

**ADDP
FY2020 Grant Proposal Narrative**

Program Title: Inclusive Participatory Budgeting in Schools

Program Start Date: 7/1/2019

Program End Date: 6/30/2020

Amount Requested: \$50,000

Submitted by:

Participatory Governance Initiative, Arizona State University

Center for the Future of Arizona

Executive Summary

The Center for the Future of Arizona (CFA) and Arizona State University's Participatory Governance Initiative (PGI) request funding to support a pilot project to more expansively and intentionally include students with disabilities in School Participatory Budgeting (SPB).

Given the track record of SPB as a high-impact civic learning practice, the array of partners engaged with expertise in practice and evaluation, and the need for more civic learning opportunities for students with disabilities, the time is right for more inclusive practices in the SPB process. We propose to work closely with Carson Junior High School to pilot an inclusive process in one campus that would more thoughtfully reach students with disabilities at different stages of the process (steering committee formation, process design, idea collection, proposal development, campus-wide vote and evaluation). We would work closely with Carson's special education staff (coordinator and seven special education teachers) to make the most of their expertise (see letters of support from Carson Junior High). Furthermore, we will work across our partnerships in School PB to explore, understand, and showcase promising inclusive practices for wider adoption. At Carson, approximately 15-20% of students are in special education.

Participatory Budgeting (PB) is a democratic process of deliberation and decision-making over budget allocations that started in 1989 and is currently implemented in over 7,000 cities around the world. School PB is a more recent phenomenon, and has been growing internationally and in North America. In Arizona, SPB grew from a single school in 2014 to 19 schools in 2019 (15 schools in Phoenix, 3 schools in Chandler, and one school in Mesa). With ongoing growth underway, now is a perfect moment to pilot more inclusive practices and meaningful civic learning opportunity and develop more pathways to lifelong civic engagement. Indeed, SPB educates students about citizen participation, self-governance and democratic engagement. In SPB, students "learn democracy by doing" through a process that builds stronger school communities, improves relationships and amplifies student voice. Through PB, students are empowered to act as community problem-solvers and acquire skills and attitudes needed for lifelong active citizenship. The School PB process is typically organized in five steps: 1) students propose ideas to improve the school community; 2) students transform these ideas into viable proposals by conducting research on cost and feasibility; 3) students present proposals to fellow students; 4) full student body votes for top proposals; and 5) winning projects are funded and implemented.

Prior research findings indicate that students who engage in civics curricular and extracurricular activities tend to score better than other students in community involvement, political attentiveness, political efficacy, civic duty and other indicators of civic engagement. Research findings also point out that individuals with disabilities have lower levels of civic engagement, and that a combination of encouragement, support, and opportunities to participate can make a difference in political efficacy. Given this situation, School PB presents a great opportunity to emphasize more inclusive practices of civic engagement for students with disabilities.

An investment from the Arizona Developmental Disabilities Planning Council would be instrumental in piloting, evaluating and sharing the lessons of inclusive SPB processes for students with disabilities. This could generate meaningful impact for the students directly engaged, and develop a base of knowledge to be shared more widely throughout the field statewide, nationally and internationally —with potential for even greater scale and impact for the long-term.

Project Narrative

Participatory Budgeting in Schools: Background and Context

In 2016, Phoenix Union High School District initiated the first-in-the-nation pilot of PB with district funds. Since initial implementation, the process has continued to expand throughout the district and spark rapid PB adoption in two additional local school districts: Chandler Unified School District and Mesa Public Schools. New York City is also slated for wide-spread PB adoption in all of their public schools due to the program's success.

The purpose of School PB (SPB) is to increase student voice and to help youth to 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 school campuses. School PB also shapes the next generation of leaders for Arizona, as the youth engaged gain invaluable civic knowledge, skills, attitudes, values and dispositions.

