

Arizona Developmental Disabilities Planning Council (ADDPC)
Grant Renewal Application
ASU Inclusive School Participatory Budgeting (ISPB)
Spring 2021
Project Narrative

1) Executive Summary

School Participatory Budgeting (SPB) is an innovative civic learning and civic engagement tool that creates pathways for students to contribute to their communities by promoting student agency, collaboration, civic dispositions, critical thinking skills, and a positive school climate. However, like in other “invited spaces” for participation, students with developmental disabilities are often underrepresented. For the last two years, Arizona State University (ASU), Participatory Governance Initiative and Center for the Future of Arizona, have worked to deepen and expand Inclusive School Participatory Budgeting (ISPB). The project has led to meaningful gains in civic skills and empowerment among students with and without disabilities, a more inclusive school culture, and wider exposure to the importance of inclusive approaches in civic education.

In Year 1 (2019-2020), we had a successful pilot at Carson Junior High (Mesa), which demonstrated significant potential to increase self-advocacy of students with disabilities while also building a more inclusive and connected school community. In Year 2 (2020-2021), we have scaled the ISPB model to two high schools in Sunnyside Unified School District (Tucson) while experimenting with a different model at Carson in the context of the pandemic and online education. Based on these experiences, we have also published a toolkit for inclusive practices in SPB which is freely available online. In addition, we have shared the lessons from our experience on ISPB widely with educators locally, nationally, and globally and are preparing an article for an academic journal. Building upon this strong foundation, for Year 3 (2021-2022) we propose a project that will focus on three goals: a) greater infusion of the ISPB practices into implementation across Arizona, b) wider dissemination of the model for educators statewide, and c) the development of a strategic plan for growth and sustainability of ISPB. For this, we propose three main activities:

Operationalizing inclusivity across SPB partners in Arizona: Today, SPB is engaging more than 50,000 students annually across 39 campuses in Maricopa and Pima counties. In 2021-2022, we will emphasize infusing inclusive practices into training modules for educators who are already implementing SPB in participating schools and educators from new schools interested in starting SPB. This will include developing an educator network to receive specialized workshops, sample lesson plans, training materials and evaluation tools to ensure wider adoption of inclusive practices in SPB.

Engaging new audiences in awareness of ISPB: We will partner with key Arizona educational leaders that focus on civic education and special education to support the development of course modules focused on ISPB in pre-service training for future educators as well as encourage wider adoption of the ISPB model and promote ISPB practices in new schools in Arizona, the U.S., and other countries.

Developing a strategic plan for ISPB: In collaboration with educators, we will develop a comprehensive plan for sustainability including fundraising and evaluation, and develop strategies

to nurture future innovations like educator academies. This 5-year plan will be an important step to help move ISPB from a promising pilot project into a sustainable program for broader statewide adoption.

2) Program Achievements

Year Two Key Achievements (2020 - 2021):

In 2020-2021, ASU is partnering with Sunnyside Unified School District (SUSD) to implement the ISPB model at two sites to engage students in a high-impact civic learning process. In the Fall semester, partners focused on collaborating closely with district leadership, including Superintendent Steve Holmes, Chief Student Services Officer Jose Gastelum, Director of Exceptional Education Leila Williams, and Special Education Program Specialist Willow Schroeder to design a process that meets students where they are during adapted COVID-19 learning modalities and will yield the most impact for all participants, with particular focus on students with disabilities. Significant progress has been made through each stage of the ISPB process. Key accomplishments include:

