



**Great Cities
Institute**

Participatory Budgeting in Schools

**A Toolkit for Youth
Democratic Action**

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Year 1 Winning Projects

Beaubien Turf Field
\$125,000
Status: Completed in 2013.
CPS added approx. \$300,000
to project funding and
added two new sets of
playground equipment.

**Pedestrian Crossing Light on
Milwaukee at Jefferson Park
Transit Center**
\$125,000
Status: Lights to be installed
in 2015/2016 as part of
Milwaukee Ave. Corridor
Street project and Joff Park
Transit Center renovation.
Money allocated.

**Visitors Reception in and
Pages Allocation**
\$120,000
Status: Completed in 2014 at
Central under CP NW.
Funding under CP NW.

Congratulations on deciding to bring participatory budgeting (PB) to your school! Schools that have engaged in PB have reported increased civic skills and knowledge among students, as well as the development of new civic leaders. Students have shared feeling like PB gives them a real voice in their school, among many other benefits. PB gives students real power over real money through a democratic process. They have the opportunity to experience real democracy in action and to flex their civic skills and learn through doing.

This Toolkit is the product of collaboration of PB experts and Chicago Public School administrators and teachers who have developed new resources and tools; documented information about how PB has been implemented in schools in Chicago; and consolidated PB resources and tools used by teachers in previous PB processes or created by national PB experts. The goal of the Toolkit is to make PB easier to implement with teachers and youth in schools across a wide variety of models and contexts.

How to Use This Toolkit

By nature participatory budgeting is intended to be flexible, experimental, and designed to fit different community contexts, including your own school! PB has a basic framework that typically includes three main phases: Idea Collection, Proposal Development, and Project Expo & Community Vote. Within these phases, there is a wide variety of strategies and activities that can be implemented. In schools, PB has been implemented in a single classroom, across multiple civics classrooms, across multiple classrooms as an interdisciplinary project; and through a Student Voice Committee or Student Council, to name just a few models. This Toolkit has been designed to take all of these variables into consideration and provide you with the information, resources, and tools to design a process for your school.

Listed below is a brief description of each main section of the Toolkit along with guidance on when that section should be used in your planning.

Background

Start by reading the Background section. It provides a brief history on the genesis of PB, how it began in Chicago and in Chicago Public Schools, as well as an overview of how PB works and why PB is important. This section is very brief and offers basic information, including definition of the PB phases, that will make your planning easier.

Plan Your PB Process

Next read through Plan Your PB Process. This section covers in-depth planning questions for you and your team to decide on before you begin your PB process. Key questions in this section include building your team, setting goals for your process, understanding your PB pot of money, determining the scale of your PB process, thinking through implementation, and designing strategies for each phase of the process.

PB Session Planner

This section will be the document that you use most both for planning and for day-to-day implementation. The PB Session Planner lists Common Core standards and Illinois Social Science Learning Standards that PB aligns with, a call-to-action question, as well as other essential questions, skills, and core content. It then provides detailed information and activities for implementing each PB phase and strategy. In addition, there are links to resources such as tools, slides, rubrics, handouts, and more that have been created by PB experts or teachers who have previously implemented PB, instructional supports where applicable, and extension ideas in each phase.

Map Out Your PB Process

This section includes four sample PB process design examples and details potential strategies that can be implemented at each phase of the process along with the accompanying session(s) needed to implement it in the PB Session Planner, the learning objectives, and the skills students will achieve. This section can be used as you are planning out your PB process to think through the strategies you will be implementing and which learning objectives and skills your process will achieve. As you determine the strategies that will be used in each phase, this section also tells you which session(s) from the PB Session Planner help you implement that strategy. It can also be used as a reference guide later on.

Case Studies

The Case Studies section includes six case studies that describe PB processes that have taken place in Chicago to provide more information on the variety and flexibility with how a process can be designed.

Brief History on Participatory Budgeting

Participatory budgeting is an innovative practice used around the world that invites individuals to directly decide how to allocate money from public budgets into projects that benefit their communities. When residents get together to make important decisions, they also meet their neighbors, brainstorm, collaborate, and set priorities together—in a word, they participate in democracy. And residents who work together know their communities inside and out. They know about their strengths and assets, they know where they could use support and improvement, and they know what needs to be fixed. And what they don't know, they learn from others who do. Who better to participate in a community discussion about budgets—for streets and sidewalks, for traffic needs, for parks, schools, and other neighborhood amenities, for extracurricular programs—than community members themselves? Participatory budgeting *is* people-powered democracy.

Participatory budgeting (PB) got its start in 1989 in Porto Alegre, a Brazilian city of about 1 million people, and part of a metropolitan area of more than 4 million people. From the 1950s to the 1990s, including in the midst of Brazil's dictatorship, Porto Alegre, like very many cities in Brazil, grew exponentially. Increasing marginalization of various populations and increased pressures on social and physical resources led the mayor of Porto Alegre, together with the Workers' Party, to establish participatory budgeting in response to this—to give power to the citizens and provide them with a direct role in government, and also to invert social spending priorities to better focus on distributing public resources to poor people. PB started as a relatively small experiment in Porto Alegre, with fewer than 1,000 participants in the first two years, but then it quickly expanded to reach more than 20,000 people a year.

Since its beginnings in Brazil, PB has spread across the world, and today there are over 7,000 processes across the globe. PB is practiced in municipal governments, schools, universities, housing authorities, and individual organizations. The efforts to include more people in decisions made over public resources, and especially to reach groups of people who are typically marginalized—people living in poverty, young people, and other populations—has resonated around the world and PB has become a leading component of the global movement for participatory democracy.

In 2009, that participatory model was imported direct to Rogers Park, Chicago, long one of the city's most diverse neighborhoods, for the first participatory budgeting process in the United States. Since then, PB Chicago, an initiative of the UIC's Great Cities Institute, has helped expand and facilitate PB processes all across the city in aldermanic wards and, since 2015, into Chicago Public Schools.

The first pilot in Chicago took place at Sullivan High School in Rogers Park as part of a collaboration between the UIC Great Cities Institute, Embarc Chicago, Mikva Challenge, Alderman Joe Moore, and the Participatory Budgeting Project. Students in Embarc's class designed the PB process and developed the project proposals. They were advised by students participating in Mikva Challenge's Student Voice Committee who served on the alderman's PB youth committee. Over 370 students voted in the first PB process to fund a new recreation room that was later also designed by students, including a system for how to use and monitor the space. Following this experience, PB has expanded to other CPS high schools throughout the city.

From the shadows of the steelyards on the far Southeast Side to the Bungalow Belt on the far Northwest Side, and skirting the city's western boundaries from Auburn Gresham, to Little Village, to Austin and Galewood, the Chicago residents and students who have participated in PB have left their mark for good on the city's neighborhoods and schools.

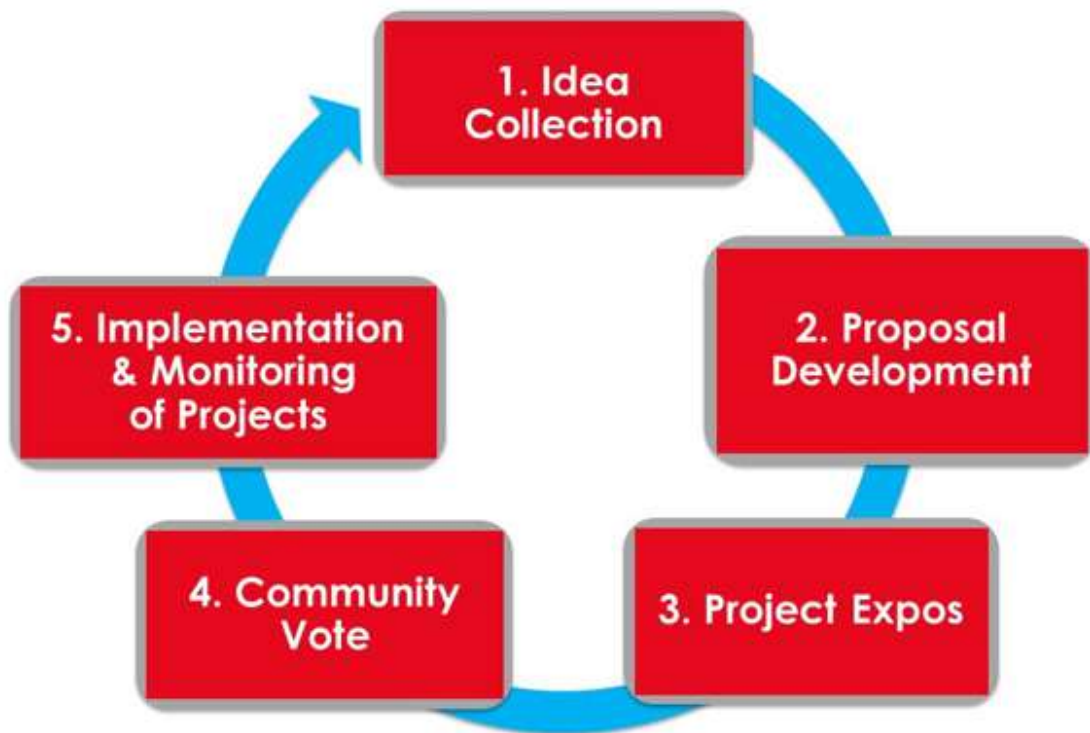


How Does Participatory Budgeting Work?

Participatory budgeting is brought to life by the voices and ideas of the residents and students who participate. Each phase of the process requires participation and builds on the ideas and community needs that are voiced in the beginning phase of idea collection. It concludes with participants directly deciding how public money will be spent. PB typically follows an annual cycle with five phases:

- **Planning:** Principals, teachers, and students design their PB process around a specific issue and/or for their school context.
- **Idea Collection:** Students learn about PB, the available funds, brainstorm spending ideas, and/or collect ideas from fellow students school-wide.
- **Proposal Development:** Students narrow down the ideas based on eligibility and feasibility with the available funds, conduct research, deliberate, develop project proposals and present.
- **Project Expo & Community Voting:** Students conduct outreach for the vote and vote for which projects to fund.
- **Project Implementation:** Principals (with participation from teachers and students) implement the top winning projects and, where appropriate, establish student leaders to help create and monitor use guidelines.

Within each of these five phases there is a tremendous amount of variety and flexibility. PB processes are each unique and designed and customized to fit the context in which they will be implemented. The following sections of the Toolkit and the PB Session Planner include a number of different strategies and learning activities that can be implemented in each phase. As PB is carried out in your school, it will grow and change over the years, and we encourage you to innovate and experiment within this basic framework to meet your goals, further customize PB to your context, and create an empowering, authentic, inclusive, and fun democratic experience for your students.





Public schools and teachers in the United States play a critical role in preparing students to become citizens and to participate in civic life. A healthy democracy needs informed, active citizens. In other words, it requires citizens with a sense of agency. Building skills and agency requires practice, and people learn citizenship by participating. PB is democracy in action—it provides a real democratic experience for students, not just another simulation. Teachers have also reported that PB engages students who don't normally engage, in part because the students care about what they are working on and in part because it is fun—and that is a refreshing way to be engaged in their schools for both teachers and students. In addition, PB is a meaningful way for schools to build inclusive partnerships with students, teachers, and staff in school decision-making.

A Harvard study has suggested that developing agency may be as important of an outcome in school as the basic skills measured in standardized testing (Ferguson et al. 2015). Along similar lines, over the past several years, researchers, early childhood experts, and educators have advocated for schools to incorporate critical thinking, communication, collaboration, and creativity into their programming, as these skills are all considered critical to succeed in life and work, and also as a contributing citizen to society (Partnership for 21st Century Learning 2018; Golinkoff and Hirsh-Pasek 2016).

PB in Schools in Chicago has been successfully conducted over two school years: first was the 2017-2018 pilot in three CPS neighborhood high schools, and second, during the 2018-2019 school year in five CPS high schools. Highlights from the evaluation demonstrate the following:

- Teachers reported that students used critical thinking and interdisciplinary skills and had a greater sense of engagement in the classroom.
- Students reported feeling that they had a voice in their school and in the PB process.
- The majority of student respondents identified collaboration and communication skills as the two most important skills they learned.
- Student respondents indicated that, as a result of the PB experience, they felt that they had a better understanding of how to use the skills they learn in school in the real world.

It is important to note that PB in Schools is continuing to be implemented beyond these two years as well.

PB builds leadership skills as well as a sense of pride and unity inside schools and provides students with real decision-making power over real money. As one of the participating teachers said, “The civics [standards] goals are about students participating, actually getting up, not just letting things happen, but them being movers and shakers. And that is all the PB process is about, it's about the students participating, not the adults telling them what to do but the students generating their ideas. That is what the goal is for the curriculum for students to participate in their civics.”

DRINKING FOUNTAINS



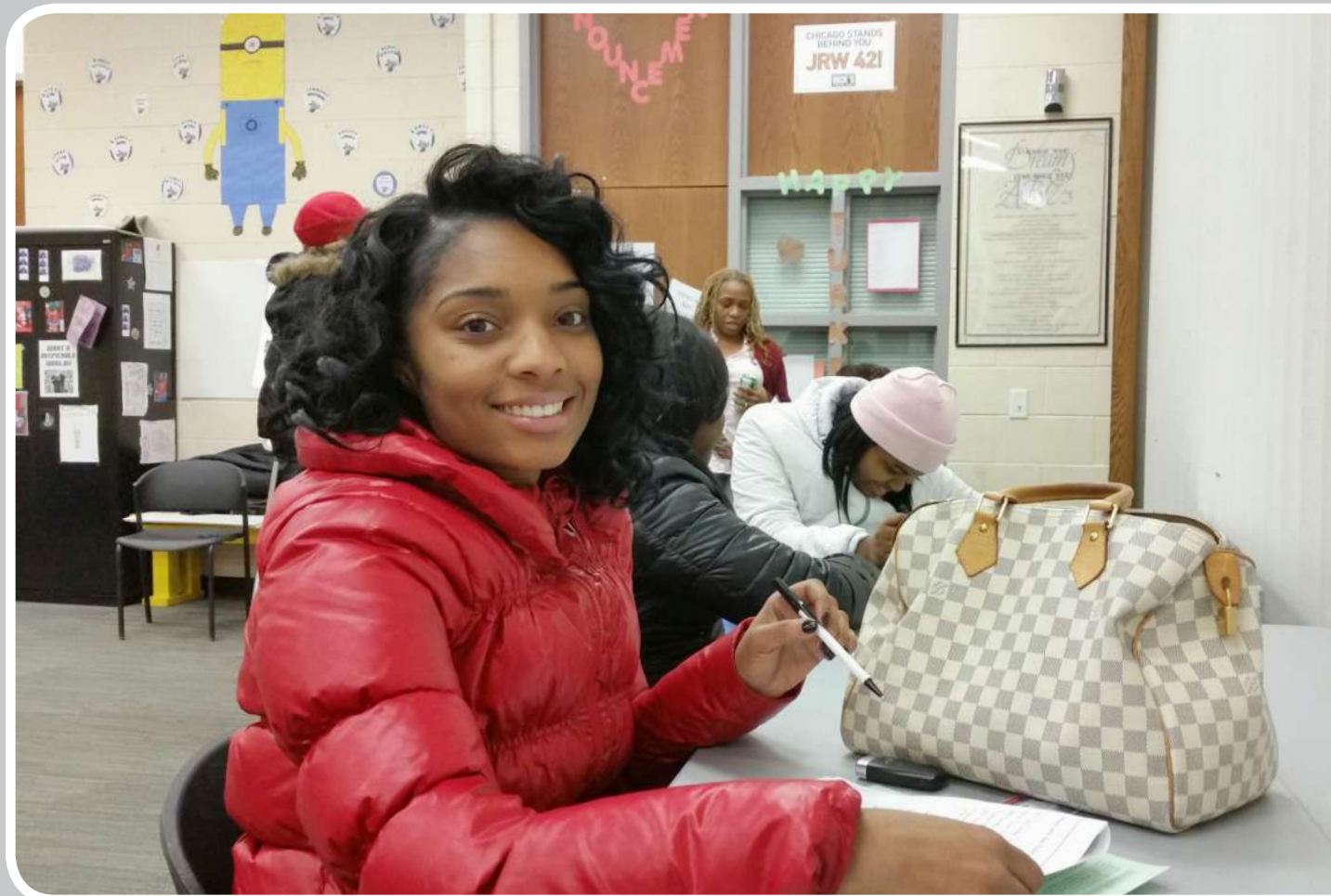
"We're tired of the lead Water"

Planning Your Participatory Budgeting Process

Planning for your Participatory Budgeting (PB) process can help you ensure that the process runs smoothly and that you are able to amplify your students' experience and ability to develop new skills in the area of civics, literacy, and social science.

It's important to note that the circumstances of your own PB process are likely to vary in ways big or small from, for example, the PB process of a teacher at another school, or a PB process you may already be familiar with in your own community. In schools, PB might happen in a single classroom or across course sections. It might involve an entire grade level or the entire school. You might decide to extend the Idea Collection phase to get as many ideas as possible, or you might decide to limit it to a specific period, to keep things more manageable. Whatever your case, the PB process is a flexible one. We encourage teachers and other PB leaders to adapt the process as they need in order to be successful with it.

The sections below provide some different planning topics to consider, as well as detailed strategies for each of the three main phases of PB (Idea Collection, Proposal Development, and Project Expo & Community Vote) to consider implementing as you design your PB process. Throughout this planner, also, you'll find examples of resources from other teachers and ways to adapt, curtail, or expand the PB process in your own school.



Build Your Team

One of the keys to success will be to build a team on which all the participating PB leaders are committed to supporting your process. The size of your team will depend on the scale and size of your PB process, but at a minimum, your team should include yourself and your principal. If your process will take place in multiple class sections, your team should include all the teachers involved. You might also consider involving school engineering and facilities staff in your team to consult with about project implementation. As your PB process grows and evolves over time, you may want students from previous PB processes, parents, and other teachers on your team to help design and improve your PB process every year.

Designate Your PB Pot of Money

The main difference between PB and other civic action projects is that students are making real decisions about real money. PB “works” only if there is a designated, committed pot of money at the beginning of the process. PB pots of money are typically existing, discretionary funds from existing budgets, not new sources of money. Essentially, this means that PB changes the way that schools make decisions around existing funds; it does not require new funds.

How Much Money Should We Put Toward Our PB Process?

The more, the better? Not necessarily. PB in Schools processes have ranged from budgets of \$1,000 to \$50,000. In most cases, final projects that are implemented have smaller budgets than the full pot of money that is available, so you’ll want to keep in mind the kind of impact you want your process to have. For example, students are likely to have a greater sense of having an impact at their school if they have a larger pot of money to vote on how to spend. No matter the size of your designated pot of money, PB requires the same amount of work whether you are deciding on \$1,000 or \$50,000.

