

Unit Lesson Plans: Front Page

Unit: City of Austin Budget Game

Date of Implementation: Final Six Weeks/May

Class: Economics/Government

Lesson 1: Intro to Budget

Objectives: Students will understand how a budget is created and the importance of a budget both personally and at the local level.

Activities:

- Personal Budget Warm Up
- Austin Revenue Source Examination
- Austin CIP Expenditures and Collaborative Poster & Discussion

Lesson 2: The City

Objectives: Students will analyze the current strengths and weaknesses of the City of Austin, in both its initiatives and financial planning.

Activities:

- Local Government Intro and Austin Strengths Sort
- Budget Challenges Article Jigsaw
- Dashboard Analysis
- Budget Game Basic Intro

Lesson 3: District Needs and Public Defender Debates

Objectives: Students will understand how the City of Austin is broken into districts and will examine their local district. Students will evaluate different sides of the current debate over policing in the city of Austin, and make decisions in their own budget of how much funding to provide to public safety.

Activities:

- Warm Up- Austin City Districts and Where Am I? Activity
- Small Group Discussion- Policing in Austin
- Public Safety Planning

Lesson 4: Department Assessments

Objectives: Students will begin to develop a whole picture of the budget of Austin, by examining the remaining departments and

Activities:

- Value Conflict Statements Warm Up- What are my beliefs and where do I stand?
- Value Line- Whole Class Stances
- Expert Analysis- Departments in the City of Austin
- Collaborative Group Decisions- Fight For Funding

#### Lesson 5: Product & Presentation

Objectives: Students will examine what makes a good presentation and infographic product and begin to create their own infographic to explain their budget decisions.

##### Activities:

- Infographic Investigation
- Fight for Funding- Pick your Top Budget Need- Creating your budget
- Rationale & Reasoning in the Budget
- Translating Informed Decisions into Infographics

#### Lesson 6: Final Thoughts & Core Values

Objectives: Students will make final adjustments to their budgets and complete their infographic presentation.

##### Activities:

- Core Beliefs: What does our budget say about us?
- Finalize Budget & Infographic (Work Time)
- Presentations & Take-Aways

#### District Presentation: Video Conference

Objectives: Selected groups will represent their school/district by presenting their final budgets and infographics in a video conference with nine other groups—each representing a different local district.

##### Activities:

- Brief Review-Roberts Rules of Order
- Videoconference- Presenting Your District Voice

**TEKS OBJ**

**GOV'T TEKS:**

(5) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ROLES PLAYED BY LOCAL, STATE, AND NATIONAL GOVERNMENTS IN BOTH THE PUBLIC AND PRIVATE SECTORS OF THE U.S. FREE ENTERPRISE SYSTEM. THE STUDENT IS EXPECTED TO:

(A) EXPLAIN HOW GOVERNMENT FISCAL, MONETARY, AND REGULATORY POLICIES INFLUENCE THE ECONOMY AT THE LOCAL, STATE, AND NATIONAL LEVELS

(8) **GOVERNMENT.** THE STUDENT UNDERSTANDS THE STRUCTURE AND FUNCTIONS OF THE GOVERNMENT CREATED BY THE U.S. CONSTITUTION. THE STUDENT IS EXPECTED TO:

(H) COMPARE THE STRUCTURES, FUNCTIONS AND PROCESSES OF NATIONAL, STATE AND LOCAL GOVERNMENTS IN THE U.S. FEDERAL SYSTEM.

(22) **SOCIAL STUDIES SKILLS.** THE STUDENT USES PROBLEM-SOLVING AND DECISION-MAKING SKILLS, WORKING INDEPENDENTLY AND WITH OTHERS, IN A VARIETY OF SETTINGS. THE STUDENT IS EXPECTED TO:

(A) USE A PROBLEM-SOLVING PROCESS TO IDENTIFY A PROBLEM, GATHER INFORMATION, LIST AND CONSIDER OPTIONS,

CONSIDER ADVANTAGES AND DISADVANTAGES, CHOOSE AND IMPLEMENT A SOLUTION, AND EVALUATE THE EFFECTIVENESS OF THE SOLUTION; AND

(B) USE A DECISION-MAKING PROCESS TO IDENTIFY A SITUATION THAT REQUIRES A DECISION, GATHER INFORMATION, IDENTIFY OPTIONS, PREDICT CONSEQUENCES, AND TAKE ACTION TO IMPLEMENT A DECISION.

**ECONOMICS TEKS:**

(15) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ECONOMIC IMPACT OF FISCAL POLICY DECISIONS AT THE LOCAL, STATE, AND NATIONAL LEVELS. THE STUDENT IS EXPECTED TO:

(A) IDENTIFY TYPES OF TAXES AT THE LOCAL, STATE, AND NATIONAL LEVELS AND THE ECONOMIC IMPORTANCE OF EACH;

(20) **PERSONAL FINANCIAL LITERACY.** THE STUDENT UNDERSTANDS HOW TO PROVIDE FOR BASIC NEEDS WHILE LIVING WITHIN A BUDGET.

Name: Lesson One: An Introduction to the City Budget and CIP

Subject: Budget Game Unit

LANGUAGE OBJECTIVE	MATERIALS
<p>LANGUAGE OBJECTIVE:</p> <ul style="list-style-type: none"><li>• STUDENTS WILL BE ABLE TO SHARE INFORMATION THROUGH LISTENING, SPEAKING AND WRITING IN COOPERATIVE LEARNING INTERACTIONS.</li><li>• STUDENTS WILL MAKE CONNECTIONS BETWEEN CONTENT AND THEMSELVES, THEIR KNOWLEDGE, AND THEIR WORLD.</li><li>• STUDENTS WILL USE VERBAL BRAINSTORMING STRATEGIES.</li></ul>	<ul style="list-style-type: none"><li>• STUDENTS WILL NEED TO BE PLACED IN COOPERATIVE LEARNING GROUPS</li><li>• PROJECTOR</li><li>• ACCESS TO GOOGLE CLASSROOM/CHROMEBOOKS IF POSSIBLE</li><li>• ELECTRONIC COPY OF THE CAPITAL IMPROVEMENTS PROGRAM</li><li>• POSTER PAPER</li></ul>
VOCABULARY	
<p>VOCABULARY:</p> <ul style="list-style-type: none"><li>• BUDGET</li><li>• REVENUE</li><li>• EXPENDITURE</li><li>• PROPERTY TAXES</li><li>• PUBLIC UTILITIES</li><li>• SERVICE FEES</li><li>• SALES TAX</li></ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"><li>• Students will understand how a budget is created and the importance of a budget both personally and at the local level.</li><li>• Students will understand how local governments generate revenue.</li><li>• Students will gain a basic understanding of how city projects affect their neighborhood.</li></ul>
WARM UP/ACTIVITY 1 (15 MINUTES)
<p>Remind students of the concept of a budget through the budget warm up. In this activity, students will be given a brief overview of the purpose of a budget, and be asked to examine their monthly revenue and expenditures. After doing so, they will briefly analyze where they spend the most money, what they might spend money on if they had additional income, and where they could cut expenses if they needed to. They will also look to the future and how their budget will change in different life scenarios (after high school, starting a family, when they retire). After they have completed their analysis, lead a brief class discussion about some of the things they had</p>

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to think about and similarities/differences between students and life situations.

At the end of the discussion, it might be helpful to inspire connections and bridge by asking what other entities have budgets (various levels of government, families, schools, etc) and where these entities generate revenue and what they spend money on.

#### ACTIVITY 2 (20 MINUTES)

Students will transition from analysis of personal spending to looking at Austin's budget by completing a chart of the various sources of Austin's revenue. Students will work in their cooperative learning groups to gain understanding of the four sources from which the City of Austin receives money: Property Taxes, Service Fees, Public Utilities, and Sales Tax. For each source, students will come up with a shared definition and draw a symbol to show their understanding. This should take about 10 minutes.

After students have completed the revenue chart, ask students to brainstorm what a city would need to spend money on and what improvements their neighborhood needs that a local government could help facilitate (sidewalks/bike lanes, library, etc). Have students share out their brainstorming ideas in a novel ideas format (create a class list and have students add on to their own).

#### ACTIVITY 3 (30 MINUTES)

After students have gained an understanding of revenue and brainstormed possible expenditures that the city of Austin might have, they will look at the Capital Improvements Program and attain a base level of knowledge about some of the departments that request money from the city budget. In order to do this, students will create a visual—either a poster or a google drawing—of a Capital Improvements Program their group chooses. It is imperative that no two groups have the same department—they choose on a first come first serve basis, through a randomizer, or through another classroom system you already have set up.

After students have selected a department to examine from the CIP, they will pull up their department information using the electronic PDF of the CIP found on Google Classroom (or through pre-made copies of department pages, if no electronics are accessible). Students will be given about 10 minutes to read about their department and become “experts” on it. Following that time, they will brainstorm with their group how to best summarize the department's goals, needs, benefits, and previous expenditures onto a visual. They will need to include brief summaries of each question in their own words, as well as a slogan, bulleted request list, image, two symbols, two key words, and a graph. The poster is collaborative- meaning the tasks should be divided equally among team members and each student must contribute to the finished product.

#### REFLECTION/CLOSING ACTIVITY (25 MINUTES)

Students will briefly share out the visuals that they have created (1-2 min), highlighting what they have learned. As they present, the rest of the class will record the key points of their peers' presentation on a graphic organizer. They will then answer an exit slip question to think about the department most important to their neighborhood- to both critically reflect on their learning as well as to think forward to the next lesson.

Name: Lesson One: An Introduction to the City Budget and CIP

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ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p>	<p>How does a local government generate revenue for its expenditures?</p> <p>What are some of the key departments and expenditures requested in the City of Austin, and what benefits do these departments generate for Austin residents?</p> <p>How are local neighborhoods affected by city spending?</p>	<ul style="list-style-type: none"><li>• Personal Budget Sheet and Analysis</li><li>• Brainstorming/Novel Ideas list of Local Expenditures</li><li>• Student Produced Visuals of CIP Department Requests</li><li>• Critical Question- Which CIP Department presented has the greatest impact on your neighborhood and why?</li></ul>

**OTHER NOTES/MODIFICATIONS:**

This lesson can be modified to be done without electronics if you pre-select and print portions of the CIP by department.

### Budget: Warm Up

A *BUDGET* is a summary or a prediction of what your income (how much you will make) will be, along with your expenditures (what you will spend money on) for a given period of time. It provides an organized breakdown of how much money you have coming to you, and how much you are spending.

A budget is important because it helps you manage your money and prioritize or pick what to spend your money on first. In addition, planning ahead with money can help you make practical and wise monetary decisions, prevent you from wasteful spending, or allow you to adjust or modify your budget if something happens that requires you to spend money you were not expecting to spend (like a flat tire, ticket, etc).

The federal, state, and local governments all create budgets based around their expected revenue and expenditures. It is the job of those elected to leadership positions in each of these types of government to determine what programs to spend money, and which things can be cut back on, or do not need to be government funded.

Throughout the next two weeks, you will be challenged to look at the budget for the city of Austin, and create a budget that you think is ideal or best serves local residents. But first, let's take a look at your personal budget.

#### What is MY personal budget?

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<p>Where do I <i>GET</i> money from (job, parents, etc)? How much do I typically earn or receive each month?  <i>(list where you get \$ from and how much you get per month in the box below)</i></p>	<p>What do I <i>SPEND</i> money on (food, clothes, entertainment, etc)? How much do I typically spend per month on each thing?  <i>(list as many things as you spend money on and how much you spend per month in the box below)</i></p>

Monthly Income Total:	Monthly Spending Total:

1. What do I spend most of my money on?
2. Justify/Explain why you spend money on this piece of your budget.
3. What would I spend additional money on if I had more money?
4. If I had to cut back on my expenses, what would be some of the things I could cut out or spend less on?
5. What actions would you have to take in order to be able to spend less on these things you listed in Question 5?
6. What are some ways your budget will change
  - After High School?
  - When you start a family?
  - When you are older and retire/no longer have an income?



## The Budget: City of Austin

Where does Austin get its Monetary Funds?

Before you can start looking at Austin's budget, you need to consider the sources from which Austin makes money to pay for the city's needs. The City of Austin gets its revenue from four main places. Look at the four sources below, and for EACH source of revenue, create a definition in your own words that clearly shows your understanding of how this is a revenue sources, as well as a symbol/image to match and clearly illustrate how this source collects money for the city.

Taxes on Property	Money Transfers from the City's Publicly Owned Utilities such as Austin Energy & Water
Fees on Services	Sales Taxes

Now that you have learned about Austin's sources of revenue, think about what you think the city of Austin spends money on.

With your group, brainstorm (your list should have at least ten things) the following:

What do you think are some of the things a city needs to spend money on?

What are some improvements the city of Austin could make that would greatly benefit the neighborhood around your school?

## Group Challenge: Analyzing the City of Austin and Where It Spends It's \$\$\$

Pull up the CIP (Capital Improvements Program) for the City of Austin on Google Classroom. This is the guide drafted by the Austin City Council for bonds, projects and the spending plan for the city for the foreseeable future.

From the CIP: "What is a capital improvement project and why is it important?"

*A capital improvement project is any major improvement or expansion of City facilities or infrastructure. Infrastructure includes the basic physical structures, systems, and facilities necessary to provide services to residents and for the City's community and economic functions. Examples include sidewalks, streets, fire stations, and water and sewer systems. Infrastructure impacts the public health, safety, and quality of life for Austin residents and decisions made to invest in projects are important because they are generally large in scope and cost, and the assets they create will likely be used for decades. Capital improvement projects may include new construction and/or renovation of recreation centers and libraries, acquisition of parkland, repaving of streets, replacement of water and wastewater lines, provision of power for residents, urban trails, creek restoration, and the purchase of new fleet vehicles and information technology networks. Collectively, these projects are referred to as the Capital Improvements Program (CIP). CIP projects are varied, so some may require years of planning and construction while other may be completed in a shorter timeframe.*

\*Source: City of Austin Capital Improvement Plan

With your group, select ONE category/department of the CIP that you would like to learn more about from the table of contents (page 5-6), to get an idea about some of the budget spending that the City of Austin has planned. You must pick an item that another group has not (first come first serve). You will look at the role of the department in the city and some of the main expenditures it has requested the city to spend money on in its 2017 budget.

### CIP Departments/Choices

Animal Services (page 31)  
Austin Convention Center (page 39)  
Austin Energy (page 51)  
Austin Public Library (page 59)  
Austin Resource Recovery (page 75)  
Austin Transportation (page 87)  
Austin Water Utility (page 115)  
Aviation (page 205)  
Building Services (page 245)

Communications and Technology  
Management (page 257)  
Development Services Department  
(page 277)  
Economic Development (page 287)  
Emergency Medical Services (page  
301)  
Fire (page 309)  
Fleet Services (page 321)

Health and Human Services (page  
333)  
Municipal Court (page 341)  
Neighborhood Housing & Community  
Development (page 349)  
Parks and Recreation (page 367)  
Planning and Zoning (page 467)  
Police (page 479)  
Public Works (page 493)  
Watershed Protection (page 537)

## Collaborative Poster/Drawing Instructions:

On your poster (or google drawing), you will need to include the following information in short phrases or summaries (of your own words):

- What are the main goals of the department in general?
- What are the expenditures that this department would like to have the city pay for in the 2017 year?
- What benefits will this provide people in the city of Austin?
- How much money will this require the City of Austin to spend?
- Is it the amount requested more or less money than in previous years?
- What money has the city already spent to make improvements for this department in recent years?

You will also need to include the following:

- A catchy slogan for what your department wants to improve
- A simple bulleted list of the expenditures requested
- An image of what service one or more of the expenditures will provide to the city (with labels and a caption of how it will affect residents of Austin)
- 2 symbols of the main goals of the department
- 2 bolded words that clearly demonstrate why your department is important
- A graph to show comparisons between expenditures requested and given in previous years.

After you research, become an expert on your department and create your visual, be prepared to share your findings with your peers.

## Intro to Austin Budget & CIP: Graphic Organizer

CIP Department	What are the goals of this department?	What monetary requests is this department making from the city?	Other important information to note about this department.	Do you think that these requests would help your neighborhood? Why or why not?

### Exit Slip:

Which Department from the CIP do you think would have the greatest impact on your neighborhood based on the information you research and had shared with you today? Explain the reason why you think money spent on this department would have the greatest impact on your neighborhood.

Name: Lesson Two: Where Does Austin Stand as a City and with its Budget?

Subject: Budget Game Unit

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<b>VOCABULARY</b>	
<p>VOCABULARY:</p> <ul style="list-style-type: none"><li>• BUDGET</li><li>• REVENUE</li><li>• EXPENDITURE</li><li>• PROPERTY TAXES</li><li>• PUBLIC UTILITIES</li><li>• SERVICE FEES</li><li>• SALES TAX</li></ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"><li>• Students will analyze the current strengths and weaknesses of the City of Austin, in both its initiatives and financial planning.</li><li>• Students will be able to explain limitations and struggles in the construction of the city budget from multiple perspectives.</li><li>• Students will begin to construct their own budget that they think best fits the needs of the city.</li></ul>
<b>WARM UP/ACTIVITY 1 (30-40 MINUTES)</b>
<p>Students will read a general introduction about the city of Austin, its local government, and some of the current statistics that will be relevant to this project. As they read, they will answer two very general questions. This portion of the warm up should not take long at all- about five minutes as students walk in.</p> <p>After students have looked over the two general paragraphs about Austin, they will look at ten cards that have been created from the City's Annual Financial report. These cards paint a rosy picture of life in Austin, and</p>

\* UNDERSTANDING BY DESIGN, WIGGINS & MCTIGHE

## Name: Lesson Two: Where Does Austin Stand as a City and with its Budget?

### Subject: Budget Game Unit

students will read the cards to write down ten fast facts about Austin's current accolades and achievements as a city. As students write down facts, they should also try to sort the cards into key parts of information shared—tourism, services, etc.

