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# School Participatory Budgeting in Roosevelt Elementary School District 2022-2023

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*In partnership with Center for the Future of Arizona, Roosevelt Elementary School District,  
and Arizona State University's Participatory Governance Initiative.*

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# Executive Summary

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## INTRODUCTION

This evaluation report provides an overview of the Roosevelt Elementary School District's (RSD) School Participatory Budgeting (SPB) pilot process during the 2022-23 school year. SPB is a school-wide democratic process that promotes civic education, nurtures critical thinking and leadership capacities, and embeds student voice in school-based budgetary decisions. During the SPB process, students on steering committees collect ideas from their peers for school improvement projects, research the collected ideas and organize feasible ideas into project proposals, campaign for the different project proposals, and arrange and host a school-wide voting event to decide which project proposals should be funded.

In 2022-23, the RSD SPB pilot process was implemented in nine schools. The educator training and implementation of the 2022-23 SPB pilot process in RSD were supported by the Civic Health Team at the Center for the Future of Arizona (CFA). The evaluation of the pilot process was conducted in partnership with the Director and Senior Research Analyst at Arizona State University's Participatory Governance Initiative (PGI). This report describes the training and implementation activities for the SPB process and the evaluation findings from a student survey, student focus groups, an educator survey, and an educator focus group. The evaluation sought to understand the points of pride, challenges, and recommendations of students and educators engaged in the SPB process. It also examined the impact of the process on students' civic knowledge, attitudes, skills, and practices (KASP), as well as on school climate and student well-being.

## EVALUATION BRIEF

The RSD students, educators, and school leaders who participated in SPB shared high satisfaction rates with the process, citing the support from CFA and PGI as integral to process implementation and completion. As points of pride, students noted heightened knowledge of budgeting and voting systems, the ability to use teamwork to help their school community, and the development of leadership skills. Likewise, educators and school leaders were proud of students using their voice and creativity to advocate for others and solve challenges throughout the SPB process. Some responses to the challenges of the process were similar among students, educators, and school leaders: one, all agreed the compressed timeline impacted the ease and level of participation and two, communication channels from the students to educators and school leaders to district personnel needed to be better established so that details and expectations of specific aspects of the process (i.e., project proposals, purchasing rules, policies, vote day logistics, etc.) would be understood ahead of time. Students also asked for a larger budget amount, while educators cited the need to connect the process more explicitly to academic standards and RSD curriculum resources. Recommendations stem from these same challenges, with students, educators, and school leaders agreeing on a bigger budget, more curricular support, and increased avenues for participation during the process.

In terms of civic learning and school climate outcomes, students showed marked growth across a myriad of indicators in the KASP and student wellness frameworks. Examples of growth on KASP indicators include increased knowledge of participating in a democracy, a desire to participate in school improvement efforts, improved skills like public speaking, and an adoption of practices, such as wanting to help make decisions within their school. Additionally, students reported feeling that their voices were heard, that they made stronger relationships within the school community, and that they began to use a more inclusive mindset when thinking about the needs of others—all factors that have been shown to positively impact a school's climate.

## REPORT ORGANIZATION AND INTENDED USE

The report is organized into six sections. It begins with describing the SPB process, its historical background, and its objectives. The second section provides an overview of the RSD process in 2022-23. The third section provides a scope of the training and implementation support provided during the SPB pilot process in RSD and is organized sequentially by phases of the SPB process. The next section outlines the evaluation's research questions and methods for collecting data from students, educators, and school leaders. The following section presents the evaluation's findings, including recommendations for future SPB processes in RSD. The report ends with a brief section of concluding remarks and next steps.

This report was written by the CFA and PGI teams for RSD to provide insight and learnings from the SPB pilot process during the 2022-23 school year. Both CFA and PGI encourage the sharing of the evaluation's findings and recommendations with any key stakeholders to inform guidance and improvements to implementing SPB processes in the future.

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# School Participatory Budgeting

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## BACKGROUND

School Participatory Budgeting (SPB) is an innovative and highly malleable civic learning process designed to build student agency, collaboration, and critical thinking skills while creating equitable opportunities for students to contribute to their school communities and civic life. In partnership with schools and districts across the state, Center for the Future of Arizona (CFA) and Arizona State University's Participatory Governance Initiative (PGI) support the design, implementation, and evaluation of the process. SPB empowers students to "learn democracy by doing" by making real decisions on allocating real dollars toward campus improvement projects.

The SPB process engages students in policy and budget decisions through collecting and cultivating solution-oriented ideas, developing detailed project proposals that meet district parameters, deliberating on and campaigning for competing idea proposals, and voting to fund the winning improvement projects on their campuses. The funds that students vote on are allocated by the district directly. All stages of the process are led by the students themselves, with the support of CFA initiative staff, teachers, and school and district leaders.

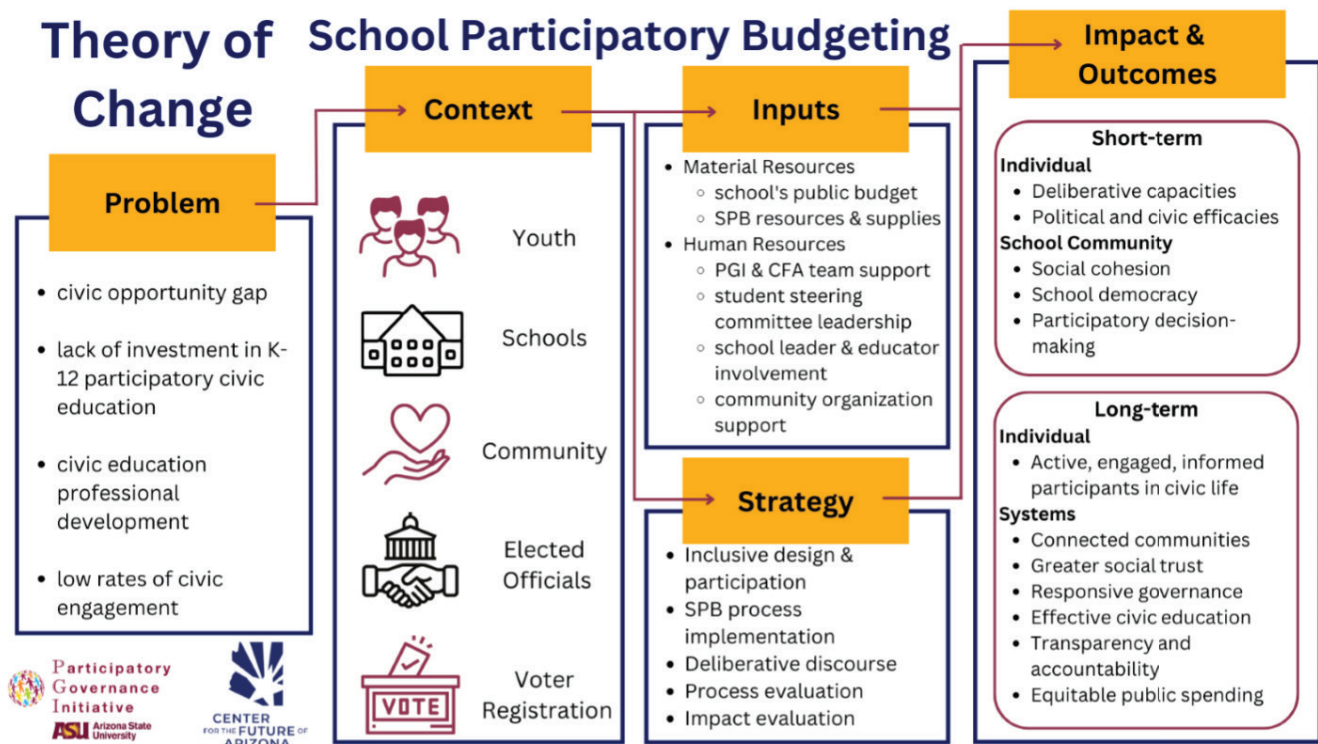
The school-based initiative stems from municipal Participatory Budgeting (PB) – a democratic process in which community members decide how to spend a portion of the public budget. The PB process originated in Porto Alegre, Brazil, in 1989 and has since grown to more than 11,000 processes across the globe at the municipal, state, and national levels. PB gives ordinary people real power over real money and has effectively shown to empower community voices, shed light on community needs, and provide a space for equitable, transparent public spending.