Understand Your Pot of Money

After you have established the source and size of your pot of money allocated to PB, you need to consider what it can and cannot be spent on. Are there any hard rules? For example, it can be spent only on school grounds, or it cannot be spent on consumables like art supplies. If the money comes from the school budget, are there any soft rules that the principal or other decision-makers, like a local school council, will expect? Are there any procurement requirements? For example, can you use only certain vendors, or is there a minimum cost for certain types of purchases? These types of questions are extremely important and will help you ensure that projects your students propose are feasible and can appear on the ballot they will develop.

Set Your Goals

Setting goals helps guide and focus your PB process. It also helps by providing a roadmap to follow in order to achieve what you want to get out of the process and plan how you’ll get there. Setting goals together with everyone on your team will help make sure that all team members are on the same page. Goals can be focused on big-picture themes or ideas like school culture, or they can be focused around something specific to the PB process, such as an area of skill building you’d like to focus on, or they can be focused on any combination of this. Examples of potential goals for your PB process include elevating student decision-making power; focusing on racial equity; increasing connection between the school and surrounding community; increasing the number of students who participate or vote; and/or building collaboration and deliberation skills among students.

Determine Your Process Scale

Deciding on the scale of your PB process is critical to your planning. PB can easily be scaled up or scaled down inside a school. For example, when thinking about scale, you might ask: How many classes will be participating? Will you engage students or other faculty outside of your class in certain phases of the PB process? Will students ask community members for feedback or will the whole process unravel inside the school?

When determining the scale of your PB process, there are a number of different factors to consider. The following questions can help you begin to think through the level of support, time, and resources you have for your PB process so you can determine the scale for your process that makes the most sense:

- How much time do you have to plan?
- How much time do you have to complete your PB cycle?
- How much administrative support do you have? Are other teachers in the building excited about PB or supportive? What other support do you have?
- Do you have a team of teachers to work with across multiple sections or classes? (In some cases, teachers have conducted PB across multiple sections of civics or across disciplines in multiple instructional classes)
- What is school culture around student engagement?
- Is this your first time doing PB?
- Is PB part of a graduation requirement? For example, in Chicago Public Schools, PB can fulfill a one of the service learning projects required for high school graduation when it is implemented as part of a class.
- Can PB fit into other school activities, or does it already?

Thinking through each question and weighing it against the others helps you begin to paint a picture of what scale is possible in each year. PB is designed to build on the PB infrastructure in place and the lessons learned from the previous year. Sometimes momentum builds and the process scales up quickly, and sometimes it takes time. You know what will work best in your school community.

One Class, Multiple Sections, or a Committee

PB can be easily conducted in one classroom to start, as part of the Student Voice Committee, or with student council. After starting in one class or as part of the Student Voice Committee and going through a full cycle, you can easily add PB to additional classes or move it into the classroom from a committee or student council. PB can also be conducted in one classroom or committee and then scaled up to include the entire civics section, grade, or school for the Idea Collection and Project Expo & Community Vote phases.

PB can also begin in multiple classes, either with one teacher or with multiple teachers across a team. Conducting PB across multiple classes, either with one teacher or with a team, will require some additional planning and coordination across all the PB process phases to ensure that students have a seamless experience, to maximize the democratic experience and learning opportunities, and to ensure that there is one final ballot.

Idea Collection Planning Questions for Multiple Classes/Sections to Consider:

- Will you design the PB process around a shared theme or issue, such as gun violence or climate change? A theme, for example, might help you and students focus in on impactful projects. If students or PB leaders will determine a specific issue to address through the PB process, you will need to plan out how the issue will be determined. For example, before beginning a PB process, some schools (or classes, Student Voice Committees, student councils) have asked students to identify issues or problems they see in their school or community that they would like to address through the PB process. To achieve this, during the Idea Collection phase students can be asked how the money can be spent to address that particular issue.
- Will each class design its own idea collection methods and also brainstorm in class?
- In a case where multiple classes are working on PB, how will you design the Idea Collection phase so that all students can contribute their ideas without feeling like they are duplicating the work of other classes?

Project Proposal Development Planning Questions to Consider:

- How will you share and sort the ideas between classes?
- How will you coordinate to ensure that there is not duplication of project proposals between the classes?

Voting Planning Questions to Consider:

- At which scale will you conduct your vote—entire class, multiple sections, entire grade, multiple grades, all grades, or whole school (includes teachers and staff)?
- How will you do a get-out-the-vote (GOTV) or outreach campaign that is broader than a single classroom?
- How will the GOTV campaign be coordinated between classes? What steps are in place so that all students can feel that they have a valuable role to play and contributions to make?

Determine How Many Projects Students Will Vote For

PB works best when students are voting on more than one project. This way, they can make a few choices, and there is not just one winning project, and they are not just voting for their friends' projects. We recommend limiting the total number of projects on the final ballot to between 5 and 15. The final project number will depend on the size of your budget and the nature and implementation requirements of the types of projects the students have proposed. If you have a large budget, but, for example, the pot of money can be used only for infrastructure projects, which tend to be more expensive, then you may have fewer projects on your ballot. If you have a smaller budget but very few restrictions, you may have more, lower-priced, smaller-scale projects on the ballot. Most processes fund as many winning projects as possible until the pot of money runs out.

Partnering with your Principal and Project Implementation and PB Accountability

It is essential to spend time developing a partnership with your principal and planning how you will implement winning projects *before* you begin your PB process. Some planning for implementation has already been described; for example, understanding any restrictions on the PB pot of money and the school's procurement process, both of which may involve rules or policies that can limit the types of projects that are able to be implemented. Taking steps to plan implementation will also help you provide information and feedback to students so they develop projects that are able to be implemented.

Your principal is a key member of the team, and the person who ensures that winning projects are implemented. Meet early with your principal to discuss PB and any potential project implementation challenges. Ask your principal to participate and announce that the school will engage in an exciting project in democracy in which students will vote on how to spend real money. The principal might also send out a newsletter or a letter to parents. Send project ideas to principal early so they can help identify feasibility issues, connect PB projects to other, similar school projects or initiatives, and assist with accurate project pricing. Ask your principal to participate on a jury or panel to provide students with feedback on their projects before they are finalized for the ballot.

After the PB vote, ask the principal to announce winning projects in a newsletter or letter to parents. Implement a student advisory group so students can meaningfully be involved in and oversee the implementation process and help make decisions. This group can be part of the work of a Student Voice Committee or student council if your school has one. If not, you can create an individual committee. Students who participate can help track the progress of projects and keep the rest of the student body informed at assemblies or through other forms of communication. Students can also work together with the principal to help develop policies for who gets to use any new things involved in a winning project (e.g., equipment, instruments, space), how, and when. In some schools where winning projects involved student lounge space, for example, students also designed the rules for appropriate use of the space and helped monitor it.



PB has three main phases: Idea Collection, Proposal Development, and Project Expo & Community Vote. Each phase of the PB process has a basic structure and its own specific goals. Within that structure, however, there is a lot of room for creativity and freedom for you achieve the goals of each phase.

Each phase is listed below with a brief description and the major, overarching goal of the phase, along with several potential strategies and learning activities. Depending on the design of your process, the amount of time you have, and your scale, school processes can involve one or all of these strategies (or some combination of them). We encourage schools and teachers to experiment and innovate with new ideas and learning activities, and to pair PB processes with other civic activities to enhance students' experiences and learning. For example, you might organize your PB process around an issue determined by students, or couple your PB vote with a voter registration drive for students who are eligible to vote in state and federal elections.

Idea Collection

The first phase of the PB process is Idea Collection. The main goals of the Idea Collection phase are for students to learn about PB and how it works, to get to know your school community and other students, to learn about the PB pot of money and how it can be spent, and to identify and collect school needs, problems, or issues and ideas for how to spend the money.

There are several ways to achieve these goals. In addition to the strategies listed below, some schools have conducted needs assessments with students before they collect ideas for how to spend the money. Other schools have distributed a survey for needs and ideas and then analyzed the data collected to conduct a needs assessment. Some classes or Student Voice Committees (SVCs) have gone through a process to identify an issue or problem in their school or community and then used that issue as a way to frame how they would spend their PB pot of money and how they would collect ideas. The strategies listed below are also included in the PB Session Planner.

Idea Collection Strategies

1. In-Class or SVC/Student Council Brainstorming—If your idea collection plan does not include participation beyond your own classroom, you can use in-class brainstorming. Students can break up into small groups, complete the Idea Collection Survey (go.uic.edu/PBinSchools1), and brainstorm and engage in discussion for more ideas. Small groups can then present their ideas back to the class.

2. Idea Collection Survey—The Idea Collection Survey can be used for a variety of idea collection strategies, especially those that extend beyond the classroom. If the survey will be shared beyond the classroom, update its language to include restrictions on use of money (i.e., “money cannot be spent on . . .”) or to describe a specific issue you are orienting your PB process toward. Print out the number of copies you need for your class and your students if they will be use the survey to collect ideas from outside your classroom, including (but not limited to) the following scenarios:

(a) *Students collect ideas from other classes.* In previous school PB processes, students have presented on PB and the Idea Collection Survey to other classes in the school, after which they handed out the survey to solicit ideas from students.

With this strategy, students prepare a brief presentation for other classes, including what PB is and an

explanation of the survey's purpose and how to complete it. If students will be presenting in other classes and collecting surveys, remember to schedule this with the other teachers and remind them the day before that your students will be making presentations, and let them know how long the presentations will take and what they can expect.

(b) Students collect ideas from other students/faculty/staff during lunch, at pop-up stations, or at other central locations at idea boxes left around the school. If students will be collecting surveys at lunch or pop-up stations, make sure to confirm that all proper permissions are in place and to identify where the idea box will be located. Students can also give mini presentations in the cafeteria, at pop-up stations or other locations to explain what PB is, how the money can be spent and help collect ideas. The idea boxes can also be left unattended with the Idea Collection Surveys nearby so students passing by can complete them however you will receive fewer ideas this way.

(c) Students use the Idea Collection Survey to solicit ideas and interview a selected number of other students outside of class for additional ideas. Schools have implemented classroom brainstorming in combination with students implementing this strategy as a homework assignment.

3. Idea Collection Assembly—Work with your principal to schedule an idea collection assembly or to have PB included in an already-scheduled assembly. Remind your principal that you and your students will be making presentations, how long the presentations will take, and what to expect.

With this idea collection strategy, students will need to prepare a brief presentation for the assembly to describe PB is and to explain the purpose of the survey and how to complete it. It is also possible at assemblies to conduct small-group brainstorming for idea collection rather than a survey.

Proposal Development

A participatory budgeting process begins with a large number of raw ideas, needs, problems, and solutions, and then over time, through research and deliberation, those ideas are narrowed down to a smaller list of full project proposals that better address community needs. Through still more deliberation and decision-making, a smaller number of project proposals are selected for the final ballot. These projects are the ones that students and other PB leaders have decided best address the most pressing needs, have the greatest impact, and are the most feasible. This, in a nutshell, is the proposal development phase.

Proposal Development is the second and longest phase of the process. There are a number of goals, including narrowing down the ideas based on feasibility and eligibility for the PB pot of money, learning about trade-offs between having many needs and a limited budget, practicing research and data analysis skills, learning about how much things cost to implement, learning how to work in groups and deliberate, practicing presentation skills, and creating final project proposals for the ballot. The following section provides some guidance on planning decisions as well as strategies to help you create a plan for your proposal development phase.

1. Determine how ideas will be initially categorized and divided among students.

After you have completed Idea Collection, you will have many ideas, needs, problems, and solutions. Depending on which Idea Collection strategy or strategies you used, you could have more ideas than your class is able work on, or you may need to think about how to categorize and divide up the ideas among a large number of classes and sections at your school.

Work with your students to conduct the following steps if possible to model transparency and enhance the students learning and experience. If time does not allow you to conduct the categorization process with students, keep good notes on your process so you can share them with your students. Begin by removing any ineligible ideas, including projects that would cost far more that the budget would allow or would require you to spend money on something you are not allowed to spend money on. Next, group similar

ideas or needs together. Some sample categories may include the following:

- A) Classroom materials
- B) Recreation
- C) Arts and culture
- D) School beautification
- E) Environment and sustainability

Next, determine how you will break up the students and create groups to develop projects. If you have one or a few classes working on PB, you may want to break students into small groups and assign each group a category or, if there are enough ideas, two groups per category. If your entire civics department is working on PB, you might break up categories by class so that each class is working on projects related to a different category, in order to reduce duplicate projects.

Finally, prioritize projects within each category. Students will be able to research and refine only a few ideas into full projects, so prioritizing is important. Create clear criteria to prioritize the ideas and then apply them across the board. *Worksheet 2, from the Participatory Budgeting Project* is an example and includes feasibility impact, and interest, as well as a point scoring system. Students can also create the criteria with you as another extension exercise and you can develop a new score card. Similar to the categorization process, prioritization can take place in class with students to enhance learning, demonstrate transparency, and create more ownership, or it can be done on your own with results shared openly and transparently, including any ineligible ideas. After you have your initial list, share it with your principal so they can provide feedback on any potential feasibility issues or connect to similar school projects you may want to partner with.

Note: Some of the items on the list will be problems as opposed to solutions. That's OK. Your students will help develop proposals based on the problems during their research.

2. Determine how your students will proceed with their project research.

After students receive the list of categorized and prioritized ideas, the next step is for them to conduct research and deliberate on which ideas to draft into a full a project proposal. Full project proposals include:

- a) a description of the problem/need/issue that is being addressed and explanation of why it is a problem
- b) the solution to that problem (i.e., the project that is being proposed)
- c) who benefits from the proposed project and why
- d) what is needed to implement the project, including space, materials, equipment, and any ongoing costs and what each of these items costs

There are a number of ways you can proceed with how students will engage in the research and development of project proposals (see Potential Extensions below for additional resources). For example, if your project ideas include needs and ideas for the school (e.g., lunchroom, bathroom, courtyard) or surrounding community, you can include a tour of those areas for observational research and have students take photos of the existing sites. Internet research is commonly used to look up potential ideas and/or costs.

You can have students interview other students or create another survey to help determine which project ideas they should research. As they are gathering data and conducting research, you might ask them to determine who is impacted by which problems and which solutions will have the biggest impact on the school. Lastly, students can conduct secondary research to identify solutions (or refine their solutions) and determine costs.

It is strongly recommended that you have your school principal and/or facilities staff (or community partner if appropriate given the source of the PB pot of money—such as a nonprofit or city agency) review and approve the cost of any project before it is put on the ballot. This will ensure that all projects are accurately priced and can be implemented.

3. Set your decision-making process for finalizing project proposals for the ballot.

Participatory budgeting begins with a large number of raw ideas, needs, problems, and solutions. Then, over time, through research and deliberation, those raw ideas become a smaller list of full project proposals that better address community needs. Through more deliberation and decision-making, a smaller number of project proposals are selected for the final ballot, ones that the community members have decided best address the most pressing needs, have the greatest impact, and are the most feasible. In your process, you will need to determine how the final projects are selected for the ballot and whether they meet the criteria you and/or you and your students have created. The process you select may also be partially determined by the scale of your process (e.g., one class, multiple sections) Some potential strategies include:

a) Presentation to the principal, jury, and/or decision-makers

Many schools include having students present their project proposals for feedback to the principal; a jury that includes the principal, other teachers, and relevant staff (e.g., facilities staff); and/or a group of external decision-makers like the alderman or community members. Students make presentations and then receive feedback on how to improve their projects before they are finalized. Then students can vote to decide which final projects will go on the ballot. The final projects can incorporate the feedback from the principal/jury/decision-makers. Or you can choose to revise all of the projects based on the feedback and hold a project expo with a student vote to make the final decisions for the ballot (More on Project expos in the next section).

b) Presentation to peers with voting to select representative class project or for final ballot

Teachers can also choose to have in-class presentations on project proposals from each small group. Students can receive feedback from you or other teachers and their peers on how to improve their projects. Some schools that have multiple sections participating in the PB process have had students vote to select one project per class for the final ballot.

c) In-class (or beyond class) Project Expo with voting

An in-class Project Expo includes each small group creating a project poster and having a science fair-style event in your class or to the wider school community to present project ideas. Students can be asked to give feedback on the proposals at the fair and to vote for which ones should be included in the final ballot. Project expos are described in more detail in the next phase.

Project Expo and Community Vote

The final phase of PB is the Project Expo & Community Vote. This is the culmination of everyone's hard work and students now get to make real decisions over real money. The PB vote in particular is a very exciting time!

The goals of the Project Expo and PB Community Vote phase include bringing together the class or school community to celebrate the hard work done through PB; educating the school about PB, the school, and its needs; helping voters make informed choices about which projects to select; learning how to conduct outreach and/or get-out-the vote campaigns; and collecting votes and determining which projects to fund!

A project expo is typically a science fair-type exposition where students prepare poster displays of their project proposals. The posters include all of their research along with graphics, maps, and/or pictures of the problem, need, or issue and/or the students' vision of the solution for their project.

The community vote includes having students and/or students, faculty, and staff (or any combination) decide which projects will be implemented. There is an official ballot and a day or days of voting. The winning projects are whichever project or projects receive the most votes until the full pot of PB money is spent.

Within the above frameworks for the Project Expo & Community Vote phase, there are several potential strategies you can use at your school that are listed below. The strategy you choose will somewhat depend

on proposal development path you chose and the scale of your overall PB process. We also encourage teachers and schools to involve students in the design of their process, innovate and experiment beyond the suggestions below, and pair PB with additional opportunities for student voice and democracy such as pairing the PB vote with a student voter registration drive. Be creative and design fun voting events that inspire a sense of pride in the school and foster civic engagement!

1. Decide your project expo strategy.

a) Project expo in your class/with your SVC:

Students create project posters for each potential project proposal and then prepare presentations to go along with their posters. Students then present their posters to their fellow classmates. If multiple sections are working on the PB project, students can vote to determine which project proposal to select as a representative for their class or they can vote to determine which projects will go on the ballot.

b) Project expo for entire school:

Students create project posters for each potential project proposal and then prepare presentations to go along with their posters. The project expo is set up in the gym, lunchroom, or another class with a designated time for other students and/or students, faculty, and staff to go and view the posters. Students stand by their posters and give their presentations to participants as they walk around and view the posters. The project expo with the entire school can be a strategy that is conducted for the following reasons:

1) *To provide feedback to students on their project proposals.* The feedback can then be incorporated into final projects on the ballot. This strategy can be used instead of or in addition to presentations to the principal/jury/decision-makers. Participants in the project expo can be given feedback sheets or can give students feedback verbally as they view their project posters and students can take notes on the feedback they hear.

