

Tara Bartlett, PhD
Arizona State University
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EDUCATION

Doctor of Philosophy Educational Policy and Evaluation **December 2023**

Arizona State University Mary Lou Fulton Teachers College

Dissertation: “Participatory Processes to Address Wicked Problems in K12 Schools: A Case of Reimagining School Safety”

Dissertation Chair: Dr. Daniel Schugurensky, Committee members: Dr. Gustavo Fischman, Dr. Margarita Pivovarova

Social Science Research Methods Graduate Certificate **November 2021**

Arizona State University College of Liberal Arts and Sciences

Institute of Social Science Research

Master of Arts Social and Cultural Pedagogy **August 2015**

Arizona State University School of Social Transformation

Thesis: “Progress unto a Civically Engaged Arizona: An Analysis of the Arizona Department of Education’s Excellence in Civic Engagement Program”

Thesis Advisors: Dr. Daniel Schugurensky, Dr. Gustavo Fischman, and Dr. Beth Swadener

Social Entrepreneurship and Community Development Graduate Certificate **May 2015**

Arizona State University Watts College of Public Service and Community Solutions

Lodestar Center for Philanthropy and Nonprofit Innovation

Bachelor of Arts Elementary Education **December 2006**

Arizona State University Mary Lou Fulton Teachers College

RESEARCH AND TEACHING INTERESTS

Participatory Governance, Democratic Innovations, Community Development, Public Policy, Civic Engagement, K-12 Education Policy, Citizenship Education, Social Studies Education

TEACHING EXPERIENCE: K-12, HIGHER EDUCATION, COMMUNITY

Course Developer and Instructor **2024-present**

ASU Mary Lou Fulton Teachers College

Teaching Summer 2024

Civic Discourse Microcredential

News Literacy Microcredential

Teaching Fall 2024

TEL 310: Instructional Design & Plan

TEL 370: Prof Ed: Building Prof Network

TEL 532: Literacy Across Disciplines

- Facilitated and administered both in-person and online courses for 15-50 participants
- Managed course materials and content to ensure engaging, context-driven, culturally relevant learning experiences
- Fostered an open classroom climate to establish supportive relationships with and among participants and ensure participants felt comfortable sharing and asking questions

Course Development

Civic Reasoning and Readiness

Civic Discourse

Civic Engagement

- Developed course materials for Canvas platform and ensured syllabus alignment
- Provided opportunities for participants to engage with interactive content, technology tools, supporting research and case studies, and opportunities for networking and professional development
- Ensured participants felt supported through open lines of communication and clear expectations
- Outlined and employed the evaluation criteria, including reviewing participant-submitted evidence artifacts using a rubric and providing timely and actionable feedback

Faculty and Program Coordinator **2014-present**

Arizona Bar Foundation

Faculty and Program Coordinator, We the People

- Create and deliver activities and lessons for We the People professional development trainings (i.e., Constitution and amendments, landmark Supreme Court cases, local to global historical and current events), including pedagogical approaches and implementation strategies, to middle and high school-level educators (both in person and virtually) across Arizona
- Provide ongoing mentorship throughout the academic year to educators implementing the program, including continuing large and small group professional development training on the program, mentoring participants in implementing the program, assisting with reporting post-program survey results to the Arizona Bar Foundation and funders

- Coordinate and run the annual district competition for high school teams and middle school teams (200-300 students) in Congressional Districts 3 and 4, including organizing team registration, reserving and setting up a venue, recruiting and scheduling law-related professionals to volunteer as judges, ordering and coordinating meals, and facilitating an awards ceremony

Faculty, Law-Related Education

- Create and deliver activities and lessons for the Law Related Education program professional development trainings (i.e., First Amendment rights of students in schools, landmark Supreme Court cases, Arizona state statutes, constitutionality of policies) to School Resource Officers (both in person and virtually) on Law Related Education pedagogy and implementation in classrooms
- Collaborate with the Arizona Department of Education School Safety Program to ensure lessons and trainings support the tenets of the program and address protective factors and student well-being

Faculty, iCivics

- Create and deliver activities and lessons for iCivics professional development trainings to K-12 educators (both in person and virtually) on iCivics resources and implementation in classrooms

Faculty and Program Coordinator, Project Citizen

- Create and deliver activities and lessons for Project Citizen professional development trainings (i.e., levels of government, public policy process, data collection, media literacy), including pedagogical approaches and implementation strategies, to middle and high school-level educators (both in person and virtually) across Arizona and other Western U.S. states
- Provide ongoing mentorship throughout the academic year to educators implementing the program, including continuing large and small group professional development training on the program, mentoring participants in implementing the program, assisting with reporting post-program survey results to the Arizona Bar Foundation and funders

Elementary and Middle School Teacher, English Department Chair **2006-2019**
Mesa Public Schools **(sabbatical to complete MA degree 2014-2015)**

- Formulated lessons and assessments based upon the Arizona Department of Education English Language Arts and Social Studies State Standards with developmentally appropriate and culturally relevant subject area content material
- Utilized a variety of teaching aids and hands-on materials to engage students in active, student-centered, inquiry- and project-based learning
- Provided instruction and project opportunities through technologically creative approaches using platforms such as GoogleDocs, Microsoft Office (Word, Excel, Publisher, PowerPoint), Architek, Scratch, Prezi, and more)
- Managed and tracked student data on attendance, academic performance, participation, and assessments using GradePro, GoogleDocs, Synergy, email, and Microsoft Office programs
- Ensured all federal guidelines for Title One funding were met, as well as state statutes and district policies on individualized education plans (IEPs) and 504s

