your contract.*

This academic year, CFA and PGI have worked with Carson Jr. High to engage students with developmental disabilities in every aspect of the PB process (steering committee formation, process design, idea collection, proposal development, deliberation, campus-wide voting and evaluation).

1) Project Launch: In July and August 2019, we worked to identify and train teachers and staff, including special education and general education personnel, to lead regular meetings with the student steering committee.

The steering committee is composed of 30 students that represent the school demographics, with an overrepresentation of special education students (41% of steering committee students with varying IEP designations). We originally proposed to conduct a focus group with students with disabilities to understand their perspective on the PB process and other civic learning practices and engage their recommendations on how to shape a more inclusive process throughout the year. After consultation with school administrators, special education coordinator and staff, and lead PB teacher, we decided to forego focus groups with students with disabilities at the outset of the process. This was to eliminate any perceptions of othering this student population. As an alternative, special education (SPED) students are overrepresented on the steering committee and have equal opportunities to lend their voices in shaping the process as SPB leaders. The steering committee has made key decisions regarding idea collection, outreach, proposal developmental, campaign and vote implementation. At the launch of the SPB process, we hosted a sequence of workshops for teachers, staff, the steering committee, and the full student population. On October 23rd, County Recorder Adrian Fontes spoke to the importance of voting and the voting process to almost 1200 students and 70 teachers and staff. After his presentation, Fontes invited the steering committee on stage to introduce themselves as SPB student leaders.

2) Idea Collection/Proposal Development: In November, the steering committee presented to social studies classes on the different stages of the PB process and project parameters. Through idea collection in Social Studies classes, students submitted 281 ideas to improve the school, which were then categorized and prioritized by the steering committee considering cost, policy adherence, projected timeline, and inclusivity. The steering committee added a fifth parameter in prioritizing the proposed ideas: sustainability. This was the first time sustainability was used as a deciding factor in the proposal phase during SPB and was the result of ideas like "water bottles for every student." The proposal development process and training included emphasis on how the proposed projects impacted students with disabilities. After revision of inclusivity, viability, and redundancy, the steering committee selected 21 ideas for a primary vote. . Steering committee members created posters for the 21 primary vote ideas that included estimated cost, pros and cons rationale, and if applicable, where on campus the idea would be located.

3) Primary Vote: In an effort to include the broader student body more meaningfully in the proposal development phase, the top 21 ideas were voted on by every student through a primary vote. The addition of a primary vote to the SPB process served as a valuable learning tool since the steering committee was able to identify common mistakes on the ballots, the number of invalid votes, and improve voting accuracy at the final vote. This was an important lesson in how ballots can be invalidated and affect voting outcomes. It was also important in adding another round of school-wide deliberations to the SPB process.

4) Campaigning: With the results of the primary vote, the steering committee launched campaigns around the five final projects (school therapy dog, better bell music, microwaves for

student-use in the cafeteria, bathroom renovations, and filtered water stations) and initiated vote day coordination and implementation. The steering committee led campaign efforts among their peers by presenting and facilitating further discussion about the pros and cons of the projects, tabling for each of the final five projects during lunch hours and explaining vote day logistics like how to fill out a ballot during each Social Studies class before the final vote day.

5) Vote Day: On the vote day, the steering committee showcased their leadership skills developed throughout the process by fulfilling critical roles to successfully operate a simulated polling location through partnership with the Recorder's Office. Students handed out ballots to voters, reminded students how to complete the ballot, answered questions and directed their peers to the different stations of the polling location, helped their peers feed ballots into the machines, and handed out "I Voted" stickers. Additionally, the steering committee led "peer-to-peer" exit interviews to gather information from students about the impact of the SPB process. In the evening, parents, siblings, and community members were invited to cast their ballots in conjunction with the school's astronomy night. The steering committee displayed "artifacts" depicting key phases of the SPB process, including flipchart papers from the idea collection and proposal development phases, deliberative forums, and campaign posters. The following chart summarizes voting results:

Carson Inclusive SPB Final Vote (5 projects)								
Voter Category	# of Voters	Total Pop.	Voter Turnout Rate	Project 1 Bell Music	Project 2 Bathrooms	Project 3 Therapy Dog	Project 4 Microwaves	Project 5 Water Fountains
Student	1090	1138	96%	201	244	303	227	115
Community	67	-	-	3	15	25	8	16
Total	1157	1138	-	204	259	328	235	131

6) Research and Evaluation: The research team developed a thorough evaluation process from project launch through completion, with a focus on data collection of impact from student and staff perspectives. This included pre- and post-survey interviews on key indicators of civic knowledge, attitudes, skills and practices, as well as school climate. It also included teacher observations of steering committee presentations, student-led interviews of student body experiences, and teacher and staff interviews. The data will offer unique value to the field as a rigorous impact evaluation that can help promote broader adoption of inclusive civic practices when completed in June 2020.