2) *To narrow down the project proposals and decide the final projects for the ballot.* Participants at the project expo can be asked to rank or vote for their favorite proposals. The top 5–15 proposals (depending on size and scale of your PB process) will be the final projects on the ballot.

3) *To provide information on the projects on the ballot and conduct outreach for the vote.* The project expo can be paired with the final vote. Posters of the final projects on the ballot are displayed and participants can vote on the final ballot to decide how they would like the school's PB money spent. If the vote is for a designated time, students can also present while standing next to their project posters. Students whose projects are not on the ballot can make posters and flyers that help conduct general outreach for PB and the vote. The general PB vote posters can be posted throughout the school.

c) Virtual project expo:

A virtual project expo can be created to help provide information on the projects and conduct voter outreach. Students can create a slideshow or video of their project proposals to share on social media or on the school's internal network. Students can then design a social media get-out-the vote campaign to help get other students interested in voting.

d) No project expo:

Some schools have chosen not to conduct a project expo. This has typically happened when the teacher is not conducting a schoolwide vote, when there are one or two classes participating in PB, and when students present project proposals to principal/jury/decision-maker for feedback.

2. Determine how you will conduct your PB vote.

The PB vote is a very exciting time. It is culmination of all of your and students' hard work and students get to make real decisions over real money. Schools can vote electronically using a Google survey or some other form of online voting, they can use paper ballots, or both. How you vote may be partially determine

by who votes and the type of setting you want or can create around the voting. Listed below are examples of how a PB vote can be conducted. We encourage teachers and schools to be creative and design fun voting events that inspire a sense of pride in the school and foster civic engagement.

PB Voting:

- a) Voting paired with a project expo in the school gym, cafeteria, library, or another room. The voting location can be made festive, or borrow voting booths from your local election board. Have ballots and a ballot box ready. If you are voting via electronic ballot, laptops can be set up at stations throughout the room. Someone will need to be available to register students to vote with a school roster. The PB class/SVC students can staff the vote and explain voting as well as register students to vote. This type of voting event can be set up and take place all day, with students being given the opportunity to vote during lunch, homeroom, or during specific periods. If PB students are staffing it, they can rotate as available.
- b) Voting assembly. PB students give a presentation at an all school assembly and ballots are handed out to all students to vote.
- c) All teachers in the school agree to hand out paper ballots to all students or have students vote via electronic ballot during a specific period. PB students can be available to do brief explanatory presentations in every class before the vote. All students in the school vote at the beginning of a set period, for example, 4th period.
- d) An electronic ballot or the link to the ballot is sent to every student with instructions on how to vote. Voting can also be an assignment or extra credit for a class.

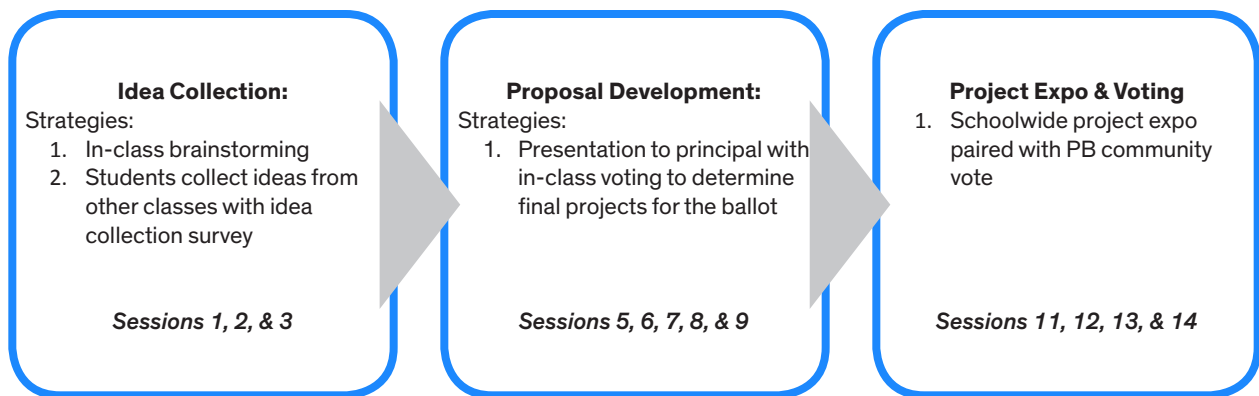
The following section details each phase of the Participatory Budgeting (PB) process (Idea Collection, Proposal Development, and Project Expo & Community Vote) and the strategies that you can select to design your PB process in each phase along with the related sessions, learning objectives, and skills that students will achieve. As you plan your PB process, and as mentioned in other sections of this toolkit, you can select one or more strategies to use in each phase. The design of your process will be specific to the context of your school community as discussed and described in more detail in the *Planning Your PB* section.

The specific strategies you choose will determine the number of sessions and approximate length of time your process will take. Number of sessions and length also will depend on how you adapt and change the sessions for your students' skill levels and your classroom's needs. Some teachers have conducted PB processes that have run for 3 weeks, holding consecutive sessions (15) from Idea Collection to the Project Expo & Community Vote phase. Other teachers have started by introducing PB and conducting the Idea Collection phase for one class period a week for 3 weeks and then moved to 2 weeks of consecutive sessions (10) to complete the Proposal Development and Project Expo & Community Vote phases.

Some examples of general PB process designs include the following:

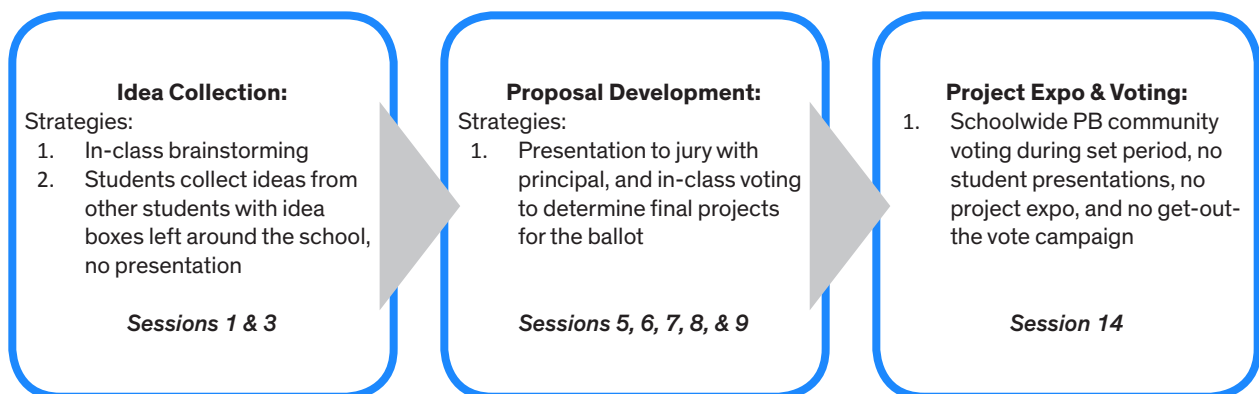
PB Process Design Example 1:

12 Sessions total, not including optional supplementary sessions or extension ideas



PB Process Design Example 2:

8 Sessions total, not including optional supplementary sessions or extension ideas



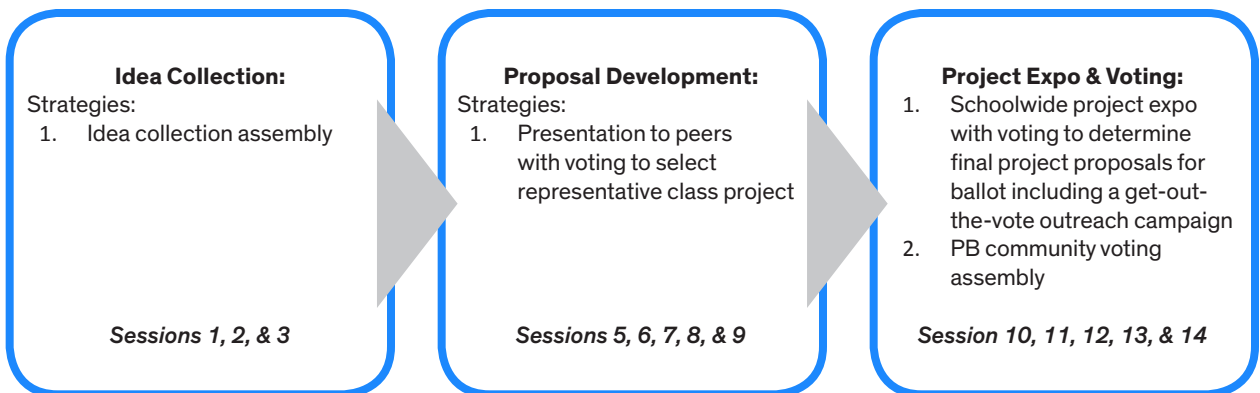
PB Process Design Example 3:

10 Sessions total, not including optional supplementary sessions or extension ideas



PB Process Design Example 4:

13 Sessions total, not including optional supplementary sessions or extension ideas



Idea Collection

Idea Collection Strategy	Sessions	Learning Objectives	Skills
In-class or Student Voice Committee brainstorming	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	<ul style="list-style-type: none"> Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. Different tactics and strategies people use in their efforts to achieve change. Students who actively participate in PB will have an increased awareness of the needs in their community (or school). Students who actively participate in PB will demonstrate an increase in communication skills by listening to the experiences of other students and working collaboratively to formulate suggestions and solutions that work for the group. 	<ul style="list-style-type: none"> Distinguish between school and community problems Identify what <i>community</i> means and which communities students belong to. Share their personal stories and listen carefully to others’ stories. Identify and consider multiple perspectives regarding an issue.
Students collect ideas from other students/faculty/ staff during lunch, at pop-up stations, or at other central locations at idea boxes left around the school, no presentation	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	Same as above	Same as above
Students collect ideas from other classes with idea collection survey	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Session 2: “Preparing for Idea Collection”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	<ul style="list-style-type: none"> Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. Different tactics and strategies people use in their efforts to achieve change. Students who actively participate in PB will have an increased awareness of the needs in their community (or school). Students who actively participate in PB will demonstrate an increase in communication skills by listening to the experiences of other students and working collaboratively to formulate suggestions and solutions that work for the group. Students who actively participate in PB will demonstrate an increased comfortability with communicating in different settings and with public speaking or presentations. 	<ul style="list-style-type: none"> Distinguish between school and community problems Identify what community means and which communities students belong to. Share their personal stories and listen carefully to others’ stories. Identify and consider multiple perspectives regarding an issue. Speak clearly and persuasively about public issues. Communicate information orally and in writing clearly.
Students collect ideas with idea collection survey from other students/faculty/ staff during lunch, at pop-up stations with mini presentations	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Session 2: “Preparing for Idea Collection”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	Same as above	Same as above

<p>Idea collection survey to solicit ideas and interview a select number of other students outside of your class for additional ideas.</p>	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Session 2: “Preparing for Idea Collection”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	<p>Same as above</p>	<p>Same as above</p>
<p>Idea collection assembly</p>	<p>Essential Session Session 1: “What Is Participatory Budgeting?”</p> <p>Session 2: “Preparing for Idea Collection”</p> <p>Essential Session Session 3: “Collect Ideas”</p>	<p>Same as above</p>	<p>Same as above</p>
	<p>Supplementary Session Session 4: “Additional Idea Collection”</p>		

Proposal Development

Proposal Development Strategy	Sessions	Learning Objective(s)	Skills
<p>Presentation to the principal, jury, and/or decision-makers with voting to select representative class project or for final ballot</p>	<p>Essential Session Session 5: “Introduction to Proposal Development and Beginning Research”</p> <p>Essential Session Session 6: “Refine/ Refocus Research Ideas”</p> <p>Essential Session Session 7: “Finalizing Research”</p> <p>Session 8: “Preparing to Present Your Ideas”</p> <p>Session 9: “Presenting Your Project Proposals”</p> <p>Supplementary Session Session 10: “Review Feedback & Decide Final Projects”</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will have an increased awareness of the needs in their community (or school). • What community means and which communities students belong to. • Students who actively participate in PB will analyze community (or school) needs and think through potential solutions—by narrowing down the list of potential PB ideas and creating project proposals that address the community (or school) need(s). • Students who actively participate in PB will demonstrate research skills by using information from multiple sources to create project proposals with cost estimates. • Students who actively participate in PB will demonstrate an increase in communication skills by listening to the experiences of other students and working collaboratively to formulate suggestions and solutions that work for the group. • Students who actively participate in PB will demonstrate an increased comfortability with communicating in different settings and with public speaking or presentations. 	<ul style="list-style-type: none"> • Distinguish between school and community problems • Identify what <i>community</i> means and which communities students belong to. • Share their personal stories and listen carefully to others’ stories. • Identify and consider multiple perspectives regarding an issue. • Interpret a graphic representation. • Make inferences based on examples. • Find and identify problems and related policies through a variety of media, community interaction, and surveying processes • Interpret a diagram. • Summarize information for presentation to the class. • Analyze a problem and generate proposed policy solutions. • Identify pros and cons of the proposed solutions. • Determine who the supporters and opponents of various solutions will be and why those groups feel differently about the options. • Craft a strategy for advocating for change through the PB process. • Work collaboratively to solve problems and complete a task. • Use information from primary and secondary sources. • Take and defend a position supported by evidence. • Deliberate to reach a decision within a group with varied opinions. • Communicate information orally and in writing clearly. • Speak clearly and persuasively about public issues.
<p>Presentation to peers with voting to select representative class project or for final ballot</p>	<p>Essential Session Session 5: “Introduction to Proposal Development and Beginning Research”</p> <p>Essential Session Session 6: “Refine/ Refocus Research Ideas”</p> <p>Essential Session Session 7: “Finalizing Research”</p> <p>Session 8: “Preparing to Present Your Ideas”</p> <p>Session 9: “Presenting Your Project Proposals”</p> <p>Supplementary Session Session 10: “Review Feedback & Decide Final Projects”</p>	<p>Same as above</p>	<p>Same as above</p>

<p>In-class project expo with voting to determine final project proposals for ballot</p>	<p>Essential Session Session 5: “Introduction to Proposal Development and Beginning Research”</p> <p>Essential Session Session 6: “Refine/ Refocus Research Ideas”</p> <p>Essential Session Session 7: “Finalizing Research”</p> <p>Skip to section below for learning objectives related to project expo</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will have an increased awareness of the needs in their community (or school). • Identify what <i>community</i> means and which communities students belong to. • Students who actively participate in PB will analyze community (or school) needs and think through potential solutions—by narrowing down the list of potential PB ideas and creating project proposals that address the community (or school) need(s). • Students who actively participate in PB will demonstrate research skills by using information from multiple sources to create project proposals with cost estimates. • Students who actively participate in PB will demonstrate an increase in communication skills by listening to the experiences of other students and working collaboratively to formulate suggestions and solutions that work for the group. 	<ul style="list-style-type: none"> • Distinguish between school and community problems • Identify what <i>community</i> means and which communities students belong to. • Share their personal stories and listen carefully to others’ stories. • Identify and consider multiple perspectives regarding an issue. • Interpret a graphic representation. • Make inferences based on examples. • Find and identify problems and related policies through a variety of media, community interaction, and surveying processes • Interpret a diagram. • Summarize information for presentation to the class. • Analyze a problem and generate proposed policy solutions. • Identify pros and cons of the proposed solutions. • Determine who the supporters and opponents of various solutions will be and why those groups feel differently about the options. • Craft a strategy for advocating for change through the PB process. • Work collaboratively to solve problems and complete a task. • Use information from primary and secondary sources. • Take and defend a position supported by evidence. • Deliberate to reach a decision within a group with varied opinions. • Communicate information orally and in writing clearly.
<p>Schoolwide project expo with voting to determine final project proposals for ballot</p>	<p>Essential Session Session 5: “Introduction to Proposal Development and Beginning Research”</p> <p>Essential Session Session 6: “Refine/ Refocus Research Ideas”</p> <p>Essential Session Session 7: “Finalizing Research”</p> <p>Skip to section below for learning objectives relate to project expo</p>	<p>Same as above</p>	<p>Same as above</p>

Project Expo & Community Vote

Project Expo & Community Vote Strategy	Sessions	Learning Objective(s)	Skills
<p>In-class project expo with voting to determine final project proposals for ballot</p>	<p>Session 11: "Preparing for Project Expo or Outreach"</p> <p>Session 12: "Creating Project Posters and/ or Outreach Materials"</p> <p>Supplementary Session Session 13: "Project Expo & Voting Practice Session"</p> <p>Essential Session Session 14: "Project Expo and Community Vote"</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. • Students who actively participate in PB will have an increase in their ability to collaborate with others. • Students who actively participate in PB will demonstrate an increased comfortability with communicating in different settings and with public speaking or presentations. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action. • Develop a plan for implementing a strategy for encouraging people to vote. • Understand that inclusion or exclusion from the political process affects one's power. • Understand why voting is important in democracy. • Deliberate to reach a decision within a group with varied opinions. • Work collaboratively to solve problems. • Consider multiple perspectives. • Speak clearly and persuasively about public issues. • Communicate information orally and in writing clearly.
<p>Schoolwide project expo with voting to determine final project proposals for ballot including a get out the vote outreach campaign</p>	<p>Session 11: "Preparing for Project Expo or Outreach"</p> <p>Session 12: "Creating Project Posters and/ or Outreach Materials"</p> <p>Supplementary Session Session 13: "Project Expo & Voting Practice Session"</p> <p>Essential Session Session 14: "Project Expo and Community Vote"</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. • Students who actively participate in PB will have an increase in their ability to collaborate with others. • Students who actively participate in PB will demonstrate an increased comfortability with communicating in different settings and with public speaking or presentations. • Students who actively participate in PB will have an increased understanding of "get-out-the-vote" campaigns. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Understand that inclusion or exclusion from the political process affects one's power. • Understand why voting is important in democracy. • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action. • Develop a plan for implementing a strategy for encouraging people to vote. • Deliberate to reach a decision within a group with varied opinions. • Work collaboratively to solve problems. • Consider multiple perspectives. • Speak clearly and persuasively about public issues. • Communicate information orally and in writing clearly. • Identify commonly used campaign techniques. • Apply commonly used strategies for encouraging people to vote. • Understand how activists are using digital media. • Evaluate strategies for encouraging people to vote, campaigning, and other election related tasks.

