

2015/16 BUDGET AMENDMENT #1

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Amendment #1

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- Introduction
- General Fund - Resources
- General Fund - Expenditures
- General Fund - Contingency
- Other Funds
- Next Steps

Introduction

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- Budget – ensure adequate appropriation levels
- Amendment #1:
 - ▣ Revise beginning fund balances to reflect 2014/15 ending position.
 - ▣ “Fall balancing”: update to reflect new and/or current information; adjust appropriation levels.
 - ▣ Adjust for newly known or expected events.

General Fund - Resources

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Change in Resources	
Beginning fund balance	\$ (5,325,000)
2014/15 SSF year-end adjustment	\$ 3,012,000
Permanent rate collections	\$ 3,100,000
Offset to state school fund	\$ (3,100,000)
Local option and gap taxes	<u>\$ 2,750,000</u>
Total	<u>\$ 437,000</u>

General Fund - Expenditures

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Change in Expenditures	
Program updates	\$ 1,010,000
School safety & security	\$ 805,000
DBRAC implementation	\$ 910,000
Transfers	\$ (1,420,000)
Healthcare benefits	\$ (2,050,000)
School staffing	\$ 1,950,000
Net adjustments	<u>\$ (260,000)</u>
Total	<u>\$ 945,000</u>

General Fund – Contingency

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Change in Contingency	
Adopted budget	\$ 21,575,000
Increase in Resources	\$ 437,000
Increase in Transfers	\$ (1,420,000)
Increase in Expenditures	<u>\$ (945,000)</u>
Contingency in amended budget	<u>\$ 19,647,000</u>
Board policy: operating contingency as a % of total expenditures	3.0%
Uncommitted contingency as amended	3.3%
Unassigned contingency as amended	2.3%

Other Funds

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- Beginning fund balances adjusted to reflect CAFR and 2014/15 year-end
- Facilities and IT capital funds see increased transfers from General Fund
- In most funds appropriation levels adjusted to reflect revised beginning balance
- Some adjustments to contingency and ending fund balances.

Next Steps

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- Questions
- Public hearing (for seven funds where expenditures will be changed by more than 10%) and board vote on amendment – February 3, 2016
- 2016/17 Forecast – February 3, 2016

PREPARING PPS STUDENTS FOR CIVIC ENGAGEMENT

Report to Portland Public Schools Board
January 26, 2016

Pat Burk, Ph.D. Portland State University Graduate School of Education	Gayle Thieman, Ed.D. Portland State University Graduate School of Education
Former PPS Deputy Superintendent Chief Policy Officer ODE	Former HS Social Studies Teacher and Administrator President, NCSS
Faculty: Educational Leadership & Policy Department	Faculty: Curriculum & Instruction Department
Research: Longitudinal Student Outcomes (All Hands Raised)	Research: Civic Education, Technology, Literacy

Two Lenses For Research

- Perception of elementary and secondary teachers of social studies through an online survey (N=228)
- Perspective of K-12 building principals (N= 25) through four focus groups

- Building principals have a wider lens encompassing the entire school and local community

Teachers were aware of civic education & engagement activities in their class/grade level or department

Three Research Questions

- 1. What is the nature of K-12 student civic engagement in district schools both in class & co-curricular activities?
- 2. What are the major curriculum priorities, instructional resources and strategies of the enacted civic education curriculum?
- 3. What are the opportunities and needed supports for teachers and principals to provide civic education and support civic engagement?
- Both surveys & principal focus groups included additional sub questions (Appendix A & B)

Curriculum Emphases Table D2

- **Civic Dispositions**
 - **Propose response or solution to an issue or problem**
 - Elem: 46% 1-2 times/week; HS: over 50% 1-2 times/week
 - **Engage in informed, respectful discussion of issues**
 - Elem/MS: 1/3 do this 2-3 times/month; HS: 50% almost daily
- **Civic Knowledge**
 - **Examples of how individuals & groups can influence government and have an impact on the community**
 - Elem: 1/3+ --2-3 times/year; HS: 1/3+ -- 2-3 times/month
- **Civic Skills**
 - **Use research to investigate a response or solution to an issue**
 - Elem: 38% Never, 42% 2-3 times/year; Sec: 48% 2-3 times/year

Professional Development

- Majority reported no participation in PD in past year.
 - Barriers: time and nothing offered in content/grade level
- Teachers ranked PD in civic education content & methods most highly
 - Very interested in learning from and with each other
 - Want concrete and specific examples
- Organization and delivery of PD is a district responsibility

Principal Focus Group Themes

- Nature of Civic Engagement
- Level of Participation
- Support and Professional Development Needs
- Barriers to Expansion
- Common Vision

Support & Professional Development Needs

- Professional development in how to create civic engagement activities in social studies classrooms
 - Support communication and collaboration to reduce "reinventing the wheel"
- Financial support is needed for faculty advisors, transportation, substitute teachers, and activity fees
- Mechanism for teachers to exchange ideas across the district among themselves

Barriers to Expansion

- Sense of ambiguity about the link between civic engagement and the curriculum and instructional objectives of the district
- Perception that elementary and middle social studies curriculum materials are weak and need to go beyond traditional notions of civic education as purpose and forms of government
- Absence of consistent professional development
- Lack of consistent long-term development of civic engagement support in an environment of initiative overload

Common Vision

- Civic engagement activities are present at every level of the district, based on interests of students, the personal commitment of teachers, and the ongoing contributions of civic organizations
- Civic engagement is not a high priority of the district
 - Funding is nonexistent
 - Little or no professional development is supported
 - Successful programs with community support are not present in every school
 - Perception of inequity of resources across different schools

Recommendations

- Clarify the expectation on the part of district leadership on the role of civic engagement within the general student and program expectations of the district.
- Provide schools with **continuous, dedicated** support staffing in **social studies**, either at the district or school level, that can assist with the complex logistics of civic engagement programs and coordination.
- Provide specific, practical and concrete professional development for teachers that are interested in initiating or expanding participation in civic engagement strategies.

Recommendations

- Strengthen and expand the role of community-based partners to reach more students and provide personnel to assist in implementation
- Develop and implement policies that support civic engagement participation as an indicator appropriate for Oregon high school graduation requirements.
- Highlight the numerous contributions of students to local, state and national issues through local media outlets and district publications.

Civic Education And Deeper Learning

- Civic education when implemented effectively exemplifies *deeper learning*, requiring students to work together with peers and adults to diagnose and define problems, to deliberate and choose solutions, to implement strategies and to reflect on the results.

Civic Education and Deeper Learning

Peter Levine and Kei Kawashima-Ginsberg

Students at the Center: Deeper Learning Research Series, Boston, MA: Jobs for the Future, February, 2015