7) Dissemination: CFA and PGI have been engaged in the dissemination of this work with a broader audience, both in Arizona and internationally:
- October 2019: Daniel Schugurensky, Tara Bartlett, and Madison Rock presented on the Inclusive SPB model at the Arizona Council for the Social Studies Annual Conference.
- December 2019: Tara Bartlett, Madison Rock, and Kristi Tate shared the model with education researchers at the Arizona Educational Research Organization Annual Meeting.

- December 2019: Madison Rock and Daniel Schugurensky spoke to an international audience of participatory budgeting practitioners and researchers at the 19th Annual International Observatory on Participatory Democracy Conference in Mexico City
- February 2020: Tara Bartlett, Madison Rock and Dawn Harrington presented at the 7th Annual Civic Conference 'Our Sputnik Moment: Revitalizing Civic Learning and Community Engagement throughout our Civic Spaces'. Phoenix, AZ.
- February 2020: Tara Bartlett and Madison Rock presented early findings of the post survey interviews at ASU's Teacher College Doctoral Council Conference
- March 2020: Tara Bartlett and Madison Rock presented 'School Participatory Budgeting: An Inclusivity Approach' at the ASU Social Embeddedness Conference.

Challenges:

One of the obstacles faced at the outset of the project was obtaining parent permission slips from students in the Steering Committee and the random sample. Most students simply forgot the permission slip, although a few did not want to participate or had parents who were unable or unwilling to sign. Students were allotted plenty of opportunities to bring a signed permission slip. As a result, researchers spent more days than planned and more effort than necessary pulling students out of class one by one to conduct interviews and complete surveys. We mitigated these challenges by sending home reminders with students who had forgotten their signed permission slips and working with front office staff to streamline the class excusal process. We learned that the front office was able to excuse students during specific class periods and issue passes with their revised schedules at the beginning of the day. Working within the internal processes of the school allowed our team to spend less time on the mechanics and more time conducting interviews and administering surveys.

We also faced challenges in ensuring the fidelity of self-reported data from students. Prior research indicates that capturing views of minors is difficult due to the influence of adults and a tendency for students to believe that there is a correct answer to survey questions. We saw these trends unfold during the interviews, in which students indicated their experience regarding civic knowledge, attitudes, skills, and practices. In the steering committee interviews, we were able to unpack inconsistencies by asking probing questions. In the random sample surveys, we were unable to interview each student in depth. To remedy this challenge, our team stressed that the "right answer" was the honest answer and that individual answers are confidential before each survey was administered. We also compared pre-responses by having students complete a pre-post reflection at the end of the project as well.

We encountered small hurdles with discreetly categorizing survey responses and voting trends by level of ability (i.e. general education students, SPED students, and honors students). We also faced difficulties in capturing and coding SPED students in the large randomized sample survey because we were unable to identify what types of special needs each student had as SPED students vary in degrees of ability and these surveys were done en masse with students self-reporting demographics. Our first attempt in categorizing survey responses was to color-code the surveys (a different color for general education, SPED, and honors students), but we found that students began to ask questions about why the surveys were on different colored paper. In our attempt to track voting trends with the primary vote, we used placebo-colors (one color for SPED students and three different colors for the remaining student population) and informed students

that the colors were used to divide the analysis work among the research team (which reflected the reality). This approach worked well, but the results in voting trends among general education, SPED, and honor students did not reveal a significant difference in idea preferences. In the final vote, we used the ballots provided by the Maricopa County Recorder's Office, and since we could not use a color-coding system, we thought to use a small punctuation mark to even more discreetly track voter trends. We were, however, unable to use any delineating marks on the ballots provided by the Recorder's Office because even a small punctuation difference on ballots would invalidate the entire ballot. Thus, we were unable to track voting trends amongst abilities on the final vote, but again the primary vote had not shown a significant difference in voting trends among varying abilities. For the large randomized sample survey, students completed the survey online due to school closures, so we were unable to track ability demographics.

Remaining Activities in Final Quarter of Year One

Our team is currently navigating a comprehensive response to the unexpected crisis of COVID19. As schools across Arizona are facing mandated closures to mitigate the spread of the virus, we are fortunate to have concluded each phase of the PB process and completed most post-process data collection, including a majority of student steering committee post-surveys and interviews, prior to the pandemic. Remaining activities for the current project include four interviews with steering committee members, steering committee focus group, randomized student post-surveys, interviews with the principal, PB coordinator, special education coordinator, social studies teachers, and parents of students with developmental disabilities. We are working closely with school leaders and the PB coordinator to finalize evaluation efforts with students, administrators, teachers, and staff. Additionally, in the last quarter of the project, we will shift focus as planned to the analysis, synthesis and reporting of the project's results and evaluation findings through completion of final report and communications pieces.