Virtual project expo	<p>Session 11: "Preparing for Project Expo or Outreach"</p> <p>Session 12: "Creating Project Posters and/ or Outreach Materials"</p> <p>Supplementary Session Session 13: "Project Expo & Voting Practice Session"</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. • Students who actively participate in PB will have an increase in their ability to collaborate with others. • Students who actively participate in PB will have an increased understanding of "get-out-the-vote" campaigns. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Understand that inclusion or exclusion from the political process affects one's power. • Understand why voting is important in democracy. • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action. • Develop a plan for implementing a strategy for encouraging people to vote. • Deliberate to reach a decision within a group with varied opinions. • Work collaboratively to solve problems. • Consider multiple perspectives. • Identify commonly used campaign techniques. • Apply commonly used strategies for encouraging people to vote. • Understand how activists are using digital media. • Evaluate strategies for encouraging people to vote, campaigning, and other election related tasks.
No project expo			
PB community vote paired with project expo	<p>Essential Session Session 14: "Project Expo and Community Vote"</p> <p>Supplementary Session Session 15: "Ballot Count"</p>	See above	See above
PB community voting assembly	<p>Session 11: "Preparing for Project Expo or Outreach"</p> <p>Essential Session Session 14: "Project Expo and Community Vote"</p> <p>Supplementary Session Session 15: "Ballot Count"</p>	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. • Students who actively participate in PB will have an increased understanding of "get-out-the-vote" campaigns. • Students who actively participate in PB will be able to evaluate strategies for encouraging people to vote and campaigning. • Students who actively participate in PB will demonstrate an increased comfortability with communicating in different settings and with public speaking or presentations. • Students who actively participate in PB will have an increase in their ability to collaborate with others. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Understand why voting is important in democracy. • Identify commonly used campaign techniques. • Apply commonly used strategies for encouraging people to vote. • Understand how activists are using digital media. • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action. • Develop a plan for implementing a strategy for encouraging people to vote. • Evaluate strategies for encouraging people to vote, campaigning, and other election related tasks. • Speak clearly and persuasively about public issues. • Communicate information orally and in writing clearly. • Work collaboratively to solve problems.

PB community voting during across the school during set period (4th period everyone votes) with student presentations in the classes	Session 14: "Project Expo and Community Vote" Supplementary Session Session 15: "Ballot Count"	Same as above if there is a "get-out-the-vote" campaign	Same as above if there is a "get-out-the-vote" campaign
Electronic ballot sent to all students with instructions with get-out-the vote campaign	Session 14: "Project Expo and Community Vote" Supplementary Session Session 15: "Ballot Count"	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. • Students who actively participate in PB will have an increased understanding of "get-out-the-vote" campaigns. • Students who actively participate in PB will be able to evaluate strategies for encouraging people to vote and campaigning. • Students who actively participate in PB will have an increase in their ability to collaborate with others. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Understand why voting is important in democracy. • Identify commonly used campaign techniques. • Apply commonly used strategies for encouraging people to vote. • Understand how activists are using digital media. • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action. • Develop a plan for implementing a strategy for encouraging people to vote. • Evaluate strategies for encouraging people to vote, campaigning, and other election related tasks. • Work collaboratively to solve problems.
PB voting in your class	Session 14: "Project Expo and Community Vote" Supplementary Session Session 15: "Ballot Count"	<ul style="list-style-type: none"> • Students who actively participate in PB will gain increased awareness of what it means to be an active citizen or community member. • Students who actively participate in PB will gain an increased awareness of and value for participating in democracy including what participation in democracy looks like, the power of voting, and sense of their ability to effect change through their participation. 	<ul style="list-style-type: none"> • Identify the different types of citizens and the roles they play in democracy. • Recognize the different tactics and strategies people use in their efforts to achieve change. • Understand the meaning of democracy, power, and participation. • Understand what knowledge, skills, attitudes, and actions are needed for people to use their democratic power effectively. • Understand why voting is important in democracy.
PB voting across civics sections or a grade (all juniors vote)	Session 14: "Project Expo and Community Vote" Supplementary Session Session 15: "Ballot Count"	Same as above	Same as above

Session Planner

<p>Course: This curriculum can be used in Civics, Student Voice Committees, Student Councils, financial literacy, and interdisciplinary courses, among others.</p>	<p>Grade Levels: Elementary School and High School</p>	<p>Teachers:</p>
<p>Title: Participatory Budgeting (PB) Session Planner</p> <p>(Adapted from Participate Curriculum Course Overview and Unit 3: The Power of Public Policy and A Guide to Participatory Budgeting in Schools by the Participatory Budgeting Project)</p>		<p>Length of Course: Varies depending on design (see Planning Your PB Process) (Note: Teachers can devote full consecutive class sessions over a 2–3 weeks, 1–2 class sessions a week over several weeks or months, and/or can overlap or weave the course throughout the current curriculum. There are several different timeline variations for implementing this curriculum.)</p>

Stage 1: Desired Results		
<p>STANDARDS</p> <p>List the Common Core standards you are teaching to be assessed and the Illinois Social Science Learning Standards that are emphasized:</p> <p>COMMON CORE</p> <p>CCSS.ELA-LITERACY.RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.WHST.11–12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11–12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>ILLINOIS SOCIAL SCIENCE LEARNING STANDARDS</p> <p>SS.IS.7.9–12: Articulate explanations and arguments to a targeted audience in diverse settings.</p> <p>SS.CV.1.9–12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.</p> <p>SS.CV.4.9–12: Explain how the U. S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.</p> <p>SS.CV.9.9–12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p>	<p>TRANSFER</p> <p>TRANSFER GOALS: Students will be able to independently use their learning to understand:</p> <ul style="list-style-type: none"> • What participatory budgeting (PB) is • That PB address problems and needs in a community • The PB process: a process for analyzing community needs, developing proposals, presenting proposals to the community, voting on the proposals, implementing the proposal and reflecting in the process and its impact • How PB affects their own lives • Characteristics needed to be an effective participant in PB 	
	<p>MEANING</p> <p>CALL-TO-ACTION QUESTION: How can young people leverage their expertise and knowledge of community to <i>impact/inform/shape</i> their [school's/ward's] budget?</p> <p>ESSENTIAL QUESTIONS: Participatory Budgeting (PB) is a specific example of how people can affect and change through public policy/spending.</p> <ol style="list-style-type: none"> 1. What is the power of PB? 2. Who has power to influence, make, and change public policy/spending through participating in PB? 3. How a student can participate in creating and changing public policy/spending? 	
	<p>Acquisition</p>	
	<p>CONTENT</p> <p><i>What facts and basic concepts will students know and be able to recall?</i></p> <ol style="list-style-type: none"> 1. Making budgets and decisions about spending public money are specific kinds of public policy making practiced by various agencies (school admins, local government). 2. Public policy has consequences and affects all members of a community regardless of who has participated in creating and shaping a policy. 3. Individuals and community groups have the ability to advocate for change through the Participatory Budgeting process, with some groups and individuals wielding more power than others. 4. The US is a representative democracy, but there are a lot of ways that we can participate in other forms of democracy to support and benefit our communities such as participatory budgeting which is a form of direct democracy. 5. When people engage in debates around budgeting and public policy, their different views are often a reflection of varying ideas about what is important in our democracy. 6. Democratically formed budgeting is beneficial to the community because it reflects more community needs and tends to be a more equitable allocation of resources. 7. Students will understand the meaning of democracy, power, voting, and participation, including a sense of their ability to effect change through participation. 8. Students will have an increased awareness of what community means, which communities they belong to what the specific needs are in various communities, and why some groups of people might feel differently about potential solutions to those needs. 	<p>SKILLS</p> <p><i>What discrete skills and processes will students be able to use?</i></p> <ol style="list-style-type: none"> 1. Interpret graphics and graphical representations of concepts. 2. Make inferences based on examples. 3. Find and identify community problems and related policies through various media, community interaction, and surveying processes 4. Distinguish school from community problems 5. Interpret a diagram. 6. Summarize information for presentation to the class. 7. Analyze a problem and generate proposed policy solutions. 8. Identify pros and cons of the proposed policy solutions. 9. Determine who the supporters and opponents of various solutions may be and why those groups may feel differently about the proposed solutions. 10. Craft a strategy for advocating for change through the PB process. 11. Work collaboratively to solve problems and complete a task. 12. Use information from primary and secondary sources as evidence for a position. 13. Take and defend a position supported by evidence. 14. Deliberate in a group where members have varied opinions to reach a decision. 15. Communicate information orally and in writing clearly. 16. Speak clearly and persuasively about public issues.

Stage 2: Evidence

Summative Assessment (*used to measure achievement in relation to desired results*): Describe the summative assessment(s) students will undertake in order to demonstrate achievement of desired results.

Possible group or individual reports based on previous Service Learning (SL) Report models:
Teachers are encouraged to use the assessments that meet the requirements for their department.

OTHER EVIDENCE:

1. Student journals—weekly reflection
2. There are additional assessment examples and resources provided below.

Stage 3: Learning Activities

Content/Skills	Learning Activities (Activities adapted from <i>Participatory Budgeting in Schools Guide</i> , by Participatory Budgeting Project)	List Activities / Resources / Description / Rationale	Formative Assessments (Describe assessment for each activity listed; link to goals/ standards to make rubrics).	Instructional Support (Describe accommodations or modifications used to support ELLs, students with special needs, and struggling stu- dents—note that some listings in this column will also benefit all students)

Section One

Idea Collection
4 sessions

(2–3 essential sessions
depending on process design,
1 optional bonus learning session)

Teacher Prep: There are a variety of ways to design the idea collection process (see Planning Your PB Process for more information), which will affect how many sessions you devote to Section 1: Idea Collection. Your idea collection strategy, which you should decide on before proceeding with Session 1, will determine the number of sessions you need and the type of in-class or Student Voice Committee (SVC)/Student Council instructions and activities. Listed here are several potential idea collection strategies and learning activities associated with each one. A school PB process can involve one or all of these strategies, or any combination of them. Schools and teachers should feel free to experiment and innovate with new ideas and learning activities.

Students can also be engaged in designing the entire PB process, including the type of idea collection strategies, voter outreach and eligibility, and voting methodology. This gives students an even stronger sense of ownership over the PB process. If multiple classes or grades are participating, teachers can form student committees responsible for designing the process and carrying out outreach and get-out-the vote campaigns, and students can also develop project proposals.

The individual sessions that follow provide more detail on sample learning activities and prompts for most strategies. In addition, there are suggestions for extension ideas and activities that will enhance the learning, skill development, and the experience for students.

1. In-Class or SVC/Student Council Brainstorming—If your idea collection plan does not include participation beyond your own classroom, you can use in-class brainstorming. Students can break up into small groups, complete the Idea Collection Survey (go.uic.edu/PBinSchools1), and brainstorm and engage in discussion for more ideas. Small groups can then present their ideas back to the class.

2. Idea Collection Survey—The Idea Collection Survey can be used for a variety of idea collection strategies, especially those that extend beyond the classroom. If the survey will be shared beyond the classroom, update its language to include restrictions on use of money (i.e., “money cannot be spent on . . .”) or to describe a specific issue you are orienting your PB process toward. Print out the number of copies you need for your class and your students if they will be use the survey to collect ideas from outside your classroom, including (but not limited to) the following scenarios:

(a) *Students collect ideas from other classes.* In previous school PB processes, students have presented on PB and the Idea Collection Survey to other classes in the school, after which they handed out the survey to solicit ideas from students.

With this strategy, students prepare a brief presentation for other classes, including what PB is and an explanation of the survey’s purpose and how to complete it. If students will be presenting in other classes and collecting surveys, remember to schedule this with the other teachers and remind them the day before that your students will be making presentations, and let them know how long the presentations will take and what they can expect.

(b) *Students collect ideas from other students/faculty/staff during lunch, at pop-up stations, or at other central locations at idea boxes left around the school.* If students will be collecting surveys at lunch or pop-up stations, make sure to confirm that all proper permissions are in place and to identify where the idea box will be located. Students can also give mini presentations in the cafeteria, at pop-up stations or other locations to explain what PB is, how the money can be spent and how to help collect ideas. The idea boxes can also be left unattended with the Idea Collection Surveys nearby so students passing by can complete them however you will receive fewer ideas this way.

(c) *Students use the Idea Collection Survey to solicit ideas and interview a selected number of other students outside of class for additional ideas.* Schools have implemented classroom brainstorming in combination with students implementing this strategy as a homework assignment.

3. Idea Collection Assembly—Work with your principal to schedule an idea collection assembly or to have PB included in an already-scheduled assembly. Remind your principal that you and your students will be making presentations, how long the presentations will take, and what to expect.

With this idea collection strategy, students will need to prepare a brief presentation for the assembly to describe PB is and to explain the purpose of the survey and how to complete it. It is also possible at assemblies to conduct small-group brainstorming for idea collection rather than a survey.

Pre-Session Notes

Session 1

What Is Participatory Budgeting?

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p>Essential Session</p> <p>Session 1: “What Is Participatory Budgeting?”</p>	<p>Materials: Notebooks, pens, slideshow, and/or video</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduction to PB (5 mins) <i>We’re going to be doing a project this semester called Participatory Budgeting. It’s an opportunity for you to directly decide how school money gets spent.</i></p> <p><i>We have \$X to improve the school/community and you get to decide how we spend it. The money can be spent on X and cannot be spent on X.</i></p> <p>2. Interview community members/classmates (15–30 mins) <i>Do you feel like you usually have a say in how school money gets spent?</i></p> <p>Break up into groups of 3 or 4 and have students engage in a small-group discussion in class.</p> <p><i>In your small groups, discuss the following questions and have someone take notes. Make sure everyone has a chance to speak. At the end we will share the conversation back to the class so pick one person to share your notes.</i></p> <p><i>Here are the questions: “Do you think you have a say on how school money is spent?” Ask follow-up questions such as: “Do you think you should?” “Who usually decides?”</i></p> <p>Write the questions on the whiteboard/chalkboard.</p> <p>3. Wrap up (10–20 mins) <i>What did we hear? Do people feel like they have a say? How do decisions usually get made? Did people think that was fair?</i></p> <p><i>Participatory Budgeting is pretty different from what people usually describe. Here’s how it will work:</i> <i>There are three main stages in participatory budgeting: (a) collecting ideas, (b) developing proposals about those ideas, and (c) voting.</i></p> <p>Show a slideshow or video that explains some PB history and the phases of how it works.</p> <p>Explain how your school process will work, including:</p> <ol style="list-style-type: none"> Your plan for idea collection, which will cover the fact that (1) you will be hearing about what students think about school needs and ideas to address them and (2) which subsets of the school you will get that information from (e.g., class, Student Voice Committee/Student Council, whole grade, whole school) That students will research and develop proposals to address those needs How project proposals will be narrowed down and selected to go on the ballot; and Your community outreach and voting plan, including whether you plan to do a project expo, presentations on the proposals, a get-out-the-vote campaign, and voter requirements (e.g., class; grade level; all students in the school; all faculty, staff, and students in the school) <p>Questions?</p>	<p>PB Chicago PPT PB overview Session 1 (go.uic.edu/PBinSchools2)</p> <p>Introduction Videos:</p> <ul style="list-style-type: none"> Reinventing Democracy through Participatory Budgeting (go.uic.edu/PBinSchools3) BK Live: Participatory Budgeting in Brooklyn (go.uic.edu/PBinSchools4) Participatory Budgeting in Rogers Park (go.uic.edu/PBinSchools5) <p>Example One-Pager for Introduction to Students (go.uic.edu/PBinSchools6)</p> <p>HPA PB Project Overview (go.uic.edu/PBinSchools7)</p> <p>HPA PB Project Tracker (can be easily modified for other needs/criteria to track) (go.uic.edu/PBinSchools8)</p> <p>PB in Schools Video (go.uic.edu/PBinSchools9)</p>	<p>Example Daily PB Rubric (student self-assessment of daily on task work) (go.uic.edu/PBinSchools10)</p>	<p>Session 1 DL Materials</p> <ul style="list-style-type: none"> DL One Pager (go.uic.edu/PBinSchools11) DL Progress Tracker Doc (go.uic.edu/PBinSchools12) <p>Session 1 DL Support Tips</p> <ul style="list-style-type: none"> Sentence stems Graphic organizers-Tally sheets with questions. Interview buddies

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • The history of PB in Brazil and its expansion to a social movement for direct democracy can be discussed and interwoven throughout different civics lessons before, during, or after the PB process to enhance understanding and deepen knowledge and connection to the global movement. These resources provide more information on the history of PB: B.Wampler (2000) A Guide to PB pages 1-7 (go.uic.edu/PBinSchools13), Building Sustainable Empowerment: PB in North America (go.uic.edu/PBinSchools14) • Connect the PB process to an issue identified by students. If students have already identified needs, problems, and issues that matter most to them, discuss how can the PB pot of money be used to identify solutions. • The Mikva Challenge “<i>Issues to Action</i>” Curriculum and the Chicago Public Schools “<i>Student Voice Committee</i>” Curriculum both have learning activities and lessons that enrich PB and can be used throughout these sessions or as extension ideas. <i>Issues to Action</i> can be purchased online. (mikvachallenge.org/purchase-mikva-curricula/) 			
<p>Notes/Reflections</p>				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session (for Idea Collection Beyond the Classroom) Session 2: “Preparing for Idea Collection”	<p>Teacher Prep: Determine which idea collection strategy you will use for your PB process. To help students stay engaged and maintain enthusiasm for the PB process, be sure to schedule any out-of-classroom activities for soon after Session 2. This will provide a sense of a “launch” of the process.</p> <p>Materials: Idea Collection Surveys, pens, PB idea collection boxes (as needed for your PB process)</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Share and review the idea collection plan and strategy with the students. (10 mins) <i>To gather ideas and learn about needs in our school community (students, faculty, staff), we will do the following... (detail your chosen strategies).</i></p> <p>2. Share the Idea Collection Survey (15 mins) <i>We are going to fill out a survey about our ideas for any needs in our school community and ideas for solutions to those needs. We can pass out the survey to others, too, and ask them to fill it out with their own ideas and solutions.</i></p> <p>Break the students into pairs or small groups and have them brainstorm ideas together and also practice how they will ask others to share their ideas. Help them think about getting people excited to suggest their own ideas and the kinds of questions they can ask of others to elicit responses.</p> <p>3. Develop presentations for others (30 mins) Ask students to prepare a brief presentation on PB and your PB process to share with and inform others. They should consider the variety of settings in which you may ask them to present—for example, informally in the lunchroom, or in front of another classroom, at a full-school assembly, to the principal.</p> <p>Some question prompts that may help students think about the information other people need to be informed about PB and questions others may ask them after their presentations are:</p> <ul style="list-style-type: none"> • <i>What is PB?</i> • <i>How much money do we get to decide how to spend?</i> • <i>Is there anything we can't spend the money on?</i> • <i>How is our PB process going to work?</i> <p>Let students know that they should be ready to respond to questions from other students, faculty, and staff.</p> <p>During out-of-class events, time permitting, you might have students lead small discussion groups to collect ideas and surveys. If your idea collection strategies extend beyond the classroom or includes collection boxes or pop-ups, remind students that people will need enough time to fill out the Idea Collection Surveys.</p> <p>Remind students that no idea is a bad one, and that they will have a chance to consider the merits of all the ideas at a later time. What is most important is that people contribute their ideas and voice their opinions.</p> <p>This can be more involved for assemblies, either schoolwide or that include PB otherwise. Be sure to have a plan (or help students develop a plan) to distribute and collect all the surveys.</p>	<p>Idea Collection and Brainstorming (go.uic.edu/PBinSchools15)</p> <p>Worksheet 1: Idea Collection Survey (go.uic.edu/PBinSchools16)</p> <p>Virtual Idea Collection Survey (go.uic.edu/PBinSchools46)</p>		<p>Session 2 DL Materials:</p> <ul style="list-style-type: none"> • DL Idea Collection Note Catcher (go.uic.edu/PBinSchools17) <p>Session 2 DL Support Tips:</p> <ul style="list-style-type: none"> • For the Idea Collection Survey, some students might benefit from choices that are specific to your school. This may help them to brainstorm. • It might be helpful to brainstorm as a class or in small groups as well.