## OBJECTIVES

SPB aims to build stronger school communities and develop students' critical thinking, communication, problem-solving skills, and agency. Students leading SPB processes through participation on Student Steering Committees gain authentic experience with self-management while working toward a shared common goal, use social awareness to design projects representative of the school community's needs, and employ advocacy skills to convince their peers of a project's merit. Students are given real responsibility to make decisions on behalf of their community, helping them build confidence and self-efficacy in other areas, like academic learning and social well-being. Inclusive practices ensure all students, including historically underrepresented groups like children with disabilities and English Language Learners (ELL), develop key social and emotional competencies through SPB.

SPB has the potential to transform Arizona's civic health by developing a pipeline of civic leaders who are more informed, equipped, and empowered to participate in civic life for the long term (see Figure 1 for the SPB Theory of Change). Through partnerships with voter registration organizations, high school students who participate in SPB Vote Days also have the opportunity to register to vote for their local, state, and federal elections – providing a direct connection between participation in their school communities to their communities at large. Since 2016, over 6,500 young Arizonans have been registered to vote in local, state, and federal elections during SPB Vote Days.

**Figure 1**  
**SPB Theory of Change**



## SPB in Arizona

In 2013, Dr. Quintin Boyce, Principal of Bioscience High School in Phoenix, led the first SPB process in the United States. With \$2,000 of discretionary funds, students led the process of coming up with ideas with their peers, developing proposals, and voting for a winning project to improve

the campus and student experience. After three years of experimentation, in 2016, the Phoenix Union High School District (PXU) governing board voted to adopt the SPB process for incremental districtwide implementation. The first in the nation, district-level SPB pilot began with five schools and 3,500 students. The Phoenix Union pilot and expansion to districtwide implementation was led in partnership with PGI, CFA, and the national nonprofit organization, Participatory Budgeting Project (PBP).

Due to the initial success of SPB, the initiative has grown to eight school districts in Arizona, with 62 participating schools engaging upwards of 70,000 students annually. To date, elementary through secondary students at Arcadia High School in Scottsdale Unified School District, Carson Junior High and Dobson High School in Mesa Public Schools, Chandler Unified School District, Emerson Elementary in Phoenix Elementary School District, Phoenix Union High School District, Queen Creek Unified School District, Roosevelt School District, and Sunnyside Unified School District have led SPB processes to improve their school communities while building their civic capacities for the long-term.

# School Participatory Budgeting in Roosevelt Elementary School District

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## OVERVIEW

In 2022, Dr. Quintin Boyce, then Roosevelt Elementary School District (RSD) Superintendent, invited school principals from across the district to participate in a pilot project of School Participatory Budgeting (SPB) – the first all-elementary school district in the nation to adopt the initiative. Team members from Center for the Future of Arizona (CFA) and Arizona State University’s Participatory Governance Initiative (PGI) presented and facilitated an introductory session about SPB with the RSD principals. Fourteen schools expressed initial interest, with nine schools completing the SPB process during the 2022-23 school year.

The RSD SPB pilot process began with garnering further buy-in from teachers and principals who would support the implementation of the process. This was followed by co-developing a timeline of training and implementation support provided by CFA and PGI throughout the SPB pilot. Most schools started the SPB process in November and December 2022, with processes concluding in April 2023. For a detailed overview of the timeline and major activities, please see Table 1 below. Throughout the academic year, CFA and PGI worked alongside SPB District Advisors Megan Gestson (Executive Director of Leadership and Learning) and Lynda Delgado (Executive Assistant to the Executive Director of Leadership and Learning) to confirm dates, contextualize the process for RSD, and provide resources and support for coordinating the implementation of SPB. The pilot year ended in May 2023 with an evaluation and celebration for the schools that completed the process.

**Table 1**  
**RSD SPB Timeline and Major Activities**

<b>Timeframe</b>	<b>Major Activities</b>
August – September 2022	<p>Garner Buy-In with Various Stakeholders:</p> <ul style="list-style-type: none"> <li>• Present SPB at RSD Principal Meeting</li> </ul> <p>Confirm the Budget and Set Process Guidelines</p> <ul style="list-style-type: none"> <li>• District Allocates \$2,000 per School from Desegregation Funds</li> <li>• District Determines Eligible Projects (i.e., Sustainable Projects with Limited Recurring Costs)</li> </ul>
September – October 2022	<p>Design the Process:</p> <ul style="list-style-type: none"> <li>• Identify Participating Schools</li> <li>• Select SPB Teacher Sponsors</li> <li>• Conduct RSD Teacher Sponsor Orientation</li> <li>• Design Steering Committee Formation and Model</li> <li>• Identify and Recruit SPB Student Steering Committee Members</li> </ul>
November – December 2022	<p>Kick-Off &amp; Idea Collection:</p> <ul style="list-style-type: none"> <li>• Conduct SPB Kick-Off &amp; Idea Collection Workshop</li> <li>• Student Steering Committee Gathers Ideas from Student Body</li> <li>• Optional Site Visits and Kick-Off Presentations Facilitated by SPB Advisors</li> </ul>
January – February 2023	<p>Proposal Development:</p> <ul style="list-style-type: none"> <li>• Conduct Proposal Development Workshop</li> <li>• Student Steering Committee Reviews and Sorts Collected Ideas to Develop and Submit Project Proposals with Support from District Facilities and Procurement Personnel</li> <li>• District Personnel Review and Approve Project Proposals</li> </ul>
March – April 2023	<p>Campaign &amp; Vote:</p> <ul style="list-style-type: none"> <li>• Conduct Campaign Training Workshop</li> <li>• Student Steering Committees Campaign Approved Projects on Campus</li> <li>• Coordinate Campus-wide Vote Day to Determine the Winning Project</li> </ul>
May 2023	<p>Project Implementation &amp; Evaluation:</p> <ul style="list-style-type: none"> <li>• Winning Projects are Announced and Submitted to the District for Purchasing</li> <li>• Conduct Evaluation Overview with SPB Teacher Sponsors</li> <li>• SPB Teacher Sponsors Conduct Evaluation by Completing Process Debrief and Administering the KASP (Knowledge, Attitudes, Skills, Practices) Survey to Evaluate Impact</li> </ul>



## SCOPE OF TRAINING AND IMPLEMENTATION SUPPORT

CFA and PGI provided approximately 55 hours of direct training and implementation support during the RSD SPB pilot process throughout the academic year. Through design sessions, workshops, access to online resources, coaching, and more, CFA and PGI provided both district-wide and school-level support. CFA also held virtual office hours and scheduled site visits as needed to further support Teacher Sponsors and school leaders with implementation. Appendix B details training and technical assistance support offered throughout the academic year during each phase of the RSD SPB process. Teacher Sponsors and School Leaders also spent additional time coordinating and implementing the process during weekly and/or bi-weekly steering committee meetings on each campus beyond the hours listed.