3. *Describe who are the community partners that are supporting your project, and their role in your contract.*

The success of this pilot has been made possible through consistent and reliable collaboration among partners. CFA and PGI collaborated closely on project design, implementation and evaluation, in regular coordination with Carson Jr. High administrators, teachers, and staff. As our lead partner on the project, Carson provides a proven track record of high-impact civic learning, an inclusive learning community, and sharp focus from school leadership on increasing access to civic learning for students with disabilities. A team of special education, English Language Arts and social studies staff have worked in close collaboration with PGI and CFA to lead program implementation and evaluation throughout the pilot. The Maricopa County Recorder's Office (MCRO) has also been instrumental in adding prestige to the process among students and teachers and plays a critical role providing voting equipment. Both Carson Junior High and MCRO will play critical roles in the continued success and deeper evaluation of inclusive SPB. Additionally, CFA and PGI work closely with national partners to share learnings from the process and identify opportunities for further scale of the practices developed here in Arizona.

4. *Summarize feedback from participants, families, professionals and other stakeholders during the current funded period. Explain how their feedback is used for evaluation analysis and in program design.*

While we won't have comprehensive participant and stakeholder feedback until the evaluation is complete, we are seeing early signs of impact on student participants. Initial analysis of post-surveys and interviews with steering committee students show improvements in civic knowledge, skills, attitudes, values and dispositions. For instance:

- "I was shy, but PB made me give presentations. This made me better at public speaking and less afraid"
- "PB makes me feel more important because I help make decisions"
- "This was the first time I had the chance to make good decisions, not bad ones"
- "I learned to have more courage and self-confidence"
- "I was a loner and grew out of my shell"
- "I learned to advocate for myself because I knew I had a good idea"
- "This was the first time I was given a chance to make a difference"
- Before, "I didn't understand the purpose of voting" After, "I got to understand how voting changes lives and the world"

We are also collecting anecdotal data showing that students with disabilities are developing more agency and confidence through the process. For instance, when students presented the ballot ideas to the social studies classrooms or discuss projects at lunch, SPED students have been more demonstrably engaged than their general education peers. For example, one SPED student was expecting a peer presenter from the steering committee who didn't show up for classroom presentations and still led each classroom presentation on his own, with increasing self-confidence throughout the day.

Additionally, we are seeing early indicators of impact on overall school climate and culture. As noted before, SPB is the only school-wide initiative in which general education students and SPED students are building relationships and working together for a common purpose. We have also observed SPED and general education students who were not formal members of the steering committee attend meetings more frequently to contribute, a signal that the process is welcoming and inclusive. Below is a sample of student quotes regarding school climate and the development of a culture of inclusivity:

- "In order for PB to work, we need everyone to participate"
- "PB allows for open opinion, which usually doesn't happen a lot in school"
- "It has helped with bullying"
- "I could make friends and not be bullied"
- "It's important to make sure different ideas are considered"
- "Our school is too diverse to focus on differences"
- "Building relationships and being allowed to talk freely builds trust"
- "Teachers are listening more"
- "I talk more to my teachers now"

These initial findings inform our strategy for deepening engagement through the inclusive SPB process at Carson Junior High by providing additional leadership opportunities for students to further develop their civic knowledge, attitudes, values, and dispositions, continuing evaluation of the model with particular focus on school climate/culture with regard to inclusivity, and implementing wide-scale dissemination efforts within civic engagement and development disabilities networks to further spread awareness and spark adoption of the model statewide, nationally, and internationally.

5. *Summarize evaluation findings to date and level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Data to include here include the number of self-advocates, family members, or professionals.. Also state if any policy or procedures have been changed based on your program, and what this result will mean for families.*

At the outset of the pilot project, we anticipated the following outcomes as a result of the intervention:

- Meaningful and positive experiences with the PB process from all stakeholders including campus-wide student body, students with disabilities, and school leaders and teachers:

From the anecdotal observations of the research team and Carson Jr. High's leaders and teachers, as well as the survey interview data gathered to-date, the inclusive SPB process has positively impacted the student steering committee members and involved staff. The students have reported experiencing a greater sense of belonging and collaboration among themselves, and increased relationships with their teachers and peers. The staff has provided feedback in observing increased confidence and leadership skills of the steering committee members. We are still in the process of completing data collection, but we anticipate the final interviews with school leaders, remaining steering committee members, and teachers to echo much of the same sentiments.

- Increased likelihood of further civic engagement from students with disabilities in particular:

All of the students involved in the steering committee expressed an interest in continuing work with the PB process next year. Because we want to increase the leadership roles of students having served on the steering committee, especially the students with disabilities, we will be implementing the Advisory Council composed of about half of the first year steering committee members (because the other half will graduate in June 2020). The Advisory Council will help the new steering committee members in leading the SPB process. Students in the Advisory Council will also participate in the development of the inclusive SPB toolkit by creating how-to short videos on various stages of the process, providinginsight on embedding inclusive practices to other schools implementing SPB, and even meeting with other schools' steering committees and staff to provide assistance throughout the process.