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Have your students create their own survey for idea collection. • Create outreach materials as a class to let the school know that PB is happening and to generate excitement. If you're collecting ideas with a class-to-class strategy, you could distribute flyers in classrooms to get people thinking about what they'd like to improve in the school. • Have your students come up with a social media campaign or hashtag to promote the process on social media. • Have your students create PB banners or posters to use in the pop-ups or the assembly and advertise PB. • Create PB Idea Collection boxes with your students and place them around school for others to drop off their ideas. • At an assembly (or otherwise), screen this video about the PB process: http://bit.ly/pbinfvideo (Note: The video is geared to citywide processes, so you'll need to explain that PB can happen with different groups of people and different types of money) OR this one: PB in Schools Video (go.uic.edu/PBinSchools9) 			
<p>Notes/Reflections</p>				

Session 3

Collect Ideas

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p>Essential Session Session 3: “Collect Ideas”</p>	<p>Teacher prep: Review and confirm your Idea Collection plan. Remind other school faculty and staff about your idea collection plan including assembly dates, pop-up box locations, and/or classroom visits as well as what they can expect if students will be visiting their classes. Be sure you have all the materials you need to carry-out your strategy.</p> <p>Prepare a list of roles and responsibilities for students who will be actively collecting ideas such as a list of times when students will be staffing pop-up stations, or the list of classes, times, teacher name, and name of student presenting on PB and Idea Collection.</p> <p>If students will interview others or distribute surveys outside of class, make sure they have all the materials they need to do so (paper, pens, surveys, clipboards) and know where or when they need to pick up any responses, such as in an idea collection box.</p> <p>Materials: Surveys (a few more than you expect to need), clipboards, pens—depending on your strategies, you may need additional items such as idea collection boxes or equipment for the idea collection assembly presentation</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>For Idea Collection Survey & Assembly Strategies</p> <p>1. Review presentation plan and how surveys will be collected. (10 mins) Explain to students that since the PB process doesn’t usually allow all the ideas to be implemented, after they collect the ideas, you (or students) will categorize them and come up with a system to prioritize them. Share all of the ideas, the developed categories, and how they were prioritized with students in the next session.</p> <p>2. Presentation on PB and distribution of Idea Collection Surveys (30 mins)</p> <p>3. Collect surveys (5 mins)</p> <p>For In-Class/Student Voice Committee Brainstorming</p> <p>1. Share and review the idea collection plan and strategy with the students. (5 mins) <i>To gather ideas and needs about our community we are going to spend some time thinking about the needs and issues in our school community and what solutions we think will solve these issues.</i></p> <p>2. Share the idea collection survey (20 mins) <i>Here’s the survey we’ll be using to gather ideas about what we can improve in our school. This is also your chance to suggest what you’d like to spend the money on.</i></p> <p>3. Have students get into pairs or small groups and discuss what they would like to see changed or improved at the school. <i>What problems need to be fixed? How would you fix them? Be as specific as possible. Write down your answers on the survey and then share them. Make sure you give each person in the group a chance to speak. We’ll share these ideas with the whole class at the end.</i></p> <p style="text-align: center;"><i>Continued...</i></p>			<p>Session 3 DL Support Tips:</p> <ul style="list-style-type: none"> • Based on your proposal/ presentation create a checklist for your students to follow. • You could assign students peer buddies to help navigate this process. • Utilize students’ strengths in coaching them on how to help with this phase. • Do practice run throughs of the presentations. • Depending on the class, you could invite students to present their ideas in ways that are comfortable for them (i.e. brochures, fliers, etc.) while other students may or may not present.

<p>Essential Session Session 3: “Collect Ideas”</p>	<p>4. Share small-group ideas. (15 mins) Have students share a couple ideas from each small group in the class. <i>Who would like to go first? What would you like to see changed and how would you fix it?</i></p> <p>5. Collect surveys and explain next steps (10 mins) <i>Since we have so many ideas, I’m going to group them into categories and come up with a system to prioritize them so that we can develop some proposals to put on the PB ballot.</i></p> <p><i>Here are the criteria we’ll use to prioritize projects:</i></p> <ul style="list-style-type: none"> • <i>It’s within our budget and we won’t have to spend money on the project down the line, like with recurring membership fees or to replace light bulbs.</i> • <i>It will benefit many students, or it will benefit a smaller group of students, but those students usually get a lot of resources.</i> • <i>The project addresses a real need in the school (it’s not just a random idea).</i> • <i>There was a lot of interest (more than one person suggested it).</i> 			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • For ideas that address a need at the school but may not fit within the scope/criteria of a PB project, have students develop a plan for how they might pursue those ideas in another forum (e.g., student council, community involvement, letters to local officials or agencies). • You can develop the criteria for prioritizing projects from scratch or have a conversation with students about their values. Ask them: <i>Who usually benefits the most from special projects in the school? Who usually gets left behind? Who needs extra resources the most? Is it better to impact as many people as possible a little bit? Or have a really big impact on a small group of people?</i> 			
<p>Notes/Reflections</p>				

Session 4

Additional Idea Collection

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Supplementary Session Session 4: “Additional Idea Collection”	<p>Teacher prep: Confirm your idea collection plan. If you have decided to conduct multiple idea collection strategies, use this session as the time to gather additional ideas through a second strategy.</p> <p>Materials: Surveys (a few more than you expect to need), clipboards, pens. Optional items may include ballot boxes, banners, and so on.</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Debrief about collecting ideas (5 mins) <i>How did the idea collection go? What worked well? What do we want to change this time around?</i></p> <p>If relevant, have students review or prepare for their presentations to others.</p> <p>2. Conduct second round of PB presentations and collect idea collection surveys (30 mins)</p> <p>3. Collect surveys and explain next steps (10 mins) <i>Since we have so many ideas, I’m going to group them into categories and come up with a system to prioritize them so that we can develop some proposals to put on the PB ballot.</i></p> <p><i>Here are the criteria we’ll use to prioritize projects:</i></p> <ul style="list-style-type: none"> • <i>It’s within our budget and we won’t have to spend money on the project down the line, like with recurring membership fees or to replace light bulbs.</i> • <i>It will benefit many students, or it will benefit a smaller group of students, but those students usually get a lot of resources.</i> • <i>The project addresses a real need in the school (it’s not just a random idea).</i> • <i>There was a lot of interest (more than one person suggested it)</i> 			<p>Session 4 DL Materials:</p> <p>Session 4 DL Support Tips:</p> <ul style="list-style-type: none"> • Based on your proposal/ presentation create a checklist for your students to follow. • You could assign students peer buddies to help navigate this process. • Utilize students’ strengths in coaching them on how to help with this phase. • Students can gather survey info in a means that is comfortable for them while utilizing their strengths. Perhaps a quieter student might write down what respondents say, while a more verbal student asks the questions (if you are doing interviews for idea collection).

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Based on the initial list of ideas that is generated, you may want students to determine which themes or categories they see emerge. Alternatively, have students engage in an activity to place ideas into suggested categories, with room for discussion about why some ideas fit better in one category or another. • For ideas that address a need at the school but may not fit within the scope/criteria of a PB project, have students develop a plan for how they might pursue those ideas in another forum (e.g., student council, community involvement, letters to local officials or agencies). • You can develop the criteria for prioritizing projects from scratch or have a conversation with students about their values. Ask them: <i>Who usually benefits the most from special projects in the school? Who usually gets left behind? Who needs extra resources the most? Is it better to impact as many people as possible a little bit? Or have a really big impact on a small group of people?</i> 			
<p>Notes / Reflections / Changes for the Future</p>				

Section Two

Proposal Development
6 sessions

(3–5 essential sessions,
depending on process design,
and 1 supplementary session)

Session 5

Session 6

Session 7

Session 8

Session 9

Session 10

Session 10

Session 9

Session 8

Session 7

Session 6

Session 5

Teacher Prep: Develop a plan for your proposal development phase and which strategies you will use to help narrow down the ideas and the decision-making process in order to finalize project proposals for the ballot. The number of sessions you need and the type of in-class instruction and activities will be determined by your proposal development plan. Listed below are several potential strategies and learning activities that have been used in the past in the proposal development phase.

Schools and teachers should feel free to experiment and innovate with new ideas and learning activities. The sessions below provide more detail on sample learning activities and prompts for most of the strategies related to the decision-making for finalizing the ballot listed. In addition, there are suggestions for extension ideas and activities that will enhance student learning, skill development, and experience.

1. Determine how ideas will be initially categorized and divided among students.

After you have completed Idea Collection, you will have many ideas, needs, problems, and solutions. Depending on which Idea Collection strategy or strategies you used, you could have more ideas than your class is able work on, or you may need to think about how to categorize and divide up the ideas among a large number of classes and sections at your school.

Work with your students to conduct the following steps if possible to model transparency and enhance the students learning and experience. If time does not allow you to conduct the categorization process with students, keep good notes on your process so you can share them with your students. Begin by removing any ineligible ideas, including projects that would cost far more than the budget would allow or would require you to spend money on something you are not allowed to spend money on. Next, group similar ideas or needs together. Some sample categories may include the following:

- A) Classroom materials
- B) Recreation
- C) Arts and culture
- D) School beautification
- E) Environment and sustainability

Next, determine how you will break up the students and create groups to develop projects. If you have one or a few classes working on PB, you may want to break students into small groups and assign each group a category or, if there are enough ideas, two groups per category. If your entire civics department is working on PB, you might break up categories by class so that each class is working on projects related to a different category, in order to reduce duplicate projects.

Finally, prioritize projects within each category. Students will be able to research and refine only a few ideas into full projects, so prioritizing is important. Create clear criteria to prioritize the ideas and then apply them across the board. *Worksheet 2, from the Participatory Budgeting Project* is an example and includes feasibility impact, and interest, as well as a point scoring system. Students can also create the criteria with you as another extension exercise and you can develop a new score card. Similar to the categorization process, prioritization can take place in class with students to enhance learning, demonstrate transparency, and create more ownership, or it can be done on your own with results shared openly and transparently, including any ineligible ideas.

Note: Some of the items on the list will be problems as opposed to solutions. That's OK. Your students will help develop proposals based on the problems during their research.

2. Determine how your students will proceed with their project research.

After students receive the list of categorized and prioritized ideas, the next step is for them to conduct research and deliberate on which ideas to draft into a full a project proposal. Full project proposals include:

- a) a description of the problem/need/issue that is being addressed and explanation of why it is a problem
- b) the solution to that problem (i.e., the project that is being proposed)
- c) who benefits from the proposed project and why
- d) what is needed to implement the project, including space, materials, equipment, and any ongoing costs and what each of these items costs

There are a number of ways you can proceed with how students will engage in the research and development of project proposals (see Potential Extensions below for additional resources). For example, if your project ideas include needs and ideas for the school (e.g., lunchroom, bathroom, courtyard) or surrounding community, you can include a tour of those areas for observational research and have students take photos of the existing sites. Internet research is commonly used to look up potential ideas and/or costs.

You can have students interview other students or create another survey to help determine which project ideas they should research. As they are gathering data and conducting research, you might ask them to determine who is impacted by which problems and which solutions will have the biggest impact on the school. Lastly, students can conduct secondary research to identify solutions (or refine their solutions) and determine costs.

The sessions below provide some examples of how to approach project research, and in the Session Resources section, there are several worksheets for use with students from either the Participatory Budgeting Project or created by other teachers.

It is strongly recommended that you partner with your school principal and/or facilities staff (or community partner if appropriate given the source of the PB pot of money—such as a nonprofit or city agency) review and approve or research the cost of any project before it is put on the ballot. This will ensure that all projects are accurately priced and can be implemented.

3. Set your decision-making process for finalizing project proposals for the ballot.

Participatory budgeting begins with a large number of raw ideas, needs, problems, and solutions. Then, over time, through research and deliberation, those raw ideas become a smaller list of full project proposals that better address community needs. Through more deliberation and decision-making, a smaller number of project proposals are selected for the final ballot, ones that the community members have decided best address the most pressing needs, have the greatest impact, and are the most feasible. In your process, you will need to determine how the final projects are selected for the ballot and whether they meet the criteria you and/or you and your students have created. The process you select may also be partially determined by the scale of your process (e.g., one class, multiple sections) Some potential strategies include:

a) **Presentation to the principal, jury, and/or decision-makers**

Many schools include having students present their project proposals for feedback to the principal; a jury that includes the principal, other teachers, and relevant staff (e.g., facilities staff); and/or a group of external decision-makers like the alderman or community members. Students make presentations and then receive feedback on how to improve their projects before they are finalized. Then students can vote to decide which final projects will go on the ballot. The final projects can incorporate the feedback from the principal/jury/decision-makers. Or you can choose to revise all of the projects based on the feedback and hold a project expo with a student vote to make the final decisions for the ballot (More on Project expos in the next section).

b) **Presentation to peers with voting to select representative class project or for final ballot**

Teachers can also choose to have in-class presentations on project proposals from each small group. Students can receive feedback from you or other teachers and their peers on how to improve their projects. Some schools that have multiple sections participating in the PB process have had students vote to select one project per class for the final ballot.

c) **In-class (or beyond class) Project Expo with voting**

An in-class Project Expo includes each small group creating a project poster and having a science fair-style event in your class or to the wider school community to present project ideas. Students can be asked to give feedback on the proposals at the fair and to vote for which ones should be included in the final ballot.

Session 5

Introduction to Proposal Development and Beginning Research

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session Session 5: “Introduction to Proposal Development and Beginning Research”	<p>Teacher prep: Confirm your proposal development strategies and plan. Determine how your ideas will be categorized and divided among students. Create and print out the list of prioritized projects by category for students. Set your decision-making strategies for finalizing the ballot.</p> <p>If you will have students present to principal/jury/decision-makers, make sure the date has been scheduled and they have been invited and confirmed, and that they know what to expect.</p> <p>If you will conduct a schoolwide Project Expo, find and schedule the space and date. You may also want to begin notifying other teachers.</p> <p>Materials: Printed copies of the list of prioritized projects/needs, students’ camera phones, blank paper, clipboards (two for each group), pens.</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduce the next phase (5 mins) <i>We received some really great ideas and information about the needs and problems in our school. During the next XX sessions we are going to be working in groups to take these ideas and do some additional research so we can create what is called a project proposal.</i></p> <p><i>By the time your group is done, project proposals will have a lot of information, including these:</i></p> <ul style="list-style-type: none"> • Why are you choosing the project? • Why do you think the project will be beneficial or have an impact in the school/community? • What it will take to implement the project in terms of materials and how much will they cost? <p>Explain the rest of the design of your process to students, including whether they will be making presentations, who they will be presenting to, and how the final decisions for ballot items will be made.</p> <p><i>To begin, I’ve created categories for all the problems and ideas we heard about, and I used your criteria ideas and made a prioritized list of problems and projects for each category. I’m going to split you into committees; each group will work on one category to create project proposals together.</i></p> <p><i>You’ll see on your lists that some things are specific proposals, like “I want more spaces to hang out.” Some others are just issues, like “holes in the walls.”</i></p> <p><i>Today, you are going to start investigating the top two items on your list. Our goal is to better understand the problems we are trying to address.</i></p> <p style="text-align: center;"><i>Continued...</i></p>	<p>Written Proposal with Research go.uic.edu/PBinSchools18</p> <p>HPA PB Initial Proposal go.uic.edu/PBinSchools19</p> <p>Worksheet 2: Scorecard go.uic.edu/PBinSchools20</p> <p>HPA PB Research Note Tracker go.uic.edu/PBinSchools21</p> <p>Supporting PB Student Collaboration go.uic.edu/PBinSchools48</p>	<p>PB Ideas Rubric (how to evaluate if this would help many or few, address issues, etc.) go.uic.edu/PBinSchools22</p>	<p>Session 5 DL Materials</p> <ul style="list-style-type: none"> • Written Proposal with Research go.uic.edu/PBinSchools23 <p>Session 5 DL Support Tips:</p> <ul style="list-style-type: none"> • Assign students roles in their groups that align with their learning styles, skills, or comfort levels. • Mixed grouping Peer buddies

<p style="text-align: center;">Essential Session</p> <p style="text-align: center;">Session 5: “Introduction to Proposal Development and Beginning Research”</p>	<p>2. Break up into groups and begin your research (30 mins)</p> <p>Explain the research plan to the students and that they may need to conduct a school tour.</p> <p><i>We are going start by looking at these suggested project ideas to get a better idea of what is needed and what the problems are. In your committee, you will start by looking at all the items on your list and thinking about where to go first.</i></p> <p><i>For example, if your first item is “mural in the cafeteria,” you’ll need to go to the cafeteria to document the problem. Think about where in the cafeteria might be the best place for a mural. Which wall will the most students see?</i></p> <p><i>One student in your group will take pictures with a phone. One person will sketch the problem and take notes. When you’re done documenting the first problem on the list, move on to the second problem but switch roles of photographer and documenter. Come back to class when you are done.</i></p> <p>In-class research/deliberation:</p> <p><i>We are going start by looking at these suggested project ideas to get a better idea of what is needed and what the problems are. In your committee, start by looking at all the items on your list and thinking through some of these questions:</i></p> <ul style="list-style-type: none"> • <i>What problem or problems do you think this idea is trying to solve?</i> • <i>Do you or anyone in your committee think this is a problem? Why or why not?</i> • <i>Who is impacted by this problem more broadly? Who or what do you think is causing the problem?</i> <p><i>Once you have answered these questions for the first idea, move on to the second one. Make sure one person is taking notes for each project idea and that everyone takes a turn answering the questions.</i></p> <p>Discuss findings as a class (5 mins)</p> <p><i>Now that you have had a chance to think about these ideas more, what did you learn? Are the problems real, or are they serious? How extensive is the problem? How many people are affected? Which ideas are you the most excited about and why?</i></p>			
<p style="text-align: center;">Potential Process Extension Ideas</p>				
<p style="text-align: center;">Notes/Reflections</p>				

Session 6

Refine/Refocus Research Ideas

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session Session 6: “Refine/Refocus Research Ideas”	<p>Teacher prep: Review your proposal development plan. Print out worksheets if using them.</p> <p>Materials: Potential worksheets: <i>Participatory Budgeting Project</i>, <i>Worksheet 3: Imagining Solutions</i> and <i>Participatory Budgeting Project</i>, <i>Worksheet 4: How Much Will This Project Cost</i>, use one designed by another teacher, or create your own (1 of each per committee), computers or phones with internet access, and pens</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduce the next phase of research (5 mins) <i>In the last session, you thought about the problem or issue related to these ideas. Who the problem impacted, how many people, and who or what potentially caused the problem. Now you are going to think through potential solutions in your committees.</i></p> <p><i>If one of your two priorities are just a need or a problem, then you and your committee members can brainstorm solutions. Part of your task will also be to think about if the originally proposed ideas are feasible. If not, is there another way to address the problem or need that is feasible?</i></p> <p>2. Break up into committees and research potential solutions (15 mins) Explain to the students that they will be using the worksheets to help them brainstorm and conduct research to answer key questions about their projects. They will need to work to narrow down the ideas to work on one-two project proposals depending on your overall class/school proposal development plan. At the end of this time period, they should have selected the proposal(s) they will be working on.</p> <p>3. Introduce the final phase of research (15 mins) Explain to the students the final phase of initial research. <i>You and your committee members have selected one to two project proposals to work on. Each one addresses students’ needs in your school. We need to figure out some details. If we are going to actually make these projects happen, we need to know all the pieces that we would need to buy or pay for, right? In this next part you are going list out everything it would take to do this project. Then divide up that list and look up how much each one of those items cost on your phones or on the computer. Write down the items and the costs for each project proposal and then hand them in at the end of class for your committee.</i></p>	<p>Worksheet 3: Imagining Solutions (go.uic.edu/PBinSchools24)</p> <p>Worksheet 4: How Much will the Project Cost? (go.uic.edu/PBinSchools25)</p> <p>HPA PB Research Note Tracker (go.uic.edu/PBinSchools21)</p>		<p>Session 6 DL Materials</p> <ul style="list-style-type: none"> DL Worksheet 4 (go.uic.edu/PBinSchools26) DL Research Note Tracker (go.uic.edu/PBinSchools27) <p>Session 6 DL Support Tips:</p> <ul style="list-style-type: none"> Assign students to mixed groups for committees for worksheet 3.