## PARTICIPATING SCHOOLS AND STUDENTS

The RSD schools that piloted the SPB process based their decision to participate on their interest in the SPB process and the feasibility of implementation. Some schools that expressed initial interest attended some of the first few trainings but could not complete the process on their campuses. CFA and PGI provided options for the design and recruitment of students to the steering committees, and SPB Teacher Sponsors chose what was best for their school's context. The final list of schools that completed the entire SPB process is outlined in Table 2 (following page), including details of grade levels, the estimated number of Student Steering Committee Members, and the steering committee model.

In total, 102 students from grades 2nd-8th participated as Student Steering Committee members in their school's SPB process. 78% of the Student Steering Committee members identify as Hispanic or Latino, 18% as Black, and 4% as White. Additionally, 74% are students from low-income households, 24% are ELL, and 2% are students with a disability. When compared to RSD's overall district demographics, members of the Student Steering Committees mostly resembled the broader RSD community (Table 3), with a slight overrepresentation of Black students and an underrepresentation of students with disabilities and students from low-income households (Arizona Department of Education Health and Nutrition Services, 2023; Arizona Department of Education, 2023).

**Table 3**  
**Demographic Comparison of Steering Committees and Overall District Enrollment**

	<i>SPB Student Steering Committees</i>	<i>Overall District Enrollment</i>
Hispanic/Latino	78%	81%
Black	18%	12%
White	4%	3%
Low-income	74%	85%
ELL	24%	26%
Disability	2%	15%

## GOALS OF THE RSD SPB PROCESS

RSD is the first fully elementary school district in the state and nation to adopt the SPB model. In addition, the partnership with RSD was the largest onboarding for an SPB pilot that CFA has

supported. Some of the internal goals for the SPB Advisors were to ensure that resources were adapted to a younger student demographic and provide robust and scalable support for participating schools.

The SPB District Advisors, school leaders, and Sponsors aimed for a successful pilot to improve student agency and engagement on their campuses and within their school communities. Specific goals included:

- a deepening of connections among students, teachers, and staff within the school community
- increased outcomes of students’ civic knowledge, attitudes, skills, and practices
- positive impacts on student well-being and school climate

The district’s vision of “a community united to create better futures for all through education” underlines these goals for the SPB process.

**Table 2**  
**RSD SPB Participating Schools**

<i>School Name</i>	<i>Grade levels</i>	<i>Estimated number of steering committee members</i>	<i>Committee model</i>	<i>Recruitment method</i>
Bernard Black	K-8	10	New Extracurricular Activity	Combination
César Chávez	K-8	8	Classroom (7th Grade Social Studies Homeroom)	Self-Appointment
Ed and Verma Pastor	K-8	6	New Extracurricular Activity (After School Program)	Appointment
Ignacio Conchos	K-8	9	New Extracurricular Activity	Appointment
John R. Davis	K-8	10	Classroom (7th and 8th Grade during Enrichment Hour)	Appointment
Martin Luther King Jr.	K-3	10	Existing Club (2nd and 3rd Grade Ambassadors from Homerooms)	Combination
Southwest	K-8	10	New Extracurricular Activity (After School Program)	Combination
T.G. Barr	K-8	14	Existing Club (3rd through 8th Grade, Mixture of Student Government and Representation of Student Population)	Combination
V.H. Lassen	K-8	25	Classroom (7th Grade Science Homeroom)	Combination

## WINNING PROJECTS

In total, 22 projects went to the ballot for school communities across each participating campus to decide on a winning project. Overall, 2790 votes were cast during RSD’s SPB Vote Days, which took place throughout March and April 2023. The average voter turnout rate across RSD was 85%. In a majority of the participating schools, students were the only stakeholders to cast a ballot. At John R. Davis Elementary School, only 5th through 8th grade students participated in the SPB election. At Martin Luther King Jr. Elementary School, teachers were also permitted to vote with the students. Table 4 depicts the results of the vote from each campus, including the voting method, voter turnout rate, and winning project.

**Table 4**  
**RSD SPB Vote Day Results**

<i>School</i>	<i>Voting Method</i>	<i>Voter Turnout %</i>	<i>Winning Project</i>
Bernard Black	Online Voting in Central Location	81%	Soccer Field
Cesar Chavez	Paper Voting with Central Location Drop Off	76%	Playground Plus
Ed & Verma Pastor	Online Voting in Classrooms	89%	Snack Machines for Field Trip
Ignacio Conchos	Online Voting in Classrooms	88%	Reflections in the Mirror
John R. Davis	Online Voting in Central Location	81%	More Sports Equipment
Martin Luther King, Jr.	Paper Voting in Central Location	94%	Exciting Recess Choices to Play With
Southwest	Online Voting in Central Location	77%	Game Room
T.G. Barr	Online Voting in Central Location	91%	Seating & Shade
V.H. Lassen	Online Voting in Central Location	91%	Gaga Pit

<sup>1</sup> only students 5th-8th grade cast votes, percentage reflects turnout from just those grade levels

<sup>2</sup> percentage includes both student and staff voter turnout since staff could also participate in voting

# Evaluation Design and Methods

## DESIGN AND PURPOSE

The evaluation of the Roosevelt Elementary School District (RSD) School Participatory Budgeting (SPB) pilot process uses a mixed-methods research design. This evaluation aims to explore and provide key stakeholders within RSD with insight and information about the RSD SPB pilot process, ranging from the implementation of the process to the impact on both student and educator participants. Quantitative data was collected via an online survey administered to the Student Steering Committee members, while qualitative data was collected through focus groups with Student Steering Committee members and a focus groups with District Advisors, school leaders, and Teacher Sponsors. All data was then triangulated with observations and internal member checking by the CFA and PGI teams to align overlapping findings. Student assent and parental and RSD personnel consent were secured before administering data collection.

## EVALUATION QUESTIONS

The evaluation of the RSD SPB pilot process explores the following questions:

Q1. After participating in the SPB process, what do Student Steering Committee members report in terms of satisfaction, points of pride, challenges, and recommendations?

Q2. How does participation in the SPB process impact Student Steering Committee members' civic knowledge, attitudes, skills, and practices (KASP)?

Q3. After participating in the SPB process, what do educator sponsors have to share in terms of points of pride, challenges, innovations, and recommendations?

Q4. How has the implementation of the SPB process impacted student wellness and school climate?

## METHODS

### Student Steering Committee KASP Survey

The KASP (Knowledge, Attitudes, Skills, and Practices) survey is designed to collect process-oriented and participant impact-oriented data from Student Steering Committee members following an SPB process. While this survey focuses on personal growth outcomes following participation in a School PB process, many of the questions are civic-related and reflect civic capacities necessary for long-term political, electoral, and community engagement. There are three sections to the KASP survey: Satisfaction and Process Reflection, Participant Impact Reflection, and Participant Demographics. The survey includes both closed and open-ended response items. The KASP survey is commonly used in SPB processes across the globe and has undergone reliability and parametric analysis testing.

The satisfaction and process-oriented survey questions begin by asking Student Steering Committee members about their overall satisfaction with the SPB process using a five-point Likert scale of *Strongly Agree to Strongly Disagree*. This is then followed by three open-ended questions that ask Student Steering Committee members to share points of pride they felt about the SPB process, challenges they encountered during the SPB process, and recommendations they may have for future SPB processes.

The participant impact-oriented questions contain subsets of Knowledge, Attitudes, Skills, and Practices indicators that measure changes in the Student Steering Committee members. These questions are designed as pre- and post-reflections and are measured on a 1-5 Likert scale of *Strongly Agree to Strongly Disagree*. Each subset (Knowledge, Attitudes, Skills, and Practices) of indicators is followed by an open-ended question prompting students to add any other context or changes aligned with that particular subset.

The Knowledge subset of questions (n=7) measures the changes in Student Steering Committee members' knowledge of democratic practices, public budgets, school policies and rules, and school and district decision-making processes. The second subset of questions, Attitudes (n=9) measures changes in Student Steering Committee members' beliefs of efficacy in being able to make a difference in their school community and feelings of agency, trust, and belonging. As the third subset of questions, Skills (n=11) measures the changes across a range of abilities, such as listening and speaking, organizational and leadership skills, and collaboration strengths. The last subset of questions, Practices (n=8) focuses on changes in habitual routines and beliefs like solving problems, working with others, caring for one's school community, and planning to vote.

The participant demographic data collected on the KASP survey align with Arizona State University's

IRB approval in that no personally identifiable information (PII) was collected. Demographic questions consisted of the school each student attended, the grade level of each student, and what other extra-curricular activities each student has participated in (i.e. sports, student council, art, music).

In RSD, the KASP survey was administered to students (n=66) who served on their campus’s SPB Student Steering Committee (Table 5) and garnered a 65% response rate, which is above the average threshold for online survey response (Wu et al., 2022). The survey was conducted using Qualtrics, with educators at each school site assisting with the administration of the survey with the Student Steering Committee members after the SPB processes had concluded. Students spent on average twenty-five minutes completing the survey.

**Table 5**  
**Response Rates of Student Steering Committee Members (n=66)**

	<i>Number of Respondents</i>	<i>Percentage of Total Respondents</i>
8th grade	10	15%
7th grade	30	45%
6th grade	10	15%
5th grade	7	11%
4th grade	1	2%
3rd grade	5	8%
2nd grade	3	4%

The PGI team first analyzed the survey response frequencies and mean changes for every close-ended response item within each section of the survey (Appendix A), identifying common consistencies in the closed-ended item analysis findings. These findings were used to Evaluation Question 2. For the survey’s open-ended response items, the team performed a two-step coding process, first by open coding each of the responses and then collapsing these open codes into themes. The common findings from the closed-ended response items and the thematic codes from the open-ended response items were used to formulate the topics and questions to be further discussed in student and educator focus groups and answer Evaluation Questions 1 and 4.

### **Student Steering Committee Focus Groups**

Focus groups provide the opportunity to gather more detailed information about Student Steering Committee members’ experiences of the SPB process implementation and elicit recommendations to improve and innovate future SPB processes, as well as discern trends and establish differences in the participant-reported impacts on the KASP survey. The student focus groups following SPB processes draw upon the KASP survey data for the questions and discussion topics to spur more insight into the quantitative findings; therefore, it is important to administer the KASP survey before the student focus groups.

To provide greater context and improve the interpretation of the KASP survey results, the PGI and CFA teams conducted focus groups with Student Steering Committee members (n=45) from four RSD schools. Each of the four schools was selected to participate in a focus group based on a unique factor of the Student Steering Committee make-up: one Student Steering Committee was a 7th grade class-based model, another steering committee was an extracurricular activity composed of strictly 2nd and 3rd grade students, another steering committee was established as a new after school club

with students in grades 4th-8th, and the last steering committee included 7th and 8th grade students involved in an after school tutoring program. The focus groups took place in-person on each of the school's campuses, and each of the focus groups lasted approximately 75 minutes.

The questions administered during the student focus groups were derived from each school site's own KASP survey data, specifically what Student Steering Committee members reported in the survey regarding satisfaction levels, process and implementation feedback, and the impact changes. Questions were delivered in a semi-structured manner to allow for natural conversation and probing as needed to provide a thick description of student experiences and changes.

The PGI and CFA teams co-lead the facilitation of the four focus groups, and when not facilitating, team members took notes on the discussion and feedback. These notes were then typed and shared among the team members for interrater reliability checks. The teams utilized thematic analysis to open code these notes and establish categories, resulting in three to four common themes for each portion of the evaluation questions. These codes were further analyzed to correlate with and support the KASP findings to answer Evaluation Question 2.

Any codes that supported findings for student wellness and school climate outcomes were aligned with existing frameworks on student wellness and school climate and analyzed against five overarching categories: Self-Management, Responsible Decision Making, Relationships Skills, Social Awareness, and Self-Awareness. These findings were used to answer Evaluation Question 4.

## **Educator Focus Group**

The educator focus group was conducted with District Advisors, school leaders, and Teacher Sponsors to better understand the effectiveness of the training and implementation support and garner feedback regarding points of pride within the SPB process, challenges and innovations encountered during the SPB process, and recommendations for future SPB processes. The educator focus group took place after all the school site SPB processes had concluded and was conducted at the RSD governing board room with two teachers, two principals, and two district-level personnel in attendance (n=6). The length of the educator focus group was approximately 90 minutes.

The educator focus group began with the participants engaging in a journey-mapping activity. Participants were asked to reflect on each of the SPB process phases: design, idea collection, proposal development, campaign and voting, and implementation and evaluation. Using sticky notes, participants recorded points of pride, challenges, innovations, and recommendations for each of these phases. This was followed by the CFA team facilitating a discussion on each of these areas of recorded feedback.

Next, the PGI team shared a summary of the student-reported data from the KASP survey and student focus groups. This data spurred additional conversation on what the participants had observed regarding the students' experiences and impacts of the SPB process, along with a discussion on the alignment of both student and educator experiences and recommendations and innovations for future SPB processes.

Similar to the student focus groups, the PGI and CFA teams co-lead the facilitation of the educator focus group. Team members took turns facilitating, while other team members took notes on the participant discussion and feedback. Notes from the educator focus group were typed and shared among the team members for interrater reliability checks. Again, PGI and CFA teams utilized thematic analysis to open code the notes and establish categories, resulting in three to four common themes for each section within Evaluation Question 3 and additional supporting evidence for Evaluation Question 4.

## DATA MANAGEMENT

The CFA and PGI teams followed procedures consistent with Arizona State University's IRB protocols and Arizona law to ensure the protection of any and all personally identifiable information (PII) accessed throughout the evaluation. Data has been stored in a shared, private Microsoft Share Drive space accessible only to the team members. Specifically, the evaluation team members agreed to:

- Use reasonable technical, administrative, and physical controls to protect the data provided throughout the evaluation from further disclosures and other uses, except as provided in 34 CFR 99.35.
- Limit access to the data provided under the evaluation only to those authorized persons who have a legitimate interest in the data.
- Maintain all PII data received pursuant to the evaluation in a secure manner, separate from all other data files, and not copy, reproduce, or transmit data obtained.
- Not disclose PII data in any manner that could identify any individual.
- Forward RSD leadership report prior to publication. (U.S. Department of Education, 2021)

## Evaluation Findings

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The evaluation findings are organized and presented to address each of the evaluation questions. Findings are collectively derived from the various data sources and triangulated to provide thematic responses to each question. Detailed data from the KASP survey and student and educator focus groups is located in the Appendices.

### EVALUATION QUESTION 1

After participating in the SPB process, what do Student Steering Committee members report in terms of satisfaction, points of pride, challenges, and recommendations?

#### Satisfaction

After participating as a leader in their school's SPB process, 93% of Student Steering Committee members reported they were satisfied or highly satisfied with the experience. This stemmed from students overwhelmingly speaking to the completion, satisfactory outcomes, and applicability of the SPB process, particularly around learning about budgeting and the electoral process. In retrospect, many students were satisfied with their ability for having coordinated a school community-wide project that resulted in a tangible project outcome. One student said they were excited "that I get to be involved in something really important, and I get to spread my ideas to others." Other outcomes students cited include being satisfied with the different ideas proposed and being able to finish the process from beginning to end. As for learning takeaways, one student shared that they "never learned like this before" when balancing project details with the available budget. Other students said they learned how "to budget money" and "be more responsible with money." Additionally, students stated that their participation in SPB "makes being at school a fun activity" and that they were proud "we're leaving something behind that we were able to make happen." Overall, students' satisfaction hinged on their perceived success of the process and personal growth.

## Points of Pride

When asked what they were most proud of about their participation in the SPB process, Student Steering Committee members overwhelmingly cited the ability to work with others, both on the Student Steering Committee and across the school in general. Students shared that they enjoyed “working as a group and not having to do it all alone” and that the process “wasn’t challenging” because they “learned how to work better on a team.” The ability to serve on the steering committee provided students the opportunity to “meet new people with different ideas and opinions” and “all cooperate and listen to the ideas.” The steering committee members also spoke of their enjoyment of working with the younger student populations on their campus because they felt like “they actually did something by helping the younger students, even when it was helping them with spelling.” One common example steering committees cited as a point of pride with helping the younger students was, “helping them log in and vote.”

Another point of pride the Student Steering Committee members shared was the ability to lead a process to “better their school.” Students used examples from throughout the SPB process to explain how they felt “proud and special” that they were recruited to join the steering committee to “make choices that are good for the school.” They explained how proud they were of the different ideas collected on their campus and how much they enjoyed being able to condense and organize all the ideas collected from their peers, create the project proposals, and “learn how to decide the other details about some projects,” and spread the word about the different project proposals before vote day. The students said they felt like leaders because “people kept asking them about the different projects,” and they “got to know [their] campus better,” including other students and their ideas and the different ways they could “help their school out.”

Additionally, Student Steering Committee members were proud to have participated in the voting process and were charged with leading the organization of the Vote Day for each of their campuses. Students were proud that “everyone had the opportunity to vote which way to make the school better.” They cited that they felt proud of their efforts in facilitating the vote, which included creating the Google survey and QR codes for Vote Day, spreading the word and making posters about Vote Day, setting up voting booths, creating the schedule for Vote Day, and directing the overall facilitation and flow of the Vote Day. Several students pointed out how much they enjoyed watching the other students fill out their ballot to “choose their own project to vote for” and knowing that because of the SPB process, the students “could actually decide how to spend the money.”

## Challenges

Student Steering Committee members were invited to share any challenges they experienced during the SPB process. One of the most cited challenges was the ability of “staying within budget” for the different project proposals. This challenge stems from 1) a financial literacy learning curve for the students and 2) the need to purchase project items that align with district policies and are sustainable enough to withstand school community-wide use – which often come with a higher price tag. Students said it was a challenge because they “never had experience with school budgeting” and they had to “learn how to budget” during the SPB process. Another student shared how difficult it was “having to calculate how much something would cost and the quantity we would need to buy of the item.”

Another challenge Student Steering Committee members shared involved the “timing of it all,” namely the overall timeline and cadence of the SPB process at each school. Many students shared that they did not feel they had enough time for each phase and felt like they were “having to rush” to complete the process. Additionally, several students voiced that it was challenging “finding time to meet regularly



with the group.” They shared the need for more regular group meetings since the intermittent meetings made it challenging to resume previous process implementation activities and continue the momentum of the process.

Communication about the SPB process, specifically during the project proposal phase, was challenging for the Student Steering Committee members. Students shared that many teachers and students on their campus were not aware of the SPB process or specific details about the process. One key example was the communication about Vote Days and the need for teachers to adhere to a schedule to ensure all members of the school community could vote. This communication included information about materials necessary for Vote Day, such as “informing teachers about bringing iPads to vote.” Students also cited communication with district-level leaders and vendors about specific projects to get quotes and approvals as a challenge. Students shared that “writing letters to the vendors” was challenging because they had to pre-plan and “think on what to write to the vendors.” The students were aware that they were communicating with people in positions of power, so they wanted to ensure that their ideas and needs were clear and being heard.

## **Recommendations**

In both the survey and focus groups, the Student Steering Committee members had the opportunity to provide recommendations for future SPB processes. Almost all students shared the recommendation of increasing the budget amount allocated to each school campus for the SPB process. Students shared that they wanted RSD to “up the budget a bit so that we could afford some cooler and better items” if they were to do SPB again. This stemmed from the challenge of initially not knowing how costly some items could be and that some items would require funding for ongoing maintenance and sustainability (i.e., a school garden, reseeding playground fields).

While the timeline and cadence of the SPB process was cited as a challenge, Student Steering Committee members provided several recommendations to assist with the SPB process implementation throughout the academic year. One recommendation was to have the process begin earlier in the academic year, while another recommendation was to have the Student Steering Committee members “meet more regularly.” Students requested that Steering Committee meetings be scheduled well in advance and occur on a regular schedule. An additional recommendation that students made to assist with the cadence of the SPB process was “adding more kids” to the Student Steering Committee. Students shared that as the SPB process progressed, more tasks needed to be worked on, especially during the proposal development phase and campaign and voting phase, so having “more peers to join” would assist with task completion and ultimately help the SPB process with moving forward.

Student Steering Committee members also suggested that there should be greater participation in the SPB process from their school communities. One way was to assign or even rotate roles during the SPB process. Instead of just the same group of students serving in the Student Steering Committee, different student groups would assist with different parts of the process. Examples include having each classroom propose a number of ideas during the idea collection phase, different classes or student groups developing the project proposals, math classes assisting with the budget for the different project proposals, each classroom deliberating on the pros and cons of each project proposal, art classes creating posters for the different project proposals, and various student groups assisting with vote day. This suggestion also stemmed from some Student Steering Committee members not wanting to do certain tasks, such as present to large groups or make posters, and would instead be happy to defer these tasks to other students who would be good at or want to do those things.

Other examples of recommendations included more and diverse methods of communication with

the greater school community such as “more advertising, so like lots of posters” and continuous efforts “to make sure students are still thinking about what they would want to help benefit our school.” Recommendations within this theme also included support for communicating with school leaders and district personnel, such as how to write emails and how to interpret school and district policies. Overwhelmingly, Student Steering Committee members cited wanting to participate in SPB again, with one student stating, “The more we can do this, the better our schools can get.”

## EVALUATION QUESTION 2

How does participation in the SPB process impact Student Steering Committee members’ civic knowledge, attitudes, skills, and practices (KASP)?

### Knowledge

Across all Knowledge indicators, Student Steering Committee members reported an average increase of 11%. The highest increases (more than the total average) were noted on the following indicators:

- I know about participating in a democracy (+19%)
- I know how decisions are made in my school (+16%)
- I know what other students need at my school (+16%)
- I know what a public budget is (+16%)
- I know how to fix problems at my school (+12%)

### Attitudes

Student Steering Committee members reported an average increase of 7% across all Attitudes indicators, with the highest increases (more than the total average) observed on the following indicators:

- I am concerned about problems in my school (+13%)
- I feel like I can make a difference in my school (+11%)
- I feel my ideas are being heard by others in my school (+11%)
- I feel connected to my school community (+8%)

### Skills

For the Skills indicators, Steering Committee Students reported an average increase of 7%, and the highest increases (more than the total average) were seen on the following indicators:

- I can speak in front of other people (+11%)
- I can advertise my ideas to others (+10%)
- I can get others to agree with me (+8%)
- I can bring others together to solve a problem (+8%)
- I can analyze information for an idea (+8%)
- I can make decisions with others in a group (+8%)
- I can help to solve conflicts (+8%)

### Practices

On the Practice indicators, Student Steering Committee members reported an average increase of 8%. Students had the highest increases (equal to or more than the total average) on the following indicators:

- I help make decisions in my school (+12%)
- I talk with others about problems in my school (+9%)
- I propose my ideas to problems to others (+9%)
- I think up ideas to solve problems in my school (+8%)
- I help to keep my school clean (+8%)
- I plan to vote as soon as I am allowed (+8%)

## EVALUATION QUESTION 3

After participating in the SPB process, what do District Advisors, school leaders, and Teacher Sponsors have to share in terms of points of pride, challenges, innovations, and recommendations?

### Points of Pride

District Advisors, school leaders, and Teacher Sponsors consistently cited a point of pride being the prevalence and success of student voice and leadership throughout the SPB process. Participants were very impressed with students' interest, agency, and autonomy in leading and facilitating the SPB process on their campus, in that "students completely took charge." Participants also admired how students took on the role of educating others about core concepts of SPB, with one example being "students incorporated teaching the concept of budgeting" when collecting ideas from students in classrooms. One participant said that SPB "provided students a first look at what it looks like to be a leader on the campus or role model for the younger students." Another participant shared that including student voice on their campus was important because "students need to realize they are more a part of the school than they realize; teachers and students are co-dependent."

Several participants shared that they were proud of how creative the students were in their messaging and outreach to the school community. Many students decided to make videos during key pivot points in the SPB process to communicate to the broader school community about progression and next steps. These included videos to announce the start of the SPB process, the different project ideas that would be developed and voted upon, and how to use the winning project items (playground equipment) once received.

Additionally, District Advisors, school leaders, and Teacher Sponsors shared that they were pleased with the structure of the process and the materials provided by CFA and PGI. Participants agreed that they felt prepared to support the process on their campus and that the Student Steering Committee members could easily use the materials provided to further the SPB process and convey key ideas to other students. The materials were especially helpful during the process design phase, since "students were eager to learn the vocabulary and process." Materials were also helpful and heavily relied upon during the proposal development phase and on Vote Day. Participants shared that their students really enjoyed the support and logistics during their campus vote day and the experience felt realistic.

Overall, District Advisors, school leaders, and Teacher Sponsors were proud of having implemented the SPB process and were pleased with the support in being able to complete the pilot process. Many participants shared that other teachers on their campuses were impressed and enthused with the students' efforts and the outcomes of the process. Some shared that their campus's voter turnout rate was a point of pride, and others shared that the SPB process provided a sense of community across their campus. One participant pointed out that "our schools run based off what they (students) need and what can be done better," and SPB provides a platform for students to contribute their ideas.

## Challenges

Similar to what the Student Steering Committee members shared, the District Advisors, school leaders, and Teacher Sponsors also cited time being a challenge during the implementation of the SPB process. Several of the participants recognized the need to start earlier in the school year in order to allocate enough time to each phase of the process and better pace each of the tasks. Others shared that the condensed timeline of starting so late in the school year impacted the ability to set up a cadence of meetings and that they will need to “calendar out time next year to meet their needs.” Participants also shared that the pressure of time dampened their ability to be more creative in their outreach to the greater school community, since they were so focused on finishing each phase of the SPB process and not having the Student Steering Committee members feel too “overwhelmed.”

District Advisors, school leaders, and Teacher Sponsors identified challenges in connecting SPB to students’ current depth of knowledge in budgeting and democratic processes like voting. Participants shared that students had gaps of knowledge about budgeting, voting, and sustainability that needed to be addressed throughout the SPB process. Several of the participants shared that it was a challenge in getting students to “understand the budget for SPB,” since a school-wide budget is different from a personal budget. Others said that creating and staying within a budget and pricing out items was a challenge for students. Also, in terms of budgeting and purchasing, one participant said it was a challenge to get students to think at a “macro level,” in that both sustainability and product quality needed to be considered since items would potentially be used by hundreds of kids each day. Also, while the Vote Day itself was enjoyed, the logistics and setup leading up to Vote Day, as well as the significance and process of voting, was a challenge for some students to understand.

Another challenge collectively shared among District Advisors, school leaders, and Teacher Sponsors centered on school community-wide communication. Participants agreed that taking the time for level setting and onboarding at the start of the SPB process and constant communication throughout the SPB process with the entire school community (including Student Steering Committee members, the student body, other teachers and school personnel, and even district personnel) would be beneficial to the success of SPB. Communication about project ideas between the student body and the Student Steering Committee members was challenging because some of the greater student body didn’t understand or trust the process, thus impacting both the quality and quantity of ideas collected. Other communication challenges stemmed from the “sponsors lacking clarity” concerning the types of “ideas that could or could not be approved.” Additionally, in some schools, “teachers who were not necessarily sponsors were leading certain key processes,” such as idea collection, which was difficult to do without a greater understanding of the SPB process parameters and intended outcomes.

## Recommendations

As a major recommendation for the SPB process, all District Advisors, school leaders, and Teacher Sponsors provided or agreed with several ideas on how to address the challenge with time. One recommendation was creating a “pacing guide” or a “timeline starting at the beginning of the year that provided an ‘at-a-glance’” for each phase of the SPB process. Coupled with that, one participant said that this guide should be created by “mapping out dates with students” to ensure their buy-in and support of the SPB process. Other participants added that such a “timeline should allow more time to order before district purchasing deadlines,” so that “items arrive in the same school year.” Several other participants said that the timeline should allow for multiple days of voting to account for absent students.

Other recommendations focused on ensuring the Student Steering Committee members were prepared and equipped for their role in the SPB process. Several participants recommended

expanding the number of students in the Steering Committees and “allow[ing] all students who wish to participate that allowance.” Others agreed that this idea would be helpful during proposal development for “splitting students into groups” to focus on different proposals, while others thought it would be helpful to have more student involvement throughout the SPB process by “creating mini subgroups to work on small tasks,” much like specific committees. Additional recommendations that were shared to assist with supporting the Student Steering Committees included more preparation and resources for financial literacy, more examples of alignment with the electoral process (such as examples of campaigns), and, overall, more opportunities for scaffolding content across the range of grade levels present in the Student Steering Committees.

A final overarching recommendation stemmed from the need for more school community-wide communication. District Advisors, school leaders, and Teacher Sponsors all agreed that they needed to “do more as a district at the beginning in sharing the intricacies in regulations and rules concerning projects,” perhaps in the form of “a training early in the process on what is and isn’t feasible” concerning safety, laws, durability, etc. It was also recommended that the district should be “equipping the other teachers and staff on campuses with knowledge of the process and expectations too,” and not just the Teacher Sponsors. Some participants also requested more tools and resources for teachers in terms of planning for project ideas and being able to answer questions that may arise during the Student Steering Committee meetings.

## EVALUATION QUESTION 4

How has the implementation of the SPB process impacted student wellness and school climate?

RSD defines student wellness as, “the development of the whole person which includes the mental, social, emotional, and physical well-being that is rooted in community, culture, and inclusion.” Throughout the SPB process, student wellness was a central focus and outcomes of the SPB process supported a healthy school climate. Table 6 outlines five common categories of student wellness and school climate derived from existing frameworks: Self-Management, Responsible Decision Making, Relationships Skills, Social Awareness, and Self-Awareness. CFA and PGI aligned the KASP data and thematic codings from focus groups to these five categories and their descriptive indicators. The indicators included in the table are those that were present in findings from the RSD SPB pilot process.

### Student Wellness

Student Steering Committee members, District Advisors, school leaders, and Teacher Sponsors all agreed that student voice and choice was the core of SPB in RSD and was impactful in supporting student wellness. The processes at each school were propelled via student voices and, as one participant shared, “students built community through conversations.” Additionally, since the Student Steering Committees were reflective of the diversity within each school site, students engaged in opportunities that allowed them to interact with students across grade levels, gender, and ability, among other identifiers. One participant pointed out that the SPB process fosters “inclusivity” and an “eagerness to learn” since “students were able to develop their problem-solving and critical thinking skills.” The SPB process developed other skills that participants noted, including the ability to “transform initial ideas into project proposals” and the ability to embrace “teamwork and collaboration.” Participants also shared that the deliberative opportunities within the SPB process were helpful in benefitting both student wellness and school climate. Participants saw heightened student engagement during “classroom conversations on ways to better the school campus,” and one participant noted how impressive it was to watch “students having authentic, deliberate dialogue.” One student said that SPB was the one “thing that makes being at school a fun activity.”

## School Climate

All RSD stakeholders who participated in data collection attested to how SPB “brought school communities together.” District Advisors, school leaders, and Teacher Sponsors shared that they saw increased “teacher enthusiasm” and “collaboration and support among students (especially on Vote Day with ELL students).” Student Steering Committee members and District Advisors, school leaders, and Teacher Sponsors alike all noted the increase in effective communication and collaboration and the ability to solve problems constructively. One participant noted that “4th graders who wouldn’t normally talk with 8th graders were sharing and planning together” throughout the SPB process. A participant shared a recount of when students were planning for the Vote Day, and, after reviewing the ballot information, students wanted to add pictures alongside the text because “We need to make this [voting] easy for everybody.” Another participant shared a story of students offering to help the school custodian when “the students hadn’t helped the cafeteria staff beforehand, but after they were helping wipe down tables and picking up trash, the students were saying ‘I want to keep my school beautiful.’” These exhibitions of empathy and inclusive mindsets were apparent throughout the SPB processes and the impact on school communities.

**Table 6**  
**Student Wellness and School Climate Alignment**

<i>Category</i>	<i>Indicator(s)</i>
Self-Management	<ul style="list-style-type: none"> <li>• Demonstrating personal and collective agency</li> <li>• Showing the courage to take initiative</li> <li>• Setting personal and collective goals</li> </ul>
Responsible Decision Making	<ul style="list-style-type: none"> <li>• Identifying solutions for personal and social problems</li> <li>• Learning how to make a reasoned judgment after analyzing information, data, and facts</li> <li>• Learning how to make a reasoned judgment after analyzing information, data, and facts</li> <li>• Reflecting on one’s role to promote personal, family, and community well-being</li> <li>• Evaluating personal, interpersonal, community, and institutional impacts</li> <li>• Showing leadership in groups</li> </ul>
Relationships Skills	<ul style="list-style-type: none"> <li>• Developing positive relationships</li> <li>• Practicing teamwork and collaborative problem-solving</li> <li>• Showing the courage to take initiative</li> <li>• Seeking or offering support and help when needed</li> <li>• Resolving conflicts constructively</li> <li>• Communicating effectively</li> </ul>
Social Awareness	<ul style="list-style-type: none"> <li>• Recognizing situational demands and opportunities</li> <li>• Taking others’ perspectives</li> <li>• Demonstrating empathy and compassion</li> </ul>
Self-Awareness	<ul style="list-style-type: none"> <li>• Experiencing self-efficacy</li> </ul>

# Discussion and Looking Ahead

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Overall, the evaluation of RSD's SPB pilot process illustrated the success from the perspective of students, educators, and school leaders. These key SPB participants shared high satisfaction rates with the process, citing the support from CFA and PGI as integral to implementation and completion. Students took pride in learning about budgeting and voting systems and using teamwork to help their school community. Students also showed exciting growth in their development of civic and leadership skills. Educators and school leaders took pride in students using their voice and creativity to advocate for others and solve challenges throughout the SPB process. Taken together, these findings support the RSD SPB process as having fostered positive school climates, increased the building of relationships and communication within school communities, and further developed a desire for continuous school improvement.

In terms of recommendations, the evaluation revealed a general consensus among participants regarding opportunities for SPB process improvement moving forward. These include:

- *Starting Early:* Students, educators, and school leaders agreed that starting the process earlier in the school year would improve their experience and the quality of the process.
- *Establishing Clear Expectations and Communication Channels:* Participants agreed that learning about expectations of specific aspects of the SPB process (i.e., project proposals, purchasing rules, policies, vote day logistics, etc.) and establishing communication channels between students, educators, school leaders, and district personnel at the outset would improve the process.
- *Increasing the Budget and Opportunities for Participation:* Students asked for a larger budget amount, while all participants agreed on the need to increase avenues for participation throughout the SPB process.
- *Providing Additional Curricular Support:* Educators cited the need to connect the SPB process more explicitly to academic standards and RSD curriculum resources.

CFA and PGI are committed to supporting RSD in the continued implementation and improvement of SPB and look forward to further supporting student wellness and developing a pipeline of informed, engaged, and active civic leaders. In the 2023-24 school year, CFA and PGI will provide training and technical assistance to RSD administrators, educators, and students to implement the SPB process through several avenues of support. One, CFA will deliver the SPB Institute for Student Voice, a professional development training for educators and school and district leaders on process implementation to continue building capacity to scale and sustain SPB development. Two, CFA will provide coaching and coordination with access to SPB resources, individualized mentorship and guidance, and process implementation support. Three, RSD will join in the SPB Community of Practice, with opportunities to engage with other SPB implementation partners across the state, attend professional development workshops, and speak at state, national, and international conferences. Also, CFA and PGI have compiled free and accessible implementation materials, student activities and lesson plans, and evaluation resources to support the adoption and implementation of SPB. These materials will now be available to RSD and other school partners in the new SPB Online Resource Hub beginning August 2023.

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# Appendices

## Appendix A: KASP survey data (close-ended responses)

Satisfaction	Student Response (n=66)			
I am satisfied with the School Participatory Budgeting process at my school.	Strongly agree	46.5%		
	Agree	46.5%		
	Neither agree nor disagree	4%		
	Disagree	0%		
	Strongly disagree	3%		
Knowledge	Pre mean	Post mean	Mean change	% change
I know how to fix problems at my school.	3.50	3.92	+0.42	+12%
I know how decisions are made in my school.	3.52	4.09	+0.57	+16%
I know about school rules.	4.40	4.31	-0.09	-2%
I know students from other grades or classes.	4.06	4.30	+0.24	+6%
I know what other students may need at my school.	3.01	3.50	+0.49	+16%
I know about participating in a democracy.	3.21	3.83	+0.62	+19%
I know what a public budget is.	3.44	3.98	+0.54	+16%
Attitudes	Pre mean	Post mean	Mean change	% change
I am concerned about problems in my school.	3.34	3.78	+0.44	+13%
I am interested in making changes in my school.	3.94	4.07	+0.13	+3%
I feel like I can make a difference in my school.	3.38	3.75	+0.36	+11%
I feel connected to my school community.	3.77	4.08	+0.32	+8%
I feel my ideas are being heard by others in my school.	3.23	3.60	+0.37	+11%
I feel I can trust the teachers in my school.	3.78	3.95	+0.16	+4%
I feel comfortable working with students with different abilities.	4.00	4.16	+0.16	+4%
I believe when people work together, they can make a difference.	3.97	4.17	+0.20	+5%
I respect other people's ideas, even if I disagree with them.	4.06	4.29	+0.23	+6%

<b>Skills</b>	<b>Pre mean</b>	<b>Post mean</b>	<b>Mean change</b>	<b>% change</b>
I can listen carefully before answering.	3.82	4.03	+0.22	+6%
I can speak in front of other people.	2.88	3.19	+0.31	+11%
I can get others to agree with me.	3.31	3.58	+0.27	+8%
I can work with others in a group.	4.05	4.16	+0.11	+3%
I can bring others together to solve a problem.	3.46	3.72	+0.26	+8%
I can organize ideas to share with others.	3.60	3.84	+0.24	+7%
I can analyze information for an idea.	3.66	3.95	+0.29	+7%
I can advertise ideas to others.	3.57	3.92	+0.35	+10%
I can make decisions with others in a group.	3.69	4.00	+0.31	+8%
I can help to solve conflicts.	3.60	3.88	+0.28	+8%
I can get others excited to be involved.	3.60	3.67	+0.07	+2%
<b>Practices</b>	<b>Pre mean</b>	<b>Post mean</b>	<b>Mean change</b>	<b>% change</b>
I talk with others about problems in the school.	3.47	3.79	+0.32	+9%
I think ideas to solve problems in the school.	3.44	3.72	+0.29	+8%
I propose these ideas to others.	3.45	3.75	+0.30	+9%
I talk to teachers outside of my class(es).	3.44	3.65	+0.21	+6%
I help to keep my school clean.	3.61	3.91	+0.30	+8%
I want to work on more projects to improve my school.	3.84	4.05	+0.21	+6%
I plan to vote as soon as I am allowed.	3.85	4.18	+0.32	+8%
I can help make decisions in my school.	3.52	3.95	+0.43	+12%

## Appendix B: SPB Training and Implementation Support Details

PHASE 1: DESIGN THE PROCESS			
<i>Session</i>	<i>Date</i>	<i>Description</i>	<i>Hours</i>
Teacher Sponsor Orientation	10/26/2022	CFA & PGI introduced Teacher Sponsors to their role in the SPB process and available resources.	1.5
Office Hours – Design the Process	11/2/2022	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
PHASE 2: KICKOFF AND IDEA COLLECTION			
<i>Session</i>	<i>Date</i>	<i>Description</i>	<i>Hours</i>
Kick-Off & Idea Collection Workshop	11/9/2022	CFA & PGI hosted a hybrid workshop with Student Steering Committees to learn about the SPB process and plan for the school year.	1.5
V.H. Lassen Kick-Off & Idea Collection	11/28/2022	CFA team visited VH Lassen to support the facilitation of the SPB Kick-Off & Idea Collection with the Student Steering Committee.	1.5
Office Hours – Idea Collection	11/30/2022	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
Amy L. Houston Site Visit	12/7/2022	CFA conducted a site visit to discuss possibilities for implementation with the school principal.	1
Southwest Kick-Off & Idea Collection	1/23/2023	CFA team visited Southwest to support the facilitation of the SPB Kick-Off & Idea Collection with the Student Steering Committee.	1.5
Ed & Verma Pastor Kick-Off & Idea Collection	1/2/2023	CFA team visited Pastor to support the facilitation of the SPB Kick-Off & Idea Collection with the Student Steering Committee.	1

### PHASE 3: PROPOSAL DEVELOPMENT

<i>Session</i>	<i>Date</i>	<i>Description</i>	<i>Hours</i>
District Planning Call - Proposal Development Workshop	12/13/2022	CFA and RSD coordinators prepared for the upcoming Proposal Development Workshop.	.5
Proposal Development Workshop	1/11/2023	CFA and PGI conducted training with Teacher Sponsors and district staff on prioritizing ideas and researching top projects.	1.5
Coaching Call with Ed & Verma Pastor	1/12/2023	CFA conducted coaching call to discuss previous training and necessary next steps.	1
Office Hours - Proposal Development	1/18/2023	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
Office Hours - Proposal Development II	2/1/2023	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
Office Hours - Proposal Development III	2/22/2023	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
District Planning Call - Proposal Development and Campaign & Vote	2/23/2023	CFA and RSD coordinators debriefed previous phase and prepared for the Proposal Development approval process and Campaign & Vote Workshop.	.75
Ed & Verma Pastor Proposal Development Site Visit	2/28/2023	CFA team visited Pastor to support Proposal Development with the Student Steering Committee.	1
Presentation to Executive Team for Proposal Review	3/8/2023	CFA team presented to RSD Executive Team prior to the review of submitted project proposals.	.5

#### PHASE 4: CAMPAIGN AND VOTE

<i>Session</i>	<i>Date</i>	<i>Description</i>	<i>Hours</i>
District Planning Call – Campaign & Vote Workshop	2/7/2023	CFA and RSD coordinators prepared for the upcoming Campaign & Vote Workshop.	.5
Campaign Training Workshop	3/22/2023	CFA and PGI equipped Teacher Sponsors to plan for their school's vote day and understand how to support Steering Committees to spread the word about voting at their schools.	1.5
Cesar Chavez Campaign Video Support and Check-In	3/28/2023	CFA team visited Cesar Chavez to gather footage for the creation of campaign videos and check-in with SPB Teacher Sponsor.	2
Office Hours – Campaign & Vote	3/29/2023	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5
Bernard Black Campaign Video Support	3/28/2023	CFA team visited Bernard Black to gather footage for the creation of campaign videos.	1
Vote Day On-Site Support (All Schools)	4/6-14/2023	CFA team provided on-site support during Vote Days and distributed and picked-up Vote Day materials to schools across the district prior to event.	17

#### PHASE 5: IMPLEMENTATION AND EVALUATION

<i>Session</i>	<i>Date</i>	<i>Description</i>	<i>Hours</i>
Evaluation Overview	4/20/2023	CFA and PGI conducted a brief training with school and district leaders and Teacher Sponsors on how to conduct both impact and process evaluation to complete the pilot SPB process.	1
Office Hours – Project Implementation	5/3/2023	CFA and PGI held virtual office hours for Teacher Sponsors, Principals, and/or Student Steering Committee to drop in and answer any questions for the current phase.	1.5

Deep Dive Student Focus Groups	5/5-18/2023	CFA and PCI conducted focus groups with Student Steering Committees at VH Lassen, Martin Luther King, Jr., Ignacio Conchos and Ed & Verma Pastor.	6
Sponsor Evaluation Celebration (Focus Group)	5/23/2023	School and district leaders Teacher Sponsors participated in a focus groups to evaluate the process and impact of SPB.	2.5
<b>Total Hours:</b>			<b>55.25</b>