- Project proposals and ideas that are more responsive to the needs and voices of students with disabilities, as a result of engaging them meaningfully in the process:

Interestingly, several of the ideas proposed by students centered on health and wellness or are sometimes used in SPED accommodations. For instance:
- equipment to play sports outdoors during lunch hours
- more landscaping and a school garden
- more outdoor seating around campus
- improved desks and chairs, like flexible seating, in classrooms
- more art supplies
- an audiovisual system to broadcast daily announcements
- a school therapy dog (final vote winner!)
- better first aid kits in every classroom
- a zen or anti-stress room

Although it is difficult to prove that the inclusion of SPED students on the steering committee resulted in ideas that were responsive to the needs of students with disabilities, the ideas proposed show an inclusive mindset emerging campus-wide.

- Shifts in school culture around agency and voice of students with disabilities:

In the steering committee post survey interviews, students with disabilities reported an increased sense of agency and voice, as well as respect from their peers and the Carson Junior High staff. Several of the quotes attest to this:
- When asked about making decisions in a group: "I learned to advocate for myself because I knew I had a good idea" and "It's better to work together and that it's not all about me"
- When asked about public speaking: "At first I was nervous, but now I know I can do it", "At first I was nervous, but now I know I can do it", and "I was shy, but PB made me give presentations, this made me better at public speaking and less afraid"
- When asked about the connection to the school community: "This was the first time I had the chance to make good decisions, not bad ones", "I was able to make a change in my school", and "I became more convincing and cared more about what happened to us"
- When asked about making a difference in the school: "I believed in myself when I started being better" and "Knowing that I can give presentations and be told I did a good job"
- When asked about any additional thoughts to share: "PB got me excited and I enjoyed being in an after-school club".

Again, we are still collecting data from Carson Jr. High's school leaders and teachers, and several of the questions we plan to ask revolve around shifts in school culture related to increased agency and voice of students, particularly SPED students.

- Toolkit created to share learnings with wider audience to encourage further development of high-impact civic learning for students with disabilities:

The experience of the inclusive approach to SPB has provided our team with a multitude of data on best practices, strategies, and creative methods on project implementation. We look forward to creating the toolkit with assistance from the Advisory Council during the 2020-2021 school year in the spirit of continuing our inclusive practices.

6. *Describe proposed changes that will be planned for the second year, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.*

With continued investment from ADDPC, we propose several additions to the current project to both deepen the impact and evaluation of inclusive SPB at Carson Junior High and disperse key learnings with pertinent stakeholders more widely.

1) Create a PB Advisory Council with previous steering committee members who are representative of Carson Junior High demographics, including representation of students with disabilities. The Advisory Council will further develop leadership skills by mentoring and training incoming steering committee,engaging in dissemination/awareness opportunities alongside CFA and PGI, and assisting with the creation of the inclusive SPB toolkit.

2) Implement a YPAR (youth participatory action research) methodology with the PB Advisory Council to evaluate the Carson process.

3) Embed inclusive practices in School PB models & training throughout Arizona school districts implementing PB (i.e. Chandler, Phoenix, Queen Creek, Sunnyside) and beyond.

4) Share learnings in the toolkit to be developed in the current funding cycle with key networks in the civic engagement and developmental disabilities communities.

5) Design and implement a toolkit for evaluating inclusive school PB processes.

7. *Describe effort to work in or promote the program in underserved or unserved areas of the state or with certain populations that are often overlooked.*

CFA and PGI bring a sharp focus on equity and inclusion to this work. CFA's Civic Health Progress Meters use data to define and measure how we are doing on Civic Health as a state and measure everything from how often we help our family and friends to whether or not we engage politically. Arizona lags the nation in important measures of civic health and the civic opportunity gap is pronounced along lines of age, income, and educational attainment. Nearly half of Arizona's eligible voters do not participate in elections, and of those who do not participate, 20% believe their vote will not make a difference. That amounts to hundreds of thousands of voters who didn't cast a vote because they thought it wouldn't matter.

These trends and the broader body of research demonstrating significant demographic divides in access to high quality civic learning nationally have led to a focus on implementing SPB in school communities with traditionally underrepresented communities. Carson Junior High represents a significant majority minority student population with student demographics as 57% Hispanic/Latinx, 13% American Indian/Native American, 8% African American. Additionally, the partnership with ADDPC on this project has added a new layer of focus on the importance of engaging students with disabilities and has generated a greater impact on self-advocacy and inclusion. At Carson, approximately 17% of students are in special education programs.