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Students can conduct more pricing research on their own as homework. • Students can interview other students or people in the community about what it would take to implement the project. • Have a discussion about the differences in pricing and cost estimates between any online research your students conducted and pricing sent from admin by school approved vendors. Why are they different? 			
<p>Notes/Reflections</p>				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session Session 7: “Finalizing Research”	<p>Teacher prep: Review each committee’s project proposal worksheets. If you are working as part of a team with multiple sections in your school, collaborate with your fellow teacher team members to ensure that you either do not have duplicate project proposals or you have a plan for how you will handle duplicate project proposals from student committees.</p> <p>Provide feedback and a list of additional research and missing pieces for each committee. For example: “Team Environment,” you still need to describe why this is a problem for your second proposal, and you are missing costs related to paint and hardware for your first proposal.”</p> <p>If your students are doing presentations to the principal/jury/decision-makers, confirm the meeting date and time and explain what is expected from them in terms of what kind of feedback to provide the students. Feedback may include feasibility, cost, questions around how the project will be managed once implemented, and suggestions for if a project runs into an unforeseen challenge or barrier. For example, if the project cannot work as it is currently proposed, can they suggest a way to change it so it can work? Feedback can also be about the presentation itself, whether it was clear, well organized and researched, with eye contact, etc.</p> <p>Materials: Worksheets from previous class, feedback/list of missing pieces for each committee, pens, and phone or computers with internet access</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Explain final research session (5 mins) Explain to the students that this session will be used to refine and complete the remaining research on their project proposals. Hand out your feedback and list of missing pieces for the committees to work on.</p> <p>2. Committees break up into groups and work on remaining research (30 mins)</p> <p>3. Wrap-up (5 mins) Explain the decision-making process for how the rest of the proposal development phase will proceed for your school/class including:</p> <p>a) Presentation to principal/jury/decision-makers</p> <p>b) Presentation to peers with voting to select representative class project or for final ballot</p> <p>c) In-class (or beyond class) Project Expo with voting (skip to Sessions 11 & 12)</p> <p>d) Other created and developed by your school.</p>	Worksheet 5: Project Revisions go.uic.edu/PBinSchools28	Example of Rubric for Written Proposal go.uic.edu/PBinSchools29	Session 7 DL Tips: <ul style="list-style-type: none"> • Peer feedback • Self-Reflection • One on one feedback

Potential Process Extension Ideas				
Notes/Reflections				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p>Essential (for PB processes with presentations) Session 8: “Preparing to Present Your Ideas”</p>	<p>Teacher prep: Review your proposal development decision-making process. Confirm the meeting date and time with principal/jury/decision-makers. If you are working as part of a teacher team, collaborate with your fellow teachers on how the presentations and feedback from the principal/jury/decision-makers will work and who will help host the event, take notes for students and/or video-tape the presentations and feedback. Prepare the presentation notes or slideshow for your students.</p> <p>Materials: Presentation index cards, notebooks, pens, or slideshow.</p> <p>Note: For presentation index cards, write one prompt at the top of an index card for a total of 7 cards per project proposal.</p> <p>Prompts: The problem we are trying to address is: We know it's a problem because: Our proposed solution is: The people who would benefit are: It will cost approximately: The questions we still have are: What do you think of the proposals? What should we think about changing?</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduce the presentation and decision-making plan for final projects on the ballot (5 mins)</p> <p>Explain that in the next week, the students will present their proposals to the principal/jury/decision-makers or one another in class and will receive feedback on their proposals. Describe how the final projects will be selected for the ballot—principal/jury/decision-makers provide feedback, students vote on final projects for the ballot or expo with vote, and so on.</p> <p><i>Today, we are going to work on our committee presentations. Each of these projects represents a need/problem and a solution to that need for our school/community so it is important that we make our case for each project.</i></p> <p><i>I'm going to give you index cards numbered 1 through 7. You will present in that order. Each card has a prompt on it that you have already researched, you just need to figure out the best most convincing way to communicate it.</i></p> <p><i>In your committees, divide up the cards so everyone has at least one (two) card(s) they are responsible for.</i></p> <p><i>Discuss each card and what you think you should say one by one. The person responsible for the card can take notes and think about the main points. Write down main ideas on the cards, not whole sentences. Reading whole sentences in a presentation never really sounds good, so think about what the best ideas are and how to make an interesting presentation. Think about the kinds of presentations you like. What makes them interesting to you?</i></p> <p style="text-align: center;"><i>Continued...</i></p>	<p>Sample Student PB Presentation Outline (go.uic.edu/PBinSchools30)</p>		

<p>Essential (for PB processes with presentations) Session 8: "Preparing to Present Your Ideas"</p>	<p>2. Break up into committees and develop presentations (20 mins)</p> <p>3. Practice the presentations (20 mins) Practice presentations in committees if presentations will be done to the class in the next session. If presenting to the principal/jury/decision-makers, have students practice presenting to the class and receiving constructive feedback from their peers.</p>			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Conduct an extra session to work on public speaking skills with your students and let each committee practice presenting one of their proposals. • Brainstorm or share information about what makes feedback constructive. 			
<p>Notes/Reflections</p>				

Session 9

Presenting Your Project Proposals

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p>Essential (for PB processes with presentations) Session 9: “Presenting Your Project Proposals”</p>	<p>Teacher Prep: Create some simple feedback guidelines for the audience the students will be presenting to. If the students are presenting to principal/jury/decision-makers, you may want to ask for feedback around feasibility, cost, how the project will be managed once implemented, and suggestions for if a project runs into an unforeseen challenge or barrier. For example, if the project cannot work as it is currently proposed, can they suggest a way to change it so it can work? Feedback can also be about the presentation itself, whether it was clear, well organized and researched, with eye contact, etc.</p> <p>Prepare your plan for how the final projects will be selected for the ballot. If students will be voting to select either a representative project for the class or final projects for the ballot, create an interim paper ballot that lists all the proposed projects or list all of the projects on flip chart paper and use stickers of marker dots and have students vote by placing 3 stickers/dot of marker (1 for each project) next to the project name.</p> <p>Materials: Completed presentation index cards, notebooks, pens, (or slideshow, projector), phone or video recorder to tape presentations and feedback</p> <p>Optional for student voting: flip chart paper, markers, stickers, or interim paper ballot</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduce the goal of the meeting and introduce the participants (5 mins)</p> <p><i>We are at an exciting stage of our participatory budgeting process. Our committees have been working hard to collect needs and ideas from students and then research those ideas and turn them into solutions. Those solutions are the project proposals that will be presented here today.</i></p> <p><i>We are excited to hear your feedback on the committee’s proposals including their feasibility and if there is anything else that should be changed. Let’s start by having everyone introduce themselves.</i></p> <p>2. Committees present projects, principal/jury/decision-makers or peers give feedback to each committee, students take notes on feedback (35 mins)</p> <p>3. Next Steps (10 mins) Explain next steps in the process to students including final decision-making process for ballot.</p> <p>Note: If you have more time, you can simply explain next steps, then move to Session 10 for a longer debrief and to conduct the decision-making process. If you have less time, proceed to the decision-making described below.</p> <p style="text-align: right;"><i>Continued...</i></p>	<p>Sample Peer Presentation Evaluation (go.uic.edu/PBinSchools31)</p> <p>HPA PB Project Presentation Checklist (go.uic.edu/PBinSchools32)</p>		<p>Session 9 DL Materials:</p> <ul style="list-style-type: none"> DL Presentation Checklist (go.uic.edu/PBinSchools33) <p>Session 9 DL Support:</p> <ul style="list-style-type: none"> Show exemplars from past presentations <p>Session 9 DL Tips:</p> <ul style="list-style-type: none"> For students who aren’t yet ready for the formal presentation they can add support through passing out papers and materials to the audience or being a moderator and call on audience members who have questions etc. <p>Session 9 DL Project Feedback Support:</p> <ul style="list-style-type: none"> Students can annotate or color code the proposals based on the feedback to see which ones they want to move forward with. \$ = Cost effective + = Positive point — = Area of weakness \$ = Questions we still have ! = Spot on Etc.

<p>Essential (for PB processes with presentations) Session 9: "Presenting Your Project Proposals"</p>	<p>Select 5–15 final projects for the ballot, depending on the size and scale of your PB process.</p> <p>a) If students are voting to select a representative project for the class or projects for the final ballot, have an interim ballot ready that lists all the proposed projects, or list all projects on flip chart paper or on the chalkboard and use stickers or dotmocracy with markers to select the final projects. Give each student 3 votes, no duplicate voting. Count the votes. If multiple classes, let students know when the results of the vote will be announced.</p> <p>b) If you are conducting either an in-class or schoolwide Project Expo to decide the final projects for the ballot, skip to Sessions 11 & 12</p>			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • For homework, students write a paragraph on how they will change their proposals based on the principal's feedback. 			
<p>Notes/Reflections</p>				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p style="text-align: center;">Supplementary Session</p> <p style="text-align: center;">Session 10: “Review Feedback and Decide Final Projects”</p>	<p>Teacher prep: Review and reflect on the presentations and notes from the feedback session. What were some of the main points of feedback provided? Are there major themes that emerged that can be discussed with students—similar needs, solutions, questions around feasibility? Prepare some notes on the above questions so you can share these themes and ideas with students.</p> <p>Prepare your plan for deciding the final projects for the ballot.</p> <p>Note: The committees/students whose projects are selected for the final ballot will incorporate the feedback from presentations into their final projects for the ballot and/or project expo presentations in the next phase.</p> <p>Materials: Project revision worksheets, feedback notes, pens</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Review the feedback received and debrief. (15 mins) <i>In the last session, we heard feedback on our project proposals from principal/jury/decision-makers/peers. What was it like to present? What did you like best about it? What feedback did we receive? What was most helpful? Did you notice any themes in the feedback? What about in our proposals?</i></p> <p>2. Decide final proposals for ballot (15 mins) <i>We want to put a maximum of XX projects on the ballot. (Note: You will want between 5 and 15 final projects on the ballot depending on the size and scale of your PB process).</i></p> <p>a) If students are voting to select a representative project for the class or projects for the final ballot, have an interim ballot ready that lists all the proposed projects, or list all the projects on flip chart paper or on the chalkboard and use stickers or dotmocracy with markers to select the final projects. Give each student 3 votes, no duplicate voting.</p> <p>Count the votes. If multiple classes, let students know when the results of the vote will be announced.</p> <p>b) If you are conducting either an in-class or schoolwide Project Expo to decide the final projects for the ballot, skip to Sessions 11 & 12</p> <p>3. Explain the next steps of your process (5 mins) Describe your community project expo and vote strategy to the students.</p>	<p>Worksheet 5: Project Revisions go.uic.edu/PBinSchools28</p>	<p>Example of Rubric for Written Proposal go.uic.edu/PBinSchools29</p>	<p>Session 10 DL Support:</p> <ul style="list-style-type: none"> • Students can annotate or color code the proposals based on the feedback to see which ones they want to move forward with. • \$ = Cost effective • + = Positive point • — = Area of weakness • \$ = Questions we still have • ! = Spot on • Etc.

Notes/Reflections	Potential Process Extension Ideas

Section Three

Project Expo and Community Vote
5 sessions

(3 essential sessions,
depending on process design,
and 2 supplementary sessions)

Session 15

Session 14

Session 13

Session 12

Session 11

Information for Project Expo and PB Community Vote

Pre-Session Information for Project Expo and PB Community Vote

Teacher prep: The preparation needed will vary depending on the design you have created for the final phase of your participatory budgeting process. Similar to the above sections, there are several different paths you can take depending on the context of your process and your goals. Different potential process design options are listed below along with more detail about each option in the following sessions.

We encourage teachers and schools to involve students in the design of their process, innovate and experiment beyond the suggestions below, and pair PB with additional opportunities to leverage student voice and democracy, such as pairing the school PB vote with a student voter registration drive.

The project expo and community vote strategy you choose will vary somewhat depending on the proposal development path you chose and the scale of your overall PB process.

A project expo is typically a science fair–type exposition where students prepare poster displays of their project proposals. The posters include all of their research along with graphics, maps, and/or pictures of the problem/need/issue and/or the students’ vision of the solution for their project.

The community vote includes having students and/or students, faculty, and staff (or any combination) decide which projects will be implemented. There is an official ballot and a day or days of voting. The winning projects are whichever project or projects receive the most votes until the full pot of PB money is spent.

Within the above frameworks for the project expo and the community vote, there are several potential strategies you can use at your school:

1. Decide your project expo strategy.

a) Project expo in your class/with your SVC:

Students create project posters for each potential project proposal and then prepare presentations to go along with their posters. Students then present their posters to their fellow classmates. If multiple sections are working on the PB project, students can vote to determine which project proposal to select as a representative for their class or they can vote to determine which projects will go on the ballot.

b) Project expo for entire school:

Students create project posters for each potential project proposal and then prepare presentations to go along with their posters. The project expo is set up in the gym, lunchroom, or another class with a designated time for other students and/or students, faculty, and staff to go and view the posters. Students stand by their posters and give their presentations to participants as they walk around and view the posters. The project expo with the entire school can be a strategy that is conducted for the following reasons:

- 1) *To provide feedback to students on their project proposals.* The feedback can then be incorporated into final projects on the ballot. This strategy can be used instead of or in addition to presentations to the principal/jury/decision-makers. Participants in the project expo can be given feedback sheets or can give students feedback verbally as they view their project posters and students can take notes on the feedback they hear.
- 2) *To narrow down the project proposals and decide the final projects for the ballot.* Participants at the project expo can be asked to rank or vote for their favorite proposals. The top 5–15 proposals (depending on size and scale of your PB process) will be the final projects on the ballot.
- 3) *To provide information on the projects on the ballot and conduct outreach for the vote.* The project expo can be paired with the final vote. Posters of the final projects on the ballot are displayed and participants can vote on the final ballot to decide how they would like the school’s PB money spent. If the vote is for a designated time, students can also present while standing next to their project posters. Students whose projects are not on the ballot can make posters and flyers that help conduct general outreach for PB and the vote. The general PB vote posters can be posted throughout the school.

c) Virtual project expo:

A virtual project expo can be created to help provide information on the projects and conduct voter outreach. Students can create a slideshow or video of their project proposals to share on social media or on the school’s internal network. Students can then design a social media get-out-the vote campaign to help get other students interested in voting.

d) No project expo:

Some schools have chosen not to conduct a project expo. This has typically happened when the teacher is not conducting a schoolwide vote, when there are one or two classes participating in PB, and when students present project proposals to principal/jury/decision-maker for feedback.

Continued...

2. Determine how you will conduct your PB vote.

The PB vote is a very exciting time. It is culmination of all of your and students' hard work and students get to make real decisions over real money. Schools can vote electronically using a Google survey or some other form of online voting, they can use paper ballots, or both. How you vote may be partially determine by who votes and the type of setting you want or can create around the voting. Listed below are examples of how a PB vote can be conducted. We encourage teachers and schools to be creative and design fun voting events that inspire a sense of pride in the school and foster civic engagement.

PB Voting:

- a) Voting paired with a project expo in the school gym, cafeteria, library, or another room. The voting location can be made festive, or borrow voting booths from your local election board. Have ballots and a ballot box ready. If you are voting via electronic ballot, laptops can be set up at stations throughout the room. Someone will need to be available to register students to vote with a school roster. The PB class/SVC students can staff the vote and explain voting as well as register students to vote. This type of voting event can be set up and take place all day, with students being given the opportunity to vote during lunch, homeroom, or during specific periods. If PB students are staffing it, they can rotate as available.
- b) PB Voting assembly. PB students give a presentation at an all school assembly and ballots are handed out to all students to vote.
- c) All teachers in the school agree to hand out paper ballots to all students or have students vote via electronic ballot during a specific period. PB students can be available to do brief explanatory presentations in every class before the vote. All students in the school vote at the beginning of a set period, for example, 4th period.
- d) An electronic ballot or the link to the ballot is sent to every student with instructions on how to vote. Voting can also be an assignment or extra credit for a class.

