Seattle Public Schools

Strategic Plan Update

June 15, 2011

The **purpose** of this Board workshop is to:

– Present Strategic Plan survey results

– Present updated plan

Ensure Excellence in Every Classroom

- Strengthen our teaching of math and science and build on our success with reading and writing
- Develop assessment tools to consistently track student progress and use data to drive improvements
- Create a system that recognizes high-performing schools and helps struggling schools

Strengthen Leaders System-Wide

- Retain and hire the best teachers and principals
- Hold all employees to high expectations and support them in meeting those expectations
- Implement effective performance evaluations at all levels

Build an Infrastructure That Works Well

- Adopt and adapt technologies to allow for more efficient student assignment
- Develop budget protocols and evaluation tools to ensure efficiency and efficacy
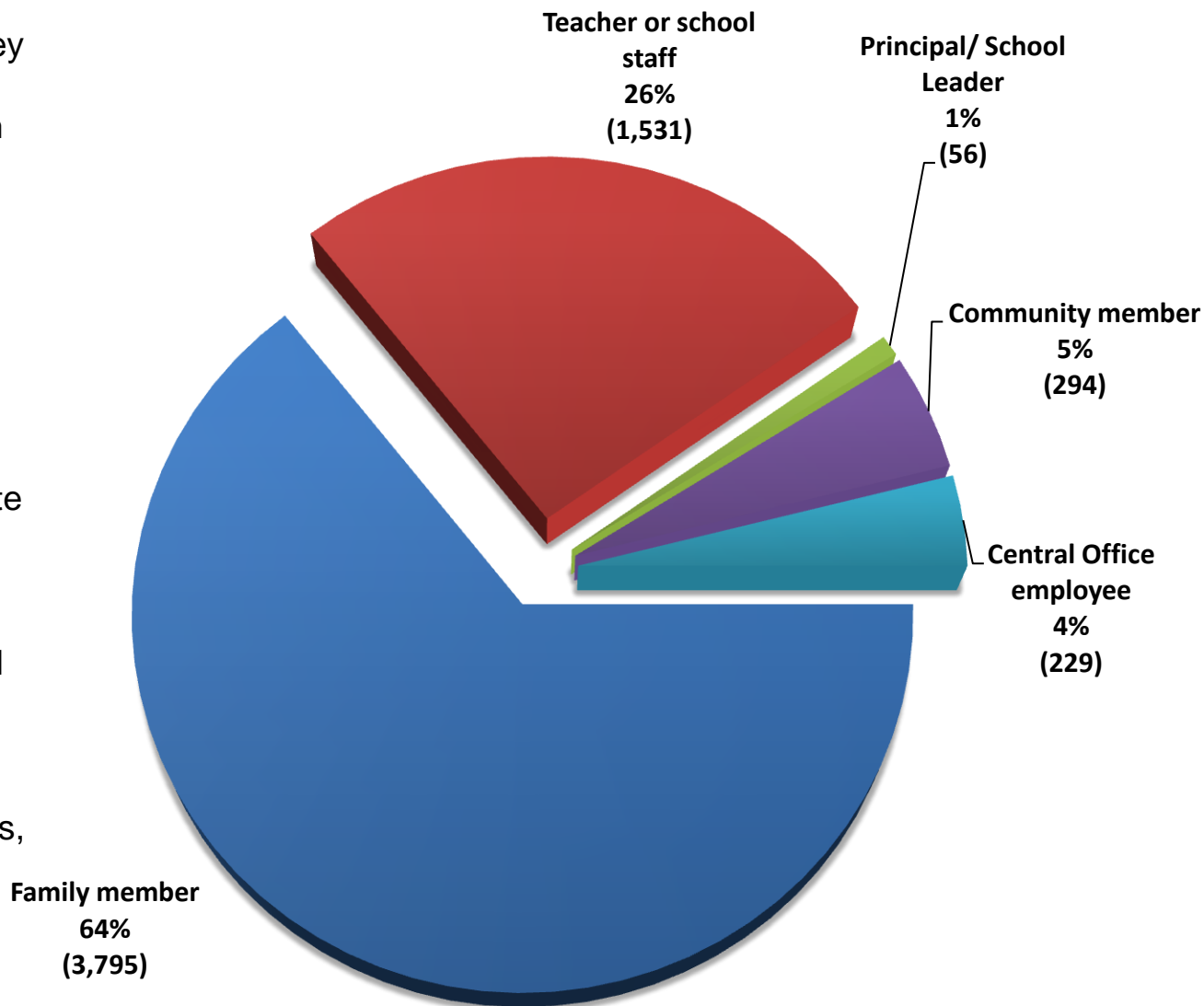
Summary of Strategic Plan Survey Results

The Strategic Plan update survey was administered electronically during a three-week period from May 19 to June 8.