8. *Elaborate on sustainability efforts that show commitment from other sources of funds to fund the program post ADDPC funding.*

CFA and PGI lead the expansion of SPB statewide in Arizona, providing training, capacity-building, partnership development and management, communication and dissemination of promising practices, and research and evaluation. A component of this effort is raising and securing funds to sustain the ongoing expansion of the initiative. Additionally, the MLF/TC (ASU's College of Education) funded a video on the Carson SPB as part of its documentaries on educational innovations. All these activities involve significant in-kind investments of dedicated staff time from ASU, as well as generating revenue from corporate and foundation grant-makers. Carson allocates principal discretionary funds (approximately $2,000/year) to the student body to decide on through the participatory budgeting process, as well as significant commitments to the process via allocation of staff time and school resources. The Maricopa County Recorder's Office invests significant resources in-kind in SPB via the voting equipment provided for campus election days and staff time allocated to program coordination. All partners are committed to the long-term growth and sustainability of this important project.

Attachment 1: Provide an Implementation Plan that lists out sequentially the key activities to undertake in year 2. At a minimum, the implementation plan shall list the key task, the party that is responsible, when it will be completed (date) and by what method you will know completion is met (measurement).

PB activities are based on the school calendar. CFA and PGI will work closely with Carson Junior High and municipal partners in implementation and evaluation of SPB to accomplish the following:

July-August 2020

- School PB Initial Planning by CFA, PGI and Carson Jr. High:
  - Coordination with special education coordinator and lead teacher/staff, alongside PB coordinators (external and internal) to develop detailed plan and timeline for the 2020-2021 year.
  - Design of PB Advisory Council roles and responsibilities
- Development of strategies to deepen inclusive practices throughout stages of PB process, including engagement of students who would be impacted:
  - Convening with special education and civic learning staff to explore opportunities or deeper engagement of students with disabilities throughout the PB process, including new ways to engage students in different phases of the process (steering committee, idea collection, proposal development, deliberation forums, campaigning, vote days, etc.).
- Coordination with School PB partners across Arizona to develop integration strategies for inclusive SPB practices through workshops and webinars.

August - September 2020

- Kick-off and training with teachers completed:
  - Campus-wide teacher orientation to increase buy-in and wider adoption of the inclusive PB model to be co-led by CFA, PGI, and social studies and special education teachers deeply embedded in previous program cycle.
  - Embed key learnings in teacher orientations with new School PB partners
- Additional training and support provided for staff:
  - Co-development of training and facilitation models for special education staff that can apply in Carson and across School PB work throughout Arizona

September 2020-April 2021

- Teachers/staff identify student committees and run regular meetings to complete project:
  - Creation of PB Advisory Council with previous steering committee members.
  - Creation of PB Steering Committee
    - Focus on engaging students with disabilities in the steering committee
    - Include both special education teachers and general education teacher as sponsors of the steering committee
- Kick-off training to familiarize students and staff with PB process

- - PB Advisory Council leads kickoff training for new steering committee members
- Student-led awareness activities
  - PB Advisory Council presents to other Mesa Public Schools and/or PB school partners on the inclusive SPB model

- Idea collection and proposal development
  - Steering committee leads idea collection among their peers, with opportunities for students with disabilities to present to classrooms on the PB model and collect ideas.
    - PB Advisory Council shares insights with new steering committee on viable outreach strategies
  - Proposal development process and training will include emphasis on how the projects proposed impact students with disabilities.
  - Deliberation on projects for primary vote
  - Implementation of primary vote with broader student body
  - Development of new idea collection and proposal development tools for consideration of students with disabilities that can be shared across School PB partnership.

- Campaigning and vote day coordination and implementation
  - Steering committees will lead campaigning among their peers, with opportunities for students with disabilities to present to classrooms on ballot ideas
    - PB Advisory Council shares insights with new steering committee on viable outreach strategies
  - Development of new tools for communicating ballot ideas effectively among students with disabilities that can be shared across School PB partnerships
  - Coordination of vote day, with focus on inclusion of students with disabilities in the process and goal of full participation in voting.

- PB post surveys, focus groups and interviews led by CFA and PGI
  - Evaluation focus groups with students with disabilities and special education staff will explore how the process impacted their relationships with the broader school community, their civic knowledge and skills, and their sense of agency and voice.
  - Surveys and focus groups with broader campus students and staff will explore to what extent inclusive PB focus shifted sense of community, responsiveness to and awareness of needs of students with disabilities, and broader agency and voice.

April - May 2021

- End of year teacher/student summit led by CFA and PGI
  - Gathering together Arizona School PB partners to learn from the year's activities with a focus on implementation of inclusive PB model(s) and sharing of new tools developed across district partners.