- Recruiting and training one General Education teacher and one Special Education teacher from both campuses to serve as teacher sponsors that support student steering committees to implement the process among their peers.
- Identifying and recruiting approximately 20 students to serve as steering committee members on each campus 40 students total, including students with disabilities, in leadership positions across the two campuses.
- Collecting hundreds of ideas from the student body through online surveys at each campus to improve their school communities. Both sites created online surveys in English and Spanish to ensure all learners were able to participate in the idea collection phase.
- Engaging special education classes in deliberative discussions on the pros and cons of collected ideas to assist the student steering committee with narrowing ideas to move forward in proposal development. Similar to our experience with Carson Junior High (2019-2020), many of the top ideas centered on health and wellness or were responsive to the needs of students with disabilities, including:
 - American Sign Language Curriculum
 - Bathroom improvements
 - School beautification, including murals and garden
 - Sports equipment and athletic facilities improvements
 - School safety, including improved lighting in dark areas on campus
 - Shade structures
- Hosting a proposal development workshop in which Superintendent Steve Holmes and Chief Student Services Officer Jose Gastelum trained students on district procurement processes.
- Conducting bi-weekly stakeholder focus groups with students and school leaders and fielding a mid-process survey with the four teachers sponsors to better understand their experiences with ISPB and actively embed their recommendations to improve the process and engagement of students with disabilities in real-time.
- Conducting a school-wide virtual vote April - May 2021. Steering committees completed campaign strategy worksheets to ensure all student groups have the

- opportunity to cast their vote on election day and received specialized training on creating inclusive campaign materials, including large size font, clear instructions for how to complete the ballot in text and video, and pictures and/or illustrations of each project on the ballot. One campus partnered with the broadcast journalism teacher, who has many students with disabilities enrolled in their class, to create a video depicting the projects on the ballot. In addition, voting will be conducted over a week-long period and through classroom instruction, including special education classrooms, to ensure broad participation of the student body.
- Developing a virtual professional development workshop for K-12 educators to be held June 15, 2021. The three-hour workshop is designed for administrators, support staff, and teachers from all subject areas who are currently implementing or interested in implementing School PB. Participants will learn methods for implementing SPB with a sharp focus on inclusivity, learn from educators, including special education teachers, who have implemented SPB, and have the opportunity to join a SPB network in Arizona. All participants will receive a certificate upon completion that can be applied toward their recertification.

In addition to this promising progress with new partners at SUSD, we are happy to report that both the Carson Junior High Special Education teacher, Amanda Straus, and the students with disabilities who participated in the Carson Jr. High ISPB process in 2019-20, were so thrilled by the experience that they wanted to do it again in 2020-21. Ms. Straus successfully raised additional funds through a Mesa Public Schools grant to implement the process this academic year. With support from our team, Ms. Straus spearheaded the process within her classroom, comprised entirely of students with disabilities. The students began the process with an overview of American democracy and participatory practices to deepen learning outcomes from the outset. The steering committee then brainstormed and prioritized ideas on how to improve their classroom with the allocated budget. Top ideas included skateboards and scooters to assist students traveling to and from campus (winning project!), flexible seating options and sensory adaptations for the classroom, a game room and outdoor sports equipment.

As another innovation, Ms. Straus embedded STEM standards in the process by supporting her students to create prototypes for each of the projects on the ballot. The students presented their projects to campus leadership and community partners before the vote. The steering committee worked with the art teacher to customize the skateboards and scooters with school spirit designs. Students also created a campus-wide safety campaign based on their winning project to teach fellow students important safety measures of riding skateboards and scooters. Ms. Straus conducted a pre-and post-analysis of students' learning and change using our civic KASP (Knowledge, Attitudes, Skills, Practices) instrument. In the pre-survey only 20% of students reported that they plan to vote once eligible; by the end of the process, that percentage increased to 90%.

Year Two Challenges:

Challenge 1: Impact of COVID-19 pandemic & distance-learning challenges resulted in numerous delays to implementation.

- Solutions: virtual workshops, training, pre-recorded videos to share with the broader school community.

Challenge 2: Difficulty engaging students with prior experience on the SPB steering committee to engage on the 2020-2021 ISPB Advisory Committee.

- Solutions: Identified & trained promising ISPB student leaders, with a focus on students with disabilities, throughout the process to engage in elevated leadership capacities, including presentations to key stakeholders, advising of inclusive practices and strategies, and collection and analysis of data through the Youth Participatory Action Research (YPAR) methodology.