After students have sorted and written down their facts, they should go back to their initial warm up sheet and answer the culminating questions, which require them to further examine what they learned about Austin, the perspective that was shared, and trends and themes found throughout the chunked report. This might be a valuable time to have a brief class discussion to share reflections and noticings.

#### ACTIVITY 2 (25 MINUTES)

After the warm up combining facts about Austin with current initiatives, students will begin to transition to focus on the budget and its challenges. In the second activity they will look at multiple articles that offer perspectives from local leaders on the budget and its challenges. The first article will be examined by the entire class, which is from September and focuses on the shortfall of the budget. The article is fairly simple, with chunked questions that lead students to some of the key points and controversies surrounding the budget, who contributes and where the city loses money.

Following the whole class reading the article, students will look at four articles that offer additional insight surrounding Austin's budget in their cooperative learning groups. Each student will read a different article and become an expert on their reading, while completing the article jigsaw graphic organizer. Students should be given about ten minutes to read their short article and answer their portion of the chart. After that point in time, they will share their findings, and work together to answer the culminating questions.

#### ACTIVITY 3 (15-20 MINUTES)

With their groups, students will look at the City of Austin dashboard. This will be a key tool for them to use as they are planning their budget in future classes. This chart provides a basic and clear way for students to quickly analyze where the city is doing well, and what it needs to improve on.

Students will take about 15 minutes to look over the dashboard data and measures, and individually take notes as they discuss key take-aways from the dashboard together. They will need to reference back to their intro cards for this activity, so it may be helpful to have them still on their tables/desks, or refer them back to the electronic copy.

#### REFLECTION/CLOSING ACTIVITY (10 MINUTES)

Students will begin to look at the budget game that they will play over the next class periods by logging on to the website in their groups and beginning to browse its features. Over the next class periods, they will work with their cooperative learning group to create a budget that they think best fits Austin's needs and the needs of the district within their city. They will need a device to reach the website (just one per group this time). As a group, they will take about 10 minutes to get a base familiarity with the platform, its features, how to access different parts of the budget, and how they will begin to build their own. They will write down five take aways before they leave, and share them if time allows.



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ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p>	<p>What are some of the key challenges that the City of Austin faces in its budget planning?</p> <p>What are some of the places where the City of Austin is already successful in its initiatives and finances?</p> <p>What are some of the key factors that one needs to take into consideration when planning a budget?</p>	<ul style="list-style-type: none"><li>• City of Austin Card Sort</li><li>• Article Jigsaw</li><li>• Dashboard Measures Assessment</li><li>• Budget Game Initial Interaction</li></ul>

OTHER NOTES/MODIFICATIONS:

This lesson can be modified to be done without electronics for one more day if you print out the cards (which might be preferable anyway). The last exit activity could also be done as a class on the projector if no device is available.

## City of Austin: General Information

The City of Austin, chartered in 1839, has a Council-Manager form of government with a Mayor who is elected at large and ten Councilmembers who are elected by geographic district. The elected officials serve four-year staggered terms subject to a maximum of two consecutive terms. The City Manager, appointed by the City Council, is responsible to the Council for the management of all City employees, except Council appointees, and for the administration of all City affairs.

1. What is the basic set up of Austin's local government?

Austin, the capital of Texas, is the fourth largest city in the state (behind Houston, Dallas, and San Antonio) and the eleventh largest in the nation with a September 2016 population of 925,491 according to the City's estimates. Over the past ten years, Austin's population has increased by approximately 26.4% or 193,110 residents. The Austin metro area population is now over 2 million people. Geographically, Austin consists of approximately 326 square miles. The current estimated median household income for Austin residents is \$56,163 according to Nielsen SiteReports. Austin's per capita income is estimated to be \$55,065.

2. What are some key statistics to note about the City of Austin?

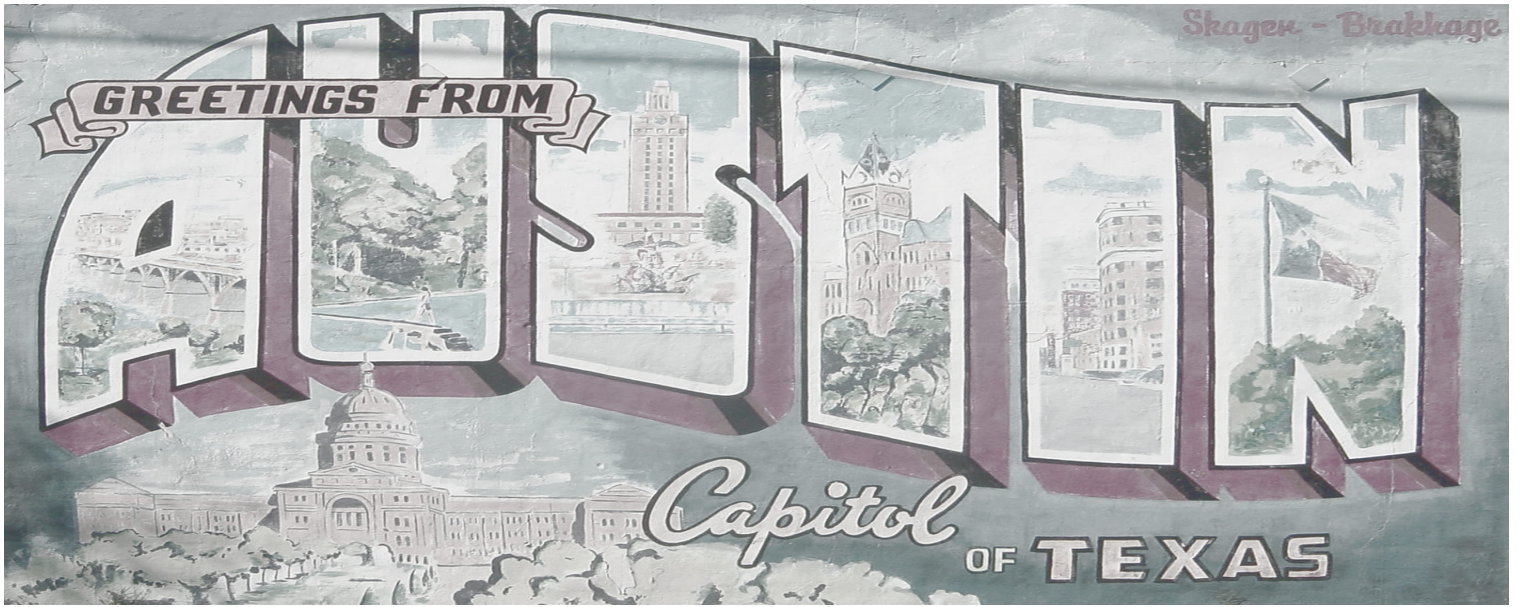
**Directions:** After answering the questions above, **read, sort and summarize/pick out key facts** from the cards on your table, which contain excerpts from the General Information section of the *City of Austin's Comprehensive Annual Financial Report for the Fiscal Year 2016*. This section of the report asserts Austin's excellence as a city and highlights strengths, recent developments and recognitions that Austin has received. As you read, think about the main information presented on each card, what you think is most important for people to know about the city of Austin, and how you could sort the cards (economic data, services information, etc.)

After you have finished reading and sorting with your group, you will work together to create a list of ten top facts about Austin—one for each card—to let people know what is going on with the city.

When you have finished, come back and answer the questions below.

3. What categories did you sort your cards into?
4. What common themes/information did you see that led you to choose each category?
5. What were some of the overall trends that you saw happening throughout all of the cards?
6. Do you think that any Austin voices were left out of this report? If so, who do you think was not well represented in this introduction, and why do you think they were left out?
7. List three developments of the city of Austin that you learned about from the cards. For each development you select, list a challenge that might result from that development (for example: more tourists and travelers might lead to security concerns).

Fast Facts: Austin in 2017



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## Fact Cards:

- Austin is nationally recognized as a great place to live due in part to its diverse and eclectic population, as well as its promotion of a year-round outdoor active lifestyle. Austin draws its special character from its physical setting along the Balcones Escarpment, a city wedged between coastal plains and dramatic cliffs, canyons, and juniper-carpeted rolling hills; it exists as a physical and cultural oasis where talented, entrepreneurial, hard-working people are drawn from all over the world. Austin's quality of life has become its biggest economic development engine, and the City's diverse demographic structure serves to support and enrich its quality of life. The City of Austin has also received a significant amount of recognition for being a leader in numerous areas such as job opportunities, creative economy, health, and business opportunities. Some of this recent recognition includes:
  - "#1 Best Cities in the U.S. to Start a Small Business (*American City Business Journals*, April 2016)"
  - "#6 Best Places to Live and Work as a MovieMaker in Big Cities, 2016 (*Moviemaker-January 2017*)"
  - "#5 Top Ten Cities for Creatives (*SmartAsset*, June 2016)"
  - "#2 2016 Destination Experience Satisfaction Study (*JD Power & Associates*, October 2016)"
  - "#2 World's Best Tech Hubs to Live and Work In (*Expert Market*, June 2016)"
  - "#4 Best Metro Areas for Young Entrepreneurs (*Nerdwallet.com*, December 2016)"
  - "#1 Healthiest City in Texas (*24/7 Wall St.*, September 2016)"
  - "#1 2016 STEM Job Growth Index (*RCLCO- Robert Charles Lessar & Co.*, June 2016)"
- The City of Austin is fortunate to offer a host of broad-ranged educational opportunities for those individuals with a desire to learn. Austin is a highly educated city, with 46.9% of adults twenty-five years or older holding a bachelor's or advanced degree, compared to 29.8% for the U.S. as a whole. Higher education is a significant aspect of life in the Austin area which is host to six universities, a robust community college system, and numerous other institutions of higher learning. The University of Texas at Austin (UT), a world-class center of education and research, is one of the ten largest public universities in terms of undergraduate enrollment. In the 2016 *U.S. News and World Report* Best Colleges survey the national universities, both public and private.
- The Austin metropolitan area is consistently recognized among the most inventive, creative, wired, educated, fit, and loved cities in which to live and work. The Milken Institute ranked the Austin metropolitan area number 2 (tie) in its "2016 Best-Performing Cities" report, which ranks U.S. metropolitan areas by how well they are creating and sustaining jobs and economic growth. The index "provides an objective benchmark for examining the underlying factors and identifying unique characteristics of economic growth in metropolitan areas." Citing growth in the technology industry as well as diversification into other sectors such as travel and tourism, health services, and medical research, the report notes that the Austin-Round Rock area, "is rapidly gaining an international reputation as a model worthy of emulation in tech-based economic development policy." In February 2017 *U.S. News & World Report* ranked Austin as the "2017 Best Place to Live in the USA." The rankings were based on numerous factors such as the job market, affordability, quality of life, desirability, and net migration. In November 2016, the City of Austin was designated as one of the top-ranked U.S. digital cities by the Center for Digital Government and the Digital Communities Program. Austin was ranked fifth in the population category of 500,000 or more in this survey that "recognizes cities using technology to improve citizen services, enhance transparency and encourage citizen engagement."

- After several years of booming growth, the Austin area is seeing a return to more sustainable growth rates. At slightly over 7%, the year-over-year annual average percent change in the Austin... was the lowest it has been in five years. The rate of growth calculated by this index has been declining since early 2015, but is still positive and showing signs of relative strength when compared to the state. In 2016, population, employment, retail growth, business growth, housing starts and average wages were all up over the previous year, albeit (although) they grew at a slower rate than prior years. Over the longer term the Austin area population is expected to continue to grow at a rapid pace. Recently the American City Business Journals projected population growth in over 900 metropolitan and micropolitan areas around the country. The study projects that the Austin-Round Rock Metropolitan Statistical Area (MSA) population will grow by 98% to four million by the year 2040. This would make the Austin MSA the fastest growing in the nation for the twenty-five year period. Austin is joined by three other Texas MSAs, Houston, San Antonio and Dallas-Fort Worth, in the top seven areas that are projected to be fastest growing through 2040.
- While the Austin economy has diversified over the last decade, the technology industry continues to play a large role in the City's economic expansion. According to Moody's Analytics, from 2010 to 2015 the number of technology jobs in Austin increased over 37%, the third highest rate in the nation. In 2016 evidence of this growth came in many forms. Apple Inc. expanded its Austin-based workforce and completed a 1.1 million square foot campus in northwest Austin. Oracle is building a new corporate office on a 27-acre site in Austin and will expand its workforce in the area by 50%. Samsung announced plans to invest an additional \$1 billion in, and will hire additional employees, at its Austin manufacturing facility. High rates of entrepreneurship also played a significant role in Austin's economic expansion. The Ewing Marion Kauffman Foundation annually evaluates startup and entrepreneurship activity in 40 major U.S. metropolitan areas. In 2016, for the second year in a row, the Kaufman Startup Index ranked Austin number one in startup activity and number two in the rate of growth of entrepreneurial business growth in the U.S. In addition during 2016, CNBC recognized Austin as "America's Best Place to Start a Business."
- *Tourism* - Austin continues to be a destination for both business and recreational activities. Austin is known around the world as the "Live Music Capital of the World" with over 250 live music venues. In "The Economic Impact of Music in Austin, 2016 Update", (based on 2014 data), TXP, Inc. estimates that the collective impact of music and music-related tourism exceeds \$1.8 billion annually, supporting more than 20,000 jobs. In providing a unique convergence of original music, independent films, and emerging technologies and more recently education and sustainability. This year's SXSW core events attracted approximately 88,000 registrants and included keynote addresses by the President of the United States as well as the First Lady. According to an economic impact analysis prepared by Greyhill Advisors, SXSW was responsible for injecting more than \$325 million into the Austin economy during 2016. Other major festivals and events impacting the tourism economy include University of Texas athletic events, Austin City Limits Music Festival, Austin Film Festival, and Fun Fun Fun Fest. In addition, the Circuit of the Americas, just southeast of Austin, is home to the Formula 1 United States Grand Prix, a motorcycle grand prix event, and other racing and concert events which also contribute substantially to the tourism economy.
- *Services*: The growing local economy in Austin relies on quality air service to foster business, government, and leisure travel. During 2016 Austin's airport, ABIA, set a new record for annual traffic for the sixth consecutive year. In 2016, over 12.4 million passengers passed through ABIA. Air carriers continue to add direct flights to Austin facilitating both domestic and international connections throughout the world. To accommodate the increased flights and passengers, ABIA completed 3 major projects in 2015: an expanded taxiway, a consolidated rental car facility, and expansion of the east terminal, adding over 56,000 square feet including a new Customs and Border Protection area which more than doubles the capacity to process international arrivals as well as adding a new six-lane TSA checkpoint. In 2016, construction began on a nine-gate terminal and apron expansion. This expansion will accommodate approximately 4 million additional passengers annually, an increase of 27 percent. In addition, a new Hyatt Place Hotel, parking facilities, and pet boarding facility are under construction.

- The Economy* - The Texas economy has been strong for well over a decade. With a \$1.59 trillion economy, Texas ranks second only to California in gross state product. In October 2016, *Forbes* listed Texas as one of the top five Best States for Business and ranked the state first for current economic climate. *Chief Executive Magazine* in its 2016 survey found that CEOs consider Texas as the best state Texas is still held in high esteem by CEOs for its favorable economic reforms.” With the current downturn in oil prices, job growth in Texas has been slowing but is still positive. For the year ended December 2016, Texas added 213,500 nonagricultural jobs. This results in a job growth of 1.8 percent, higher than the national employment growth rate of 1.4 percent. All major Texas metro areas had more jobs in December 2016 than in December 2015. Austin area employment growth continued to be solid in 2016. Employment grew by 1.9%, slightly above the Texas average. Austin’s unemployment rate was at 3.2% in December 2016, near the 2015 level of 3.1%, and well below the December State and National unemployment rates of 4.6% and 4.7%, respectively.
- City Attitudes:** The City could not achieve its vision of making Austin the most livable city in the country without a highly dedicated and exceptional workforce to support City Council’s policies and initiatives. Council’s priorities of affordability, equal opportunity for all residents, mobility, health, and safety can only be achieved by partnering with the community in engaging ways. City staff is committed to creating a work environment that fosters creative thinking and innovation throughout the organization, thereby better positioning the workforce to more effectively respond to new challenges as well as new opportunities. City employees take enormous pride in their work. PRIDE reflects the City’s core values of public service and how employees relate to customers and each other. The elements of PRIDE include: **P**ublic Service & Engagement; **R**esponsibility & Accountability; **I**nnovation & Sustainability; **D**iversity & Inclusion; and **E**thics & Integrity. Reflecting the PRIDE that the City’s employees take in their work, Austin ranks 25 percentage points above the national average for large cities for overall quality of customer service. During 2016, *Forbes* included the City of Austin in the top 25 of its list of *America’s Best Employers*. Austin was the highest ranked governmental employer in this survey of more than 30,000 workers from companies with more than 5,000 employees.
- Climate & Sustainability:** –Austin’s commitment to sustainability and innovation was recognized by a number of organizations over the last year. In February 2017, Austin was the winner of the Smart Cities Council Readiness Challenge Grant. The City was one of five cities chosen from a pool of over 130 applicants. All the winners “will receive a tailored Readiness Workshop during 2017 to develop a roadmap for applying smart technologies to further innovation, inclusion and investment within their cities.” In addition, the City’s Neighborhood Partnering Program received an Outstanding Achievement in Innovation award from the Alliance for Innovation. Through this program, the City works with community groups to develop and resource improvement projects on City property or right of way, transforming vacant lots into community gardens and retaining walls into vibrant mosaics. In addition, The City of Austin has long been a national leader in the climate protection arena through the efforts of City leaders, the city-owned electric utility (Austin Energy), and the participation of customers from residential to other governmental entities and private businesses. As a result of these efforts and partnerships, Austin Energy led all public power utilities in the country for sales of renewable energy again in 2015 and ranked third when compared to all utilities both public and private. In January 2016, Austin Energy was awarded a \$4.3 million grant to pilot a platform to promote integrated distributed energy resources including community solar, battery storage, and smart inverter technologies. In September, U.S. Department of Energy SunShot Initiative awarded the City of Austin with a gold designation to recognize the City’s work to improve access to solar energy

## Council Confronts Tough Budgeting Decisions



Thursday, September 1, 2016 by [Jack Craver](#)

City Council members were faced with the grim reality Wednesday that the city's financial situation is going to force some tough spending choices in the coming years.