In short, the main goal of the School PB program in PUHSD is to prepare youth for active civic life in adulthood by:

- Empowering students to discover their collective voice
- Emboldening students in deliberations and decision-making processes
- Fortifying youth-adult partnerships
- Building critical thinking, research and communication skills
- Creating meaningful solutions to everyday problems
- Mirroring actual voting process (through partnership with Maricopa County Recorder's Office)

Quantitative and qualitative data have demonstrated the program's impact on student and school outcomes. One illustration of this kind of long-term impact is the improvement that one school district (PUHSD) has made based on student voice, elevated throughout the PB process. In 2017-2018, hundreds of ideas about the conditions of bathrooms surfaced in the idea-collection phase on campuses across the district. Staff at both the district and campus levels were unaware of this problem and heard the students' concerns, making district-wide improvements outside of the PB allotted funds as a matter of policy. Similar initiatives have taken place with improvements to water filtration and refill stations. Through PB, students have learned their voices matter and can make an impact, and the district improved its culture of responsiveness to student needs. This example shows what happens through a PB process: fostering communication and relationships between district staff, administrators, teachers, and students and building student agency for lifelong civic engagement.

CFA, PGI and our school partners have already established a significant track record of success for School PB. For example, in the last school year (2017-18), survey results of participating students in Phoenix high schools demonstrate meaningful impact in civic attitudes and behaviors including:

- Somewhat/Very Likely to vote: 78.6%
- Somewhat/very likely to volunteer: 68.4%
- Somewhat/very likely to stand up for your beliefs: 82.1%

- Somewhat/very likely to be a leader in your community: 73.9%
- Somewhat/very likely to contact a government representative: 48.7%

One key impact of the School PB process is the connection between civic learning in schools and lifelong active citizenship. School PB partners with the Maricopa County Recorder's Office (MCRO) to utilize real ballots and voting equipment for the PB Vote Days that provides students exposure to the voting process. Eligible students are then registered to vote in the next election. This partnership has provided a critical through-line from modeling civic engagement in schools through meaningful pathways to ongoing participation. Moreover, prior research has established a connection between civic engagement opportunities in school and civic engagement in adult life.

To measure programmatic success, CFA and PGI conduct an end of year evaluation workshop with students, teachers and staff to understand what participants felt was successful about the program, what didn't work as expected, and what changes they recommend for the next year. We partner with the national nonprofit Participatory Budgeting Project to develop and implement program success evaluation. This data will continue to inform program expansion and opportunities for improvement.

The Case for Inclusion: Civic Learning for Students with Disabilities

There is substantial evidence indicating that people with disabilities have lower participation rates with regards to voting, which is often referred to as a cornerstone of U.S. democracy. Individuals with disabilities have been subject to proving their understanding of the political landscape, questioned about their desire or intent to vote, and routinely barred from voting if they have a designated guardian or conservator (Devan 2016). Available data suggests that less than half the adults with disabilities vote in formal U.S. Elections. It has been also found out that the three main factors identified by adults with intellectual disabilities for increasing their likelihood to vote are encouragement, support, and assistance in understanding the vote material (Agran et al 2018).

The focus on voting offers researchers a measurable indicator of the civic participation of people with disabilities. However, it is important to consider that while voting is an important part of democracy, it is not the only avenue for civic participation. For instance, taking part in groups to address community problems or in public deliberation on policy issues are essential parts of participating in civic life. Many of the skills and attitudes needed to engage in civic life are best learned through practice. Additionally, civic learning environments that focus on inclusion can benefit all students involved. As Keefe et al. (2006: xvii) ask, "given the fact that many typical students are not given opportunities to develop relationships with students with disabilities, what are these high school students learning about the human rights of individuals with disabilities?" An inclusive School PB can provide a propitious venue to promote these opportunities.

Research indicates that students who engage in curricular and extracurricular civic activities tend to score better than other students with regards to measures such as civic duty, community involvement, political attentiveness, and political efficacy, to name a few. These students also learn leadership skills, political knowledge and character education. As pointed out, most of these skills are best acquired through hands-on, real life opportunities to engage civically in one's community, and students with disabilities are often marginalized from these initiatives.