Session 11

Preparing for Project Expo or Outreach

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p>Essential Session (for project expos and schoolwide voting) Session 11: “Preparing for Project Expo or Outreach”</p>	<p>Teacher prep: Review and confirm your project expo and PB vote plan. If students have not already incorporated feedback from principal/jury/ decision-makers or peers into their project proposals, now is a good time for them to do that. Review the feedback provided and develop a list of suggested improvements for each project proposal.</p> <p>If you will have a schoolwide project expo and/or vote, confirm the location of the project expo and remind teachers and principal of the plan for the vote, including day, times, and how you will be voting. If voting will be happening in classrooms, let them know how much time it will take (usually 5–10 mins).</p> <p>If students will be making project expo posters, review the types of project proposals for your class/SVC. Look for images students can use to help depict their problem and solutions, and print them out and/ or bring in magazines. You can also assign as homework that students bring in these types of images for their posters.</p> <p>If your project expo will be virtual with a slideshow or video, make sure you have computers with the appropriate software and internet connection.</p> <p>For either one, you may want to prepare a list of potential ideas of images for your students and questions for them to answer for either voice-over for the video or to write on poster boards. The questions can be similar to the prompts used for presentation cards in Session 8 the Sample Student PB Presentation Outline (go.uic.edu/PBinSchools30) provided above may also be adapted. Students can provide similar information on their projects but condense it to a slide or two per project proposal.</p> <p>If you are not holding project expos and/or only some of your students are making project posters for the expo, students can produce outreach materials for the PB vote, including posters and flyers. Print out pictures of people voting, images of democracy, and/or the issues and themes of your PB process.</p> <p>This session can also be used to develop the presentation for the PB Vote Assembly. The Sample Student PB Presentation Outline provided above may also be adapted. Students can provide similar information on their projects but condense it to a slide or two per project proposal. Teachers will also want to assign a student or two to introduce what PB is and how they will vote. Students can develop a slide or two on each of those topics as well. We also encourage teachers and students to be creative and use music or theatre bits to enliven and help describe PB, democracy in action, or their projects rather than powerpoint presentations.</p> <p>Materials: Presentation boards (usually 36” by 48”), one for each proposal plus additional boards (10–20) for general outreach, markers, glue, glitter, construction paper, scissors, tape, blank white paper, colored paper for the outreach flyers, list of feedback improvements for each project proposal, printed images, and magazines</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Explain your plan for the project expos and the vote (5 mins)</p> <p>Explain to students the project expo and PB voting path your school will be engaged in and the timeline.</p> <p style="text-align: center;"><i>Continued...</i></p>	<p>HPA PB Project Presentation Checklist (go.uic.edu/PBinSchools32)</p>		<p>Session 11 DL Materials:</p> <ul style="list-style-type: none"> DL Presentation Checklist (go.uic.edu/PBinSchools33) <p>Session 11 DL Support:</p> <ul style="list-style-type: none"> Show exemplars from past presentations

<p>Essential Session (for project expos and schoolwide voting) Session 11: “Preparing for Project Expo or Outreach”</p>	<p>If all of your students will make project posters, explain that over that next few sessions they will create these, and that each proposal will get one board. The goal of the board is to show the need for the project and students’ vision for the solution as clearly as possible. They will use images and some limited text and will want to include how much the project costs. They will want to show a “before” and the “after” for how it will look if the project wins and is implemented.</p> <p>If the students will also be standing next to their boards for presentations, let them know that they should be able to explain the proposals on their own and answer questions.</p> <p>If they won’t be there, then someone who looks at their board should be able to understand their full proposal. Maybe they want to give their proposal a catchy title or use interesting graphics to catch people’s attention. Ask: <i>How will you use this board to persuade someone to vote for your project and convince them that this project is important?</i></p> <p>If they have not already done so, students should incorporate the feedback they received from principal/jury/decision-makers or peers into their project proposals to improve them. Half of the committee can work on the proposal revisions while the other half works on the boards.</p> <p>If only some students will have project proposal boards for the project expo, the other committees can develop a get-out-the-vote (GOTV) campaign and work on general outreach posters and flyers.</p> <p>For students working on the GOTV campaign, explain: <i>We are going to get prepared for our vote. Our goal is to get as many students in the school excited about the upcoming vote. We want them to know what PB is, the date of the vote, that they can vote, and the types of projects that will be on the ballot. What kind of posters or messages do you think will get people’s attention? What should we call this? What images do you think we should use? Break up into your committees and brainstorm about the type of posters and flyers we should create. Use the paper I’ve provided to sketch out some mock-ups.</i></p> <p>Students may also want to create a social media campaign as well.</p> <p>For students working on the PB Voting Assembly, explain: <i>We are going to get prepared for the PB Voting Assembly presentation. Our goal is to explain what PB is and share all of our projects with the whole school. We want people excited about being able to vote and about all of the projects. I will be assigning some students to work on the kind of messages we need to get people excited overall and others to share the projects. We will be thinking about what kinds of images we need to use to get people’s attention and best communicate our ideas. We will also need to come up with a plan for how to hand out the ballots and collect them at the end. Break up into the groups/roles I’ve assigned you and start brainstorm about the type of messages and images you think we need for your part of the presentation. Use the mock-up paper to sketch or write down some ideas.</i></p> <p>2. Committees work on proposal revisions, mock-ups for proposal boards and outreach posters, start on boards and posters Or PB Vote Assembly Presentation (40 mins)</p>			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> Students can help determine the roles and responsibilities that are needed to help make the project expos and voting go smoothly. They can then self-assign to roles. 			
<p>Notes/Reflections</p>				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session (for project expos and schoolwide voting) Session 12: “Creating Project Posters and/or Outreach Materials”	<p>Teacher prep: Review your plan for the project expos and PB vote. If you are conducting a schoolwide community vote, reconfirm the voting location and/or remind principal and teachers that voting will be happening, including when, where, and how it will take place. Explain the support you will need from each of them to help make the vote a success (e.g., time in their classroom, reminders to students to go vote, announcements over the PA system).</p> <p>Prepare roles and assignments for your students for the project expo and the vote, including who will be helping with registration, explaining the ballot, helping set up or break down, etc.</p> <p>Create a document that has everyone’s assigned roles and responsibilities included on it for class (more about roles and responsibilities in Session 13).</p> <p>Gather any extra materials that students requested. Prepare feedback lists for each project poster on students mock-up designs, including what is missing. Have a plan for how student-developed outreach materials will be posted throughout the school and where. Students responsible for creating the materials can also think about the best locations to put flyers and posters.</p> <p>If it is the PB Voting Assembly, reconfirm with the principal the date and time and ask if she/he will welcome everyone. Review the students mock-ups and presentation plan and prepare feedback. Think about the overall flow and how each piece will work together.</p> <p>Materials: Presentation boards (usually 36” by 48”), one for each proposal plus additional boards (10–20) for general outreach, markers, glue, glitter, construction paper, scissors, tape, blank white paper, color paper for the outreach flyers, list of feedback improvements for each project proposal, printed images, and magazines, sticky notes, and printed copies of student assignments sheet for roles and responsibilities.</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Introduce the design review (10 mins) For project expo posters and outreach materials, explain: <i>Last session we worked on design mock-ups for our project posters/ outreach materials for getting out the vote. Let’s take a few minutes to walk around and look at each other’s ideas. Write down one thing you think is working and one thing that isn’t clear yet on sticky notes. Put the sticky notes on that committees’ desk. Your committee will then use these sticky notes to revise and improve their poster boards/outreach materials.</i></p> <p>For PB Voting Assembly Presentation, explain (15 minutes): <i>Last session we brainstormed and worked on design mock-ups for our PB Voting Assembly. Let’s take a few minutes for each group to share their idea/mock-up with the group. After each group shares, provide feedback on sticky notes that include one thing that isn’t clear yet and one thing you think is working.</i></p> <p>If you have more time, give the entire class time to produce the project poster boards/outreach materials and move on to Session 13 to review the expo and voting plan.</p> <p style="text-align: center;"><i>Continued...</i></p>	<p>HPA PB Project Presentation Checklist go.uic.edu/PBinSchools32</p> <p>HPA PB Writing Rubric go.uic.edu/PBinSchools35</p>	<p>HPA PB Presentation Rubric go.uic.edu/PBinSchools34</p> <p>HPA PB Writing Rubric go.uic.edu/PBinSchools35</p>	<p>Session 12 DL Materials:</p> <ul style="list-style-type: none"> DL Presentation Checklist go.uic.edu/PBinSchools33 PB Presentation Rubric DL Example go.uic.edu/PBinSchools36 <p>Session 12 DL Tips:</p> <ul style="list-style-type: none"> Highlight key words in rubric. Modify rubric based on roles students took. <p>DL Support Tips:</p> <ul style="list-style-type: none"> Have students help out in the voting process in ways that highlight their strengths/ comfort levels. For example: Passing out ballots/materials, highlighting names, greeting voters, etc.

<p>Essential Session (for project expos and schoolwide voting) Session 12: “Creating Project Posters and/or Outreach Materials”</p>	<p>2. Committees work on boards or presentation (30 mins) Have the students use the feedback they received along with the feedback list from the teacher to help revise their boards/outreach materials or presentation.</p> <p>3. Wrap up (10 mins) <i>In the last few minutes of class we are going to review the plan for the project expos and the PB vote.</i></p> <p>Explain your plan to the students again and hand out the assigned roles and responsibilities.</p> <p>If you have more time, give the entire class time to produce the project poster boards/outreach materials and move on to Session 13 to review the expo and voting plan.</p>			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Students can help determine the roles and responsibilities that are needed to help make the project expos and voting go smoothly. They can then self-assign to roles. • To make sure that all students have seen every proposal, have presenters give out a sticker (one kind of sticker per proposal) once they’ve explained it to the student. Only students with all proposal stickers get a ballot. Students could also design a “passport” where the stickers can be collected. • Students can design ballot boxes. • Students can design T-shirts for PB so that it is clear who is a student in your class versus who is a student voter. • Students design flyers with expo and vote information. 			
<p>Notes/Reflections</p>				

Session 13

Project Expo and Voting Practice Session

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p style="text-align: center;">Supplementary Session Session 13: “Project Expo and Voting Practice Session”</p>	<p>Teacher prep: Review your plan for the project expos and PB vote. If you are conducting a schoolwide community vote, reconfirm the voting location and/or remind principal and teachers that voting will be happening, including when, where, and how it will take place. Explain the support you will need from each of them to help make the vote a success (e.g., time in their classroom, reminders to students to go vote, announcements over the PA system).</p> <p>Prepare roles and assignments for your students for the project expo and the vote, including who will be helping with registration, explaining the ballot, helping set up or break down, etc.</p> <p>Create a document that has everyone’s assigned roles and responsibilities included on it for class.</p> <p>Roles and responsibilities will vary depending on the project expo and voting strategy you have selected. For example, in a schoolwide vote for which students created outreach materials, one responsibility can be making sure that posters and flyers are posted in strategic locations throughout the school.</p> <p>If you will have a voting assembly, you will need to determine who is presenting, who is helping by handing out and collecting ballots, who is playing music or some other talent, etc.</p> <p>If students are doing presentations in multiple classes before they all vote, which students will go to which class, how long is the presentation, will they also help by collecting the ballot, etc.</p> <p>If you are doing a project expo and a vote, which students are presenting project proposals and standing by their boards and which will be helping by registering people to vote, answering general questions, etc.</p> <p>Materials: Completed project expo boards and outreach materials, (boards/videos/posters), presentation notes, printed copies of student assignments sheet for roles and responsibilities.</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Explain your plan for the expo and vote and assign roles (15 mins) Explain the plan for the project expo and voting. You can either walk through the plan and ask for volunteers for each roles/responsibility or have them preassigned.</p> <p>Have students ask questions about what to expect, how voting will work, and so on. Make sure everyone is clear on the plan, including when and how you will announce the results of the PB vote.</p> <p>2. Practice presentations/practice run through (25 mins) <i>Our goal for the expo and the vote is to have as many people participate as possible and to be excited to have a voice in what goes on at our school.</i></p> <p style="text-align: right;"><i>Continued...</i></p>		<p>HPA PB Presentation Rubric go.uic.edu/PBinSchools34</p> <p>HPA PB Writing Rubric go.uic.edu/PBinSchools35</p>	<p>Session 15 DL Materials:</p> <ul style="list-style-type: none"> • PB Presentation Rubric DL Example go.uic.edu/PBinSchools36 <p>Session 15 DL Tips:</p> <ul style="list-style-type: none"> • Highlight key words in rubric. • Modify rubric based on roles students took. <p>DL Support Tips:</p> <ul style="list-style-type: none"> • Have students help out in the voting process in ways that highlight their strengths/comfort levels. For example: Passing out ballots/materials, highlighting names, greeting voters, etc.

<p>Supplementary Session Session 13: “Project Expo and Voting Practice Session”</p>	<p><i>In your committees you will practice your PB pitch. We want to explain to people what PB is and why they should vote, and we need to be prepared to answer any questions about the projects. Note: For the PB Voting Assembly students who are presenting can practice in front of the whole class and receive feedback.</i></p> <p><i>Any suggestions on what you think would make a short pitch? How long do you think it would be? What would make you want to vote?</i></p> <p><i>If you will be standing by your project proposals, you also need to make a pitch for your project and give a short presentation to passersby. What are the main points you think you should share? Why is this project important to you?</i></p> <p><i>Practice your presentations once, and then see if there is anything you would like to change or add. Then go through it again.</i></p> <p>Students can also prepare other voting materials (e.g., ballot boxes), design T-shirts, etc. (see Potential Extensions below).</p>			
<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • To make sure that all students have seen every proposal, have presenters give out a sticker (one kind of sticker per proposal) once they’ve explained it to the student. Only students with all proposal stickers get a ballot. Students could also design a “passport” where the stickers can be collected. • Students can design ballot boxes • Students can design T-shirts for PB so that it is clear who is a student in your class versus who is a student voter. • Students design flyers with expo and vote information 			
<p>Notes/Reflections</p>				

Session 14

Project Expo and Community Vote

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
<p style="text-align: center;">Essential Session Session 14: "Project Expo and Community Vote"</p>	<p>Teacher prep: Review your plan for the project expo and/or community vote. Create your ballot with your final projects (5–15 projects depending on size and scale of your PB process). Make sure voting rules are clear. Create your voter registration materials, which can be a school roster if the whole school is voting, a list of students for the grade or in the classes participating. You can set-up a spreadsheet to check people and/or create a sign-in sheet or "voter oath." Registration allows you to keep track of who voted while also keeping the ballots confidential. The "voter oath" is optional but has been successful in other PB processes. It is a simple document that lists the eligibility to vote in the School's PB and then the individual signing swears they meet the criteria to vote. A link to an example is included in the resources.</p> <p>Print ballots if you will use paper ballots. Make sure to print some extras. Remind your students, partnering teachers, and principal the day of the project expo and/or vote what the plan is. Implement your GOTV plan to help generate excitement for the vote that day. Make sure you have a plan to collect all ballots and a safe place to store them.</p> <p>If you are doing the project expo, you may also have to do some setup in the room to get the posters up in a science fair style.</p> <p>Materials: Presentation materials (boards/videos/posters), ballots, voter oath, pens</p> <p>IN-CLASS PLAN Your in-class plan will depend on your project expo and vote strategy and plan. Refer to and review your plan.</p>	<p>45th Ward Ballot Sample (go.uic.edu/PBinSchools37)</p> <p>HPA PB Ballot (go.uic.edu/PBinSchools38)</p> <p>Sample PB School Voter Oath (go.uic.edu/PBinSchools39)</p> <p>Virtual PB in School Sample Ballot (go.uic.edu/PBinSchools47)</p>		<p>DL Support Tips:</p> <ul style="list-style-type: none"> Have students help out in the voting process in ways that highlight their strengths/comfort levels. For example: Passing out ballots/materials, highlighting names, greeting voters, etc.

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Create materials to announce the winning projects, such as newspaper articles, flyers, newsletter announcements. • Practice announcements with students if they'll be announcing winners at an assembly. 			
<p>Notes/Reflections</p>				

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Supplementary Session Session 15: "Ballot Count"	<p>Teacher prep: Collect all the ballots from the PB vote. Count the total number of ballots received. Your students will be divided into groups of 3, so determine how many groups you will have. For example, if you have 21 students in your class, you will have 7 groups of 3 students. Divide the ballots into the total number of groups for your class. For example, if you have 350 ballots and 7 groups, each group will get 50 ballots to count.</p> <p>Write the names of all the projects on your chalkboard/whiteboard or create a piece of flipchart paper for each project with the name of the project at the top.</p> <p>Create tally sheets for each group of three that lists each proposal and leaves space for students to tally votes. If you have time, count the votes twice.</p> <p>Materials: Ballots, tally sheets</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Share total vote numbers and assign roles (15 mins) <i>We had our vote last session. Overall, we had xxx voters participate. We are going to split into groups of three and count all the ballots and determine which projects won the vote.</i></p> <p><i>In each group, one person will read the ballot results, the second person will check that what was read is accurate, and the third person will tally the vote by marking one line under each project for every vote it receives. Make sure you check to see if there are any ballots that had more than the total number of votes allowed.</i></p> <p><i>When you are done, add up all the votes each project received and then mark that under the project name on the board.</i></p> <p>2. Count ballots (25 mins)</p> <p>3. Transfer small group tallies to the whiteboard (5 mins)</p> <p>4. Announce the winner(s) and discuss next steps (5 mins) Please don't share the results of our vote until after the principal/we have made a public announcement!</p>			

<p>Potential Process Extension Ideas</p>	<ul style="list-style-type: none">• Create materials to announce the winning projects, such as newspaper articles, flyers, newsletter announcements.• Practice announcements with students if they'll be announcing winners at an assembly.			
<p>Notes/Changes for Future Development:</p>				

Section Four

Reflection and Implementation
1 session

(1 essential session)

	Learning Activities	Session Resources	Formative Assessments	Instructional Supports
Essential Session Session 16: "Reflection and Celebrate"	<p>Teacher prep: Reflect on the PB process. What did you see in your students? Did they learn new skills? Take a greater interest in the school? Were some students more engaged than in the past? What types of needs, ideas, and projects were they most passionate about? Write down some of your own reflections to share with the students and/or to use as prompts during the next session with them.</p> <p>Celebrate the hard work of your students. If possible, buy a healthy treat or otherwise celebrate completing this process and improving your school community. Invite the principal to celebrate with you.</p> <p>There are reflection worksheet samples in the Session Resources that you can review to have your students complete and/or to guide a reflection conversation in your class/student voice committee. Feel free to print one out and use it, adapt it to your class or create a new one.</p> <p>Write the following questions on your chalkboard/whiteboard: What was one memorable thing about the PB process? What is one thing you are proud of? What should we do differently next year?</p> <p>Materials: Printed copies of reflection prompts/worksheet, pens, optional treat</p> <p>IN-CLASS PLAN <i>The following includes proposed prompts. Feel free to adapt to your classroom and circumstances.</i></p> <p>1. Share a treat! and discuss implementation (10 mins)</p> <p>2. Discuss implementation (5 mins) If the principal is there, have them share some reflections on the process and talk about implementation of the projects.</p> <p>If the principal is not there, share the plan for implementation and approximately how long it will take to implement the projects. If your class/SVC/student council includes students who are freshmen, sophomores, or juniors, ask for volunteers to serve as advisors during implementation and stay involved. They will help plan and make decisions about how the projects are implemented.</p> <p>3. Reflection (30 mins) <i>We just completed a full participatory budgeting process, congratulations! I'd like for us to spend some time thinking a little bit about everything that happened, what we are proud of and would do again, and what things we might do differently.</i></p> <p><i>In your committees, answer three questions in groups and then select one person in your group to report that back to the class. The questions are:</i></p> <ul style="list-style-type: none"> • What was one memorable thing about the PB process? • What is one thing you are proud of? • What should we do differently next year? <p>After 20 minutes have the students share back to the class. Write their answers down on the whiteboard/chalkboard. Reflect back on any themes you hear and share some of your experience.</p> <p style="text-align: center;"><i>Continued...</i></p>	<p>Legacy PB Reflection (go.uic.edu/PBinSchools43)</p> <p>Worksheet 6: Reflection Prompts (go.uic.edu/)</p>	<p>Legacy PB Project Rubric (go.uic.edu/PBinSchools45)</p>	<p>DL Support Tips:</p> <ul style="list-style-type: none"> • Give students the opportunity to reflect in writing or verbally. • Reflection could also be done as a silent conversation.