A budget overview presented by the city finance department projected the city would face a \$ 1 million shortfall during Fiscal Year 2017-2018. That might not sound bad, but as Deputy Chief Financial Officer Ed Van Eenoo pointed out, that figure does not account for a number of major initiatives (plans) that Council expects to be implemented (started) in the near future. Those include a community-based policing program, five new fire stations, increased funding for grants to nonprofit service providers, the consolidation of Emergency Services District 4 and further increases to the homestead exemption.

1. How much of a shortfall will the city of Austin face in 2017-2018?
2. What are some initiatives (plans) that the city wants to implement that this shortfall does NOT include?
3. What conclusions can you draw/what does it mean for the budget if those initiatives are not included in the initial shortfall?

"That's a really scary forecast," said Council Member Delia Garza, who noted that the situation could become worse if the state Legislature imposes further restrictions on the ability of municipalities to raise taxes.

Garza argued that this budget cycle should be the one in which Council makes "tough choices" about spending, and she said she would be asking every department that had requested a staff increase to explain what would happen if Council approved 25 percent, 50 percent or 100 percent less than the requested increase in full-time employees. Declining to hire additional employees now, she said, would be preferable to laying off city workers in future years.

4. What action might the state Legislature take to make Austin's budget issues worse?
5. What did council member Garza ask departments to do? Why?

Mayor Steve Adler urged staff to begin working with Council on budget-planning earlier in the year and suggested a number of potential cuts that he would like to explore. He suggested the city could scale back the planned implementation of a 42-hour work week for emergency medical service employees, which will require the hiring of an additional 53 EMS workers. He similarly floated putting a "pause" on Austin's takeover of the Shady Hollow fire station,

which is currently run by a separate emergency services district, and suggested the city could stop providing \$ 1.5 million to help set up South by Southwest.

6. What were some suggestions that Mayor Adler made to help the budget shortfall?

7. Who would be “hurt” by, or what might be some of the consequence of Adler’s suggested budget modifications?

Council’s liberal majority was eager to lay much of the blame on the Republican-controlled state Legislature. Not only has the state put strict limits on the ability of local governments to raise revenue, but the “Robin Hood” education formula allows the state to redistribute a big chunk of property tax revenue raised by the Austin Independent School District and other school districts with high property values to those with lower property ones.

In the upcoming year, AISD will transfer more than \$ 400 million of its revenue to the state, an increase of roughly \$ 134 million over the previous year, a challenge for the district that has many on Council scrambling for ways the city can deliver services to Austin children that the school district would typically handle.

“If there’s an outrage, that’s where the outrage should be,” said Council Member Pio Renteria. “That the state is taking all our money. It’s hurting us, especially the minority community. It’s a big injustice going on in Texas.”

8. Why does the state of Texas redistribute tax revenue from Austin ISD? What is this practice called?

9. How much did AISD transfer to the state this year? What challenges does this pose for the city?

Council Member Greg Casar voiced an interest in finding ways to make commuters from wealthy suburban communities surrounding Austin pay for the city roads and other public services they benefit from on a daily basis. Recognizing that his remarks had raised the eyebrows of his suburban colleague, Council Member Ellen Troxclair, Casar assured her, “I don’t mean your constituents, who do pay property taxes. I’m talking about folks out in West Lake Hills.”

10. What group does council member Casar believe should be paying additional taxes? Why does he believe this?

Troxclair, for her part, said she was delighted to hear those outside of Council’s conservative trio – consisting of her and Council members Don Zimmerman and Sheri Gallo – express an interest in cutting spending. The former Republican legislative aide also defended state caps on municipal taxing, saying Austin had to learn to live within its means.

Van Eeno reminded Council, however, that it could choose to go above that rate; however, it would run the risk of triggering a referendum by citizens to overturn the increase.

11. What do conservative factions of the council argue about spending?

12. What power do citizens have if they are unhappy with tax rates?

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## The Austin City Council & The Budget: Article Jigsaw

	<b>Article A:</b> <i>Budget Strives to Address Council Directives</i>	<b>Article B:</b> <i>Adler Urges Caution on Budget</i>	<b>Article C:</b> <i>Budget Chiefs Still See Financial Picture as Rosy</i>	<b>Article D:</b> <i>Council Kicks Off Budget Season</i>
What is the main perspective or point of view that this article has about Austin's budget?				
What evidence does the article have to support this point of view?				
What are some challenges that the article discusses in relation to the budget?				
What are some of the key events/current happenings in Austin that the article discusses or notes?				
Any other important information to note or consider?				

## The Austin City Council & The Budget: Article Jigsaw

1. After sharing your article and listening to those of your peers, what are some of the main things/key facts that you learned about Austin's budget?
2. What are some of the main challenges that Austin will face in its budget, according to all of the articles you have compiled?
3. What are some of the main promises and initiatives that the City of Austin needs to address according to the articles?
4. Who are some of the main players/people involved or offering input in the budget?
5. How do different perspectives and needs make planning the budget challenging? Provide examples from the readings.

## Article A: Budget Strives to Address Council Directives



Wednesday, July 27, 2016 by [Jo Clifton](#)

The non-senior Austinite who owns a median-priced home and uses an average amount of water and electricity can expect his or her bill for taxes, fees and utilities to increase by about \$12.48 per month for the 2017 Fiscal Year, under a proposal from the city's budget staff.

The projected property tax rate is 44.11 cents per \$100 of valuation, which is the rollback rate, the highest rate the city can charge without the possibility of triggering a rollback election. This figure represents a 1.78-cent decrease in the tax rate. The city's tax rate has gone down in most years recently because of the continuing climb in property valuations, according to Deputy Chief Financial Officer Ed Van Eenoo.

Van Eenoo described these changes, and others, during a media briefing on Wednesday. He is making a similar presentation to City Council this morning.

The budget staff is proposing a 2 percent wage hike for all city employees whose work is considered satisfactory. In addition, all employees will receive a 29-cents-per-hour salary increase – or about \$600 per year – in order to cover the increased cost of health insurance in Fiscal Year 2016-2017. Van Eenoo said that would cover the cost hike for employees with families, while single employees will not see any increase in their insurance rates.

The city will provide an additional \$3.4 million for Emergency Medical Services in order to reduce EMS employees' workweek from 48 hours to 42 hours, as promised by Council. In order to accomplish that goal, EMS will hire 52 new medical professionals.

Van Eenoo said that the change to EMS workers' hours was one of several policy directives the budget staff worked with in order to arrive at a proposed FY 2016-17 budget.

In addition, the Austin Police Department will spend another \$1.5 million for overtime to staff the city's spring festivals such as South by Southwest. APD will add 12 new officers plus 22 civilian employees, and the Austin Fire Department will hire three new firefighters in order to staff the new fire station at

Austin-Bergstrom International Airport. Van Eenoo said the airport would pay the \$217,000 to fund the firefighter positions.

Overall, he said, budget writers proposed to add 435 new positions for the coming year. Perhaps the most important factor in considering the budget is the city's growth, with Austin's population projected to reach more than 937,000 by January, compared to a population of 842,743 in 2013, Van Eenoo said. He was careful to explain that the figures came from the city's demographer and, because of the city's rapid growth, might have to be revised upward, as has happened in the past.

Providing a living wage for temporary positions as well as lifeguards at the city swimming pools will cost about \$1.1 million, and the city will provide \$200,000 for child care within the Health and Human Services Passages program.

Budget writers are proposing to add \$1.1 million to the city's Housing Trust Fund, \$600,000 to the Housing First initiative, \$500,000 for additions to social service contracts, \$380,000 for the sobriety center and an additional \$217,000 for a sustainability initiative at Colony Park.

All of these are proposed in response to Council's directive to increase funding for social services, Van Eenoo said. Council Member Delia Garza sent out a notice to the media on Tuesday that she and members of Austin Interfaith would have a press conference this afternoon to discuss funding for health and human services programs.

As has been the case for many years, public safety claims the lion's share of the general fund. For the upcoming year, budget writers anticipate that public safety will make up 71.5 percent of general fund expenditures, with community services accounting for 20.7 percent. The general fund will increase by an estimated \$56 million under the budget writers' projections. Of that amount, \$13.8 million is attributable to APD and \$10.6 million to the fire department. The Austin Public Library, which does not usually rank very high in increased funding, will get a \$6.1 million bump, largely because of the new central library.

In order to pay for some additions to the general fund, budget writers proposed increasing the transfer from Austin Energy and Austin Water. Together, those utilities will provide \$5.1 million more in the coming fiscal year than they have provided for this year.

The city's property tax bill on a median-priced home is estimated at about 1.7 percent as a share of median family income, roughly the same as Fort Worth but less than Dallas. Adding other taxing entities, however, makes Austin a more expensive place to live. Van Eenoo said that although the city's share of a taxpayer's tax bill is only about 20.4 percent and Travis County's share is only about 15 percent, Austin ISD's share is 54.6 percent.

A public hearing on the budget is scheduled for Aug. 18, and Council will vote on it Sept. 12 through Sept. 14.

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## Article B: Adler Urges Caution on Budget



Thursday, May 5, 2016 by [Jo Clifton](#)

Despite Austin's robust economy, City Council is facing budget season with difficult decisions ahead. Because of commitments made by Council when members voted on the current budget, there's little room in the 2017 budget for increased spending or further property tax exemptions.

After hearing a preliminary forecast from the city's budget staff on Wednesday, Mayor Steve Adler told the *Austin Monitor*, "Based on the forecast that's presented by the staff, the dollars are tight. If we go up to the rollback rate, which is the highest we could go, we're basically on top of the forecasted expenses (in the city)."

By increasing the tax rate to the rollback rate, which is the highest rate the city can charge without facing a rollback election, and factoring in sales tax revenues, fees and other revenues, the city would bring in an additional \$56 million.

Chief Financial Officer Elaine Hart said the financial services staff always makes its projections based on very conservative analysis and that a variety of circumstances change before staff puts out its final budget document in the summer. At this point, she said the city would have an extra \$2 million to address other cost increases.

Adler pointed out that a 5 percent increase in the general homestead exemption would cost an additional \$9.1 million and that additional spending for Development Services as outlined in the Zucker Report would cost \$1.1 million. Various Council resolutions about increasing health and human services and social services would cost an additional \$8.3 million. So it's clear that some of this won't be happening.

Although the financial staff used 2.4 percent as a base city employee salary increase, Hart said the number could be anywhere between 2 percent and 4 percent.

Deputy Chief Financial Officer Ed Van Eenoo told Council that Austin's sales tax has grown by 5.4 percent so far this fiscal year, less than the projected 5.7 percent. That means there is \$600,000 less in city coffers than projected when the budget was written last year.

Van Eenoo asked Council to let the budget staff know whether they should lower their projections for future sales tax growth to 5.1 percent, the more conservative figure.

Adler and Mayor Pro Tem Kathie Tovo both said it would be a good idea to use 5.1 percent. Nevertheless, several Council members expressed their commitment to increasing funding for social services. Council Member Delia Garza told her colleagues that she would not support an increase in the homestead exemption because it would not generally be beneficial to residents of her district. Council Member Sheri Gallo said, "I really believe the city can impact affordability with reducing utility bills and taxes — or at least holding them the same. ... That will be my goal. It's also my intent to do everything I can to help seniors and the disabled population."

Gallo said she supports an increase in the homestead exemption for homeowners over 65 to match the increase in property values.

Tovo and Council members Greg Casar and Ann Kitchen said they want to do more to assist the homeless population.

Council Member Ora Houston said she has received several complaints from people who had inherited homes from parents and grandparents but could not afford to live in them because of property taxes. The heirs receive a shock when they get their tax bill and realize how much higher it is than what their parents or grandparents were paying.

Houston later told the *Monitor*, "Anybody that's over 65 realizes at some point they're going to die and then the family, daughter, grandchildren, they're not going to be able to live in the house because they can't pay the taxes. ... People don't think about it because they don't like to think about death, but wherever you are in the city, your child can't come in there ... and have the senior homestead exemption. If we could just do something to just try to minimize the tax hike," it would help a lot of residents.

Van Eenoo told her that he wasn't sure that the city could do that and would have to check with someone in the law department for advice.

## Article C: Budget Chiefs Still See Financial Picture as Rosy



Friday, January 29, 2016 by [Jo Clifton](#)

A trio of city financial managers told the *Austin Monitor* this week that Austin is still doing well financially, and, due to conservative fiscal planning at the city, Austin Energy and Austin Water both closed out 2015 with greater than projected surpluses.

Deputy Chief Financial Officer Ed Van Eenoo said that the city's general fund ended the year with a surplus of \$5.1 million, which is smaller than the \$10 million to \$12 million surplus the city has had in years past.

"That's no indication that the economy is slowing down," he said, but it reflects that budget writers were "a little bit more conservative" in projecting how much money would come in than they have been in the past. Though Van Eenoo did not say so, it should be noted that City Council spent more money than the city's budget writers requested, so that could account for the lower surplus. "We like to budget in a fiscally conservative manner so we have a good news story to tell Council when we close out our books," Van Eenoo said, adding that this is the third or fourth consecutive year that has ended with a general fund surplus.

Van Eenoo attended Wednesday's Audit and Finance Committee meeting along with David Kutach, budget director at Austin Energy, and Austin Water Assistant Director David Anders. However, because of the crowded agenda, the committee did not have time to hear from them. All three provided hard copies of their PowerPoint presentations, however.

Anders explained that the water utility's revenues were more than \$15 million below expectations. With rainfall about 45 percent above normal, water customers simply used less water. But the utility was able to reduce operating costs by between \$5 million to \$5.5 million, he said. Because the public was using less water, the utility was able to save money by using less electricity for pumping, and fewer chemicals were needed for water treatment. He said the utility ended up with about \$4 million more than it had projected last September.

Over at Austin Energy, Kutach said, “We had some significant savings this year in our power supply adjustment cost, because of the (Electric Reliability Council of Texas) market. The wholesale prices have been generally lower,” especially natural gas. Overall revenues were about \$64 million less than what Austin Energy had anticipated, he said, but expenses were also about \$64 million less than expected – that was also a result of lower fuel prices.

But the big news was that there was a huge reduction in bad debt. That number fell from \$21 million in Fiscal Year 2013-14 to \$8.5 million last year, he said. Kutach attributed that to policy changes enacted by Council last year.

“Our base revenue was slightly less than what we had estimated,” he said, “even though we did have the high peak demand during the summer of 2,735 megawatts.” Kutach attributed that result generally to more energy efficiency. So, “even though we have growth in customers, people are using less electricity, so it’s starting to show up a little bit in our revenues,” he said. “Total expenditures were about \$92 million less than anticipated.”

Austin Energy also had some savings in nonfuel operating and maintenance costs. Overall, Kutach said, revenue was about \$24 million more than expenses.

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## Article D: Council Kicks Off Budget Season



Thursday, April 28, 2016 by [Audrey McGlinchy](#)

At its budget season opener on Wednesday, City Council heard again of Austin's two cities: one that suffers from widening economic divisions and another that is "an economic star."

"This is extraordinary growth," economic consultant Jon Hockenyos told Council members as he highlighted a 4.6 percent increase in jobs last year, plus an anticipated 7 to 8 percent gain in personal income in the coming year. "It is hard to imagine any other community that has consistently grown in the aggregate that the Austin metro area has."

Against news that city hotels brought in roughly \$963 million last year, Hockenyos praised the city's ability to attract visitors. "One of the things that's been very interesting is to see the incredible rise in the tourism-related activity – both in the area, but specifically in the city of Austin."

But in the same breath, he pointed out that not everyone is being ferried along by job and tourism growth.

"Our divisions as a community have widened quite a bit. Our poverty rate is higher in 2014 than it was in 2009," Hockenyos said. "Our poverty by race and ethnicity has gotten worse; the gaps have gotten worse over the past five years."