Challenge 3: Recruitment of steering committee members at Sunnyside and Desert View High Schools, particularly students with disabilities, given challenges of distance-learning and extracurricular engagement.

- Solutions: Creation of a roles and responsibilities commitment form that describes the recruitment of students with disabilities as a key component of the role of Special Education teacher sponsors and is accompanied by a year-end stipend, personalized invitations to students with disabilities to participate on the steering committee, development of strategies by the steering committee and research team to engage students with disabilities through interactive classroom presentations during idea-collection, proposal development and deliberation, primary vote, and final vote.

Remaining Activities in Final Quarter of Year Two (2020 - 2021):

In the final quarter of year two, we will:

- Support SUSD to complete a campus-wide vote.
- Host focus groups with SUSD students with disabilities and Special Education staff to explore how the process impacted their relationships with the broader school community, their civic knowledge and skills, and their sense of agency and voice.
- Field surveys and focus groups with broader campus SUSD students and staff will explore how inclusive focus shifted the sense of community, responsiveness to and awareness of strengths and needs of students with disabilities, and broader agency and voice.
- Gather together K-12 educators new and returning to SPB in a virtual professional development workshop to learn from the year's activities focusing on implementing ISPB model(s) and sharing new tools.
- Prepare the final report and develop a manual for evaluating ISPB processes.

Success Story

A significant accomplishment of the ISPB pilot and expansion has been the development and recent publication of the compilation of best practices and resources through the *School Participatory Budgeting: A Toolkit for Inclusive Practice*. The toolkit has been widely distributed and well-received by Arizona educators working to implement the ISPB model and PB practitioners seeking to increase inclusivity across the globe. The toolkit is available on CFA and PGI's websites. It has been promoted by national and international nonprofit organizations,

including the Participatory Budgeting Project and People Powered (a global hub for participatory democracy). In partnership with People Powered, we shared lessons and best practices from the toolkit through an international webinar on inclusivity practices in participatory processes. Throughout the 2020-2021 academic year, the team presented at multiple virtual convenings to continue to bring visibility to inclusive practices in civic learning and encourage wider adoption, including:

- People Powered Hub (October 2020)
- ASU Voluntary Governance Conference (November 2020)
- Lancashire University, UK presentation (February 2021)
- ASU Teachers College Doctoral Council Conference (February 2021)
- Every Student Succeeds Act (ESSA) Annual Conference (March 2021)
- ASU Social Embeddedness Conference (March 2021)
- American Education Research Association (April 2021)
- Arizona Department of Education 8th Annual Civic Learning Conference (April 2021)
- Arizona State University Diversity and Inclusion Conference (April 2021)
- Governor's Office of Youth, Faith, & Family Annual Summit on Volunteerism and Civic Engagement (April 2021)
- Unesco Chair International Symposium on Education, Citizenship and Democracy (May 2021)
- International Social Pedagogy Conference (May 2021)

We are thrilled with the widespread interest and reach of these inclusive practices as they will lead to greater focus on inclusive civic learning practices across the state and communities worldwide.

3) Community Partnerships

Collaboration is key to the SPB model and its success as each partner brings unique expertise to the project. ASU bring extensive process implementation and research experience and a data-driven approach to support school leaders, teachers, and students. In addition, nonprofit partners provide support for project implementation and voter education resources, while the County Recorder's Offices support voting processes and voter registration of eligible students for Arizona elections.

School partners are deeply engaged in the ISPB process from the outset. ASU supports school partners to make key decisions in designing and implementing the process, including allocating funds for student decision-making, developing goals and objectives, identifying teachers to facilitate the process alongside their students, and creating inclusive strategies for recruiting students to serve in leadership positions on the student steering committee. Teachers work alongside ASU to engage students in every aspect of the ISPB process.

As we look to scale the model, we will deepen existing partnerships and expand relationships with partners like the ASU Mary Lou Fulton Teachers College and School of Civic and Economic Thought and Leadership, and Tammy Waller with the Arizona Department of Education Social Studies and World Languages Department, as well as other educator networks to embed inclusive civic learning practices in pre-service training for future and current educators.