- Recruited and worked alongside parent and staff volunteers in staffing and setting-up school and community events
- Promoted and managed extracurricular activities focused on fostering social emotional learning, civic engagement, and critical thinking skills
- Oversaw and led the school-site English department through team meetings and as a school-site liaison for the district-wide department meetings
- Ensured the English department team members felt supported in curriculum design and delivery by providing feedback and resources following classroom instruction observations and during one-on-one meetings
- Led the English department team's drafting of the yearly scoping and pacing curriculum guide while holding space for modifications throughout the school year

PROFESSIONAL ACADEMIC EXPERIENCE

Co-Academic Director and Faculty **2019-present**
Arizona State University Watts College of Public Service and Community Solutions, U.S. State Department Bureau of Education and Cultural Affairs, IREX

- Oversee the academic content for the Young Southeast Asian Leaders Initiative (YSEALI) at Arizona State University during the 6-week in-person Fellowship
- Create and lead in-person hands-on workshops for the Young Southeast Asian Leaders Initiative (YSEALI), the Young African Leaders Initiative (YALI), and the International Visitor Leadership Program (IVLP)
 - SWOT/PESTLE analyses of civic action projects concerning youth engagement and empowerment
 - community needs assessments of civic health and engagement
 - simulations of the policy process and public budgets
- Provide both virtual and in-person lectures on community development, women and gender studies, the U.S. education system, civic engagement and learning, and teacher professionalization for academic and practitioner participants
- Construct networking opportunities and facilitate mentorships with U.S.-based community members who align with participants' work focus and career goals

Student Ambassador, Faculty Associate **Summers, 2014-2015**
Arizona State University Watts College of Public Service and Community Solutions, U.S. State Department Bureau of Education and Cultural Affairs, IREX

- Assisted with logistical coordination of travel, meals, and cultural experiences during the Mandela Washington Fellowship, working within a cost-share budget between Arizona State University, IREX, and the U.S. State Department
- Created and maintained relationships with community partners for engagements, in-kind donations, and externship placements, including PAFCO, Center for the Future of Arizona, Terrabirds, the Phoenix Zoo, the Arizona Science Center, the Girl Scouts,

Chicanos Por La Causa, the Sierra Club, SEEDSPOT, City of Phoenix, Arizona Department of Health, AZ STEM Network, and others

- Organized and managed community engagements and events, including catering, rentals, agendas, presentations, and guest lists
- Helped plan and manage in-state travel taking place during the program, specifically to the cities of Flagstaff and Tucson
- Worked with the Mandela Washington Fellows to develop a networking and outreach plan aligning with their personal, professional, and project-related goals by creating and supervising externships with matched NPOs/NGOs

Educational Outreach Coordinator

2014-2015

Arizona State University School of Earth and Space Exploration

- Developed and created a K-12 field trip model specific to ASU's School of Earth and Space Exploration's mission and vision, resources, and staffing capacity
- Created and distributed STEM outreach education information to schools and youth organizations via email, marketing collateral, and networking at local STEM-related events
- Managed the program delivery team, including docent hiring, scheduling, and training for K-12 field trip programming support
- Coordinated the daily K-12 educational field trip activities on-site with the docent team
- Assisted in the coordination of university-wide engagements, such as Night of Open Door, Homecoming, and School of Earth and Space Exploration Night, to stimulate involvement within STEM education among diverse populations
- Assisted in the coordination of School of Earth and Space Exploration-specific engagements, including those with high-profile guests such as the Arizona Board of Regents, NASA Astronaut Leland Melvin, Earth Scope, U.S. Secretary of Energy Ernest Moniz, and various researchers highlighted in the New Discoveries Lecture Series
- Supported grant management by tracking event data and demographics of participating schools and community members

Program Intern

2013-2015

Arizona Department of Education

- Assisted with the inception and formulation of Arizona's Excellence in Civic Engagement Program
- Conducted literature and policy reviews on the proven practices of civic education
- Conducted a program evaluation and employed qualitative research methods, including document analysis and interviews with school community participants across three Arizona K-12 schools engaged with the Excellence in Civic Engagement Program
- Wrote MA thesis on the program evaluation findings: *Progress Unto a Civically Engaged Arizona: an analysis of the Arizona Department of Education's Excellence in Civic Engagement Program*

RESEARCH EXPERIENCE

Research Fellow
Technion University

2023-Present

- Collaborate with an international team of researchers as part of a European Research Council (ERC) grant to explore and investigate youth activism and political socialization/ participation
- Lead research initiatives specific to the southwest U.S. focused on high school and college-age youth
 - Write literature reviews on the intersection of schooling, activism, and political socialization/ participation
 - Apply for and ensure IRB (internal review board) approval and adherence to conduct research with youth and K-12 schools and students
 - Administer interviews and focus groups and analyze data using MAXQDA and other coding tools
 - Identify and analyze social media accounts of youth activists using visual methodologies
 - Publish articles on case-specific and cross-case findings and recommendations
 - Present at conferences with the international team of researchers

Associate Director, Senior Research Analyst, Graduate Research Assistant **2022-Present**
Arizona State University School of Public Affairs, Participatory Governance Initiative