May - June 2021

- Preparation of final report
- Dissemination of toolkit with lessons learned from inclusive School PB process(es) to share with broader civic engagement community and development disabilities networks.
    - Key opportunities to share findings within respective national and international networks include International Conference on Participatory Democracy, National Conference on Citizenship, The Arc National Convention and/or Disability Policy Seminar, Association of University Centers on Disabilities, and National Association of Councils on Developmental Disabilities.
- Development of manual for evaluating inclusive SPB processes

Budget Request Form

Contractor Name: <u>AZ Board of Regents on behalf of Arizona State University</u>

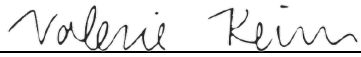Contractor Address: <u>KE-Research Operations, PO Box 876011; Tempe   AZ   85287-6011</u>
                                                 City   State   Zip

Project Name: <u>Inclusive School Participatory Budgeting</u>

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	32,781	-	-	32,781
Fringe Benefits	7,527	-	-	7,527
Supplies/ Operating Expenses	709	-	-	709
Travel	3,483	-	-	3,483
Rent or Cost of Space	-	-	-	-
Contracted Services/ Professional Services	9,500	-	-	9,500
Administrative/ Indirect Costs	6,000	-	20,000	26,000
Total Costs	60,000	-	20,000	80,000

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Valerie Keim   *Valerie Keim*
Name of Certifying Official

Grant and Contract Officer Senior
Title of Certifying Official

480-965-7874   ASU.Awards@asu.edu
Phone   Email

ADDPC
FY2021 Grant Proposal BUDGET Narrative

Program Title: Inclusive School Participatory Budgeting
Center for the Future of Arizona, Arizona State University
Participatory Governance Initiative, Arizona State University
Amount: $60,000
Dates: July 1, 2020 – June 30, 2021

Personnel/Salaries: $ 32,781

Daniel Schugurensky, Professor and Co-Director, Participatory Governance Initiative (PGI) Funds are requested to support 3% of Dr. Schugurensky's 12-month effort ($187,029) in support of the *Inclusive School Participatory Budgeting* project, to provide development and implementation of project evaluation via focus groups and surveys, strategic direction, and oversight of toolkit development of best practices.

TBD, Student Researchers, Participatory Governance Initiative (PGI)
Funds are requested to support student researcher(s) in support of the *Inclusive School Participatory Budgeting* project, to assist with data collection, data analysis and report compilation. *[Hourly rate of $17/hour for an estimated 10 hours of work for 8 months for management intern; Hourly rate of $24/hour for graduate student researcher for May-June 2021 appointment.]*

Kristi Tate, Director, Civic Health Initiatives, Center for the Future of Arizona (CFA)
Funds are requested to support 2.4% of Ms. Tate's 12-month effort ($105,000) in support of the of the *Inclusive School Participatory Budgeting* project, to provide overall program direction, strategic guidance, partnership management and oversight of program implementation.

Madison Rock, Program Coordinator, Civic Health Initiatives, CFA
Funds are requested to support 28% of Ms. Rock's 12-month effort ($41,800) in support of the of the *Inclusive School Participatory Budgeting* project, to provide program coordination, partnership coordination, training and curriculum development, support on research and evaluation, and support on development of toolkit.

Personnel costs based on payroll system salary data and current rates of pay.

Fringe Benefits: $ 7,527

Fringe Benefits (employee related expenses) are calculated at the FY21 estimated rate of 37.80% staff, 28.12% faculty, 9.68% part-time, and 1.13% student; benefits include healthcare, dental, long-term disability, life insurance, pre-tax medical/dependent care benefits, workers' comp and unemployment insurance, FICA, personal and sick leave. Rates are federally negotiated and approved annually by Arizona State University and DHHS.

Supplies/Operating Expenses: $709

Funds are requested to support the purchase of supplies including printed materials, handbooks, office supplies, and other costs in support of program implementation for trainings, toolkits, workshops and ongoing coordination. Supplies purchased are directly allocated to the Inclusive School PB initiative, and necessary for program activities. Estimated costs are based on previous experience administering Participatory Budgeting.

Travel: $3,483

Travel costs include travel, registration and lodging associated with presentations at national conferences among special education and civic education advocates. Washington, DC has been used as a placeholder for estimation purposes:
Airfare: $400
Per Diem Rate: $66
Lodging Rate: $251
Ground Transportation & Misc.: $50
All lodging and per diem meal rates are based on maximum rates established by ASU's travel guide, which sets rates at or below those established by the GSA and Department of State. ASU's travel system software provider, Concur Technologies, assesses a charge of $11/per person for each travel expense report submitted. The expense is a direct cost charged per trip. This project proposes three, 3-day/2-night trips for one traveler for a total of $1,161 per trip.

Contracted Services/Professional Services: $ 9,500

Funds are requested to support District/School Partners (special education staff, social studies staff, and program coordinators) to coordinate teacher involvement in the Inclusive School PB process, with estimates based on current stipends in School PB processes in 2019-2020 ranging from $500 for support staff to $2500 for lead staff campus coordinator. This budget also includes limited contract support for graphic and web design for a toolkit to share with a wider audience, based on estimates from comparable projects.