According to census data analyzed by Hockenyos, the percentage of Hispanics living in poverty grew by roughly 4 percent between 2009 and 2014. The only drop in poverty by race was by whites, who saw a .1 percent drop.

But little of this discussion played into Deputy Chief Financial Officer Ed Van Eenoo's forecast for the municipal budget. Instead, a theme of deferred expenses arose.

"There were a lot of things approved in the Fiscal Year (20)16 budget that had deferred costs, they had partial costs, and the costs are coming to full bearance in the FY '17 budget," Van Eenoo told Council members.

Those costs include salaries for 50 additional police officers (funded for six months in the current FY 2015-16), plus 98 civilian positions at the city.

Then the city will have to fill coffers not necessarily approved last year but certain to require filling. These include \$4.3 million to staff the city's New Central Library and \$3.1 million to bolster overtime funds for the Austin Fire Department as it continues to wrestle with significant vacancies (projected to stand at 129 sworn vacancies by September 2016).

Van Eeno predicted that the city's General Fund (roughly one-fourth of the city's budget) will increase by \$57.1 million, swelling to \$1.4 billion. Last year, the city's entire budget hit \$3.5 billion. But there are still a lot of holes to be filled, and over the next few months Council members will have policy discussions about which initiatives they want to fund before FY 2016-17 begins on Oct. 1. In the words of Council Member Leslie Pool, Council got only a "broad brush" of the city's financial forecast Wednesday, and the summer will include numerous deep dives left out of this week's discussion.

*This story was produced as part of the Austin Monitor's reporting partnership with KUT.  
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## City of Austin Dashboard

### *What Grades is the City Making in its Basic Measures & Serving its Citizens?*

Directions: With your group, look at the 2016–2017 proposed budget City of Austin Dashboard Measures. This chart provides a basic and clear way for you and your peers to analyze where the City of Austin is doing well, and where it still needs to improve. Take about 15 minutes to look over the dashboard together, and individually take notes on the following questions below.

1. Thinking back to your introduction cards, what do you know is happening with the city for each of these measures?
  - a. Public Safety:
  - b. Community Services:
  - c. Development Services:
  - d. Mobility & Infrastructure:
  - e. Utilities & Major Businesses:
2. Overall, what do you notice that the city is doing well?
3. What are 5 measures need the most improvement? Explain how your reasoning or how you know these measures could stand improvement from the chart data.
4. Based on the information in the chart and what you have analyzed above, where are some places that Austin needs to dedicate additional funds to in its 2017 budget?
5. Based on the information in the chart and what you have analyzed above, where are some places that Austin could dedicate less funds to in its 2017 budget?

## The Budget Game

Goal: Over the next week, you and your group members will be creating a budget for the City of Austin for the 2017 year. You will receive an opportunity to present your budget to the actual City Council if your budget is selected!

You will need to use the information you have learned about the projects and initiatives that the city has taken on, as well as your understandings of the needs of your home district and other parts of Austin to create your budget. Your goal is for your budget to be balanced and fair, and to clearly explain and give rationale for your decisions of who to allot more money to, and where to trim excess.

Instructions: with your group, go to the website [austinbudget.party](http://austinbudget.party)

You should see a home screen that asks you to build a budget. Click 'Start Building!'

On the next screen, you will receive information about how much money you have from the 2016-2017 general fund.

Take about ten minutes- until the end of class, to browse how the website works, and what some of the main expenditures are for the city of Austin.

Before you leave, answer the following question with your group (and be prepared to share out to the class):

- What are five things that you notice when browsing the Budget Game (features, money amounts, how to get from one place to another, etc)

Get Excited! Next Class you will start to create your very own budget!

**TEKS OBJ**

**GOV'T TEKS:**

(5) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ROLES PLAYED BY LOCAL, STATE, AND NATIONAL GOVERNMENTS IN BOTH THE PUBLIC AND PRIVATE SECTORS OF THE U.S. FREE ENTERPRISE SYSTEM. THE STUDENT IS EXPECTED TO:

(A) EXPLAIN HOW GOVERNMENT FISCAL, MONETARY, AND REGULATORY POLICIES INFLUENCE THE ECONOMY AT THE LOCAL, STATE, AND NATIONAL LEVELS

(8) **GOVERNMENT.** THE STUDENT UNDERSTANDS THE STRUCTURE AND FUNCTIONS OF THE GOVERNMENT CREATED BY THE U.S. CONSTITUTION. THE STUDENT IS EXPECTED TO:

(H) COMPARE THE STRUCTURES, FUNCTIONS AND PROCESSES OF NATIONAL, STATE AND LOCAL GOVERNMENTS IN THE U.S. FEDERAL SYSTEM.

(22) **SOCIAL STUDIES SKILLS.** THE STUDENT USES PROBLEM-SOLVING AND DECISION-MAKING SKILLS, WORKING INDEPENDENTLY AND WITH OTHERS, IN A VARIETY OF SETTINGS. THE STUDENT IS EXPECTED TO:

(A) USE A PROBLEM-SOLVING PROCESS TO IDENTIFY A PROBLEM, GATHER INFORMATION, LIST AND CONSIDER OPTIONS,

CONSIDER ADVANTAGES AND DISADVANTAGES, CHOOSE AND IMPLEMENT A SOLUTION, AND EVALUATE THE EFFECTIVENESS OF THE SOLUTION; AND

(B) USE A DECISION-MAKING PROCESS TO IDENTIFY A SITUATION THAT REQUIRES A DECISION, GATHER INFORMATION, IDENTIFY OPTIONS, PREDICT CONSEQUENCES, AND TAKE ACTION TO IMPLEMENT A DECISION.

**ECONOMICS TEKS:**

(15) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ECONOMIC IMPACT OF FISCAL POLICY DECISIONS AT THE LOCAL, STATE, AND NATIONAL LEVELS. THE STUDENT IS EXPECTED TO:

(A) IDENTIFY TYPES OF TAXES AT THE LOCAL, STATE, AND NATIONAL LEVELS AND THE ECONOMIC IMPORTANCE OF EACH;

(20) **PERSONAL FINANCIAL LITERACY.** THE STUDENT UNDERSTANDS HOW TO PROVIDE FOR BASIC NEEDS WHILE LIVING WITHIN A BUDGET.

Name: Lesson Three: District Needs and Public Defender Debates

Subject: Budget Game Unit

LANGUAGE OBJECTIVE	MATERIALS
<p>LANGUAGE OBJECTIVE:</p> <ul style="list-style-type: none"><li>• STUDENTS WILL BE ABLE TO SHARE INFORMATION THROUGH LISTENING, SPEAKING AND WRITING IN COOPERATIVE LEARNING INTERACTIONS.</li><li>• STUDENTS WILL MAKE CONNECTIONS BETWEEN CONTENT AND THEMSELVES, THEIR KNOWLEDGE, AND THEIR WORLD.</li><li>• STUDENTS WILL USE VERBAL BRAINSTORMING STRATEGIES.</li></ul>	<ul style="list-style-type: none"><li>• STUDENTS WILL NEED TO BE PLACED IN COOPERATIVE LEARNING GROUPS</li><li>• PROJECTOR</li><li>• ACCESS TO GOOGLE CLASSROOM/CHROMEBOOKS- AT LEAST ONE DEVICE PER GROUP FOR TODAY</li><li>• DASHBOARD MEASURES (FROM LAST CLASS)</li><li>• BUDGET TRADE OFFS</li><li>• MULTI COLORED INDEX CARDS</li></ul>
VOCABULARY	
<p>VOCABULARY:</p> <ul style="list-style-type: none"><li>• DISTRICT</li><li>• CITY COUNCIL</li><li>• UNCOMMITTED TIME</li><li>• COMMUNITY ENGAGEMENT</li></ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"><li>• Students will analyze and debate the merits of paying for additional members to the Austin police force, and the benefits and drawbacks associated with doing so.</li><li>• Students will examine viewpoints and data points to make an informed decision about how to adjust the city budget in terms of police force.</li><li>• Students will think critically about the effects of adjusting the police force budget, both within their local districts and for the city as a whole.</li></ul>
WARM UP/ACTIVITY 1 (10-20 MINUTES)
<p>Students will use their devices to examine the ten districts of the City of Austin. They will look up what district they live in, as well as what district the school is in and if they correlate. They will then look at their home district data to gain insight and make inferences about the status and needs of the district as well as the city council member that represents them.</p> <p>Students will lead into the next discussion by thinking critically about the safety needs of their neighborhood and district, as well as if they feel safe on a regular basis.</p>

Name: Lesson Three: District Needs and Public Defender Debates

Subject: Budget Game Unit

ACTIVITY 2 (35-40 MINUTES)

In the second activity, students will participate in a structured discussion regarding the Public Safety sector—specifically APD—in which they will read the ongoing debates about how much funding and what officer ratio the police department should strive for.

Students will start in their normal cooperating group and read through the articles. They will answer question one before reading the article—and it is their own opinion without need for textual evidence. For questions two through five, students will highlight and take notations of how the text evidence they highlighted supported the answer. Question six is again a personal opinion/summative question and students do not need textual evidence to answer it. After students have read and prepared for the discussion (10-15 minutes) in their cooperating groups, they will split into four small discussion groups- with one representative from each cooperating group in every small discussion group.

In the small group discussion, one student will be designated the discussion moderator and be given some kind of talking object to help facilitate equity. Every student will have to answer the first and last questions, and they can volunteer to answer questions 2-5 as they wish. They must be able to locate and reference textual evidence in each answer for questions 2-5, and the more contributions they make the better their grade will be. As other students speak, their peers should be taking notes and adding on to their own answers, as they will turn in their discussion notes and be awarded grades based on thorough notations.

Once the discussion is over (usually around 20 minutes), students will return to their home cooperating groups and share back their experiences and take aways from the discussion as they prepare to look at Austin’s public safety portion of the budget.

ACTIVITY 3 (25-30 MINUTES)

Students will again go to the City Budget Game website, [Austinbudget.party](http://Austinbudget.party)) and with their collaborative group they will begin to craft the first portion of their final proposed budget—the police force. They will again log on to the Austin Budget Party game, and focus this time on the public safety sector—specifically the police force. They will use the knowledge they gained in the class discussion, the Dashboard of Measures from last class, the “Learn More” tool found on budget party, and the Budget Trade Offs reference sheet to craft and adjust the police section of their budget.

They will then explain the reasoning for their decision, and how they foresee that it will impact the police force, their local district, and the city as a whole.

REFLECTION/CLOSING ACTIVITY (5 MINUTES)

Students will complete an index card exit slip talking about the budget decision they decided to make. They will either grab a RED (took away money), GREEN (gave more money), or WHITE (stayed about the same) index card to show their decision in regards to the police force in their budget. They will write THREE clear reasons for their decision on their index card, and place it on a “parking lot” poster with three corresponding columns as the exit.

Name: Lesson Three: District Needs and Public Defender Debates

Subject: Budget Game Unit

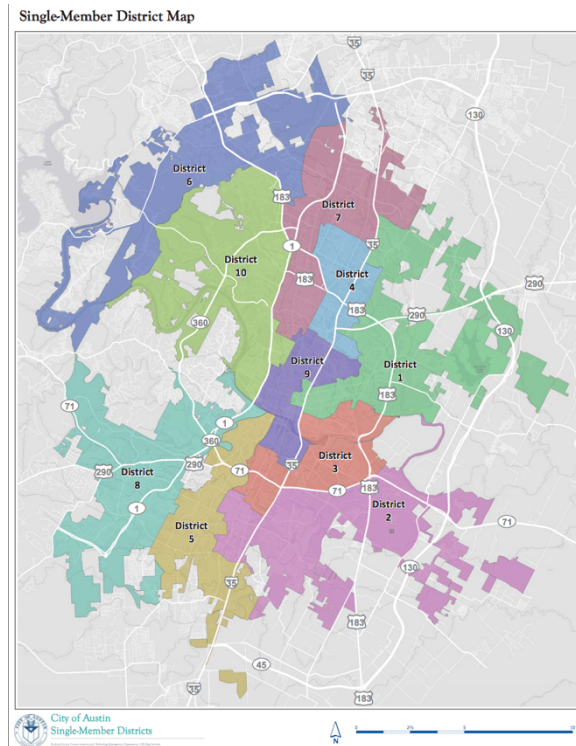
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p> <p>There are many viewpoints and data points that need to be considered when making difficult and informed decisions.</p> <p>Rationale and reasoning are important in explaining why one choice is better than another.</p>	<p>What are some of the key characteristics and needs of students' local districts?</p> <p>What are some of the key debates surrounding police and the public safety sector for the City of Austin?</p> <p>What will be some of the trade-offs for local districts and the city in making the decision to provide more or less money to APD in the 2017 budget?</p>	<ul style="list-style-type: none"> <li>• City District Investigation</li> <li>• Small Group Discussion- Austin Police Force</li> <li>• Beginning to Craft Austin's Budget- Public Safety and Police Focus</li> <li>• Group Decision Exit Card/Parking Lot</li> </ul>

OTHER NOTES/MODIFICATIONS:
<p>The discussion can be modified if you already have a structured discussion protocol that you routinely use and is effective within your classroom.</p>



# Austin: A City of Ten Districts

The city of Austin is split into ten different districts, each of which has a member on the city council.



You can look up more information about districts using the link here, as well as by looking at the two attached charts.

<http://www.austintexas.gov/government>

1. What district do you live in (use the search feature and look up your home address)? Who is your District Council Member?
2. What district is your school in (again, use the search feature and look up your school's address)? Who is your school's District Council Member?
3. What inferences/educated conclusions can you make about your home district based on the social and economic data that you see in the chart? (i.e. what can you tell about the people who live there, what jobs they might have, what needs they might have as a community, etc). List five things that you can infer about your home district based on the numbers.
  - 
  - 
  - 
  - 
  -
4. What do you think are some of the key things that your local district needs?
5. Do you feel safe in your local district? Use evidence to explain why or why not.