- Lead the research and evaluation for School Participatory Budgeting, including applying for IRB approval, creating evaluation tools, coordinating focus groups, administering surveys, documenting interviews, analyzing data, and drafting briefs and reports on findings for publication
 - Write literature reviews and policy briefs to reinforce the overlap between proven practices of civic learning, student voice and agency, and School Participatory Budgeting
 - Produce School Participatory Budgeting implementation resources and curriculum content with school community partners
 - Apply for and ensure IRB (internal review board) approval and adherence to conduct research with school community partners, including participating K-12 students
 - Develop School Participatory Budgeting process and impact research and evaluation tools, including surveys and focus group protocols
 - Document methods of effective adoption of School Participatory Budgeting across partnering school communities by collecting data on student social-emotional learning, school community relationships, school climate, and student voice and agency
 - Administer student participant surveys via Qualtrics and analyze survey data using SPSS and Excel
 - Administer student and educator focus groups and analyze focus group data using MAXQDA and other coding tools

- Produced reports, case studies, and publications designed to illustrate how various School Participatory Budgeting implementation models drive different indicators of impact
- Assist with drafting the proposed budget for grants and programmatic activities and oversee budget allocations for program delivery
- Lead and manage various teams, including our core team, teams of volunteers, and partnership teams, to design and implement programming aligned with mutual goals
- Assist with the development of strategic efforts to identify opportunities for collaboration, alignment, funding, and expansion with programmatic and research partners, including
 - Training New York City employees on municipal participatory budgeting processes
 - Facilitating workshops annually at the global People Powered convening on participatory democracy, youth, and schools
 - Partnering with local organizations (Vitalyst Health, Center for the Future of Arizona, Arizona Townhall, Flinn Foundation, etc.) as part of the Arizona Civic Life Partnership
 - Participating in ideation workshops with the Consortium for Science, Policy, and Outcomes on bridging science and democracy
- Create and edit written and visual content, including research memos, policy memos, research projects, sector or landscape analyses, and research presentations using Microsoft Suite, Google Drive, Canva
- Prepare research briefing materials and draft presentations for leadership and external partners for media and donor relations
- Provide visual, technical, and editorial guidance on research projects and reports
- Assist with identifying grant funding options and writing portions of narratives for grants
- Research current topics affecting K-12 education in Arizona and the U.S., specifically around civic engagement and civic education
- Monitor key national and state organizations and publications for research reports or data applicable to the focus of current projects

Graduate Research Assistant

2020-2022

Arizona State University Participatory Governance Initiative, Arizona State University Southwest Interdisciplinary Research Center, Phoenix Union High School District, Participatory Budgeting Project

- Wrote literature reviews on policing and exclusionary discipline in schools and nonpunitive school safety alternatives
- Created a Community-Based Research (CRB) design protocol to explore the effects and impacts of participation in a School Participatory Budgeting process and quasi-citizen assembly to redesign school safety
- Applied for and ensured IRB (internal review board) approval and adherence to conduct research with school community partners, including participating high school students
- Developed and employed qualitative methods (interviews, focus groups, document analysis) for the evaluation tools and protocols

- Conducted and documented findings from interviews, focus group discussions, and observations with school community members and project implementation team
- Attended public meetings and analyzed discourse and public documents using narrative analysis
- Synthesized participant and process data to produce a process evaluation and report of key findings for key stakeholders, including funders
- Produced white papers and academic journal articles on research findings

Graduate Research Assistant

2019-2021

Arizona State University Participatory Governance Initiative, Arizona Developmental Disability Planning Council, Center for the Future of Arizona

- Researched and wrote literature reviews on the intersections of students with disabilities, civic engagement, and the civic opportunity gap
- Created the research design protocol to explore the effects and impacts of participation in an inclusive School Participatory Budgeting process
- Employed a mixed methods (survey, interviews, focus groups, document analysis) approach to the research using a participatory governance framework and tenets of Youth Participatory Action Research and Community-based Research
- Applied for and ensured IRB (internal review board) approval and adherence to conduct research with school community partners
- Developed process research and evaluation tools, including surveys and focus groups protocols and questions
- Administered surveys via Qualtrics and analyze survey data using SPSS and Excel
- Conducted and documented findings from focus group discussions and observations with students, parents, and staff
- Produced process evaluation reports for key stakeholders
- Produced white papers and academic journal articles on research findings

Graduate Research Assistant

2019-2021

iCivics Educating for American Democracy (EAD) Project, Arizona State University School of Economic Thought and Leadership, Tufts University, Harvard University

- Led a team of eight graduate students in researching and assessing best practices in the teaching of American history, civics, and government in K-12 education across all U.S. states
- Created a crosswalk for each state using the state's Social Studies standards and the EAD Project's framework
- Provided written reports detailing the methodological process and findings from the nationwide crosswalk to inform state-level policy and curriculum recommendations

SCHOLARSHIP

Peer-Reviewed Publications

Bartlett, T., & Yemini, M. (in review). Exploring K-12 extracurricular clubs in Arizona schools as third spaces for developing youth activism and critical engagement. *Educational Review*.

Bartlett, T., Yemini, M., & Fischman, G. (in review). Activism amongst Latino/a/x, Hispanic, and Chicano/a school-age youth: a systematic review of academic publications. *Urban Education*.