4) Participant Feedback

Given the realities of the pandemic and online education, we had to be highly adaptive in implementing this year's process, and feedback from students and school and district stakeholders involved has been instrumental. During the spring semester, we have been conducting bi-weekly focus group check-ins with the steering committee students to better gauge their perspectives and experiences of the process. The students have provided positive feedback on the materials and the quality of teamwork. The students have also presented ideas to improve internal communication and broaden the reach to students of diverse backgrounds. School and district stakeholders, including teachers have provided ongoing feedback in our bi-weekly meetings and mid-year survey. Despite communication and scheduling challenges due to pandemic learning, school and district stakeholders reported increased relationships across the school, specifically among Special Education and General Education teachers. School leaders also expressed satisfaction with the student steering committee students embracing an active role throughout the process, including the creation of materials and videos to share with the broader school community.

Feedback provided by both students and school and district leaders has prompted our team to modify or supplement the process. For example, we have taken advantage of recorded videos so more participants can access the information according to their schedules and enable different learning modalities to thrive. Additionally, participants have offered ideas on the logistics of voting, such as scheduling and utilizing an online platform, both of which have been adopted.

5) Evaluation Findings

In Year 1, findings revealed three overarching outcomes that furthered our goal of inclusivity: 1) participants cited attitudes and behaviors revealing a more inclusive mindset, 2) there was increased participation of students with disabilities in civic engagement activities and likelihood of future civic engagement, and 3) the student-proposed projects were responsive to the needs and voices of students with disabilities.

- 1) The students reported experiencing a greater sense of belonging and collaboration since the students *“respect each other’s voices and what they say”* and an increase in psychological empowerment through *“more courage and self-confidence”* and *“learning to advocate for myself because I knew I had a good idea.”* Students also cited having better relationships with their teachers and peers -something several teachers likewise reported in that they observed *“students started social interactions with others they never spoke to before, including teachers”* and *“students became even more comfortable sharing ideas and thoughts without a fear of being made fun of from others.”* Teachers also reported observing increased confidence and leadership skills of steering committee members with growth in deliberative and communication skills within the classroom setting since the deliberation was *“how they learned how to have a respectful dialogue”* and *“a great way to have them use their critical thinking skills and discussion skills.”* School administrators reported being impressed with the level of leadership students exhibited and have begun to *“think about being intentional on the inclusion of different student groups on campus.”*
- 2) Over 40% of student steering committee participants had a documented disability and campus-wide all students with disabilities were engaged throughout the process within Social

Studies classes and activities like tabling, assemblies, and school-wide voting. Students demonstrated a desire in pursuing civic-based activities in the future by sharing thoughts such as *“Ever since we started to vote, I heard and listened to ideas; I talked more about school with my mom and dad on how school should change”*, *“I am more focused on solutions”* and *“Before, I didn’t understand the purpose of voting, and after, I got to understand how voting changes lives and the world.”*

- 3) Project proposals and ideas centered on health and wellness or include accommodations for students with disabilities, such as equipment to play sports outdoors during lunch hours, more landscaping and outdoor seating like in a school garden, more art supplies, an audiovisual system to broadcast daily announcements, better first aid kits in every classroom, a Zen or anti-stress room, and a school therapy dog (final vote winner!)

At the outset of the Year 2 project, we anticipated the following outcomes as a result of the intervention:

1. Test and refine best practices and lessons learned in the first year of ISPB with high school students.
2. Increase the impact of ISPB by refining and improving the model.
3. Further empower students with disabilities through mentoring roles.
4. Disseminate lessons learned statewide, nationally, and internationally through conferences and publications, including the toolkit for inclusive practice in SPB.
5. Better understand the impact of SPB on students and overall school climate, with a focus on measures of inclusivity.

While we won’t have comprehensive participant and stakeholder data until the end of year evaluation is complete, we anticipate promising impact as we collect and analyze data May - June 2021.