## District 1 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 1](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>65,313</b>	<b>100.0%</b>	<b>77,807</b>	<b>100.0%</b>	<b>12,494</b>	<b>19.1%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	13,445	20.6%	18,125	23.3%	4,680	34.8%	2.71
African-American	25,645	39.3%	21,934	28.2%	-3,711	-14.5%	-11.07
Hispanic--Latino	24,521	37.5%	33,650	43.2%	9,129	37.2%	5.70
Asian	728	1.1%	2,586	3.3%	1,858	255.2%	2.21
Other	974	1.5%	1,512	1.9%	538	55.2%	0.45
<b>Age Brackets</b>							
Under 10 Year	11,385	17.4%	12,880	16.6%	1,495	13.1%	-0.88
10 to 17 Years	7,951	12.2%	7,994	10.3%	43	0.5%	-1.90
18 to 24 Years	8,222	12.6%	8,988	11.6%	766	9.3%	-1.04
25 to 34 Years	11,374	17.4%	15,678	20.1%	4,304	37.8%	2.74
35 to 44 Years	9,796	15.0%	10,968	14.1%	1,172	12.0%	-0.90
45 to 54 Years	6,896	10.6%	8,902	11.4%	2,006	29.1%	0.88
55 to 64 Years	4,010	6.1%	6,208	8.0%	2,198	54.8%	1.84
65 Plus	5,679	8.7%	6,189	8.0%	510	9.0%	-0.74
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>22,905</b>		<b>30,876</b>		<b>7,971</b>	<b>34.8%</b>	
Occupied Units	21,650		27,652		6,002	27.7%	
Vacant Units	1,255	5.5%	3,224	10.4%	1,969	156.9%	4.96
Owner Occupied	11,310	52.2%	13,576	49.1%	2,266	20.0%	-3.14
Renter Occupied	10,340		14,076		3,736	36.1%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 2 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 2](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>60,949</b>	<b>100.0%</b>	<b>80,004</b>	<b>100.0%</b>	<b>19,055</b>	<b>31.3%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	17,430	28.6%	16,219	20.3%	-1,211	-6.9%	-8.32
African-American	6,351	10.4%	6,372	8.0%	21	0.3%	-2.46
Hispanic--Latino	35,098	57.6%	55,177	69.0%	20,079	57.2%	11.38
Asian	957	1.6%	998	1.2%	41	4.3%	-0.32
Other	1,113	1.8%	1,238	1.5%	125	11.2%	-0.28
<b>Age Brackets</b>							
Under 10 Year	11,525	18.9%	14,752	18.4%	3,227	28.0%	-0.47
10 to 17 Years	7,843	12.9%	10,165	12.7%	2,322	29.6%	-0.16
18 to 24 Years	8,231	13.5%	9,593	12.0%	1,362	16.5%	-1.51
25 to 34 Years	12,238	20.1%	15,804	19.8%	3,566	29.1%	-0.33
35 to 44 Years	9,697	15.9%	11,584	14.5%	1,887	19.5%	-1.43
45 to 54 Years	6,192	10.2%	9,046	11.3%	2,854	46.1%	1.15
55 to 64 Years	2,979	4.9%	5,606	7.0%	2,627	88.2%	2.12
65 Plus	2,244	3.7%	3,454	4.3%	1,210	53.9%	0.64
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>20,522</b>		<b>27,502</b>		<b>6,980</b>	<b>34.0%</b>	
Occupied Units	19,865		25,754		5,889	29.6%	
Vacant Units	657	3.2%	1,748	6.4%	1,091	166.1%	3.15
Owner Occupied	10,456	52.6%	13,429	52.1%	2,973	28.4%	-0.49
Renter Occupied	9,409		12,325		2,916	31.0%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 3 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 3](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>75,789</b>	<b>100.0%</b>	<b>79,573</b>	<b>100.0%</b>	<b>3,784</b>	<b>5.0%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	20,305	26.8%	21,136	26.6%	831	4.1%	-0.23
African-American	5,959	7.9%	6,385	8.0%	426	7.1%	0.16
Hispanic--Latino	45,371	59.9%	48,413	60.8%	3,042	6.7%	0.98
Asian	2,582	3.4%	2,230	2.8%	-352	-13.6%	-0.60
Other	1,572	2.1%	1,409	1.8%	-163	-10.4%	-0.30
<b>Age Brackets</b>							
Under 10 Year	10,464	13.8%	11,190	14.1%	726	6.9%	0.26
10 to 17 Years	6,722	8.9%	6,125	7.7%	-597	-8.9%	-1.17
18 to 24 Years	19,771	26.1%	17,603	22.1%	-2,168	-11.0%	-3.97
25 to 34 Years	15,803	20.9%	17,558	22.1%	1,755	11.1%	1.21
35 to 44 Years	9,328	12.3%	10,114	12.7%	786	8.4%	0.40
45 to 54 Years	6,152	8.1%	7,424	9.3%	1,272	20.7%	1.21
55 to 64 Years	3,476	4.6%	5,033	6.3%	1,557	44.8%	1.74
65 Plus	4,073	5.4%	4,526	5.7%	453	11.1%	0.31
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>30,041</b>		<b>35,216</b>		<b>5,175</b>	<b>17.2%</b>	
Occupied Units	28,856		31,241		2,385	8.3%	
Vacant Units	1,185	3.9%	3,975	11.3%	2,790	235.4%	7.34
Owner Occupied	7,674	26.6%	8,247	26.4%	573	7.5%	-0.20
Renter Occupied	21,182		22,994		1,812	8.6%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 4 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 4](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>78,810</b>	<b>100.0%</b>	<b>79,357</b>	<b>100.0%</b>	<b>547</b>	<b>0.7%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	25,195	32.0%	16,476	20.8%	-8,719	-34.6%	-11.21
African-American	11,547	14.7%	7,532	9.5%	-4,015	-34.8%	-5.16
Hispanic--Latino	36,824	46.7%	51,756	65.2%	14,932	40.5%	18.49
Asian	3,605	4.6%	2,378	3.0%	-1,227	-34.0%	-1.58
Other	1,639	2.1%	1,215	1.5%	-424	-25.9%	-0.55
<b>Age Brackets</b>							
Under 10 Year	12,799	16.2%	15,245	19.2%	2,446	19.1%	2.97
10 to 17 Years	7,207	9.1%	7,563	9.5%	356	4.9%	0.39
18 to 24 Years	13,742	17.4%	10,419	13.1%	-3,323	-24.2%	-4.31
25 to 34 Years	18,246	23.2%	16,963	21.4%	-1,283	-7.0%	-1.78
35 to 44 Years	11,470	14.6%	11,566	14.6%	96	0.8%	0.02
45 to 54 Years	7,362	9.3%	8,333	10.5%	971	13.2%	1.16
55 to 64 Years	3,610	4.6%	5,260	6.6%	1,650	45.7%	2.05
65 Plus	4,374	5.6%	4,008	5.1%	-366	-8.4%	-0.50
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>31,077</b>		<b>31,346</b>		<b>269</b>	<b>0.9%</b>	
Occupied Units	30,186		27,629		-2,557	-8.5%	
Vacant Units	891	2.9%	3,717	11.9%	2,826	317.2%	8.99
Owner Occupied	8,739	29.0%	8,224	29.8%	-515	-5.9%	0.82
Renter Occupied	21,447		19,405		-2,042	-9.5%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 5 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 5](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>66,365</b>	<b>100.0%</b>	<b>81,532</b>	<b>100.0%</b>	<b>15,167</b>	<b>22.9%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	43,345	65.3%	48,528	59.5%	5,183	12.0%	-5.79
African-American	2,583	3.9%	3,393	4.2%	810	31.4%	0.27
Hispanic--Latino	17,471	26.3%	25,293	31.0%	7,822	44.8%	4.70
Asian	1,567	2.4%	2,387	2.9%	820	52.3%	0.57
Other	1,399	2.1%	1,931	2.4%	532	38.0%	0.26
<b>Age Brackets</b>							
Under 10 Year	8,038	12.1%	9,569	11.7%	1,531	19.0%	-0.38
10 to 17 Years	6,086	9.2%	5,947	7.3%	-139	-2.3%	-1.88
18 to 24 Years	7,607	11.5%	8,023	9.8%	416	5.5%	-1.62
25 to 34 Years	14,205	21.4%	19,403	23.8%	5,198	36.6%	2.39
35 to 44 Years	11,778	17.7%	12,873	15.8%	1,095	9.3%	-1.96
45 to 54 Years	9,064	13.7%	10,263	12.6%	1,199	13.2%	-1.07
55 to 64 Years	4,308	6.5%	8,359	10.3%	4,051	94.0%	3.76
65 Plus	5,279	8.0%	7,095	8.7%	1,816	34.4%	0.75
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>30,169</b>		<b>39,685</b>		<b>9,516</b>	<b>31.5%</b>	
Occupied Units	29,000		36,834		7,834	27.0%	
Vacant Units	1,169	3.9%	2,851	7.2%	1,682	143.9%	3.31
Owner Occupied	14,558	50.2%	18,967	51.5%	4,409	30.3%	1.29
Renter Occupied	14,442		17,867		3,425	23.7%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 6 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 6](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>54,535</b>	<b>100.0%</b>	<b>82,381</b>	<b>100.0%</b>	<b>27,846</b>	<b>51.1%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	42,128	77.2%	53,049	64.4%	10,921	25.9%	-12.85
African-American	1,881	3.4%	3,595	4.4%	1,714	91.1%	0.92
Hispanic--Latino	5,337	9.8%	12,460	15.1%	7,123	133.5%	5.34
Asian	4,172	7.7%	10,957	13.3%	6,785	162.6%	5.65
Other	1,018	1.9%	2,320	2.8%	1,302	128.0%	0.95
<b>Age Brackets</b>							
Under 10 Year	8,453	15.5%	11,533	14.0%	3,080	36.4%	-1.50
10 to 17 Years	5,799	10.6%	7,936	9.6%	2,137	36.9%	-1.00
18 to 24 Years	3,909	7.2%	7,141	8.7%	3,232	82.7%	1.50
25 to 34 Years	10,140	18.6%	16,142	19.6%	6,002	59.2%	1.00
35 to 44 Years	10,061	18.4%	13,963	16.9%	3,902	38.8%	-1.50
45 to 54 Years	8,147	14.9%	11,895	14.4%	3,748	46.0%	-0.50
55 to 64 Years	4,966	9.1%	7,914	9.6%	2,948	59.4%	0.50
65 Plus	3,032	5.6%	5,857	7.1%	2,825	93.2%	1.55
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>23,534</b>		<b>38,315</b>		<b>14,781</b>	<b>62.8%</b>	
Occupied Units	22,270		35,710		13,440	60.3%	
Vacant Units	1,264	5.4%	2,605	6.8%	1,341	106.2%	1.43
Owner Occupied	9,123	41.0%	16,706	46.8%	7,583	83.1%	5.82
Renter Occupied	13,147		19,004		5,857	44.5%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 7 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 7](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>75,798</b>	<b>100.0%</b>	<b>80,520</b>	<b>100.0%</b>	<b>4,722</b>	<b>6.2%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	50,228	66.3%	46,407	57.6%	-3,821	-7.6%	-8.63
African-American	4,817	6.4%	6,279	7.8%	1,462	30.4%	1.44
Hispanic--Latino	13,521	17.8%	18,022	22.4%	4,501	33.3%	4.54
Asian	5,497	7.3%	7,767	9.6%	2,270	41.3%	2.39
Other	1,735	2.3%	2,045	2.5%	310	17.9%	0.25
<b>Age Brackets</b>							
Under 10 Year	8,802	11.6%	9,327	11.6%	525	6.0%	-0.03
10 to 17 Years	5,843	7.7%	5,196	6.5%	-647	-11.1%	-1.26
18 to 24 Years	9,355	12.3%	8,510	10.6%	-845	-9.0%	-1.77
25 to 34 Years	18,789	24.8%	19,782	24.6%	993	5.3%	-0.22
35 to 44 Years	13,256	17.5%	12,902	16.0%	-354	-2.7%	-1.47
45 to 54 Years	9,341	12.3%	10,606	13.2%	1,265	13.5%	0.85
55 to 64 Years	4,240	5.6%	7,877	9.8%	3,637	85.8%	4.19
65 Plus	6,172	8.1%	6,320	7.8%	148	2.4%	-0.29
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>35,812</b>		<b>41,724</b>		<b>5,912</b>	<b>16.5%</b>	
Occupied Units	34,515		38,571		4,056	11.8%	
Vacant Units	1,297	3.6%	3,153	7.6%	1,856	143.1%	3.94
Owner Occupied	16,463	47.7%	16,895	43.8%	432	2.6%	-3.90
Renter Occupied	18,052		21,676		3,624	20.1%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.



## District 8 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 8](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>53,597</b>	<b>100.0%</b>	<b>77,650</b>	<b>100.0%</b>	<b>24,053</b>	<b>44.9%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	40,217	75.0%	54,125	69.7%	13,908	34.6%	-5.33
African-American	1,508	2.8%	1,714	2.2%	206	13.7%	-0.61
Hispanic--Latino	8,159	15.2%	13,760	17.7%	5,601	68.6%	2.50
Asian	2,645	4.9%	6,205	8.0%	3,560	134.6%	3.06
Other	1,068	2.0%	1,846	2.4%	778	72.8%	0.38
<b>Age Brackets</b>							
Under 10 Year	8,558	16.0%	11,817	15.2%	3,259	38.1%	-0.75
10 to 17 Years	6,234	11.6%	8,036	10.3%	1,802	28.9%	-1.28
18 to 24 Years	4,188	7.8%	5,383	6.9%	1,195	28.5%	-0.88
25 to 34 Years	9,791	18.3%	13,481	17.4%	3,690	37.7%	-0.91
35 to 44 Years	11,106	20.7%	13,626	17.5%	2,520	22.7%	-3.17
45 to 54 Years	8,032	15.0%	11,748	15.1%	3,716	46.3%	0.14
55 to 64 Years	2,932	5.5%	8,183	10.5%	5,251	179.1%	5.07
65 Plus	2,756	5.1%	5,376	6.9%	2,620	95.1%	1.78
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>21,373</b>		<b>33,048</b>		<b>11,675</b>	<b>54.6%</b>	
Occupied Units	20,327		31,645		11,318	55.7%	
Vacant Units	1,046	4.9%	1,403	4.2%	357	34.1%	-0.65
Owner Occupied	14,521	71.4%	20,021	63.3%	5,500	37.9%	-8.17
Renter Occupied	5,806		11,624		5,818	100.2%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 9 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 9](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>81,484</b>	<b>100.0%</b>	<b>79,299</b>	<b>100.0%</b>	<b>-2,185</b>	<b>-2.7%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	50,973	62.6%	52,937	66.8%	1,964	3.9%	4.20
African-American	4,368	5.4%	2,758	3.5%	-1,610	-36.9%	-1.88
Hispanic--Latino	18,075	22.2%	13,631	17.2%	-4,444	-24.6%	-4.99
Asian	6,062	7.4%	7,860	9.9%	1,798	29.7%	2.47
Other	2,006	2.5%	2,113	2.7%	107	5.3%	0.20
<b>Age Brackets</b>							
Under 10 Year	5,280	6.5%	4,203	5.3%	-1,077	-20.4%	-1.18
10 to 17 Years	3,352	4.1%	2,016	2.5%	-1,336	-39.9%	-1.57
18 to 24 Years	31,372	38.5%	33,615	42.4%	2,243	7.1%	3.89
25 to 34 Years	18,895	23.2%	17,290	21.8%	-1,605	-8.5%	-1.39
35 to 44 Years	9,491	11.6%	8,280	10.4%	-1,211	-12.8%	-1.21
45 to 54 Years	6,659	8.2%	5,971	7.5%	-688	-10.3%	-0.64
55 to 64 Years	2,827	3.5%	4,835	6.1%	2,008	71.0%	2.63
65 Plus	3,608	4.4%	3,089	3.9%	-519	-14.4%	-0.53
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>38,234</b>		<b>39,805</b>		<b>1,571</b>	<b>4.1%</b>	
Occupied Units	36,578		35,612		-966	-2.6%	
Vacant Units	1,656	4.3%	4,193	10.5%	2,537	153.2%	6.20
Owner Occupied	9,160	25.0%	10,025	28.2%	865	9.4%	3.11
Renter Occupied	27,418		25,587		-1,831	-6.7%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## District 10 Demographic Profile

### Census 2000 and Census 2010 Data

City of Austin City Council Districts

[Map of District 10](#)

Data Item	2000 Totals	2000 Percentages	2010 Totals	2010 Percentages	Absolute Change	Percent Change	Point Change
<b>Population and Housing</b>							
<b>Total Population</b>	<b>77,061</b>	<b>100.0%</b>	<b>80,839</b>	<b>100.0%</b>	<b>3,778</b>	<b>4.9%</b>	<b>Share Shift</b>
Anglo (non-Hispanic White)	64,132	83.2%	63,300	78.3%	-832	-1.3%	-4.92
African-American	1,145	1.5%	1,348	1.7%	203	17.7%	0.18
Hispanic--Latino	5,286	6.9%	7,521	9.3%	2,235	42.3%	2.44
Asian	5,104	6.6%	6,921	8.6%	1,817	35.6%	1.94
Other	1,394	1.8%	1,749	2.2%	355	25.5%	0.35
<b>Age Brackets</b>							
Under 10 Year	8,444	11.0%	9,094	11.2%	650	7.7%	0.29
10 to 17 Years	6,087	7.9%	6,920	8.6%	833	13.7%	0.66
18 to 24 Years	7,202	9.3%	6,212	7.7%	-990	-13.7%	-1.66
25 to 34 Years	14,801	19.2%	13,494	16.7%	-1,307	-8.8%	-2.51
35 to 44 Years	13,529	17.6%	12,136	15.0%	-1,393	-10.3%	-2.54
45 to 54 Years	12,070	15.7%	12,364	15.3%	294	2.4%	-0.37
55 to 64 Years	6,465	8.4%	10,481	13.0%	4,016	62.1%	4.58
65 Plus	8,463	11.0%	10,138	12.5%	1,675	19.8%	1.56
		<b>100.0%</b>		<b>100.0%</b>			
<b>Total Housing Units</b>	<b>37,644</b>		<b>41,007</b>		<b>3,363</b>	<b>8.9%</b>	
Occupied Units	36,144		38,068		1,924	5.3%	
Vacant Units	1,500	4.0%	2,939	7.2%	1,439	95.9%	3.18
Owner Occupied	20,625	57.1%	21,718	57.1%	1,093	5.3%	-0.01
Renter Occupied	15,519		16,350		831	5.4%	

Decennial census data, US Census Bureau, Department of Commerce.

Report produced by: Ryan Robinson, City Demographer, Department of Planning, City of Austin, January 2014.

## Composite Socioeconomic Data for City Council Districts

American Community Survey data

2013 5-year Composite Datasets

[Map of the Council Districts](#)

Data Item	District 1	District 2	District 3	District 4	District 5	District 6	District 7	District 8	District 9	District 10
<b>Income</b>										
Median Family Income	\$42,150	\$42,650	\$36,185	\$39,200	\$77,250	\$85,950	\$74,250	\$116,150	\$81,535	\$131,100
Minimum Tract Value	\$24,118	\$22,664	\$18,465	\$25,000	\$27,320	\$60,513	\$37,841	\$77,284	\$10,886	\$35,565
Maximum Tract Value	\$86,000	\$64,048	\$87,969	\$85,536	\$121,012	\$128,750	\$110,272	\$174,801	\$250,000	\$234,896
<b>Poverty</b>										
Total Population	77,807	80,004	79,573	79,357	81,532	82,381	80,520	77,650	79,299	80,839
Individuals Below Poverty	21,512	19,859	28,940	24,730	9,771	5,211	10,368	3,797	25,784	6,285
Poverty Rate	27.6%	24.8%	36.4%	31.2%	12.0%	6.3%	12.9%	4.9%	32.5%	7.8%
<b>Educational Attainment</b>										
Adults Age 25 Plus	47,945	45,494	44,655	46,130	57,993	55,771	57,487	52,414	39,465	58,613
Number with at least a Bachelors Degree	11,415	8,097	11,951	10,162	25,083	29,188	27,481	33,990	26,989	43,208
Percent of Adults with a Bachelors	23.8%	17.8%	26.8%	22.0%	43.3%	52.3%	47.8%	64.8%	68.4%	73.7%
<b>Journey to Work</b>										
Drive Alone %	77.1%	73.4%	65.0%	65.8%	83.3%	87.5%	81.1%	89.5%	66.6%	86.3%
Take Transit %	3.7%	4.0%	11.4%	7.4%	2.8%	1.5%	3.7%	0.8%	7.2%	4.1%
Active Journey (Walk, or Bike, or Other) %	3.9%	5.6%	10.3%	5.2%	4.5%	2.5%	3.5%	1.7%	19.4%	3.8%
<b>Employment</b>										
Unemployment Rate	8.9%	9.5%	10.0%	9.9%	6.7%	6.0%	6.7%	4.6%	8.7%	5.2%
Labor Force Participation Rate	69.8%	72.5%	74.2%	75.5%	77.9%	77.4%	78.1%	72.0%	64.1%	71.0%
<b>Health Insurance</b>										
Percent without Health Insurance	29.2%	29.6%	32.3%	38.9%	18.4%	13.5%	19.4%	8.1%	14.7%	7.8%

## Class Discussion Questions: Public Safety Services

### Small Group Seminar: Public Safety

**Seminar Purpose:** The Small Group Seminar is a highly structured student led discussion of a reading. The purpose of the seminar is twofold; first, to get students engaged with a reading document. Second, to get students to reflect on events and make critical judgments (i.e., to engage in critical thinking in history).