Communal civic engagement has similarities with service learning opportunities. Specifically, for students with disabilities, “teachers often find that service-learning projects provide a learning environment conducive for addressing IEP goals in student self-determination, as student autonomy and decision-making power is strongly encouraged in service-learning practice” (O’Connor 2009:14). Participation in the school environment can lead to the creation of successful experiences, which can have important impacts on individual learning and development and can support a sense of belonging in school, which in turn can have a positive impact in school persistence and increased levels of participation (Simeonsson et al. 2001). A sense of community is defined as “a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through commitment to be together” (McMillan and Chavis, 1986). In short, through an inclusive School PB, students will develop new competencies in three main dimensions: affective, social and cognitive. This includes self-confidence, teamwork, cooperation, communication and deliberative skills, research skills, political voice, and several others that will increase the likelihood of effective participation in civic and community life.

A crucial goal of School PB is to contribute to changing school climate. School climate refers to the beliefs and expectations held by members of the school community about their school as a learning environment, their associated behavior, and the symbols and institutions that represent the patterned expressions of the behavior (Homana et al. 2005). Through a positive and inclusive school climate for civic involvement, School PB can help foster positive social relationships as well as the knowledge, skills and dispositions that young people need to develop into politically aware and socially responsible individuals

Challenges for Consideration

Whereas there are many benefits to increased levels of participation for students with disabilities, understanding and measuring participation is not an easy task. One study that surveyed teachers about the participation of students with disabilities by Simeonsson et al. (2001) found that students’ participation varied depending on their ability: students with learning or attention limitations participated more than students with emotional or behavioral disabilities. While it is not always possible to eliminate challenges in activity performance for individuals, it is possible to minimize or even eliminate most restrictions that prevent meaningful participation in family and community life, and also to offer multiple ways to participate, no matter a person’s ability.

Coster and Khetani (2008) also explored the challenges of measuring the participation of children with disabilities. They noted that the ICF’s definition of participation refers to “a person’s involvement in a life situation” which “represents the societal perspective of functioning,” (p. 640). If participation is defined by societal norms, an outside observer (such as a teacher or guardian) may perceive a person’s participation as having a positive impact on their life. However, what we don’t know from observation is “whether and how the person is participating in the life situations that *matter most* to him or her,” which ultimately shapes their quality of life (Coster and Khetani, 644). This means that observations should be complemented with other research methods such as interviews and focus groups.

Another challenge is to overcome the traditional understanding of disability and recognize the fact that disability is not simply a medical phenomenon but also a social phenomenon that is

multidimensional in nature (Simeonsson et al. 2001, 60-61). From the social model perspective, the school, it is important to recognize that the experience of disability is defined by the interaction of the person with the environment, in our case the school environment. For this reason, we argue that one of the most effective ways to increase civic engagement for students with disabilities is to change the school environment, and School PB can make a significant contribution in this regard.

Implications

Given the wide array of variation of experiences, the surest way to address the particular needs and desires of these students is to include them in the development of our programs. Too often, special education programs segregate students with disabilities from students without disabilities, and then fail to provide individualized support for those students. Their valuable experiences and perspectives can point out gaps in the current system that make it challenging for people of varying abilities and skills to participate. As Moore (2006:31) notes, “it is crucial for individuals with disabilities to be given a voice when determining intervention approaches.” Inviting the insight of those most directly impacted into the program design both addresses program design concerns, as well as ethical ones. With Arizonan’s increasingly young and diverse population, an inclusive School PB can contribute to ensuring all students have the tools, pathways and opportunities to contribute to their communities and civic life and, as a result, collectively work to shape the future of our state.

Proposed Activities, 2019-2020

CFA and PGI will collaborate closely on project design, implementation and evaluation, in regular coordination with Carson Jr. High partners.

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 supports knowledge sharing through publications seminars and conferences, and research and evaluation of School PB. CFA and PGI work closely to develop and support capacity buildings among partners through the PB process, which is ultimately owned and led by district and municipal partners.

As our lead partner on pilot implementation and evaluation, Carson Junior High 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, ELA and social studies staff will work closely with PGI and CFA to lead program implementation and evaluation.