6) Year 3 Project Description

For Year 3 (2021-2022), we propose a project that will ensure a) greater infusion of the inclusive SPB practices, b) wider statewide dissemination of the model to future and current educators, and c) the development of a 5-year plan for growth and sustainability of ISPB. Key strategies will include:

Operationalizing inclusivity across school PB in Arizona: ASU brings a sharp focus on equity and inclusion to this work. The Civic Health Progress Meters use data to define and measure civic life in Arizona across a variety of indicators from frequency of helping others to indicators of political engagement. Data reveal gaps in civic engagement among age, income, and educational demographics. In addition, nearly 1 in 5 Arizonans reported they do not participate in elections because they feel their vote doesn’t make a difference.

This data and the mounting body of research demonstrating significant demographic divides in access to civic learning opportunities, particularly for students with disabilities, have led to implementing SPB in school communities with traditionally underrepresented students in Phoenix, Chandler, Mesa, Tucson, and Queen Creek. Currently, SPB takes place on 39 campuses in Maricopa and Pima counties, engaging 50,000+ students. In 2021-2022, we will emphasize

infusing inclusive practices into training modules for educators currently implementing SPB schools and for educators from new school district partners interested in starting SPB.

Throughout the five-step process, recommendations for more inclusive practices will be infused into educator workshops, sample lesson plans, and evaluation tools to promote inclusion.

At the outset of the process, we will work with school and district leaders across Arizona to ensure inclusion is at the forefront of important design decisions. We will identify ISPB champion educators to implement and evaluate inclusive practices and share insights with fellow educators at their school. Through orientation workshops, educators will learn about inclusive practices, including partnering with Special Education teachers on their campus to ensure intentional participation of students with disabilities and needs are met throughout the process. We will encourage educators to strive for demographic representation of the broader student population on the student steering committee. In the latter three phases, we will continue training educators on promising inclusive practices, including core curriculum instructions and the implementation of a primary vote to ensure broader participation of the student body in deliberation and civil dialogue. We will provide educators with lesson plans tied to state social studies standards to foster knowledge of American democracy and build skills for civic discourse among the broader student population. In the final phase of the process, we will work alongside ISPB champion educators to evaluate learning and change within the student steering committee, utilizing strategies outlined in our upcoming toolkit on ISPB evaluation (Fall 2021).

Increasing awareness of ISPB: Through the existing networks and relationships of the project team, we will develop opportunities to embed ISPB practices in professional development and pre-service training with educators. We will also continue to focus on wider dissemination of the toolkit and practices through conferences and academic journals within the civic and special education fields. Further, we will make efforts to promote ISPB practices in new school districts in Arizona and other school districts in the U.S. and abroad.

Development of 5-year ISPB strategic plan: We will develop a comprehensive plan for sustainability including fundraising, evaluation, and designing new models to nurture future innovations such as educator academies. School and district stakeholders will play a critical role in the development of the strategic growth plan as trusted thought partners and co-designers.

7) Sustainability

To date, SPB in Arizona has been supported by local foundation and corporate grants. Furthermore, school district partners have invested nearly \$500,000 in public funds toward project implementation in addition to in-kind investment of staff time, demonstrating the buy-in and sustainability of the model. ASU will continue to identify and cultivate individual, corporate, foundation, and government partnerships in support of SPB in Arizona.

The development of a 5-year ISPB strategic plan, including a comprehensive fundraising model is a key focus for this year. This grant renewal will enable ASU to develop a long-term business model that may include the implementation of a fee-for-service model and/or joint-fundraising opportunities with state and national partners.

8. **Attachment 1:** Provide an Implementation Plan that lists out sequentially the key activities to undertake in the next year. 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).