### Seminar Rules:

1. Students must reference the text before speaking.
2. No reference should be repeated.
3. Participants will take turns (you MAY NOT talk until it is your turn).
4. Participants will value the opinions of the other participants.
5. Participants will treat one another with respect.

### Seminar Organization:

**Question 1:** What, in your opinion are some of the key duties of a police officer? What do you think police officers need in order to accomplish these duties? (everyone must answer this question - each response should be under 30 seconds): the order is to the left of the leader.

**Question 2:** How does the Austin Police Department compare with other cities nationwide? What are some of the key statistics that were used in the articles to compare Austin to other cities? (anyone may answer this question - you should reference the text before speaking): the leader will recognize those who wish to answer this question.

**Question 3:** What are some of the key reasons that former chief of police Art Acevedo advocated for additional police on the task force? What benefits does he argue additional police force would have on the community? (anyone may answer this question - you should reference the text before speaking): the leader will recognize those who wish to answer this question.

**Question 4:** On what basis do critics like Spelman argue against APD's request for additional police officers? (anyone may answer this question - you should reference the text before speaking): the leader will recognize those who wish to answer this question.

**Question 5:** How have immigrants benefitted America? How are his descriptions of immigrants different from those of the authors of the opposing viewpoint? (anyone may answer this question - you should reference the text before speaking): the leader will recognize those who wish to answer this question.

**Question 6:** Do you think that additional officers on the police force will make Austin a safer city? Is investing in uncommitted time and devoting more city funds to APD worthwhile? Your opinion- explain your reasoning. (everyone must answer this question): the order is to the right of the leader.

## Article I: Council scrutinizes proposed police officer increase

City Council members spent over an hour Wednesday grilling Austin Police Department Chief Art Acevedo and other APD staff on the department's proposed Fiscal Year 2015-16 budget, zeroing in on a plan to add 82 sworn police officers to the force at a cost of \$6.6 million.

Several Council members appeared hesitant about the costs involved with the idea, citing affordability concerns and unmet needs in other areas of the proposed budget as a major constraint.

Acevedo explained that the request is part of a five-year plan the APD developed with the University of Texas to hire 410 sworn officers to increase average uncommitted time for patrol officers to 30 percent by Fiscal Year 2018-19 and maintain that figure in the following fiscal year. The current uncommitted time average, he said, fluctuates between 17 and 21 percent.

Uncommitted time, Acevedo said, is the time in which a patrol officer is not engaged in resolving a specific call. Increasing that time, he argued, would give officers more opportunities to take part in community engagement activities in order to prevent and reduce crime.

"What we want to achieve is, we want our police officer - the one that's going to come to your door, the one that's going to come to your home - we want to create space and time for them to be able to build relationships (with the public)," Acevedo said.

"I've worked in some very tough places, and I didn't care what the problem was, there was always a direct correlation between police visibility, police action, police everything," Acevedo added. "No matter what the bad thing is, when you saw more cops in the neighborhood, the bad outcomes went down."

The proposal, however, would come at a significant cost. The \$6.6 million in funding that the APD has requested in the budget would cover 24 full-time positions for a full year starting in October and 58 positions for a half-year starting in April. The remaining half-year of funding for those late-starting positions would presumably come out of the Fiscal Year 2016-17 budget.

The APD has also requested \$425,000 for nine months of funding for three new sworn positions that it has identified as unmet needs, bringing the total request to 85 sworn officers at a cost of approximately \$7 million.

Council Member Ann Kitchen, though she said she believes community engagement is "the right direction to be going in," asked Acevedo to compile a list of alternatives that the APD could pursue to increase uncommitted time for police officers without hiring more. "Eighty-two officers is a lot of officers, considering the budget that we're dealing with," she said.

Council Member Greg Casar sought assurance that the uncommitted time would actually go toward community engagement. "I think that some of the concerns on the dais that I'm hearing might be, how do we know that if we increase uncommitted time, that that time will be committed to that community policing work?" he asked.

Acevedo said the APD would track the amount of uncommitted time that officers spend engaging with the community or patrolling neighborhoods.

Council Member Don Zimmerman harshly criticized the idea, arguing that the APD should instead invest resources into solving crimes. "The whole subject to me of uncommitted time - my opinion, and I think my district would agree with (me) - it's just the wrong metric to focus on," he said. Zimmerman pointed to a line in the budget stating that, in Fiscal Year 2014-15, 14.3 percent of "Part I" crimes have been cleared. This metric includes both property crimes and violent crimes. APD Assistant Chief Brian Manley put some of Austin's recent clearance rates into a national context.

"We cleared, in 2013, 57 percent of our violent crimes - the U.S. average is 39 percent - and in property crimes, we cleared 13 percent and the U.S. average is 14 percent. So, we're right on average in property crimes and we far exceed in violent crimes," Manley said. "Our homicide rate was 100 percent compared to a national 57 percent."

When asked if he would commit all new police officers to solving unsolved crimes, Acevedo responded in the negative. "In violent crime, we exceed the national average nationwide. Let me tell you why that proactive policing, community engagement piece is huge. Because if a crime already occurred, it doesn't matter if we solve it or not, we've already failed as a community," he said.

"I would rather invest in providing our residents additional time for the officers to be proactive instead of reactive," Acevedo later added.

Zimmerman pressed on. "Imagine the frustration that our taxpayers would feel if they see more and more police in the community, driving around looking to throw a football with a kid - whatever you do to kind of build the image of the Police Department - while the unsolved crimes remain at this, to me, this is a crazy low number of crimes that we're solving," he said.

Mayor Steve Adler appeared more sympathetic to Acevedo's request, but noted that the proposed APD budget, at \$394 million, is a significant chunk of the \$3.5 billion proposed Fiscal Year 2015-16 city budget.

"I know that the Council is going to be looking at ways throughout the budget (process) to address the affordability issue," Adler said. "I wish you had come up with a better word than 'uncommitted time.' It's discretionary time, and I think that there is a benefit that comes from having officers with that discretion."

The APD currently has 1,846 sworn officers and 683 full-time civilian employees.



## Article 2: Spelman skeptical of request for more officers in APD budget

As the city inches closer toward adopting its FY2012 budget, City Council Member Bill Spelman and Austin Police Chief Art Acevedo remain at odds over how best to fund the Austin Police Department. The two men continued their debate on the subject yesterday, when Acevedo went before Council to present his department's proposed \$282.9 million budget, a number that includes funds for 49 new sworn officers.

Those 49 officers are necessary, said Acevedo, if the city wants to maintain its ratio of 2 officers per 1,000 citizens.

Spelman, who has written several books and articles about police work and spent seven years with the Police Executive Research Forum, expressed his skepticism again Wednesday that the 2-per-1,000 ratio is necessary to maintain the city's low crime rate.

Commenting on a chart Acevedo presented comparing the staffing ratios and violent crime rates of several major American cities, Spelman noted that there seemed to be an inverse relationship between the two, that the most violent cities - such as Washington, D.C., and Atlanta - also tend to be the most heavily policed. Meanwhile, San Jose, Calif., has a lower violent crime rate than Austin but with a ratio of only 1.44 officers per 1,000.

"It looks backwards," Spelman told Acevedo. "Why does it do that?"

Acevedo responded that when it comes to appropriate levels of police staffing, "there is really no national standard, no magical number that exists." He said that many considerations - such as population density, community demographics, location and size of an area, community engagement, and police deployment strategies - all play a role in determining the proper ratio for a particular city.

The difference with a city like San Jose, for example, is that they have the California Highway Patrol doing a lot of their work, a luxury Austin doesn't have, said Acevedo.

"There is a direct correlation between police visibility and bad outcomes, and they have a pretty large footprint of the state police that we don't have," Acevedo said.

Spelman pointed out that Acevedo and the department are looking to promote 14 officers to the rank of detective in the coming budget year in the belief that more detectives mean more precise and better police work. He said that holding on stubbornly to the 2-per-1,000 ratio could actually be hurting the department's ability to investigate and prevent crimes.

"If we hold ourselves to a hard, fast ratio ... we are draining resources that could be used for more detectives or more evidence technicians (or) 911 operators," Spelman said. "(It) reduces your flexibility to be able to move your resources around to the places where they can do the most good."

**Police Department Chief Of Staff David Carter** responded that those 49 additional officers are needed to address and head off "threats we see on the horizon," such as an increase in crime, a reduction in police clearance rates, and a reduction in officers' "uncommitted time" - time they are simply out on the street not responding to calls.

An officer on uncommitted time, said Carter, "is going to prevent crime by establishing relationships (with citizens), and they're also actually going to solve crime by establishing those relationships."

In 2010, the department's average uncommitted time was about 27 percent, down from 31 percent the year before. "That's a red flag for us, because it means we're becoming more reactive and less proactive, less preventative to address some of those issues," said Carter.

Acevedo agreed. "The number one priority of the department is to prevent crime, not to respond to crime and not to solve crime," he said. "And the way that you prevent crime is by a highly visible police department that has the ability to build relationships. That's where our greatest challenge is now, with our uncommitted time, and our visibility is what we want to impact, and the way we're going to do that is by having those sworn bodies."

Spelman said that while an increase in uncommitted time is a good thing, he remains unconvinced that an increase in the number of cops on the street will have the same positive effect.

"I am less sanguine than you are that if we were able to increase that uncommitted time to a higher number, the increase in police visibility all by itself would have a measurable effect on the crime rate," Spelman said. "I'm not sure the record is that clear. What studies I've seen over the last 30 years suggest that just more patrol by itself won't do a lot of good."

## Austin Budget Party: Public Safety Focus

Public Safety makes up the largest portion of Austin's budget, with the police force being the main expenditure. Today, you will begin building your budget in the Budget Game by focusing solely on the Public Safety and the Police.

Directions:

- Log on to [Austinbudget.party](http://Austinbudget.party)
- Click on "Start Building"
- Click "Continue to Services"
- Select Public Safety
- Look at the Police Section of Public Safety
- Use your references and the "Learn More" section to make informed decisions about how to adjust your city budget for the police force.
- Adjust your budget using the red or green buttons- whether you choose to add or detract from the current budget allotment.

Using your beliefs surrounding the needs of your local district and knowledge you have gained from the Small Group Discussion (about the debates around police needs and funding) you will decide with your group how to adjust the budget spending for the Police factor only.

The Budget Trade Off Sheet (attached) gives you an approximate cost for each police officer, which is important to take into consideration as you add to or detract from the current force allotment in your budget.

Suggested references (especially helpful when justifying/giving rationale for your budget decision)

- Your Class Discussion Reading
- The Measure Dashboard (you were introduced last class)
- The Budget Trade-Off Sheet
- The "Learn More" Section under Police.
  - This feature will help you continue to inform your budgeting decisions. There you will find further information about crime rate, resident satisfaction, crimes cleared, etc.

When you are DONE with your adjustments, note how you adjusted the budget for the police force and your reasons/rationale for doing below.

Then, hit "Report" on the bottom right hand of the budget party screen. You will save your progress for your group- this is super important as you will finalize additional aspects of the budget next class.

*Did your group choose to ADD or DETRACT from the current budget allotment for the Police force?*

*How much money did you add or subtract?*

*What will be the implications (consequences) for the city's police force as a result of your budget decisions?*

*What do you foresee the impact being of your decision on your local district? On the city as a whole?*

*What is your reasoning for your decision to modify the budget? Why do you think this is the correct decision, and what are you hoping these modifications will accomplish? (The more evidence you can include to support your rationale/the more thorough you are in your explanation the higher your grade will be).*

MAKE SURE TO SAVE AND SUBMIT PRIOR TO CLOSING OUT YOUR WINDOW! 😊

Exit Slip:

- Grab a RED (took away money), GREEN (gave more money), or WHITE (stayed about the same) index card to show your decision in regards to the police force on your budget.
- On your card write THREE clear reasons for your decision.
- Place your card on a “parking lot” poster in the corresponding column as you exit the room.

**TEKS OBJ**

**GOV'T TEKS:**

(5) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ROLES PLAYED BY LOCAL, STATE, AND NATIONAL GOVERNMENTS IN BOTH THE PUBLIC AND PRIVATE SECTORS OF THE U.S. FREE ENTERPRISE SYSTEM. THE STUDENT IS EXPECTED TO:

(A) EXPLAIN HOW GOVERNMENT FISCAL, MONETARY, AND REGULATORY POLICIES INFLUENCE THE ECONOMY AT THE LOCAL, STATE, AND NATIONAL LEVELS

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(22) **SOCIAL STUDIES SKILLS.** THE STUDENT USES PROBLEM-SOLVING AND DECISION-MAKING SKILLS, WORKING INDEPENDENTLY AND WITH OTHERS, IN A VARIETY OF SETTINGS. THE STUDENT IS EXPECTED TO:

(A) USE A PROBLEM-SOLVING PROCESS TO IDENTIFY A PROBLEM, GATHER INFORMATION, LIST AND CONSIDER OPTIONS,

CONSIDER ADVANTAGES AND DISADVANTAGES, CHOOSE AND IMPLEMENT A SOLUTION, AND EVALUATE THE EFFECTIVENESS OF THE SOLUTION; AND

(B) USE A DECISION-MAKING PROCESS TO IDENTIFY A SITUATION THAT REQUIRES A DECISION, GATHER INFORMATION, IDENTIFY OPTIONS, PREDICT CONSEQUENCES, AND TAKE ACTION TO IMPLEMENT A DECISION.

**ECONOMICS TEKS:**

(15) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ECONOMIC IMPACT OF FISCAL POLICY DECISIONS AT THE LOCAL, STATE, AND NATIONAL LEVELS. THE STUDENT IS EXPECTED TO:

(A) IDENTIFY TYPES OF TAXES AT THE LOCAL, STATE, AND NATIONAL LEVELS AND THE ECONOMIC IMPORTANCE OF EACH;

(20) **PERSONAL FINANCIAL LITERACY.** THE STUDENT UNDERSTANDS HOW TO PROVIDE FOR BASIC NEEDS WHILE LIVING WITHIN A BUDGET.

Name: Lesson Four: Breaking Down & Assessing Departments in the City of Austin

Subject: Budget Game Unit

LANGUAGE OBJECTIVE	MATERIALS
<p>LANGUAGE OBJECTIVE:</p> <ul style="list-style-type: none"><li>• STUDENTS WILL BE ABLE TO SHARE INFORMATION THROUGH LISTENING, SPEAKING AND WRITING IN COOPERATIVE LEARNING INTERACTIONS.</li><li>• STUDENTS WILL MAKE CONNECTIONS BETWEEN CONTENT AND THEMSELVES, THEIR KNOWLEDGE, AND THEIR WORLD.</li><li>• STUDENTS WILL USE VERBAL BRAINSTORMING STRATEGIES.</li></ul>	<ul style="list-style-type: none"><li>• STUDENTS WILL NEED TO BE PLACED IN COOPERATIVE LEARNING GROUPS</li><li>• PROJECTOR</li><li>• ACCESS TO GOOGLE CLASSROOM/CHROMEBOOKS- ONE FOR EVERY STUDENT</li><li>• DASHBOARD MEASURES (FROM LAST CLASS)</li><li>• BUDGET TRADE OFFS</li></ul>
VOCABULARY	
<p>VOCABULARY:</p> <ul style="list-style-type: none"><li>• INFRASTRUCTURE</li><li>• PUBLIC WORKS</li><li>• DEVELOPMENT SERVICES</li><li>• COMMUNITY SERVICES</li><li>• PLANNING AND ZONING</li><li>• MUNICIPAL COURTS</li><li>• SOCIAL SERVICE CONTRACTS</li></ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"><li>• Students will examine different aspects of the City of Austin budget and evaluate the contributions each makes to the city and its residents.</li><li>• Students will make informed budget decisions guided by what they believe is in the best interest of their local districts and the City of Austin.</li><li>• Students will begin to prioritize what they think is most important for the City of Austin to spend money on.</li></ul>
WARM UP/ACTIVITY 1 (10-20 MINUTES)
<p>Students will complete the beginning of an extended anticipatory guide, in which they will read statements about services provided by the City of Austin and evaluate their personal beliefs about these services. The services listed are directly correlated to the different departments that the City of Austin provides money to in its budget.</p> <p>Students will take about seven minutes to read through the thirteen statements and say whether the strongly</p>

\* UNDERSTANDING BY DESIGN, WIGGINS & MCTIGHE

Name: Lesson Four: Breaking Down & Assessing Departments in the City of Austin

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agree, agree, disagree, or strongly disagree, and WHY.