CFA and PGI would work closely in implementation and evaluation of SPB to accomplish the following:

- Engage students with disabilities meaningfully and expansively in the PB process throughout every stage

- Support teachers and school leaders in understanding and exploring the types of inclusive practices that can lead to high-impact civic learning for students with disabilities
- Evaluate the impact of the PB process from the teacher and student perspective to understand what is working, what is challenging, and test new iterative approaches
- Collect, document, and share the lessons learned and best practices from this process with a wider audience to inform School PB implementation in Arizona, as well as with our national partners at Participatory Budgeting Project.

Our anticipated outcomes from this project would be:

- Meaningful and positive experiences with the PB process from all stakeholders including campus-wide student body, students with disabilities, and school leaders and teachers
- Increased likelihood of further civic engagement from students with disabilities in particular
- 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
- Shifts in school culture around agency and voice of students with disabilities
- Toolkit created to share learnings with wider audience to encourage further development of high-impact civic learning for students with disabilities

PB activities are based on the school calendar. A brief timeline of activities is as follows:

July-August 2019

- School PB Initial Planning by CFA, PGI and Carson Jr. High:
 - Coordination with special education coordinator and lead teacher, alongside PB coordinators (external and internal) to develop detailed plan and timeline for the year
- Development of strategies to pilot for inclusion throughout stages of PB process, including engagement of students who would be impacted:
 - Convening with special education and civic learning staff to explore opportunities for 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.).
 - Design 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

August - September 2019

- Kick-off and training with teachers and students completed:
 - Specialized training on the PB process provided for special education teachers
 - Campus-wide teacher orientation to increase buy-in and wider adoption of the inclusive PB model
- Additional training and support provided for staff:

- Development of training and facilitation models for special education staff that can apply in Carson and across School PB work throughout Arizona

September 2019-April 2020

- Teachers/staff identify student committees and run regular meetings to complete project:
 - 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
- Idea collection and proposal development
 - Steering committees will lead idea collection among their peers, with opportunities for students with disabilities to present to classrooms on the PB model and collect ideas.
 - Proposal development process and training will include emphasis on how the projects proposed impact students with disabilities.
 - Development of new tools for consideration of students with disabilities that can be shared across School PB partnerships.
- 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
 - 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 how inclusive PB focus shifted sense of community, responsiveness to and awareness of needs of students with disabilities, and broader agency and voice.

April 2020

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

May 2020-June 2020

- Preparation of final report
 - Creation of a toolkit with best practices from an inclusive School PB process to share with broader civic engagement community.

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 15 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

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. 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.

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 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 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

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.

Project Advisors

Alfredo J. Artiles is associate dean and Ryan C. Harris Professor of Special Education at Arizona State University's Mary Lou Fulton Teacher's College. His scholarship focuses on understanding and addressing educational inequities related to the intersections of disability with other sociocultural differences. His work aims to advance policies, personnel preparation programs, and inclusive educational systems in diverse contexts. He directs the Equity Alliance and co-edits the *International Multilingual Research Journal* and the Teachers College Press book series *Disability, Culture, & Equity*. He was a vice president of the American Educational Research Association (2009–2011). Artiles is an AERA Fellow, and was a Spencer Foundation/National Academy of Education Postdoctoral Fellow (1998) and a Resident Fellow at Stanford University's Center for Advanced Study in the Behavioral Sciences (2008–2009). He received the 2012 Palmer O. Johnson Award for best article published in an AERA journal.

Wendy Peia Oakes is an associate professor at the Mary Lou Fulton Teachers College at Arizona State University. Her work focuses on practices that improve educational access and outcomes for young children with and at risk for emotional and behavioral disorders. For example, her research addresses comprehensive, integrated, three-tiered (Ci3T) models of prevention; the implementation of evidence-based academic and behavioral interventions; and professional development for preservice and in-service educators in implementing practices with fidelity. Professor Oakes serves as an associate editor for Remedial and Special Education and the Journal of Positive Behavior Interventions, Behavioral Disorders, and Special Issue Co-Editor for Education and Treatment of Children. She served as the President of the Council for Exceptional Children–Council for Children with Behavioral Disorders.

Participatory Budgeting Project: The Participatory Budgeting Project (PBP) is a nonprofit organization that creates and supports participatory budgeting processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective. PBP is the national partner on the PB in Arizona work and will serve as close partners and advisors throughout implementation and evaluation.