Roschke, K., & Bartlett, T. (in review). The dangers of low literacy for American democracy: The promising role of higher education institutions as community conveners. *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*.

Bartlett, T., & Schugurensky, D. (in press). School Participatory Budgeting: Constructive Conflict in Civic Education for Democratic Communities, USA. In K. Bickmore (Ed.), *Constructive Conflict Pedagogies for Building Democratic Peace: Teaching Strategies from Around the World* (pp. 353-378). Bloomsbury.

Bartlett, T., & Schugurensky, D. (2024). School Participatory Budgeting: action civics for democratic renewal. In D. Schugurensky & T. Bartlett (Eds.), *Educating for Democracy: The Case for Participatory Budgeting in Schools* (pp. 3-23). Edward Elgar Publishing.

Schugurensky, D., & Bartlett, T. (Eds.). (2024). *Educating for Democracy: The Case for Participatory Budgeting in Schools*. Edward Elgar Publishing. <https://www.elgar.com/shop/usd/educating-for-democracy-9781035302161.html>

Bartlett, T. (2023). Participatory Processes to Address Wicked Problems in K12 Schools: A Case of Reimagining School Safety. Arizona State University Doctoral Dissertation. <https://keep.lib.asu.edu/items/190988>

Bartlett, T., Law, L.E., Schugurensky, D., Juarez Diaz, M., & Wolfersteig, W. (2023). 17 Programs and Practices to Promote a Safe Campus: Alternatives to School Policing and Punitive Practices. *The Urban Review*. <https://doi.org/10.1007/s11256-023-00669-2>

Bartlett, T. (2023). Book Review: Just Schools: Building Equitable Collaborations with Families and Communities. *Journal of Educational Research and Practice*, 13(1). <https://scholarworks.waldenu.edu/jerap/vol13/iss1/17/>

Bartlett, T. (2023). Warning, may cause truth decay: Exploring the cannibalizing effect of social digital media and conspiracy theories on democracy and our public schools. *New Directions for Adult and Continuing Education*, 2023(178), 79–90. <https://doi.org/10.1002/ace.20488>

Bartlett, T., & Schugurensky, D. (2023). Inclusive civic education and school democracy through participatory budgeting. *Education, Citizenship and Social Justice*, Online First article, 17461979231160700. <https://doi.org/10.1177/17461979231160701>

Bartlett, T., & Schugurensky, D. (2021). Reinventing Freire in the 21st century:

Citizenship education, student voice and school participatory budgeting. *Comparative Issues in Education*, 23(2), 55-79. <https://doi.org/10.52214/cice.v23i2.8571>

Bartlett, T., & Schugurensky, D. (2021). Reinventando Freire no século XXI: educação para a cidadania, protagonismo infanto-juvenil e Orçamento Participativo nas escolas. *Revista Educação e Cultura Contemporânea*, 18(55), 8-37.
<http://revistaadmmade.estacio.br/index.php/reeduc/article/view/9935/47968019>

Gibbs, P., Bartlett, T., & Schugurensky, D. (2021). Does School Participatory Budgeting Increase Students' Political Efficacy? Bandura's 'Sources', Civic Pedagogy, and Education for Democracy. *Curriculum and Teaching*, 36(1), pp. 5-27.
<https://doi.org/10.7459/ct/36.1.02>

Bartlett, T., & Schugurensky, D. (2020). Deschooling Society 50 Years Later: Revisiting Ivan Illich in the Era of COVID-19. *Sisyphus Journal of Education*, 8(3), pp. 65-84.
<https://doi.org/10.25749/sis.20833>

Peer-Reviewed Conference Papers and Posters

Bartlett, T. "School Participatory Budgeting in Arizona: Examining partnerships and lessons from three case studies," American Political Science Association (APSA) and National Capital Area Political Science Association (NCAPSA), October 5, 2024, Washington, DC.

Bartlett, T. "Participatory Processes and Wicked Problems in Schools: Reimagining School Safety," American Political Science Association (APSA), September 5-8, 2024, Philadelphia, PA.

Bartlett, T. & Schugurensky, D. "Democratic Renewal through Innovations in Civic Learning," American Political Science Association (APSA), September 5-8, 2024, Philadelphia, PA.

Bartlett, T. "Youth enacting global citizenship and activism: Exploring third spaces for insights and critical hope for the future," Comparative Education Society in Europe (CESE), July 8 - 11, 2024, Thessaloniki, Greece.

Bartlett, T. "A Systematic Review of U.S. K12 Education Standards for Global Citizenship Education: Content, Pedagogy, and Implications," Comparative and International Education Society (CIES), March 10-15, 2024, Miami, FL.

Bartlett, T. & Rock, M. "Inclusive civic education and school democracy: bounded case studies of school participatory budgeting," American Educational Research Association (AERA), Democratic Citizenship Education SIG, April 13-16, 2023, Chicago, IL.

Bartlett, T., Law, L., Schugurensky, D., Diaz, M., & Wolfersteig, W. "Alternatives to School Policing and Punitive Approaches: Programs and Practices to Promote a Safe Campus," American Educational Research Association (AERA), Division L Educational Policies and Politics, April 13-16, 2023, Chicago, IL.

Bartlett, T. & Rock, M. "The impact of School Participatory Budgeting on inclusion, student empowerment and democracy," Comparative and International Education Society (CIES), February 18-22, 2023, Washington, D.C.

