

Work Sample #1: [Miami-Dade County Public School Board meeting summary](#).

Written on behalf of [P.S. 305](#) as a comprehensive summary of the school board meeting for the community, specifically parents, teachers, and grassroots organizers, who are not able to attend the meetings held monthly during the workday from 11am-11pm.

Work Sample #2:

This brief selection is an overview of a roundtable presentation at the upcoming Comparative International Education Society conference. While academic in nature, it highlights some of the theories I am engaging with relative to my activist praxis in youth democratic movements.

The Right to a Future: The Role of Participatory Budgeting in Schools

Participatory budgeting (PB) is a framework that seeks to empower citizens to identify community needs, collaborate to develop potential solutions, and mobilize a vote within the larger community on how to allocate public funds (Gilman, 2016, p. 2). Originated in Porto Alegre, Brazil under the Partido dos Trabalhadores in the 1990's, the policy framework was replicated throughout Brazil and then to nearly 12,000 governments¹, opening the "black box" of public budgets to citizens worldwide. As PB pilots and programs have diffused throughout North America over the last decade, many have sought to first engage youth. Though studies have found relationships to feelings of empowerment, social benefits, increased awareness of civic education and needs within their larger community, increased youth activism and collective action, and soft skill development, concerns have also been raised about inadvertent disempowering aspects of such programs and raising cause for further study, (Grillos, 2014, p. 29). PB being a political polyvalent framework (Baiocchi & Ganuza, 2014, p. 31), this study examines how the framework is adapted as an educational policy, specifically in the first regional PB in the southeastern U.S. The pilot is located at a small, independent high school in Miami, FL. The study seeks to explore the relationship between participatory budgeting, students' sense of empowerment; and their sense of solidarity with others in their larger community. The study investigates how the structures and discourses within the school enable or disable participatory structures.

Participatory democracy in schools offers a practice in this year's conference theme, Sympoiesis, through asking students to identify shared needs; negotiate diverse epistemologies, cultures, values, priorities, power dynamics and political relationships; and innovate toward solutions. At it's best, participatory budgeting creates space for bold new practices through creating space for the dialogue of multiple epistemologies through a shared drive to hold and shape institutional accountability to stakeholder needs. Inspired by the School Strike for Climate movement and the idea of the "Right to a Future", the roundtable will interrogate two dimensions of youth-led participatory democracy. This roundtable allow

¹ Global PB Hub, <https://www.participatorybudgeting.org/globalpbhub/>.

dialogue between participants on how the study can better capture this emerging conceptual framework. First, the curricular dimension of implementing youth-led participatory democracy will be examined, particularly one that center the dialectics and praxes of freedom, equity, and solidarity. Second, frameworks for participation rights for youth will be interrogated. Further, how can schools consider the participation rights of non-dominant language speakers and students with special needs? What are the possibilities for forming interclass, interracial coalitions of students outside of school sites? What are the implications for communities of scaling participatory budgeting to multigenerational participatory structures at the municipal level?