After they finish they exercise, you can pick all (or if time does not allow) a few of the statements to read aloud to the class, and have students stand in a corner or line based on their opinion. (Four corners version- each corner has a label of the options, value number line- strongly agree would be on one side, strongly disagree on the other and students would align themselves accordingly. In option, students will quickly group together with students with similar opinions and explain their reasoning to the class).

ACTIVITY 2 (45-60 MINUTES)

Students will return to their cooperating groups and break up the remaining sections of the budget (they looked at police in the prior class period) based on what interests them the most. There are 12 remaining departments to examine broadly under four sections (there are a few with more than one department to help provide equity in work distribution).

Students will use the resources provided to them- the Proposed City of Austin Budget (from Day 1), the City of Austin Dashboard, the Budget Trade Offs Reference Guide, and the “Learn More” section of the Budget Game to make informed and justified changes to the budget allocation for their assigned section/departments. As they review this information, they will fill in the corresponding sections of the Graphic Organizer, which they will use to share key details with other members of their cooperating group.

ACTIVITY 3 (10-15 MINUTES)

Students will return to their original anticipatory guide, and match each of the statements to a department researched by members of their group. For each statement, students will work together to share and explain how it relates to the budget, and then they will share their first decisions about whether they think that department should receive an increase or decrease in funding and why. This will serve as a base for the final decisions they make as a group in the next class.

REFLECTION/CLOSING ACTIVITY (5 MINUTES)

Have students rank in their sections what the department that they think absolutely should have priority in the final budget from their research. Back on their graphic organizer, have them put a #1 next to the department that absolutely should receive an increase in funding, a #2 next to the department that may need an increase in funding, and a #3 next to the department which should have least priority in the final budget.

Then have them fill out two sentence stems to turn in.

The department (in the section that I researched) that our local district and the City of Austin would most benefit from a budget increase is \_\_\_\_\_ because \_\_\_\_\_.

The department (in the section that I researched) that our local district and the City of Austin that we could potentially make cuts in the budget for is \_\_\_\_\_ because \_\_\_\_\_.

Name: Lesson Four: Breaking Down & Assessing Departments in the City of Austin

Subject: Budget Game Unit

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p> <p>There are many different departments that make important contributions to the residents of the City of Austin.</p> <p>Rationale and reasoning are important in explaining why one choice is better than another.</p>	<p>What are some of the key characteristics and needs of students' local districts?</p> <p>What are some of the services that the City of Austin provides, and what benefits do these services give to residents?</p> <p>What will be some of the trade-offs for local districts and the city in making the decision to provide more or less money to each department in the 2017 budget?</p>	<ul style="list-style-type: none"><li>• Extended Anticipatory Guide</li><li>• Expert Jigsaw</li><li>• Beginning to Craft Austin's Budget- Public Safety and Police Focus</li><li>• Budget Priority Sentence Stems</li></ul>

OTHER NOTES/MODIFICATIONS:
<p>Think about which sections would be easier for students who might need learning modifications ahead of time, and make assignments/plan accordingly.</p>



Read...

Warm Up

<i>Statement</i>	<i>Your Opinion</i>				<i>Why?</i>
	Strongly Agree	Agree	Disagree	Strongly Disagree	
1. It is important to take care of Austin's animals, and make sure that animals in the city are controlled and healthy.					
2. It is important for Austin residents to have access to quality recreational, culture and outdoor experiences in the city.					
3. The Austin Public Library is essential for access to materials and information within the city, and helps create an informed population.					
4. It is necessary to have funding for a range of basic needs and human services within the city, helping to combat homelessness, and promote basic and behavioral health.					
5. It is the duty of the city to ensure the well-being of its citizens through the inspection of restuarants and health screenings					
6. Austin should dedicate time and money to make sure citizens have housing and communities are revitalized when needed.					
7. It is necessary to make sure there is a city court which helps enforce traffic violations, city ordinances, and other basic measures of order.					

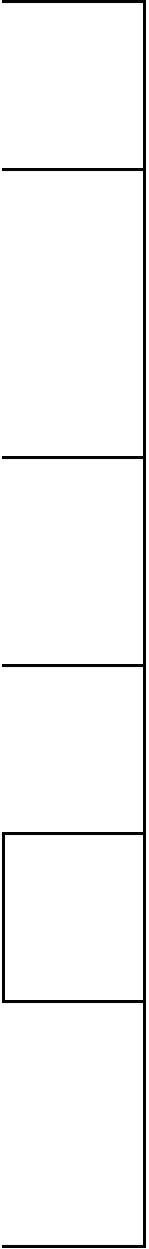
<p>8. Austin needs a strong fire department in order to ensure effective responses to emergency situations.</p>					
<p>9. The city should invest money to make sure that EMS (emergency management services) have the resources needed to help those who end up in unfortunate situations and need special rescue services.</p>					
<p>10. The city should devote funds to make sure long term planning for the city is well thought out, and that the city is effectively designed for the future.</p>					
<p>11. The city should offer a "one stop shop" or a place to make it easy to purchase, develop, and inspect building or land.</p>					
<p>12. The City of Austin needs to regularly monitor traffic and plan for future transportation needs.</p>					
<p>13. The City of Austin should regularly work to improve current city amenities, such as street repairs, school zone improvements, and building additional sidewalks and bicycle lanes.</p>					

As You Work...

Exit Slip...

<i>How It Relates to Budget</i>	<i>Decision</i>		<i>Rationale for Your Decision</i>
Which Department is Related? What are some of its main goals?	Add Funds	Decrease Funds	Why did this department get more funds in your group's City of Austin? What will the city gain or lose by this?



**Become a Department Expert!**  
**Budgeting Austin's Expenditures: Gaining Background Information**

Directions:

With your group, you will tackle the budget by splitting into the relevant City Budget sections that interest you the most.

You have four options:

- Community Services *includes...*
  - Animal Services
  - Social Services Contracts
  - Health and Human Services
- Infrastructure and Mobility (with one Community Service)
  - Transportation Department
  - Public Works
  - Parks & Recreation (found under Community Services)
- Development (with one Community Service)
  - Planning and Zoning
  - Development Services
  - Neighborhood and Housing Development (found under Community Services)
- Public Safety
  - Municipal Courts
  - Fire
  - Emergency Management Services

You will become an expert and budget advisor for the group in the area that you select. It will be your duty to use the Proposed City of Austin Budget (the same document you used Day 1), the City of Austin Dashboard, the Budget Trade Offs Reference Guide, and the "Learn More" section of Budget Game to make informed and justified changes to the budget allocation for your assigned departments.

You will fill in the necessary information for each department within your selected section on the "Budget Information" Graphic Organizer.

You will begin to share your findings with your group members and if you would add to or subtract from the budget for each area by reviewing the anticipatory guide from the beginning of class. Next class, it will be your job to come to a consensus with your group about modifications for the overall budget that stay within the budget allocation for the City and best serve your local district, so make sure you give accurate and valuable insight!

	Infrastructure & Mobility (one found under Community Services)		
	Transportation Department	Public Works	Parks & Recreation
What are the main roles of this department/what does it contribute to the city? How does it help the residents and citizens of Austin?			
How does this department impact your local district?			
What are some of the key things this department is requesting or needs money for? What contributions would these requests provide to the city?			
How is this department performing in the City Dashboard? Are they on track, or how are they trending? Provide evidence to support your answer.			
Do you think that this is a place where the City of Austin should contribute more money, dedicate less money, or spend the same amount in its Budget?			
What will be the results of this decision (what will the department gain/lose- reference your Trade Off Sheet to help)			
What is your rationale for making this decision?			



	Development (one found under Community Services)		
	Planning & Zoning	Development Services	Neighborhood and Housing Development (under Community Services)
What are the main roles of this department/what does it contribute to the city? How does it help the residents and citizens of Austin?			
How does this department impact your local district?			
What are some of the key things this department is requesting or needs money for? What contributions would these requests provide to the city?			
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What will be the results of this decision (what will the department gain/lose- reference your Trade Off Sheet to help)			
What is your rationale for making this decision?			

	Public Safety		
	Municipal Courts	Fire	Emergency Management Services
What are the main roles of this department/what does it contribute to the city? How does it help the residents and citizens of Austin?			
How does this department impact your local district?			
What are some of the key things this department is requesting or needs money for? What contributions would these requests provide to the city?			
How is this department performing in the City Dashboard? Are they on track, or how are they trending? Provide evidence to support your answer.			
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What will be the results of this decision (what will the department gain/lose- reference your Trade Off Sheet to help)			
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	Community Services		
	Animal Services	Social Service Contracts	Health & Human Services
What are the main roles of this department/what does it contribute to the city? How does it help the residents and citizens of Austin?			
How does this department impact your local district?			
What are some of the key things this department is requesting or needs money for? What contributions would these requests provide to the city?			
How is this department performing in the City Dashboard? Are they on track, or how are they trending? Provide evidence to support your answer.			
Do you think that this is a place where the City of Austin should contribute more money, dedicate less money, or spend the same amount in its Budget?			
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**TEKS OBJ**

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Name: Lesson Five: Final Budget Decisions and Effective Presentations

Subject: Budget Game Unit

LANGUAGE OBJECTIVE	MATERIALS
<p>LANGUAGE OBJECTIVE:</p> <ul style="list-style-type: none"> <li>STUDENTS WILL BE ABLE TO SHARE INFORMATION THROUGH LISTENING, SPEAKING AND WRITING IN COOPERATIVE LEARNING INTERACTIONS.</li> <li>STUDENTS WILL MAKE CONNECTIONS BETWEEN CONTENT AND THEMSELVES, THEIR KNOWLEDGE, AND THEIR WORLD.</li> <li>STUDENTS WILL USE VERBAL BRAINSTORMING STRATEGIES.</li> </ul>	<ul style="list-style-type: none"> <li>STUDENTS WILL NEED TO BE PLACED IN COOPERATIVE LEARNING GROUPS</li> <li>PROJECTOR</li> <li>ACCESS TO GOOGLE CLASSROOM/CHROMEBOOKS- ONE FOR EVERY STUDENT</li> <li>GOOGLE DRAW OR A COMPARABLE INFOGRAPHIC CREATOR</li> <li>BUDGET GRAPHIC ORGANIZER FROM LAST CLASS</li> <li>DASHBOARD MEASURES (FROM LAST CLASS)</li> <li>BUDGET TRADE OFFS</li> </ul>
VOCABULARY	
<p>VOCABULARY:</p> <ul style="list-style-type: none"> <li>INFOGRAPHIC</li> </ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"> <li>Students will make informed budget decisions guided by what they believe is in the best interest of their local districts and the City of Austin.</li> <li>Students will prioritize what they think is most important for the City of Austin to spend money on, including what is in the best interest for their local district.</li> <li>Students will construct a budget for the City of Austin that aligns with the priorities they have laid out.</li> <li>Students will design and generate an infographic that showcases and synthesizes their budget decisions for an audience.</li> </ul>
WARM UP/ACTIVITY 1 (10-20 MINUTES)
<p>Collaborative groups will re-convene to share and prioritize departments for their budget before they begin their final decisions. They will use the “Fight for Funding” warm up to rank which departments they think are most important to give funding to first, and how those departments represent the need of their local districts.</p>
ACTIVITY 2 (45 MINUTES)

Name: Lesson Five: Final Budget Decisions and Effective Presentations

Subject: Budget Game Unit

With their collaborative groups, students will log in to the Budget Game (Austinbudget.party) and make decisions about each department based off of their priorities set up in their warm up and their research from previous days. They will use the Finalizing Your Budget table to record their final choices as they make them in the game—this will help you follow along with their progress, and help them remember their decisions to create their infographic later.

On this table, they will note what they increase and decrease to meet final budget standards as they play along with the game. Encourage them to start with their priorities warm up- and use it as a place to take notations about what they are doing on the actual game. Students should not record their final decisions until they have made all adjustments in the game and are ready to submit.

### ACTIVITY 3 (10-15 MINUTES)

Students will discover what an infographic is based on a short youtube video and beginning introduction for their final product.

As a class, you will present three infographics (excerpt taken from Brett Vogelsinger's "Getting to Know Infographics" edutopia lesson on infographics found here: <https://www.edutopia.org/blog/infographics-visual-literacy-written-content-brett-vogelsinger>)

#### *Getting to Know Infographics*

*The key to creating infographics is understanding that the finished product looks deceptively simple. Every decision, including font, shapes, color scheme, and use of white space, will either contribute to or detract from the overall clarity of the message in the finished infographic. This makes them particularly good for helping students to swim deeply.*

*So after a few exposures to basic infographics, we studied three very different infographics side by side. Using the website [Daily Infographic](#) or just a [Google Image](#) search for the word "infographic" will help you find three that work for your class. This year, we combined these three in an Article of the Week reading assignment:*

- [What Happens in an Internet Minute?](#)
- [The Truth About Plastic](#)
- [Color Psychology in Advertising](#)

*We discussed the following:*

- *Which of these was the best infographic and why?*
- *How does the writer try to engage an audience, even an audience who may not initially care about the topic?*
- *Is the text or the visual design most important in each of these? How does the use of color and white space affect your ability to focus on the main message of the infographic? How is font size used to emphasize certain facts?*
- *Does the infographic make a claim or develop an argument? If so, how can you tell?*

*The question of "best" was intriguing. Each infographic had supporters, and often the reasons had more to do with the design and how it delivered the message than with the student's intrinsic interest in the topic. This is important to note with students preparing to create their own infographics. Just like any other sort of writing, how you convey your message is just as important as why you are creating the message.*

Name: Lesson Five: Final Budget Decisions and Effective Presentations

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CLOSING ACTIVITY (30 MINUTES)

Students will begin to create their final infographic product using Google Draw. Through this platform, students will be able to work on the infographic at the same time, with each creating an infographic based on the sections they were responsible for, with some sections that they will need to work on together.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p> <p>There are many different departments that make important contributions to the residents of the City of Austin.</p> <p>Rationale and reasoning are important in explaining why one choice is better than another.</p> <p>Information can be conveyed in many different ways, and it is important to know how to be concise and clear in presentations.</p>	<p>What are some of the key characteristics and needs of students' local districts?</p> <p>What will be some of the trade-offs for local districts and the city in making the decision to provide more or less money to each department in the 2017 budget?</p> <p>What are some of the most effective ways to convey information to an audience in an engaging and simple way?</p>	<ul style="list-style-type: none"> <li>• Fight for Funding Ranking Chart</li> <li>• Submitted Austin Budget Party Game</li> <li>• Finalizing Your Budget Chart</li> <li>• Infographic Introduction and Discussion</li> <li>• City Budget Infographic</li> </ul>

OTHER NOTES/MODIFICATIONS:



Name: Lesson Five: Final Budget Decisions and Effective Presentations

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If students are unable to access technology, you could consider having them make their infographic on paper. However, this will hinder the collaborative aspect of it. It may also be necessary for students to work on the infographic outside of class time in order to finish by next class.

## Warm Up: Fight for Funding!

Directions: With your group, you are going to share what you learned yesterday and make the tough decisions about which departments should receive top priority in your 2017 budget.

Below is a list of 14 departments (including the police that you already factored in to your budget two classes ago). With your group members, come up with a consensus for how you will prioritize spending.

Rating Scale:

1=most important

14=least important

----- Municipal Courts

----- Public Works

----- Police

----- Animal Services

----- Fire

----- Parks & Recreation

----- Emergency Management  
Services

----- Public Libraries

----- Planning & Zoning

----- Social Service Contracts

----- Development Services

----- Health & Human Services

----- Transportation Department

----- Neighborhood Housing &  
Community Development

Assess: How will your priorities reflect the needs of your local district?

## Finalizing Your Budget & The Budget Game

Directions: With your group, you are now going to share what you learned yesterday and make the tough decisions in the budget game. Once again, you are going to log on to the Austin Budget Party, and finalize your budget for the City for 2017.

Use your "Fighting for Funds" warm up to remind you of the priorities your group has decided on for your budget—remembering that you have agreed that these are the best departments for your local district and the city. Go through the departments one by one, using your warm up and the Budget Trade Off reference (along with any other prior references) to guide you as you go along.

Do not fill out this chart until you are ready to submit your final budget on the game, and are certain of your final decisions! Good luck, and happy budget crafting! 😊

Category	Department	Amount Added to Budget	Amount Decreased from Budget	Trade Offs - what did you lose/gain?	Rationale- why was this change made?	Potential Impact (City & Local District)
Community Service	Animal Services					
	Parks & Recreation					
	Public Libraries					
	Social Service Contracts					
	Health & Human Services					
	Neighborhood Housing & Community Development					

Public Safety	Municipal Courts					
	Police					
	Fire					
	Emergency Management Services					
Development	Planning & Zoning					
	Development Services					
Infrastructure & Mobility	Transportation Department					
	Public Works					

# What Makes a Good Infographic?

What is an infographic?

When making an infographic you should consider...

Look at the sample infographics with the class- what do you notice about themes you see from graphic to graphic? What makes some infographics stronger than others?

Create a list of the top ten things you should include in your groups Infographic...

TURN YOUR BUDGET DECISIONS INTO AN INFOGRAPHIC!  
INSTRUCTIONS & HELPFUL IDEAS

LINK: WHAT IS AN INFOGRAPHIC?