Bartlett, T., & Pivovarova, M. "Formal and Informal Civic Engagement and Peer Effects on Post-high School Outcomes," Association for Public Policy Analysis and Management (APPAM), November 17-19, 2022, Washington, D.C.

Bartlett, T., & Rock, M. "A model of school democracy in our changing world: the case of School Participatory Budgeting," International Symposium of Emerging Scholars, November 1-4, 2022, virtually hosted by Eastern China Normal University.

Bartlett, T. "An inclusive approach to civic education and engagement: the case of school participatory budgeting," European Consortium of Political Research, Inclusive Citizenship as Belonging, Practices, and Acts Conference, September 29-October 1, 2022, Hannover, Germany.

Bartlett, T. "Rethinking Inclusivity in K-12 Civic Engagement: School Participatory Budgeting," American Political Science Association (APSA), September 15-18, 2022, Montreal, Canada.

Bartlett, T., & Pivovarova, M. "Determining the Impact of Informal and Formal Civic Learning Opportunities on Post-high School Civic Engagement," American Educational Research Association (AERA), Democratic Citizenship Education SIG, April 21-24, 2022, San Diego, CA.

Bartlett, T., Law, L., Schugurensky, D., Diaz, M., & Wolfersteig, W. "No More School Resource Officers: Using School Participatory Budgeting to reimagine high school safety programs," American Educational Research Association, Division L Educational Policies and Politics, April 21-24, 2022, San Diego, CA.

Bartlett, T., & Pivovarova, M. "Examining the Impact of Informal and Formal Civic Learning Opportunities on Post-high School Civic Engagement," American Education Finance and Policy Conference, March 17-29, 2022, Denver, CO.

Bartlett, T. & Law, L. "Reimagining School Safety Without Resource Officers: Alternative Programs and Practices," Arizona Health Equity Conference, October 14, 2021, Tempe, AZ.

Bartlett, T. "Addressing Inequitable Civic Learning Opportunities: Student Participation in an Inclusive School Participatory Budgeting Process," American Educational Research Association (AERA), Disability Studies in Education SIG, April 9-12, 2021, online.

Gibbs, P. & Bartlett, T. "Developing Political Efficacy Through Civic Pedagogy," American Educational Research Association (AERA), Democratic Citizenship SIG, April 9-12, 2021, online.

Bartlett, T., Rock, M., & Schugurensky, D. “The artisanship of participatory democracy: Cultivating and sustaining self-governing capabilities among youth through School Participatory Budgeting,” Artisanhip in Culture and Enterprise Conference, November 5-7, 2020, online.

Reports, Briefs, & Toolkits

Tate, K., Bartlett, T., & Schugurensky, D. (2024). Civic engagement and democracy in Arizona. In L. Jensen Marino, Ed., *Voting and elections in Arizona*. Arizona Town Hall.
<https://aztownhall.org/resources/Documents/116%20Voting%20and%20Elections%20in%20Arizona/116%20Voting%20and%20Elections%20in%20Arizona%20Background%20Report.pdf>

Bartlett, T., Thrasher, K., Rock, M., Schugurensky, D., & Tate, K. (2023). *School Participatory Budgeting in Roosevelt Elementary School District*. Participatory Governance Initiative, Center for the Future of Arizona. <https://doi.org/10.13140/RG.2.2.18171.49447>

Bartlett, T., Rock, M., Schugurensky, D., & Tate, K. (2022). *School Participatory Budgeting: Evaluation Toolkit*. Arizona State University Participatory Governance and the Center for the Future of Arizona.
<https://www.arizonafuture.org/media/x2oort0h/spb-evaluation-toolkit-v3.pdf>

Bartlett, T., Rock, M., Tate, K., & Schugurensky, D. (2021). *School Participatory Budgeting: 40 Frequently Asked Questions*. Arizona State University Participatory Governance and the Center for the Future of Arizona.
https://www.researchgate.net/publication/355645748_School_Participatory_Budgeting_40_Frequently_Asked_Questions

Bartlett, T., Law, L., Schugurensky, D., Diaz, M., & Wolfersteig, W. (2021). *Reimagining School Safety Without Resource Officers: Discussing Alternative Programs and Practices*. Arizona State University Participatory Governance Initiative and Southwest Interdisciplinary Research Center. <https://sirc.asu.edu/content/reports-and-evaluations>

Educating for American Democracy (EAD). (2021). “Educating for American Democracy: Excellence in History and Civics for All Learners.” iCivics.
www.educatingforamericandemocracy.org.

Bartlett, T., Rock, M., Schugurensky, D., & Tate, K. (2020). *School Participatory Budgeting: A Toolkit for Inclusive Practice*. The Center for the Future of Arizona and Arizona State University Participatory Governance Initiative.
https://spa.asu.edu/sites/default/files/2020-12/spb_toolkit_2020_11_25.pdf

PUBLIC SCHOLARSHIP

Blogs

Bartlett, T. (2022, October 4). The Roadmap to Educating for American Democracy: The Six Core Pedagogical Principles. Rebuilding Arizona Civics. <https://rebuildingazcivics.wordpress.com/2022/10/04/the-roadmap-to-educating-for-american-democracythe-six-core-pedagogical-principles/>

Bartlett, T. (2022, September 1). The Seven Themes of the Educating for American Democracy Roadmap. Rebuilding Arizona Civics. <https://rebuildingazcivics.wordpress.com/2022/09/01/the-seven-themes-of-the-educating-for-american-democracy-roadmap/>

