

2015/16 BUDGET AMENDMENT #1

DAVID WYNDE
DEPUTY CFO & BUDGET DIRECTOR
JANUARY 26, 2016

Amendment #1

2

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

Introduction



General Fund - Resources

4

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	\$ 437,000

General Fund - Expenditures

5

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

6

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

7

- ... 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

8

- ... 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
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Professional Development

- Majority reported no participation in PD in past year.
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Support & Professional Development Needs

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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
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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.