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New Jersey Council on Developmental Disabilities (2016). "We the People: Preparing Students with Disabilities for Civic Engagement." *People & Families*. New Jersey Council on Developmental Disabilities..

Budget Request Form

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

Contractor Address: P.O. Box 876011 Tempe AZ 85287-6011

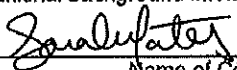
Street Address City State Zip

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	\$28,880			\$28,880 -
Fringe Benefits	\$6,822			\$6,822 -
Supplies / Operating Expenses	\$4,753			\$4,753 -
Travel				-
Rent or Cost of Space				-
Contracted Services / Professional Services	\$5,000			\$5,000 -
Administrative / Indirect Costs	\$4,545		\$16,667	\$21,212 -
Total Costs	\$50,000 -	-	\$16,667 -	\$66,667 -

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.


 Name of Certifying Official

Sarah Gates, Grant & Contract Officer, Sr.
 Title of Certifying Official

(480) 727-3745 ASU.Awards@asu.edu
 Phone Email

ADDPC
FY2020 Grant Proposal BUDGET Narrative

Program Title: Inclusive School Participatory Budgeting
Center for the Future of Arizona
Participatory Governance Initiative, Arizona State University
Amount: \$50,000
Dates: July 1, 2019 – June 30, 2020

Personnel/Salaries: \$ 28,880

Daniel Schugurensky, Professor and Co-Director, Participatory Governance Initiative (PGI) Funds are requested to support 3.5% 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 toolkit development of best practices. [IBS \$181,963 with a 3% escalation estimate for FY20]

TBD, Student Researcher, Participatory Governance Initiative (PGI) Funds are requested to support a student researcher in support of the *Inclusive School Participatory Budgeting* project, to assist with data collection, data analysis and report compilation. [Hourly rate of \$24/hour for an estimated 10 hours of work for 10 months]

Kristi Tate, Director, Civic Health Initiatives, Center for the Future of Arizona (CFA) Funds are requested to support 5% 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. [IBS \$100,000 with a 3% escalation estimate for FY20]

Madison Rock, Program Coordinator, Civic Health Initiatives, CFA Funds are requested to support 20% 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 toolkit. [IBS \$38,000 with a 3% escalation estimate for FY20]

Fringe Benefits: \$ 6,822

Fringe Benefits (employee related expenses) are calculated at the FY20 estimated rate of 37.18% staff, 28.12% faculty, and 2.16% 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: \$4,753

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.

Contracted Services/Professional Services: \$ 5,000

Funds are requested to support District/School Partners (special education staff and program coordinators) to coordinate teacher involvement in the Inclusive School PB process, as well as to support content experts and teacher sponsors engaged in the process.

Administrative/Indirect Costs: \$ 4,545 [*\$16,667 Non-Federal In-Kind Match*]

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

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

Applicant's Background Information Questionnaire

Complete each item, using attachments where necessary and label your response "Applicant's Background Information Questionnaire". Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of your application as unresponsive.

1. Contact Name for Project: Heather C. Clark, Executive Director, Research Operations

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

Address: P.O. Box 876011 Tempe, AZ 85287--6011

Phone Number: (480) 727--3745 Email: ASU.Awards@asu.edu

2. The Applicant is and was established when:

TYPE	YEAR ESTABLISHED
Individual	
Corporation -- Nonprofit	
Corporation -- For Profit	
Limited Liability Company	
Limited Liability Partnership	
Partnership	
Unit of Local Government	
Indian Tribal Government	
Other-- Public Institution of Higher Education	1885

3. As the lead applicant, read each statement carefully and mark Yes or No.

	YES	NO
a. Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attach an explanation.		X

b. Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? If YES, please attach an explanation.		X
c. Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach an explanation.	X	
d. Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach an explanation.		X
e. Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.	X	
f. Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations or relationships which may have substantial interest (as defined in A.R.S. §38-502, Conflict of interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.		X
g. Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.		X


4. Authorized Signatory:

 _____

(Name and Title of Authorized Signatory) is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.