Podcasts

Evans, E., Bartlett, T., Gympton, J., & Waller, T. (Hosts). (2022). Rebuilding Arizona Civics series [Audio podcast]. Arizona State University Center for Political Thought and Leadership. <https://azciviced.buzzsprout.com/>

Halpern-Laff, A. (Host). (2021, December 2). Doing democracy: School participatory budgeting. [Audio podcast]. In *Ethical Schools*. <https://ethicalschoools.org/2021/12/doing-democracy-school-participatory-budgeting/>

News Quotes

Sorenson, T. (2024, October 21). USG Tempe hopes to spark engagement in the student body with new budgeting process. *The Arizona State Press*. <https://www.statepress.com/article/2024/10/politics-usg-school-participatory-budgeting>

Scarp, M. (2024, September 18). ASU faculty produce book about hands-on program that teaches democracy through budgeting decisions. *ASU News*. <https://news.asu.edu/20240916-arts-humanities-and-education-asu-faculty-produce-book-about-handson-program-teaches>

Yara, G. (2024, July 12). ASU teams up to help K–12 teachers empower students. *ASU News*. <https://news.asu.edu/20240715-arts-humanities-and-education-asu-teams-help-k12-teachers-empower-students>

Scarp, M. (2024, June 11). Maryvale students tackle community challenges through public policy lens in statewide showcase at ASU. *ASU News*. <https://news.asu.edu/20240611-arts-humanities-and-education-maryvale-students-tackle-community-challenges-through-public>

Parrish, M. (2023, December 17). Arizona students are helping to decide school budgets. In the process, they are learning about democracy. *The Arizona Republic*. <https://www.azcentral.com/story/news/local/arizona-education/2023/12/17/why-some-metro-phoenix-schools-are-giving-students-money-to-spend/71624561007/>

Arianna, J. (2023, April 10). Need to brush up on civics? Sandra Day O’Connor Institute launches resource to empower citizens. *The Arizona Republic*. <https://www.azcentral.com/story/news/local/arizona/2023/04/10/sandra-day-oconnor-institute-launches-civics-for-life-online-resource/70076933007/>

Scarp, M. (2023, April 5). ASU partnership helping students learn ‘democracy by doing’ celebrates 10 years. *ASU News*. <https://news.asu.edu/20230404-asu-collaboration-k12-schools-engage-their-students-allocating-public-budgets-marks-10th>

Superville, D. (2023, April 28). If You Gave Elementary School Students \$2K, How Would They Spend It? *Education Week*. <https://www.edweek.org/leadership/if-you-gave-elementary-school-students-2k-how-would-they-spend-it/2023/04>

GRANTS PARTICIPATION

* denotes having participated in writing the grant

+ denotes having participated in the content deliverables or research and evaluation for the grant

U.S. Department of Education, National Center for Education Statistics* **Pending**
\$1,600,000 pending award to Arizona State University’s Mary Lou Fulton Teachers College to explore the relationship between innovative designs and learning outcomes with School Participatory Budgeting.

U.S. State Department* **Pending**
\$180,000 pending award for an exchange experience with Uzbekistan youth focused on youth empowerment, sustainable development, and global citizenship.

U.S. Department of Education American History and Civics+ **2023**
\$1,600,000 awarded to Arizona State University’s Mary Lou Fulton Teachers College to create microcredential courses on civics, history, and media literacy for K12 educators.

U.S. Department of Education American History and Civics *+ **2023**
\$1,500,000 awarded to Civic Health team at the Center for the Future of Arizona and Arizona State University’s Participatory Governance Initiative to expand School Participatory Budgeting and create curricular content connections with civics, history, and government.

Arizona Department of Education ESSER III*+ **2022**
\$1,500,000 awarded to Civic Health team at the Center for the Future of Arizona to address the complexities of pandemic learning loss and social needs using social and emotional learning strategies and civic education pedagogies.

- Vitalyst Spark Grant*** **2022**
\$10,000 awarded to Arizona Town Hall to hold town halls and spark collaboration among different community groups to address election conditions and the inclusion of independent and young voters.
- Educating for American Democracy+** **2021**
\$1,000,000 awarded to Arizona State University’s Center for Political Thought and Leadership to fund the professional development of Arizona K12 Social Studies and Civics teachers on the Education for American Democracy Roadmap and Pedagogical Principles.
- The Arizona Developmental Disabilities Planning Council (ADDPC) Self-Advocacy Grant+** **2019**
\$80,000 awarded to the Civic Health team at the Center for the Future of Arizona and Arizona State University’s Participatory Governance Initiative to research the state of civic engagement among the disability community and the inclusion of students with a disability in civic education opportunities in Arizona K12 schools while piloting an Inclusive Participatory Budgeting Project model.
- U.S. State Department Mandela Washington Fellowship Reciprocal Exchange*+** **2017**
\$5000 awarded for travel to Cameroon in partnership with a colleague to facilitate civic engagement workshops with local youth and support a women’s microfinance co-op.