ISPB activities are based on the school calendar. ASU will work closely with school district and community partners in implementation and evaluation of ISPB to accomplish the following:

July - August 2021

- Develop initial training module drawing on best practices and lessons learned from year 1 & 2 for educators implementing SPB across district partners, including Chandler, Phoenix, Tucson, Mesa, Queen Creek, and new district partner(s).
- Initiate planning for course modules focused on ISPB in pre-service training for future educators:
 - Host initial partnership exploration meeting with Mary Lou Fulton Teachers College and key education partners for wider dissemination opportunities
 - Explore opportunities for wider professional development and PB scale in partnership with CFA education innovation initiatives
- Create job description and detailed work plan for 1-2 graduate support students
- Recruit and hire 1-2 ASU graduate students to support the development of the 5-year strategic growth plan and program evaluation
- SPB initial planning with new and existing school partners:
 - Support 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 ways to engage students in different phases of the process (steering committee, idea collection, proposal development, deliberation forums, campaigning, vote days, etc.).
 - Integration strategies for inclusive practices within key trainings/workshops and throughout each stage of the PB process

September - October 2021:

- Conduct initial educator trainings drawing on best practices and lessons learned from year 1 & 2 with new and existing school partners, including:
 - Campus-wide teacher orientation to increase buy-in and wider adoption of the inclusive SPB model

- Recruitment of students to participate on steering committee using the “mini public” framework to ensure inclusion and representation of student demographics
- Include both special education teachers and general education teacher as sponsors of the steering committee
- Support new and existing school partners to host inclusive SPB kickoffs, including:
 - Campus-wide kickoff celebration to ensure all students understand the SPB model and their role in the process throughout the year
 - Classroom facilitation of idea collection to ensure all voices are represented in the brainstorming phase
- Develop evaluation strategy to track engagement of students with disabilities in SPB models and impact data through KASP survey across the state long-term
- Develop inclusive SPB module for pre-service and ongoing professional development opportunities:
 - Host focus groups with educators deeply embedded in year 1 & 2 of the inclusive SPB model to provide their input on module design
- Disseminate information about inclusive SPB through educator networks in partnership with CFA education innovation initiatives

November 2021 - February 2022:

- Support idea collection and proposal development
- Proposal development process and training will include emphasis on how the projects proposed impact students with disabilities.
 - Implementation of primary vote with broader student body
 - Share new idea collection and proposal development tools for consideration of students with disabilities that can be shared across School PB partnership.
- Pilot inclusive SPB module for pre-service and current educators
 - Gather feedback data from participants through focus groups and post-surveys
- Disseminate information about inclusive SPB through educator networks
- Develop draft 1 of a 5-year strategic plan for scaling and improving inclusive SPB in Arizona

March 2022:

- Support campaigning and vote day coordination and implementation amongst school partners with focus on engaging students with disabilities:
 - Steering committees will lead campaigning among their peers, with opportunities for students with disabilities to present to classrooms on ballot ideas

- Share viable outreach strategies and tools for communicating ballot ideas effectively among students with disabilities that can be shared across School PB partnerships
- Coordination of vote days across SPB partners, with focus on inclusion of students with disabilities in the process and goal of full participation in voting.
- Gather feedback on strategic plan from key stakeholders

April - May 2022:

- Refine inclusive SPB module for pre-service and current educators based on focus group and survey data of participants
- Develop draft 2 of 5-year strategic growth plan incorporating feedback from stakeholders
- Host professional development workshop on inclusive SPP with educators
 - Gathering together partners across School PB 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.
- Implement evaluation strategy to track engagement of students with disabilities in SPB models and impact data through KASP survey across the state long-term
- Presentations at state, national and international events and conferences

June 2022:

- Preparation of final report
- Dissemination of toolkit with learnings from ISPB process(es) to share with broader civic engagement community and development disabilities networks.
- Presentations at state, national and international events and conferences
- Knowledge mobilization through articles and stories on ISPB
- Completion of draft 3 (final) of 5-year strategic plan
- Outreach to recruit new school district partners to continue scale of the model throughout Arizona

Budget Request Form

Contractor Name: AZ Board of Regents on behalf of Arizona State University

Contractor Address: KE-Research Operations, PO Box 876011 Tempe AZ 85287-6011
Street Address City State Zip

Project Name: Inclusive School Participatory Budgeting

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	31,150	-	-	31,150
Fringe Benefits	7,099	-	-	7,099
Supplies / Operating Expenses	2,178	-	-	2,178
Travel	3,573	-	-	3,573
Rent or Cost of Space	-	-	-	-
Contracted Services / Professional Services	10,000	-	-	10,000
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.