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 _____

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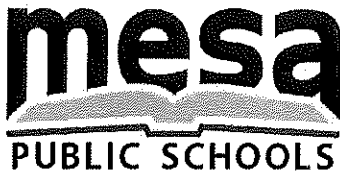
ATTACHMENT A

Background Questionnaire Explanation

Section 3

The project team identified in the proposal "Inclusive School Participatory Budgeting," confirms no known instances of noncompliance; criminal prosecutions; denied, revoked or suspended licenses; or conflicts of interest.

Arizona State University adheres to 2 CFR 200: Uniform Guidance – Uniform Administrative Requirements, Cost Principles, and Audit Requirements. Contract termination and lawsuits as they relate to the university at large are beyond the scope of sponsored project certification. Inquiries can be directed to the Office of General Counsel at ogcmail@asu.edu or 480-965-4550.



Carson Junior High School

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April 5, 2019

Hi Daniel,

I appreciate your consideration in partnering with us with Participatory Budgeting. Our school is a very diverse campus with many students who have needs. We have exactly 1,080 students on our campus, while 187 of them (17%) are considered to be special education students.

Our students and staff do many great things on our campus. As principal, I sometimes just get out of the way and support their efforts because I know what kind of positive impact our teachers are having on our students and the positive impact our students are having on our community.

We have been able to support our students with their efforts in Participatory Budgeting the past two years. Last year, our students voted on a new water fountain that had a filtered water bottle fill station on it and this year they voted on a huge mural on the side of a building on our campus.

Our students have been excited to be able to have a voice in our money is spent on our campus. I am excited to grow these efforts here at our school with your help. Our students have enjoyed getting to know more about the democratic process by actually being involved with the process. In these short two years, they have looked for other leadership opportunities when it comes to civics engagement.

I look forward to talking with you about how we can get more of our special education students involved in this process. Thank you again for your consideration.

Respectfully,

A handwritten signature in black ink, appearing to be "TE", written in a cursive style.

Tony Elmer, PhD

Hi Daniel,

Carson Junior High is a very diverse school with approximately 190 students receiving special education services. Those students qualify in many different areas such as: Autism, Moderate Intellectual Disability, Mild Intellectual Disability, Specific Learning Disability, Emotional Disability, Other Health Impairment, and Traumatic Brain Injury. Carson currently offers a variety of services to meet the needs of our many students.

At Carson, there are Applied Learning Programs for our students who need a very structured, low student to teacher ratio, self-contained setting to work on Common Core Connector Alternate Standards. The students in our two Applied Learning Programs most commonly qualify as students with Autism, Moderate Intellectual Disability, and Mild Intellectual Disability. Those programs also participate in district sponsored activities such as the Special Education Science Fair, District Science Fair, District Spelling Bee, field trips, service learning, and special dances. The students attend electives with their general education peers, and enjoy attending PE, Robotics, App Development, and Art, among others. The Carson Mild Intellectual Applied Learning class started a School Store at lunch time to incorporate daily living skills, workplace skills, and social skills into their day.

Because Carson works hard to meet the needs of all of students, there are resource classes for English Language Arts and Math. Resource classes are for those who need more individualized and smaller groups. The class sizes fluctuate between 8-12 students in each class and are able to hone in on specific student needs, such as basic math facts or basic reading skills, in a small setting.

For the students who may not need as many supports, co-taught classes for English and math are offered. In co-taught classes there is both a general and special education teacher in the classroom daily. This helps those students who may need just a little added support in their classes. In the co-taught classes, the teachers accommodate and modify materials as needed, work together to create activities and assessments that include all students, and if needed, can do small groups in different classes to individualize based on each student.

The Carson community works hard to make sure that all students are getting what they need in order to be successful. This includes participation in sports, classes, and clubs. Across campus, Carson students have shown an interest in researching improvements for the school and helping vote to determine the highest area of need. The Special Education Department would love the opportunity to have the students in our programs help determine what could improve Carson, as we know our students would love to make a lasting impact.

Please consider the Carson Special Education Department for participation in Participatory Budgeting.

Thank you for your time,

Karla Radig Landeis