HONORS AND AWARDS

- UN Sustainable Development Goals (SDGs) Knowledge Cooperative** **2024**
The UN Sustainable Development Knowledge Cooperative recognizes publications that relate to sustainability and support the SDGs.
- Arizona State University President’s Medal for Social Embeddedness** **2021**
The Social Embeddedness Award recognizes Arizona State University affiliates and transdisciplinary teams who have embedded mutually supportive partnerships within the surrounding community.
- Center for Philosophical Technologies Cannibalization Award** **2021**
The CPT Cannibalization Award recognizes promising, creative research that encompasses a cannibalizing effect and provides funding to carry out a research project.
- Arizona Diamondbacks Most Valuable Teacher Award** **2020**
The Arizona Diamondbacks MVT Award is based on nominations for Arizona teachers who have inspired students and colleagues to reach for their best potential.

John J. Ross Award for Teacher Excellence in Law-Related Education 2019
The John J. Ross Award recognizes the exceptional contributions of Arizona educators in furthering students' understanding of the role of the law in our democratic society.

Mesa Public Schools Service-Learning Teacher of the Year 2018
The MPS Service Learning Award recognizes teachers and their students engaged in meaningful community service experiences that teach and reinforce the curriculum.

Arizona Foundation for Legal Services and Education Featured Teacher 2017
The Foundation recognizes individuals who fulfill the mission of promoting access to justice for all Arizonans by preparing Arizona youth for civic responsibility and providing access to justice for Arizonans most in need.

Mesa, Arizona Oriental Masonic Lodge Top Twenty Teachers 2016
The Mesa Oriental Masonic Lodge accepts nominations of and recognizes teachers who provide excellent classroom instruction and give back to the community.

Arizona State University Graduate and Professional Student Association Shon Zelman Student Advocacy Award 2015
The Shon Zelman Student Advocacy Award recognizes graduate students involved with advocacy work related to knowledge mobilization and governmental relations.

PROFESSIONAL PUBLIC SERVICE

Director of Strategic Initiatives 2015-present

[Arizona Civic Coalition](#)

- Promote civic engagement learning opportunities for educators, administrators, and students within Arizona schools and the greater community
- Foster and expand partnerships with local and national civic-related organizations and nonprofits, including Arizona State University, the Center for the Future of Arizona, the O'Connor Institute, the Flinn Foundation, Arizona Town Hall, the League of Women Voters, the Joe Foss Institute, the Arizona Bar Foundation, Maricopa County Community College District, the Bill of Rights Institute, ROSAmerica, iCivics, the Arizona Economic Education Council, GeoCivics, the Arizona Council for Social Studies, Clean Elections Commission, among others
- Lead strategic initiatives with partners and stakeholders to plan public engagements, apply for funding opportunities, and support cross-programming
- Analyze Excellence in Civic Engagement school applications, conduct on-site observations of school applicants, provide individualized feedback to applicants and awardees, and promote and deliver annual awards
- Conduct research on civic learning and stay informed of current research taking place across the nation to inform best practice approaches to civic learning in Arizona

- Manage registration, logistical planning, and budgeting details for outreach events at other local conferences and community partner engagements
- Coordinate the annual Civic Learning Conference, specifically participant registration, session schedules, presenters, and community partner organizations and vendors

Bias and Content Reviewer (AASA and AZELLA) 2016-present
Arizona Department of Education

- Review and evaluate developed and/or field-tested content in relation to bias, sensitivity, grade appropriateness, accuracy, and standards measurement
- Utilize virtual platforms such as ABBI to analyze test content, passages, and questions, as well as data on field-tested items
- Provide feedback and recommendations to the Arizona Department of Education Standardized Testing Unit and test contractors

Student Representative 2020-2022
Arizona State University Mary Lou Fulton Teachers College, Educational Policy and Evaluation (EPE) Committee

- Served as a liaison between students and faculty on concerns and needs regarding the EPE doctoral program
- Attended monthly faculty meetings to provide updates and discuss student inquiries
- Created and utilized shared documents and contact forms with EPE students to communicate meeting outcomes and future initiatives regarding the program

Arizona History Teacher of the Year Selection Committee 2020-2022
Arizona Department of Education

- Reviewed applications, letters of recommendation, and lesson plan submissions in accordance with a rubric
- Provided feedback and rubric results to the greater committee for nominee recommendation

Internal Secretary 2020-2021
Arizona State University Graduate Women's Association

- Kept a record of and posted all general and business meeting minutes to the Association's shared folder
- Scheduled meetings and sent out meeting reminders to all Association members
- Maintained the Association's email account
- Maintained and updated the Association's membership list on the SunDevilSync listserv

Social Science and History Standards Revision Committee 2017-2019
Arizona Department of Education

- Established the overall vision and critical content of standards
- Refined the content according to grade level bands and identified critical process and inquiry skills for each grade level
- Wrote standards for grade levels and grade-level bands with cross-cutting concepts

- Reviewed both the vertical and horizontal alignment of the content and revised standards based on public feedback

Preservice Teacher Internship Mentor

2009, 2015, 2016, 2018, 2019

Arizona State University Mary Lou Fulton Teachers College

- Mentored junior and senior Mary Lou Fulton Teachers College students in a middle school classroom setting
- Modeled and provided feedback on instructional strategies, pedagogy, classroom and behavior management systems
- Assisted with understanding and formulating the scope and sequence of academic content and lesson delivery
- Shared resources and professional development opportunities

INVITED COMMUNITY AND PRACTITIONER PRESENTATIONS

2024

State Policy Innovations: Curricular Standards, Requirements, and Civic Seals

Project Citizen Research Program Conference, Washington, D.C.