<p style="text-align: center;">Essential Session Session 16: “Reflection & Celebrate”</p>	<p>4. Wrap up (5 mins) <i>The PB process we just went through is not just happening in our school. It happens in cities and other schools all around the world. In fact, it is considered part of a movement for democracy all over the world. In some places kids as young as 10 get to make decisions about their schools or their cities. In Paris, citizens voted to spend \$100 million Euro. That’s a lot of money! In Chicago, aldermen in specific wards let their residents as young as 14 decide how to spend \$1 million dollars.</i></p> <p><i>Do you think you would want to participate in something like that in your city? How does it feel to know that you are part of a global movement around democracy?</i></p> <p><i>Now take the remaining time to put some of your thoughts on what you just did in writing on your worksheets. Or you can assign the reflection worksheet for homework.</i></p>			
<p style="text-align: center;">Potential Process Extension Ideas</p>	<ul style="list-style-type: none"> • Create materials to announce the winning projects, such as newspaper articles, flyers, newsletter announcements. • Practice announcements with students if they’ll be announcing winners at an assembly. • Create an advisory committee of students to work on implementation of the projects with the principal moving forward. 			
<p style="text-align: center;">Notes/Reflections</p>				

Case Studies

School: Sullivan High School, Rogers Park

Student Body: 575 students

Principal: Chad Adams

PB Cycle: Spring Semester 2015

PB Pot: \$25,000, designated by principal and local school council

PB Pot Restrictions: None, but projects were vetted by principal and Local School Council

PB Active Participant Profile: 18 students in Grades 10–12 who also participated in the on-site Embarc enrichment program

Winning Project: Student recreation room

At Sullivan, PB Chicago teamed up with two enrichment programs focused on youth development and leadership, Embarc and Mikva Challenge, to introduce a participatory budgeting initiative called the Ideal School Project. An 8-week curriculum to guide students through all steps of the PB cycle was implemented, culminating in a full-school vote at the end of the academic year.

Beginning in April, students met during school every day over 8 weeks to learn about participatory budgeting and how they would execute PB at Sullivan. In the first week, students learned from Mikva Challenge participants at Sullivan who had experience with civic engagement and had served on the PB Youth Committee for the 49th Ward alderman. Mikva students also advised their fellow students on different strategies for effectively implementing PB at their school.

To prepare for the PB cycle and begin to think about projects they wanted to implement, students toured the school in its entirety, noting trouble areas and spaces in need of upgrade. They also created and distributed a poll to the school community (students, teachers, non-teaching staff, partners, and administration) that asked respondents to rank on a 10-point scale their satisfaction with the school environment, classrooms, extracurricular activities, bathrooms, programs, and lunch, and to provide ideas for improvements they would like to see in each category. Students used the information from their tour and from the poll to develop project proposals. They shared their initial proposals with school administration, and also with the Mikva students who had advised them, and asked for feedback and suggestions. Students then worked in teams over 8 sessions to research and develop fully formed project ideas, which they again asked their Mikva student advisers to review.

Once students finalized projects, they developed and executed a get-out-the-vote campaign with the student body. Three projects made it to the final ballot: (1) repairs and new fixtures for student restrooms (\$20,000), (2) new classroom technology, including smartboards, tablets, and desktop computers (\$25,000), and (3) a new recreation room with entertainment such as foosball, air hockey, and video and arcade games (\$13,000).

Voting took place over two days in the first week of June with all students invited to participate. Voting was conducted using a paper ballot and each voter was allowed to vote for one of the three projects. Ballots were disseminated during all of the lunch periods. A total of 378 students voted, representing over 70% of the student body. The recreation room received the most votes, 172 (46%). Before the school year ended, students met with school administration to discuss implementation of the winning project and guidelines for how students would oversee use of the recreation room.

School: Sullivan High School, Rogers Park

Student Body: 664 students

Principal: Chad Adams

PB Cycle: Spring Semester 2019

PB Pot: \$10,000—\$1,000 from Robert R. McCormick Foundation grant funds to PB Chicago and \$9,000 from Principal Adams's discretionary funds

Pot Restrictions: None

PB Active Participant Profile: ~140 10th Graders in English, Math, and History

Winning Projects: (1) Vending machines, (2) repairs to floors and addition of stall doors and air freshener in 1 girls' and 1 boys' bathroom, and (3) redesigned lunchroom with new tables

In the spring of 2019 PB Chicago met with four 10th grade teachers across English, Math, and History who were planning a 6-week interdisciplinary PB process. Teachers worked together to create tools for the upcoming PB process, including project proposal worksheets, student surveys, task checklists, and rubrics.

Idea collection took place in two stages over the course of a week. First, 10th grade students discussed ideas in class and then completed an idea collection survey in Google Forms in their English classes. Next the students surveyed approximately 650 students that make up the rest of the student body to collect their ideas. The 10th graders worked in their history classes to categorize and narrow down the ideas by ranking them based on how often an idea appeared on the survey.

For the proposal development phase, students self-selected the project idea they were most interested in working on and divided into 30 project proposal groups that ranged from 2–5 students each. Over the next 2–3 weeks students worked in their same groups in English class to develop a written proposal that included a description of their project idea, the problem(s) it addresses, and research that shows the solution(s) needed to address that problem—they also developed persuasive posters. In math class, they researched and calculated the project budget; and in history class, they developed a persuasive Google Slides presentation.

To determine the 6 final projects for the ballot, students presented their projects during history classes, and each classroom evaluated and ranked the presentations they heard on a scale from 1 to 6. The groups representing the six finalist proposals then presented their projects to the whole school during science classes as part of the get-out-the vote campaign. Students also posted the persuasive posters they created in English around the school along with other general PB vote campaign posters. Students also informally told other classmates about PB and to vote.

The PB vote happened on June 12 was open to the full student body as well as school staff and administrators. Laptops were set up in a designated space so that during their history class, all students could visit the voting room and vote by Google Form. A total of 334 students voted, or 50% of the student body. Winning projects were announced by intercom and teachers received an email update that included a pie chart of the vote results from Google Forms.

During implementation, teachers learned that different school funds were available to pay for the vending machines, so PB funds were not needed. Funds for the vending machines will be used to supplement additional repairs to the bathrooms.

School: Hyde Park Academy, Woodlawn

Student Body: 719 students

Principal: Antonio Ross

PB Cycle: Spring Semester 2018 (April 23 start)

PB Pot: \$2,500—\$1,500 from Robert R. McCormick Foundation grant funds to PB Chicago and \$1,000 from Principal Ross's discretionary funds

PB Pot Restrictions: None

PB Active Participant Profile: 115 juniors in 6 civics classrooms (2 teachers)

Winning Project: (1) Senior students' lounge to provide a safe, relaxing space; (2) beautify the cafeteria by adding the school logo and possibly student art, and (3) a school store that offered healthy snacks, school supplies, and school spirit T-shirts

To plan for the 4-week PB process, teachers created multiple rubrics, including a project idea criteria rubric, project trackers, checklists, and evaluation forms for all phases and targeting specific skills. During the 2-week idea collection phase, each student was assigned to collect ideas from 3 other people at the school. They then shared those ideas back to their classroom. Teacher formed about 30 committees of 3–4 students each in which students worked together to categorize ideas into themed “buckets.” Once the ideas were categorized, students used the project idea criteria rubric to evaluate the ideas and determine whether the idea was feasible, if it addressed a school need, and determine what population at the school would benefit the most.

During proposal development, students communicated with building managers, the principal, and school administrators about the costs to implement each proposal. As part of their research, students also created surveys that were disseminated to juniors outside of their classroom to gather additional feedback and information to refine their project proposals. The information gathered from the surveys was then analyzed using data tables, charts, and graphs and then incorporated into their project proposal descriptions. Students then presented their proposals to their class. Eight final project proposals were then selected for the ballot by both the teachers and the students based on their evaluation using a presentation rubric.

As part of a get-out-the-vote campaign, and to and make sure that all juniors were aware of the upcoming vote and had information on the projects, students gave presentations in 11th grade homerooms leading up to the vote. The vote happened on June 1, using paper ballots and at a voting booth set up outside of the cafeteria. Each voter was allowed to select up to three projects from the list of eight. All juniors were invited to vote, and a total of 80 students participated.

School: Hyde Park Academy, Woodlawn

Student Body: 815 students

Principal: Antonio Ross

PB Cycle: Spring Semester 2019 (April 11 start)

PB Pot: \$2,000—\$1,000 from Robert R. McCormick Foundation grant funds to PB Chicago and \$1,000 from Principal Ross’s discretionary funds

PB Pot Restrictions: None

PB Active Participant Profile: 100 mostly juniors (a few seniors) in 4 civics classrooms

Winning Projects: (1) a school store that accepts Thunderbucks (currency earned via good grades, behavior, and so on) and (2) outdoor seating area off the cafeteria—with repairs under way at the cafeteria, if the second project is not feasible, the alternate winner is to convert an empty classroom into a student lounge/art gallery

In the spring of 2019, PB Chicago, together with civics teacher Greg Smith, launched a second 6-week PB cycle at Hyde Park Academy.

During the idea collection phase, students engaged in brainstorming activities in the classroom to identify school needs. Students also collected ideas from peers and the school community during lunch and homeroom advisory periods through listening sessions or by walking around with a clipboard to gather ideas. During this phase about 150 students participated, including via brainstorming in civics classes, collecting ideas from peers, and collecting approximately 50 unduplicated ideas.

In each civics classroom, students created broad categories from the ideas collected and then spent 1–2 days evaluating them in class using a project idea criteria rubric. Students used the rubric to determine whether the idea met the school needs, was feasible (would not cost more than the budget or have ongoing costs), and which population would benefit the most from the project. For example, students asked, “Does it meet our criteria? Does it serve a large number of students? Is it addressing a school need?” If the idea met the rubric’s criteria, the project could move forward into research and development of a full proposal. Final categories were (1) improving school culture, (2) school beautification/improvement, (3) classroom materials/instructions, (4) environment/sustainability, and (5) student recreation.

Students then worked either in pairs or on their own to conduct research on the ideas and develop project proposals for the ballot. Students presented their project proposals to their class and each class deliberated over all ideas to narrow them down and decide on which final projects would appear on the ballot. Deliberation included the use of surveys to evaluate student presentations, voting, and discussion on which projects met a greater school need and should be advanced. The final ballot featured 8 project proposals including an adapted version of the school store project that won in the previous vote but could not be fully implemented due to concerns and restrictions around students handling cash. Students created a “Thunderbucks” school currency by which students earn Thunderbucks through attendance, good grades, and behavior. In this way, students are able to run the school store without directly handling cash.

For the PB vote, students set up a table outside the lunchroom with voting stations to allow for privacy. Over two days in May, during lunch, all 11th graders were invited to vote by paper ballot for up to two projects. To avoid double counting votes, students used a roster to track who had already voted. A total of 100 students voted. In the case that one of the winning projects ends up not being feasible, the alternate project, which received the third highest number of votes, will be implemented.

School: Al Raby High School, East Garfield Park

Student Body: 349 students

Principal: Michelle Harrell

PB Cycle: December 2017–February 2018

PB Pot: \$1,754—\$1,500 from Robert R. McCormick Foundation grant funds to PB Chicago and \$254 from the principal's discretionary funds

Pot Restrictions: None

PB Active Participant Profile: 56 seniors in 2 civics classrooms

Winning Project: The Steam Room, a safe space for students to get resources and support around cyberbullying, anger management, low self-esteem, and dating violence

PB Chicago, together with civics teacher Ericka Hamilton, launched a 6-week PB cycle; throughout the cycle PB Chicago provided training and technical assistance. Students named the PB process the Senior Legacy Project, to indicate the memorable impact they would leave on the school after graduating. Students worked together for about 6 weeks, beginning in the month of December 2017 with a vote held in February 2018.

In December 2017 PB Chicago presented the idea of PB to students and explained the process in depth. Students then worked in a group to develop a plan for how they would collect ideas for projects and from whom. Students decided to give everyone in the school an opportunity to contribute an idea. They developed a Google Survey to collect responses that was emailed to all teachers in the humanities department; those teachers then distributed the information to students.

Students narrowed down the ideas by first eliminating duplicates. Then they created a rubric with criteria to assist them in narrowing down and evaluating the ideas further. Students then worked in groups of 4, with 1 student working alone to turn the ideas in to project proposals. Students conducted research, developed initial pricing for their projects and then prepared presentations on their project proposals.

The project proposals were presented to a “leadership committee” of the vice principal, other teachers, facilities staff, and a behavioral health professional. They provided feedback to the students on their presentations including the feasibility of the projects, project pricing, and offered suggestions on ways to combine projects so more project ideas could make it on the ballot. Students developed a total of 6 project proposals for the final ballot.

The PB vote took place in February over one day using a survey in Google Classroom and was open to the entire student body. A total of 270 students voted, representing about 77% of the student body.

School: Kelly High School, Brighton Park

Student Body: 1,788 students

Principal: Raul Magdaleno

PB Cycle: Spring semester 2019 (April–May)

PB Pot: \$1,500 from Robert R. McCormick Foundation grant funds and after the vote another \$8,500 from the principal's discretionary funds was used to fund additional PB projects

Pot Restrictions: None

PB Active Participant Profile: 130 freshman (mostly) in 5 civics classrooms (1 teacher)

Winning Project: Hangout space that would be an alternative area to the overcrowded and loud cafeteria

In the spring of 2019, PB Chicago, together with Principal Magdaleno and civics teacher Liseth Salgado, piloted a 6-week PB cycle at the school. Salgado created worksheets, checklists, and rubrics including project criteria (does the project meet a school need, and determining who the project benefits and the size of the group that will benefit) to guide students through each phase of PB.

During idea collection, all students in the five civics classes filled out a survey asking about the improvements they would like to see at the school. Students also used teacher-created worksheets to collect ideas from students outside of class and family at home, collecting a combined total of over 150 ideas. The duplicate ideas were removed and the list was narrowed down based on which ideas were of most need and could be implemented within the budget.

Students worked in groups of various sizes or on their own depending on their learning needs and students with similar ideas were grouped together. Project proposal development included conducting research on how and why the projects would benefit students including providing evidence and developing a “shopping list” of costs related to project implementation.

Students created persuasive presentations and project posters and presented their project proposal to their class. Each classroom (5) evaluated and ranked the proposals they developed using a checklist and then voted to select a finalist proposal for their class for the ballot and for presentation to the principal for feedback as well. An additional project proposal was selected as a finalist for its addressing the needs of the school's LGBTQ community. All finalist proposals were then presented to the principal for feedback on whether the project was realistic, whether costs needed to be adjusted, and to determine benefit to the student body or particular minority/marginalized group within the student body.

Students incorporated the principal's feedback into their final proposals for the ballot. In preparation for the vote, students presented the final project proposals to their class and also visited other freshman civic classrooms to give presentations on them. Voting occurred by paper ballot in the civics classrooms over one day in the last week of May. Voters could select one of the six project proposals. A total of 100 students voted.

After announcing the winning project, Principal Magdaleno decided to fund the rest of the PB projects on the ballot with discretionary money from his school budget and agreed to expand the PB vote to whole school in the following year. PB projects that were funded in addition to the winning project included urinal dividers to provide privacy in the boys' bathroom; overall bathroom and locker room improvements for cleanliness and upgrades; gender-neutral bathrooms to provide a safe space for those who need it; and new water fountains on the third floor.

About Great Cities Institute

Serving UIC's Great Cities Commitment: Solutions for Today's Urban Challenges

The Power of Research:

GCI offers bold solutions for urban problems to improve the quality of life in our cities and regions

UIC's Great Cities Institute is a research hub for scholars, policymakers, and stakeholders who share an interest in finding answers to the question, "What can cities and regions do to make themselves into great places?"

The Great Cities Institute (GCI) represents UIC's commitment to "engaged research" while contributing to its stature as a Research One University thereby highlighting the value of quality research for addressing today's urban challenges.

By harnessing the power of engaged research, Great Cities Institute:

- Advances conversations on key issues
- Promotes community economic development strategies
- Produces, with neighborhoods, commercial revitalization and quality of life plans
- Provides data and technical assistance
- Facilitates collaboration and public engagement
- Assists with mentorship, training and capacity building
- Conducts policy and impact analysis
- Convenes local, national and international scholars

Our Goal

Improve the quality of life of residents living and working in Chicago, its metropolitan region, and cities throughout the world.

Our Strategic Focus

GCI's work focuses on *employment and economic development, local and regional governance, dynamics of global mobility, energy and the environment and community wellbeing*. GCI's develops strategic partnerships that leverage the intellectual capital of the university with the local knowledge of neighborhood residents, government and non-profit, foundation, business and civic organizations. GCI is home to the UIC Neighborhoods Initiative, a university-community partnership with neighborhoods both adjacent to the UIC campus and in the Chicagoland area.

Our Vision

Formulate solutions to tackle the multi-dimensional challenges of the changing socio-political economy of cities and their metropolitan regions.

Our Mission

The Mission of the UIC Great Cities Institute is to link its academic resources with a range of partners to address urban issues by providing research, policy analysis and program development. Tied to the University of Illinois at Chicago *Great Cities Commitment*, GCI seeks to improve quality of life in Chicago, its metropolitan region and cities throughout the world.



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