Administrative/Indirect Costs: $ 6,000 *[$20,000 Non-Federal In-Kind Match]*

Funds are requested for indirect costs at the ADDPC sponsor-limited rate of 10% of the grant request.

Matching funds in the form of uncollected indirect costs are provided by Arizona State University.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

ORGANIZATION:
Arizona State University
Fulton Center 410, Rm. 4478
P.O. Box 87705
Tempe, AZ 85287-7605

DATE:06/28/2019

FILING REF.: The preceding
agreement was dated
07/02/2018

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2016	06/30/2017	54.50	On-Campus	Organized Research
PRED.	07/01/2017	06/30/2018	56.00	On-Campus	Organized Research
PRED.	07/01/2018	06/30/2019	56.50	On-Campus	Organized Research
PRED.	07/01/2019	06/30/2020	57.00	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	51.60	On-Campus	Instruction
PRED.	07/01/2017	06/30/2020	48.00	On-Campus	Instruction
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Instruction
PRED.	07/01/2016	06/30/2017	37.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2017	06/30/2020	44.40	On-Campus	Other Sponsored Activities
PRED.	07/01/2016	06/30/2020	26.00	Off-Campus	Other Sponsored Activities

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/28/2019

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PROV.	07/01/2020	Until Amended		(1)	

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first $25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, participant support costs, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of $25,000.

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/28/2019

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FIXED	7/1/2019	6/30/2020	27.30	All (A)	Faculty
FIXED	7/1/2019	6/30/2020	36.70	All (A)	Staff
FIXED	7/1/2019	6/30/2020	9.40	All (A)	Part Time
FIXED	7/1/2019	6/30/2020	1.10	All (A)	Students
FIXED	7/1/2019	6/30/2020	7.10	All (A)	RA/TA
FIXED	7/1/2019	6/30/2020	22.70	All (A)	Post DOC
PROV.	7/1/2020	Until amended		(B)	

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

(A) Salaries and wages including vacation, holiday, sick leave pay and other paid absences.

(B) Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal costs for salaries and wages. Separate claims for the costs of these paid absences are not made except for paid absences that have been earned but not taken when an individual separates from the university prior to the completion of the grant, contract or other agreement.

OFF-CAMPUS DEFINITION

An off-campus rate is applicable to those projects conducted in facilities not owned or operated by the University, which include charges for facility rental as a direct expenditure, and for which more than 50% of the project salaries and wages are for effort conducted in the rental facility.

DEFINITION OF EQUIPMENT

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds $5,000.

The following fringe benefits are included in the fringe benefit rate(s): FICA, WORKERS COMPENSATION, HEALTH/DENTAL/LIFE INSURANCE, UNEMPLOYMENT INSURANCE, DISABILITY INSURANCE, ACCIDENTAL DEATH, RETIREMENT PLANS (STATE RETIREMENT PROGRAMS AND TIAA/CREF), FLEXIBLE SPENDING PLAN, RETIREE ACCUMULATIVE SICK LEAVE, AND EMPLOYEE TUITION REMISSION, EMPLOYEE WELLNESS, SABBATICAL PAYMENTS, EMPLOYEE ASSISTANCE, AND TERMINAL LEAVE.

NEXT PROPOSAL DUE DATE

An indirect cost and fringe benefit rate proposal based on actual costs for fiscal year ended 06/30/19, will be due no later than 12/31/19.

This rate agreement updates the fringe benefits only.

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION: ON BEHALF OF THE FEDERAL GOVERNMENT:

Arizona State University

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(INSTITUTION)	(AGENCY)
(signature)	Arif M. Karim -S *Digitally signed by Arif M. Karim -S DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People, cn=Arif M. Karim -S, 0.9.2342.19200300.100.1.1=2000212895 Date: 2019.07.01 13:04:17 -05'00'*
(SIGNATURE)	(SIGNATURE)
Tamara Deuser	Arif Karim
(NAME)	(NAME)
Associate Vice President	Director, Cost Allocation Services
(TITLE)	(TITLE)
07/03/2019	6/28/2019
(DATE)	(DATE) 1353

HHS REPRESENTATIVE: Cora Coleman

Telephone: (415) 437-7820

Attachment 3: Provide a list of key staff and briefly summarize their job responsibilities for this grant. List any training or certification required for staff in the upcoming year. Ensure personnel costs are appropriately allocated for in the Budget. Do not attach resumes.

CFA and PGI will collaborate on project design, implementation and evaluation, in regular coordination with Carson Jr. High partners. CFA and PGI work closely to develop and support capacity building among partners through the PB process, which is ultimately owned and led by district and municipal partners.

Project Staff

CFA: The Center for the Future of Arizona (CFA) is a nonpartisan, nonprofit organization that brings Arizonans together to build a bright future for our state. For 18 years, CFA has worked with state agencies, hundreds of schools, and a variety of other partners to drive innovation and improvement in education and civic health.