2023

The frontlines of democracy: educators and Inclusive Civic Education (ICE) pedagogies

iCivics California Fellowship, Oakland, CA

How Civic Learning Can Make a Difference in Your School

Arizona Department of Education ESSA Conference, Tucson, AZ

2022

Taking Informed Action

OER Social Studies Conference, Online

Strengthening School Communities and Building Student Agency Through Inclusive Civic Learning

Teachers Institute and Leading Change Conference, Tucson, AZ

Every Student Decides: Empowering Student Voice through School Participatory Budgeting

Arizona Department of Education ESSA Conference, Online

Exploring Social Pedagogy Concepts at Turbulent Times

ThemPra Social Pedagogy monthly webinar series, Online

Cannibalizing ourselves and American democracy: how legislation and polarization are perpetuating exclusionary curriculum and learning experiences

Arizona State University Teacher College Doctoral Council Conference, Online

2021

School Participatory Budgeting: civic collaboration and innovation

Taos Institute Conference, Online

Responding to Civic Education Inequities and Access: Impacts of Inclusive School Participatory Budgeting on Student Empowerment and Participation

Twenty-eighth International Conference on Learning, Online

Student Voice and Civic Learning in a Virtual World: Storying the School Participatory Budgeting Experience

International Congress of Qualitative Inquiry (ICQI), Online

Diversity, Equity and Inclusion in School Participatory Budgeting

International Conference of Social Pedagogy, Online

Youth Participation, Civic Engagement, and Education for Democracy: Challenges and Opportunities

UNESCO International Symposium on Democracy, Global Citizenship and Transformative Education, Online

Challenging Civic Education Inequities with School Participatory Budgeting

European Consortium for Political Research (ECPR), Online

“Nothing is more powerful than an idea whose time has come”: the impact of school participatory budgeting on inclusion, student empowerment, and democracy

Arizona State University Staff Council Diversity and Inclusion Conference, Online

Cross-Sector Collaboration for Inclusive Civic Learning in K-12 Schools

Arizona State University Social Embeddedness Conference, Online

Inclusive Civic Learning through School Participatory Budgeting

Arizona Department of Education’s Every Student Succeeds Act (ESSA) Conference, Online

Civic Education in K12 schools: What works?

Arizona State University Teacher College Doctoral Council Conference, Online

Participatory Budgeting as a Praxis of Social Pedagogy: Cultivating and sustaining dynamic and creative democratic capabilities within communities and schools

Lancashire University (UK), Online

2020

How to Engage People with Disabilities in Participatory Budgeting

People Powered Hub, Online

When Social Pedagogy Goes to School

Social Pedagogy and Social Education International Conference, Online

Critical Explorations of Qualitative Methods, Normativity, and Disability Studies

International Congress of Qualitative Inquiry (cancelled due to COVID19)

Civic Learning Through School Participatory Budgeting: An Inclusivity Approach

Arizona State University Institute for Social Science Research Graduate Student Poster Contest, Online

School Participatory Budgeting: An Inclusivity Approach

Arizona State University Social Embeddedness Conference, Online

Civic Learning through School Participatory Budgeting: An Inclusivity Approach

Arizona State University Teacher College Doctoral Council Conference, Tempe, AZ

Inclusive Action Civics: Participatory Budgeting

Arizona Civic Learning Conference, Phoenix, AZ

2019

Reinvigorating and Reimagining the Social Studies

Arizona School Administrators Middle Level Drive-in, Phoenix, AZ

Civic Learning Through School Participatory Budgeting: An Inclusivity Approach

Arizona Educational Research Organization, Tempe, AZ

School Participatory Budgeting: A Model of Action Civics

Arizona Council for the Social Studies, Mesa, AZ

2018

Projecting Youth-led Public Policy

Social Pedagogy and Social Education International Conference, Mexico City, Mexico

School-Based Participatory Budgeting

Arizona Civic Learning Conference, Phoenix, AZ

2017

Using Innovative, Democratic, and STEM Processes to Engage Students in School Governance

Arizona Civic Learning Conference, Phoenix, AZ

2016

The Who, What, Why, and How of Arizona's Excellence in Civic Engagement Program

Arizona Civic Learning Conference, Phoenix, AZ

Multicultural Education and Civic Learning

Multicultural Education Conference, Chandler, AZ

2015

Educational Practices beyond the Traditional Classroom

Arizona State University School of Social Transformation Graduate Conference, Tempe, AZ

Rethinking Educative Practice in Civic Learning: A conversation on Arizona's Excellence in Civic Engagement Program

Arizona State University Democracy Conference, Tempe, AZ

2014

Social/Cultural Pedagogy in Higher Education: The Societal Impact of Informal Learning Theories on Formal Education

Curriculum and Pedagogy Conference, New Orleans, LA

PROFESSIONAL AFFILIATIONS

- Save Our Schools AZ, Research Board Member (2024-present)
- Comparative and International Education Society (2022-present); Citizenship and Democracy Education SIG Secretary (2024-present)
- People Powered, Research Board Member (2022-present)
- American Political Science Association (2022-present)
- Association for Public Policy Analysis and Management (2022-2024)
- John Dewey Society (2022-2024)
- American Education Research Association (2019-present)
- Social Pedagogy Association (2014-present)
- Arizona Council for the Social Studies (2012-present)
- National Council for the Social Studies (2012-present)