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JE-I6FIE\\_WK](https://www.youtube.com/watch?v=JE-I6FIE_WK)

WITH YOUR GROUP, YOU WILL CREATE AN INFOGRAPHIC THAT CLEARLY EXPLAINS TO AUDIENCES YOUR KNOWLEDGE OF YOUR LOCAL AREA, THE DECISIONS YOU MADE FOR YOUR 2017 AUSTIN CITY BUDGET AND THE REASONS BEHIND THEM, AND WHAT IMPACT YOU THINK THIS WILL HAVE AS A WHOLE.

[HTTPS://DOCS.GOOGLE.COM/DRAWINGS/D/IMEJYHAJJTQZQLBXI9NIAMVONLDMHBUZBGMZIWHDRSTG/TEMPLATE/PREVIEW?USP=DRIVE\\_WEB\\*](https://docs.google.com/drawings/d/IMEJYHAJJTQZQLBXI9NIAMVONLDMHBUZBGMZIWHDRSTG/TEMPLATE/PREVIEW?USP=DRIVE_WEB*)

USE THE RUBRIC BELOW TO HELP GUIDE YOU THROUGH YOUR PRESENTATION. HOWEVER, YOU MUST INCLUDE THE FOLLOWING ELEMENTS IN YOUR INFOGRAPHIC.

1. WHAT ARE SOME OF THE KEY NEEDS OF YOUR LOCAL CITY OF AUSTIN DISTRICT?
2. WHAT BUDGET DECISIONS DID YOU MAKE FOR INFRASTRUCTURE AND MOBILITY IN YOUR 2017 CITY OF AUSTIN BUDGET? WHY? WHAT IMPACT DO YOU THINK THIS WILL HAVE?
3. WHAT BUDGET DECISIONS DID YOU MAKE FOR DEVELOPMENT IN YOUR 2017 CITY OF AUSTIN BUDGET? WHY? WHAT IMPACT DO YOU THINK THIS WILL HAVE?
4. WHAT BUDGET DECISIONS DID YOU MAKE FOR PUBLIC SAFETY IN YOUR 2017 CITY OF AUSTIN BUDGET? WHY? WHAT IMPACT DO YOU THINK THIS WILL HAVE?
5. WHAT BUDGET DECISIONS DID YOU MAKE FOR COMMUNITY SERVICES IN YOUR 2017 CITY OF AUSTIN BUDGET? WHY? WHAT IMPACT DO YOU THINK THIS WILL HAVE?
6. HOW WILL YOUR BUDGET BENEFIT YOUR LOCAL DISTRICT AND THE CITY AS A WHOLE? WHAT IMPACT DO YOU THINK THIS BUDGET WILL HAVE, AND WHAT DO YOU HOPE RESIDENTS OF AUSTIN WILL GAIN?
7. AN OVERALL PLATFORM/CAMPAIGN/SLOGAN THAT DEFINES YOUR BUDGET



## INFOGRAPHIC RUBRIC

CATEGORY/REQUIREMENT	LITTLE TO NO EVIDENCE	SOME EVIDENCE	STRONG EVIDENCE	SUPERIOR EVIDENCE
<p>What are some of the key needs of your local City of Austin district?</p>	<p>Has little to no reference to the needs of the local district.</p>	<p>Students begin to provide evidence about the needs of their local district. May provide unsubstantiated claims or inaccurate data.</p>	<p>Students convey accurate information about their local district based on relevant statistics and evidence.</p>	<p>Students have gone above and beyond in conveying the needs of their local district, with clear evidence and relevant statistics, symbols, etc.</p>
<p>What budget decisions did you make for Infrastructure and Mobility in your 2017 City of Austin Budget? Why? What impact do you think this will have?</p>	<p>Has little to no inclusion of budget decisions related to infrastructure. Does not clearly explain the rationale behind</p>	<p>Has some reference to budget decisions, and may include a brief rationale or limited understanding of the potential</p>	<p>Clearly explains budget decisions and the rationale behind these decisions. Shows some knowledge of the greater impact of these decisions.</p>	<p>Students have thoroughly explained budget decisions and established clear and relevant rationale for these choices. Students have</p>



	choices made, or the impact they might have.	impact of these decisions.		thoroughly evaluated the potential impact of these choices.
What budget decisions did you make for Development in your 2017 City of Austin Budget? Why? What impact do you think this will have?	Has little to no inclusion of budget decisions related to development. Does not clearly explain the rationale behind choices made, or the impact they might have.	Has some reference to budget decisions, and may include a brief rationale or limited understanding of the potential impact of these decisions.	Clearly explains budget decisions and the rationale behind these decisions. Shows some knowledge of the greater impact of these decisions.	Students have thoroughly explained budget decisions and established clear and relevant rationale for these choices. Students have thoroughly evaluated the potential impact of these choices.
What budget decisions did you make for Public Safety in your 2017 City of Austin Budget? Why? What impact do you think this will have?	Has little to no inclusion of budget decisions related to Public Safety. Does not clearly explain the rationale behind choices made, or the impact they might have.	Has some reference to budget decisions, and may include a brief rationale or limited understanding of the potential impact of these decisions.	Clearly explains budget decisions and the rationale behind these decisions. Shows some knowledge of the greater impact of these decisions.	Students have thoroughly explained budget decisions and established clear and relevant rationale for these choices. Students have thoroughly evaluated the potential impact of these choices.
What budget decisions did you make for Community Services in your 2017 City of Austin Budget? Why? What	Has little to no inclusion of budget decisions related to Community	Has some reference to budget decisions, and may include a brief rationale or limited	Clearly explains budget decisions and the rationale behind these decisions. Shows some knowledge of	Students have thoroughly explained budget decisions and established clear and relevant

<p>impact do you think this will have?</p>	<p>Services. Does not clearly explain the rationale behind choices made, or the impact they might have.</p>	<p>understanding of the potential impact of these decisions.</p>	<p>the greater impact of these decisions.</p>	<p>rationale for these choices. Students have thoroughly evaluated the potential impact of these choices.</p>
<p>How will your budget benefit your local district and the city as a whole? What impact do you think this budget will have, and what do you hope residents of Austin will gain?</p>	<p>Students have little to no knowledge of how their budget decisions will impact their local district of the greater Austin community.</p>	<p>Students show some knowledge of how their budget decisions will impact their local district of the greater Austin community.</p>	<p>Students show clear knowledge of how their budget decisions will impact their local district of the greater Austin community.</p>	<p>Students have made clear and thorough connections between their budget decisions and the benefits these budget decisions will have for their local district as well as the greater Austin community.</p>
<p>Overall Effort, Design, and Clarity</p>	<p>Students showed little to no effort, lack clear design, and have little clarity in their infographic.</p>	<p>Students showed limited effort, have some clarity, and a design idea that is followed.</p>	<p>Students show clear effort, have clarity of information, and a flow of design.</p>	<p>Students went above and beyond in their effort, had clarity of information, and a design theme that is followed by all.</p>



**TEKS OBJ**

**GOV'T TEKS:**

(5) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ROLES PLAYED BY LOCAL, STATE, AND NATIONAL GOVERNMENTS IN BOTH THE PUBLIC AND PRIVATE SECTORS OF THE U.S. FREE ENTERPRISE SYSTEM. THE STUDENT IS EXPECTED TO:

(A) EXPLAIN HOW GOVERNMENT FISCAL, MONETARY, AND REGULATORY POLICIES INFLUENCE THE ECONOMY AT THE LOCAL, STATE, AND NATIONAL LEVELS

(8) **GOVERNMENT.** THE STUDENT UNDERSTANDS THE STRUCTURE AND FUNCTIONS OF THE GOVERNMENT CREATED BY THE U.S. CONSTITUTION. THE STUDENT IS EXPECTED TO:

(H) COMPARE THE STRUCTURES, FUNCTIONS AND PROCESSES OF NATIONAL, STATE AND LOCAL GOVERNMENTS IN THE U.S. FEDERAL SYSTEM.

(22) **SOCIAL STUDIES SKILLS.** THE STUDENT USES PROBLEM-SOLVING AND DECISION-MAKING SKILLS, WORKING INDEPENDENTLY AND WITH OTHERS, IN A VARIETY OF SETTINGS. THE STUDENT IS EXPECTED TO:

(A) USE A PROBLEM-SOLVING PROCESS TO IDENTIFY A PROBLEM, GATHER INFORMATION, LIST AND CONSIDER OPTIONS,

CONSIDER ADVANTAGES AND DISADVANTAGES, CHOOSE AND IMPLEMENT A SOLUTION, AND EVALUATE THE EFFECTIVENESS OF THE SOLUTION; AND

(B) USE A DECISION-MAKING PROCESS TO IDENTIFY A SITUATION THAT REQUIRES A DECISION, GATHER INFORMATION, IDENTIFY OPTIONS, PREDICT CONSEQUENCES, AND TAKE ACTION TO IMPLEMENT A DECISION.

**ECONOMICS TEKS:**

(15) **ECONOMICS.** THE STUDENT UNDERSTANDS THE ECONOMIC IMPACT OF FISCAL POLICY DECISIONS AT THE LOCAL, STATE, AND NATIONAL LEVELS. THE STUDENT IS EXPECTED TO:

(A) IDENTIFY TYPES OF TAXES AT THE LOCAL, STATE, AND NATIONAL LEVELS AND THE ECONOMIC IMPORTANCE OF EACH;

(20) **PERSONAL FINANCIAL LITERACY.** THE STUDENT UNDERSTANDS HOW TO PROVIDE FOR BASIC NEEDS WHILE LIVING WITHIN A BUDGET.

Name: Lesson Six: Final Thoughts & Core Values

Subject: Budget Game Unit

LANGUAGE OBJECTIVE	MATERIALS
<p>LANGUAGE OBJECTIVE:</p> <ul style="list-style-type: none"><li>• STUDENTS WILL BE ABLE TO SHARE INFORMATION THROUGH LISTENING, SPEAKING AND WRITING IN COOPERATIVE LEARNING INTERACTIONS.</li><li>• STUDENTS WILL MAKE CONNECTIONS BETWEEN CONTENT AND THEMSELVES, THEIR KNOWLEDGE, AND THEIR WORLD.</li><li>• STUDENTS WILL USE VERBAL BRAINSTORMING STRATEGIES.</li></ul>	<ul style="list-style-type: none"><li>• STUDENTS WILL NEED TO BE PLACED IN COOPERATIVE LEARNING GROUPS</li><li>• PROJECTOR</li><li>• ACCESS TO GOOGLE CLASSROOM/CHROMEBOOKS- ONE FOR EVERY STUDENT</li><li>• INFOGRAPHIC PRESENTATION</li><li>• INDEX CARDS</li></ul>
<b>VOCABULARY</b>	
<p>VOCABULARY:</p> <ul style="list-style-type: none"><li>• INFOGRAPHIC</li><li>• PLATFORM</li></ul>	

OBJECTIVES AND/OR STUDENT EXPECTATIONS:
<ul style="list-style-type: none"><li>• Students will synthesize the main decisions of their proposed budget into core beliefs and a “platform”.</li><li>• Students will explain their choices and budget for the City of Austin in a presentation.</li><li>• Students will assess their learning throughout this project and reflect upon what they have gained from the process of creating a budget for the City of Austin.</li></ul>
<b>WARM UP/ACTIVITY 1 (10 MINUTES)</b>
<p>Collaborative groups will re-convene and remember their budget work from the previous class by coming up with a list and defining their group’s core values based on their budget decisions. They will fill in five sentences that start with “We believe... therefore...” that reflect the decisions they made in their budget, almost like a “budget platform”. They will then come up with a catchy phrase that also reflects the main priorities/”platform” behind their budget. They will turn this in with their infographic.</p>
<b>ACTIVITY 2 (15 MINUTES)</b>

Name: Lesson Six: Final Thoughts & Core Values

Subject: Budget Game Unit

Students will be allotted time to review, finalize and work on their presentations. You may want to give them a list of helpful hints for effective presentations if you do not regularly have them present in your class.

### ACTIVITY 3 (45 MINUTES)

Each group will take approximately five minutes to present their infographic that they have created that clearly presents their budget decisions. As they present, their peers will note which items of the budget they gave priority to in funding and which they chose to make cuts from. At the end, students will complete a silent ballot in which they select a group (with clear reasoning for their selection) to go on and represent the class at the district level.

### REFLECTION/CLOSING ACTIVITY (15 MINUTES)

Students will reflect on what they have learned from this project on three index cards that they place on the board or on poster paper that they can write on like a “chalk talk” around the room. They will be guided by three questions.

What is something you will take away from this project? (could be anything)

What is something you learned about the City of Austin that you did not know before?

How has this project helped you become a more informed resident of Austin?

### EXTENSION/VIDEO CONFERENCE FOR CLASS REPRESENTATIVES

The student group selected to be the class representative by their peers will further their project experience through “advancing” to present their budget to selected groups from ten AISD campuses. This will take place through a videoconference hosted by either a Skype session, Google Hangout, or a similar platform. Students involved in this video conference will abide by Roberts Rules of Order and share and discuss their budget decisions in a council like session to present their views.

Name: Lesson Six: Final Thoughts & Core Values

Subject: Budget Game Unit

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	EVIDENCE OF UNDERSTANDING/ASSESSMENT
<p>Budgets are based on revenues and expenditures, and tough decisions often need to be made as capital is limited.</p> <p>Clear communication is imperative to make a successful presentation.</p> <p>Rationale and reasoning are important in explaining why one choice is better than another, and to form connections between facts and decisions.</p>	<p>What are some of the key characteristics and needs of students' local districts? How do these drive decisions when presenting a city budget?</p> <p>What will be some of the trade-offs for local districts and the city in making the decision to provide more or less money to each department in the 2017 budget?</p> <p>What are some of the important things to remember about the budget as an informed resident of Austin?</p>	<ul style="list-style-type: none"><li>• Core Values Examination</li><li>• Infographic Presentations</li><li>• Chalk Talk/Project Reflections</li></ul>

**OTHER NOTES/MODIFICATIONS:**

It may be helpful for student grades (especially if you are using this as a final exam) to have students collect all of their work on this project and create a portfolio.

*Our Groups Core Beliefs  
...as reflected by our City Budget*

*We believe residents in Austin deserve...*

*Therefore, we...*

*We believe residents in Austin deserve...*

*Therefore we...*

*We believe residents in Austin deserve...*

*Therefore we...*

*We believe residents in Austin deserve...*

*Therefore we...*

*We believe residents in Austin deserve...*

*Therefore we...*

*If we could sum up our budget in one phrase or motto it would be...*

*What we think our budget says about us...*

*Signed....*





Presentation Notes

Group Name	What were some of the departments that they chose to provide additional funds to in their Budget?	What were some of the departments that they chose to cut funds from in their Budget?	Explain why you think their budget would be effective for the city.

Silent Ballot:

Which group do you think should represent our class in front of other schools & the city council?  
\*\*\*Consider which group was best able to convey the needs of your local district and the City of Austin as well as clearly articulate their rationale and reasoning behind each budget move.

What about this group's presentation makes them the best candidate to go on and represent our class to the City of Austin?

# Presentation Notes

## ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

## PROCEDURE FOR HANDLING A MAIN MOTION

**NOTE:** Nothing goes to discussion without a motion being on the floor.

### Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The chair recognizes the member by name

### How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to") ...* and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

### Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

### The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'. (Pause for response.) Those opposed, say 'Nay'. (Pause for response.) Those abstained please say 'Aye'.*

### The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and ...* (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

### WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

# HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

## MAIN MOTION

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame Chairman, I move that \_\_\_\_\_."

## AMENDING A MOTION

You want to change some of the wording that is being discussed.

- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words \_\_\_\_\_."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words \_\_\_\_\_."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, \_\_\_\_\_, and adding in their place the following words \_\_\_\_\_."

## REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

## POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame Chairman, I move to postpone the question until \_\_\_\_\_."

## PREVIOUS QUESTION

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

## LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

## **POSTPONE INDEFINITELY**

You want to kill a motion that is being discussed.

- After recognition, "Madam Moderator, I move to postpone the question indefinitely."

## **POSTPONE INDEFINITELY**

You are against a motion just proposed and want to learn who is for and who is against the motion.

- After recognition, "Madame President, I move to postpone the motion indefinitely."

## **RECESS**

You want to take a break for a while.

- After recognition, "Madame Moderator, I move to recess for ten minutes."

## **ADJOURNMENT**

You want the meeting to end.

- After recognition, "Madame Chairman, I move to adjourn."

## **PERMISSION TO WITHDRAW A MOTION**

You have made a motion and after discussion, are sorry you made it.

- After recognition, "Madam President, I ask permission to withdraw my motion."

## **CALL FOR ORDERS OF THE DAY**

At the beginning of the meeting, the agenda was adopted. The chairman is not following the order of the approved agenda.

- Without recognition, "Call for orders of the day."

## **SUSPENDING THE RULES**

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.

- After recognition, "Madam Chairman, I move to suspend the rules and move item 5 to position 2."

## **POINT OF PERSONAL PRIVILEGE**

The noise outside the meeting has become so great that you are having trouble hearing.

- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

## COMMITTEE OF THE WHOLE

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.

- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

## POINT OF ORDER

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

## POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

## POINT OF PARLIAMENTARY INQUIRY

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

## APPEAL FROM THE DECISION OF THE CHAIR

Without recognition, "I appeal from the decision of the chair."

## Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote