



SCHOOL PARTICIPATORY BUDGETING

ROOSEVELT ELEMENTARY SCHOOL DISTRICT

2023-24 Evaluation Report

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

In 2022, Roosevelt Elementary School District (RSD) became the first fully elementary school district in the nation to adopt School Participatory Budgeting (SPB). Through SPB, students “learn democracy by doing” through a process of generating ideas, developing proposals, campaigning and deliberating, and voting to fund improvement projects that build stronger school communities.

RSD partnered with Center for the Future of Arizona (CFA) and Arizona State University's Participatory Governance Initiative (PGI) to pilot, implement, and evaluate the SPB process.

After a successful pilot year with nine schools, RSD continued to implement SPB and engaged two new schools in the second year of the process. The district-wide goals of SPB are to:

- Deepen connections among students, teachers, and staff within the school community
- Increase outcomes of students' civic knowledge, attitudes, skills, and practices
- Positively impact student well-being and school climate

This report shares the impact from Academic Year 2023-24.



KEY STAKEHOLDERS

RSD District Leaders

- Executive Director of Leadership and Learning
- Leadership and Learning Division Office Manager

SPB Advisors

- Center for the Future of Arizona Civic Health Team
- Arizona State University Participatory Governance Initiative

School Leaders

- 9 Principals and Assistant Principals

SPB Sponsors

- 9 Teachers

Student Steering Committee(s)

- Integrated Student Government
- Social Studies Homeroom
- Existing Club
- Student Council
- After-School Club
- ELA/Social Studies Class



STUDENT/EDUCATOR REFLECTIONS

- “The thing that made me proud was that I got to help people pick what they wanted for the budget.”
–2nd grade student, *Martin Luther King, Jr.*
- “Seeing everyone voting made me feel happy [...] I actually felt part of something important.” –6th grade student, *Ignacio Conchos*
- “I liked giving everyone an “I Voted” sticker and counting the results.” –7th grade student, *Cesar Chavez*
- “It’s a fun process that includes lots of students and can make them feel even more involved in their school.” –8th grade student, *T.G. Barr*
- “The second time we presented to classes, every student on the steering committee volunteered, they all wanted to do it.” –*Amber Garcia, Sponsor, Martin Luther King, Jr.*
- “They started to learn how to care for one another and make sure that everyone was included in the projects that they were coming up with.” –*Adelina Alanaza, Sponsor, Pastor*



\$21,000

public dollars invested in 11 student-developed campus improvement projects

Over 2,100 students cast their ballots, ensuring their voices were counted in improving their school community

RECOMMENDATIONS

- Embed the SPB process in a classroom to teach social studies, specifically the civic standards.
- Be provided with a vendor list from the district for help with getting quotes for the different projects.
- Consider having previous student steering committee members serve again on the committee or mentor new members.
- Ensure the student steering committee is representative of the broader school community.
- Create a community of practice for educators implementing SPB to exchange ideas.
- Consider ways to engage parents, families and staff more in the SPB process.

HIGHLIGHTED STUDENT GAINS IN KNOWLEDGE, ATTITUDES, SKILLS, AND PRACTICES

- +26% in “I talk with others about problems in my school.”
- +21% in “I can speak in front of the other people.”
- +21% in “I feel my ideas are heard by others in my school.”
- +19% in “I know about participating in a democracy.”
- +17% in “I feel like I can make a difference in my school community.”