Kimberly Habiger 

 Name of Certifying Official

Manager, Research Administration

 Title of Certifying Official

480-727-8648 ASU.awards@asu.edu

 Phone Email

ADDPC
FY2022 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: August 1, 2021 – July 31, 2022

Personnel/Salaries: \$31,150

Daniel Schugurensky, Professor and Co-Director, Participatory Governance Initiative (PGI) Funds are requested to support 3% of Dr. Schugurensky's effort 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 strategic evaluation plan development.

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 4 hours of work per week for 8 months for management intern; Hourly rate of \$24/hour for graduate student researcher for May-July 2021 appointment, at 30 hours per week for 6 weeks.]

Kristi Tate, Director, Civic Health Initiatives, Center for the Future of Arizona (CFA)

Funds are requested to support 3% of Ms. Tate's effort 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 effort 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 strategic plan.

Fringe Benefits: \$7,099

Fringe Benefits (employee related expenses) are calculated at the FY22 estimated rate of 33.99% staff, 27.09% faculty, and 1.55% 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: \$2,178

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 costs include travel, registration and lodging associated with presentations at national conferences among special education and civic education advocates.

Travel: \$3,573

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.: \$91

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 \$1,191 per trip.

Contracted Services/Professional Services: \$10,000

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 a focus on engaging a new educators network of inclusive school PB champions. We estimate offering small stipends of \$500 to a network of 20 educators.

Administrative/Indirect Costs: \$6,000

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

Non-Federal In-Kind Match: \$20,000

Matching funds in the form of uncollected indirect costs are provided by Arizona State University at a rate of 25% of total costs, totally \$20,000.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE:06/15/2020
ORGANIZATION:	FILING REF.: The preceding
Arizona State University	agreement was dated
Fulton Center 410, Rm. 4478	06/28/2019
P.O. Box 87705	
Tempe, AZ 85287-7605	

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

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
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: 6/15/2020

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
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: 6/15/2020

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2020	6/30/2021	26.30	All (A)	Faculty
FIXED	7/1/2020	6/30/2021	33.00	All (A)	Staff
FIXED	7/1/2020	6/30/2021	9.40	All (A)	Part Time
FIXED	7/1/2020	6/30/2021	1.50	All (A)	Student
FIXED	7/1/2020	6/30/2021	10.00	All (A)	RA/TA
FIXED	7/1/2020	6/30/2021	21.00	All (A)	Post Doc
PROV.	7/1/2021	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, 2021.

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/15/2020

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

Your next fringe benefit rate proposal based on actual costs for fiscal year ended 06/30/20, will be due no later than 12/31/20.

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:

Arizona State University

(INSTITUTION)

DocuSigned by:

Matthew Smith

(SIGNATURE)
D7AE33728443471...

Matthew J. Smith

(NAME)

Vice President for Budget Planning and Management

(TITLE)

June 18, 2020

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif Karim

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2020

(DATE) 1353

HHS REPRESENTATIVE:

Jeanette Lu

Telephone:

(415) 437-7820

11. **Attachment 3:** Provide a list of key staff and briefly summarize the 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. (**See attached.**)

CFA and PGI will collaborate on project design, implementation and evaluation, in regular coordination with school district and community 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 19 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: Sr 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. 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 examining 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 "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 various 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 Master's 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.