CFA Lead Staff:

Kristi Tate: *Director, Civic Health Initiatives, Center for the Future of Arizona*

Kristi Tate serves as the Director of Civic Health Initiatives for CFA, where she leads a portfolio of work that drive data, dialogue & action statewide to improve civic health in Arizona. She has served in leadership roles spanning organizations focused on education, service, and civic engagement. Most recently, Kristi served with the National Conference on Citizenship (NCoC), a congressionally chartered organization dedicated to strengthening civic life in America. Her focus at NCoC was on developing and leading partnerships for the Civic Health Index, which creates reports and initiatives designed to strengthen civic life in communities across the country. Before joining NCoC, she served at Georgetown University's Center for Social Justice as Director of the DC Schools Project. She has also directed programs for HandsOn Greater Phoenix and the Boys and Girls Club of Boston Charlestown Clubhouse. She has a B.A. from the University of Notre Dame and Master of Arts in Liberal Studies degree from Georgetown University, with a focus on social and public policy.

Madison Rock: *Program Coordinator, Civic Health Initiatives, Center for the Future of Arizona*

Madison Rock is a native Arizonan and self-described cheerleader for democracy. She is passionate about guiding young people through the process of self-empowerment, innovative problem solving, and developing strong, resilient communities. As the Civic Health Program Coordinator at the Center for the Future of Arizona, she supports the participatory budgeting program where students are afforded the decision-making power over a portion of the district's budget. Madison has been deeply engaged with the Phoenix Union PB model since its early adoption and has supported its scale to district-wide expansion and growth of the model to four Arizona school districts. Madison also leads DemocraSeed, a program in which city and tribal youth councils are trained on design-thinking to create solutions for community-based problems. Madison graduated from Arizona State University with a

bachelor's degree in Public Service and Public Policy. Her area of study focuses on sustainability, creative city development, and participatory budgeting.

CFA Project Responsibilities:

In support of School PB, CFA develops district and school staff partnerships, supports trainings and on-site consultations for students to develop proposals, supports teachers in managing student steering committees, and coordinates vote days with school and district partners and with local and regional elected officials and community leaders. CFA helps raise funds to support implementation, and broader PB awareness as a civic learning tool.

PGI: The mandate of the Participatory Governance Initiative at Arizona State University is to promote excellence, collaboration, and innovation in participatory governance research and practice. The Participatory Governance Initiative is a university-wide interdisciplinary space that aims at bringing together academics, students, elected and non-elected government officials, community members and practitioners interested in the theory and practice of participatory governance. Special attention is paid to the examination of emerging trends and innovative experiments around the world that are relevant to the realities of governance and public engagement in the 21st century.

The Participatory Governance Initiative is devoted to undertaking teaching, capacity building, research and dissemination activities aimed at the study and promotion of participatory democracy initiatives, particularly at the municipal level of government.

PGI Lead Staff:

Daniel Schugurensky, *Professor, Arizona State University*

Daniel Schugurensky is a professor in the School of Public Affairs and in the School of Social Transformation at Arizona State University, where he is co-director of the Participatory Governance Initiative and coordinator of the graduate certificate in social transformation, the undergraduate certificate in human rights, and the master's in social and cultural pedagogy.

Among his recent authored or edited books are "Global citizenship education and teacher education" (2020); "By the People: Participatory democracy, civic engagement, and citizenship education" (Participatory Governance Initiative 2017); "Volunteer Work, Informal Learning and Social Action" (Rotterdam: Sense, 2013), "Paulo Freire" (Continuum Library of Educational Thought. London: Continuum, 2011), "Learning citizenship by practicing democracy: international initiatives and perspectives" (Cambridge Scholarly Press, 2010), "Four in Ten: Spanish-Speaking Youth and Early School Leaving in Toronto" (LARED/University of Toronto, 2009), and "Ruptures, continuities and re-learning: The political participation of Latin Americans in Canada" (Toronto: Transformative Learning Centre, 2007). He has published more than 100 articles, book chapters and technical reports on a variety of topics, including adult education, community development, participatory democracy, citizenship education, social economy, civic engagement, higher education, migration, and volunteer work.

Tara Bartlett, *Doctoral Candidate, ASU Mary Lou Fulton Teachers College*

Tara Bartlett is a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University, and coordinator of student engagement at the Participatory Governance Initiative. Her MA thesis was the first study on the then-newly Excellence in Civic Engagement Program (ECEP) of the Arizona's Department of Education. She has been a teacher in the Mesa Public Schools District for 12 years. As a teacher of Carson Jr. High, she coordinated the School Participatory Budget for two years. She also coordinated other civic engagement projects in the school, including We the People, Project Citizen, Kids Voting and Girls Tribe Club. Her work with Project Citizen has received state and national recognition.

PGI Project Responsibilities:

PGI supports program strategy and implementation, knowledge sharing through publications seminars and conferences, and research and evaluation of School PB.