CHANDLER UNIFIED SCHOOL DISTRICT NO. 80

James T. Perry Administration Center • 1525 West Frye Road • Chandler, AZ 85224
(480) 812-7000 • FAX: (480) 224-9353

"Dedicated to Excellence"

Camille Casteel, Ed.D., Superintendent

May 11, 2021

To Whom It May Concern:

As the Director of Secondary Curriculum at Chandler Unified School District (CUSD), it is with great enthusiasm that I submit this reference letter in support of the Center for the Future of Arizona (CFA) and the Arizona State University's (ASU) Participatory Governance Initiative application to the Arizona Developmental Disabilities Planning Council on Inclusive School Participatory Budgeting.

Chandler Unified School District prioritizes academic achievement. We pride ourselves on providing outstanding educational programs at all grade levels. Programs that are student-centered and that foster student agency are of particular interest to us. The School Participatory Budgeting (SPB) process meets both those aims.

In the 2018-2019 academic year, CUSD partnered with CFA and the ASU Participatory Governance Initiative as only the second school district in Arizona to adopt the model and the first school district to reach students as young as middle school through SPB. Our work on SPB empowers people to decide together how to spend public money. We create and support SPB processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective.

In our third year of SPB implementation, we are currently engaging students in 5 middle schools and 6 high schools in our district. In our experience, the SPB model empowers students to discover their agency and collective voice, emboldens students in decision-making processes, fortifies youth-adult partnerships, builds critical thinking and communication skills, creates meaningful solutions to everyday problems, and prepares young people to be lifelong civic participants.

Through our partnership with CFA and the ASU Participatory Governance Initiative, we have learned from their work to engage students with disabilities in the SPB process through various trainings and workshops. We are excited by the promise of the Year 3 project to bring this sharp focus on inclusivity in SPB and civic education to school communities across our state.

CUSD is pleased to lend our support to CFA and the ASU Participatory Governance Initiative application on Inclusive School Participatory Budgeting and looks forward to contributing to its success.

Thank you in advance for your time and consideration.

Renee Sweeden
Director of Secondary Curriculum
Chandler Unified School District
480-224-3715
sweeden.renee@cusd80.com



Student Services Department

2238 East Ginter Road
Tucson, Arizona 85706
(520) 545-2065
(520) 545-2165

May 10, 2021

Dr. Erica McFadden:

As the Chief Student Services Officer at Sunnyside Unified School District (SUSD), it is with great enthusiasm that I submit this reference letter in support of Arizona State University's application to the Arizona Developmental Disabilities Planning Council on Inclusive School Participatory Budgeting. SUSD is a proud leader in Southern Arizona of the School Participatory Budgeting (SPB) process which educates students about civic participation and democratic engagement and advances our mission to develop students with a strong sense of identity, purpose and agency, so that every child leaves our system college, career, and community ready.

Our work on SPB engages students to "learn democracy by doing" through a process that builds stronger school communities and amplifies student voice. In doing so, students are empowered to act as community problem-solvers and cultivate the skills and attitudes they need for lifelong engagement in civic life.

In the 2019 – 2020 academic year, we partnered with Arizona State University (ASU), Participatory Governance Initiative and Center for the Future of Arizona, to pilot the model with two high schools in our district, Sunnyside High School and Desert View High School. This academic year, we deepened the work by partnering again with ASU to implement and evaluate inclusive practices throughout the SPB process, with a sharp focus on engaging students with disabilities in all aspects of the work. This work has cultivated deeper relationships across the school, specifically among Special Education and General Education teachers, while building student's civic knowledge, skills, attitudes, and dispositions for active engagement in our community.

Our experience in the process has generated meaningful impact for the students and teachers directly engaged and developed a base of knowledge well-positioned to be shared and adopted by Arizona's education leaders. We are excited by the promise of the Year 3 project to bring this focus on inclusivity in SPB and civic education to school communities across our state.

SUSD is pleased to lend our support Arizona State University's application on Inclusive School Participatory Budgeting and looks forward to contributing to its success. Thank you in advance for your time and consideration.

Sincerely yours,

A handwritten signature in black ink, appearing to read "J. Gastelum", written in a cursive style.

Jose Gastelum M.Ed.
Chief Student Services Officer