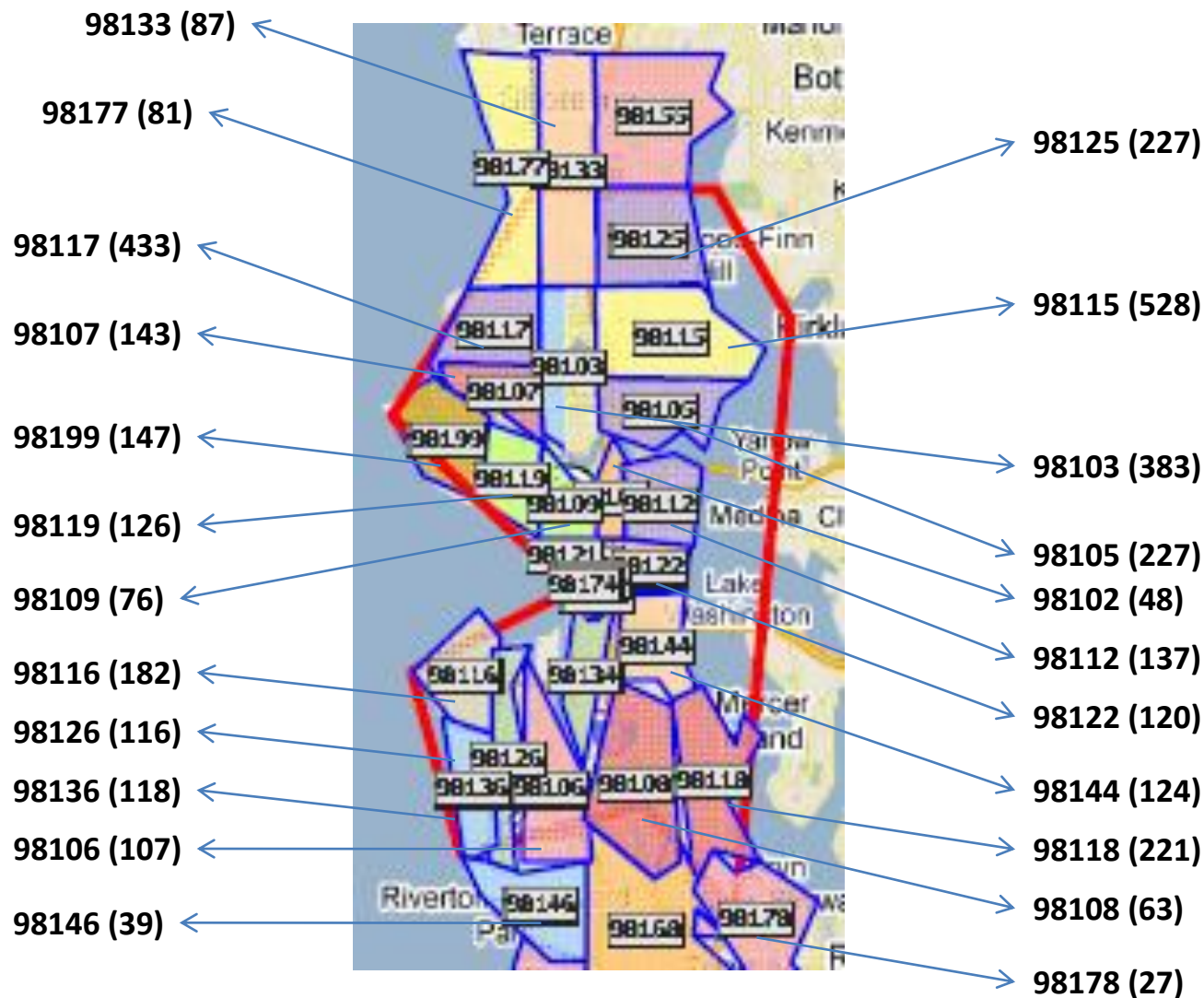5,905 responses were collected and are distributed among five self-reported categories.

Distribution was conducted through community organizations, the district website and the SCPTSA newsletters. Families received a phone call and an email with the link through School Messenger and all staff received the survey via email.

A hard copy of the survey results, including open responses, are available in the Board office. Electronic documents are available on the district website.

Teacher or school staff
26%
(1,531)

Principal/ School Leader
1%
(56)

Community member
5%
(294)

Central Office employee
4%
(229)

Family member
64%
(3,795)

Summary of Strategic Plan Survey Results
Distribution of family responses by zip code (total = 3,795)

98133 (87)
98177 (81)
98117 (433)
98107 (143)
98199 (147)
98119 (126)
98109 (76)
98116 (182)
98126 (116)
98136 (118)
98106 (107)
98146 (39)

98125 (227)
98115 (528)
98103 (383)
98105 (227)
98102 (48)
98112 (137)
98122 (120)
98144 (124)
98118 (221)
98108 (63)
98178 (27)

ZIP	Total	% of total
98115	528	13.9%
98117	433	11.4%
98103	383	10.1%
98125	227	6.0%
98105	227	6.0%
98118	221	5.8%
98116	182	4.8%
98199	147	3.9%
98107	143	3.8%
98112	137	3.6%
98119	126	3.3%
98144	124	3.3%
98122	120	3.2%
98136	118	3.1%
98126	116	3.1%
98106	107	2.8%
98133	87	2.3%
98177	81	2.1%
98109	76	2.0%
98108	63	1.7%
98102	48	1.3%
98146	39	1.0%
98178	27	0.7%

All other reported zip codes had less than 10 responses each

Key steps and actions to updating the Strategic Plan

#	Time	Step	Action
1	April 6	Prepare	Under the five key strategies from the Strategic Plan; a catalog of existing and budget strategies for 2011-2012 will be catalogued.
2	April 13	Prepare	Propose work plan at the Board workshop for updating the strategic plan for 2011-2012.
3	May 4	Prepare	Board feedback on preliminary recommendations at Board workshop.
4	May 19 – June 8	Engage	Administer survey on Strategic Plan update to school staff, community members, and families ~~and students~~.
7	Work in progress	Plan	Analyze and recommend changes to the 2013 targets on the District Scorecard and Operation Performance Measures
8	May 20- June 9	Plan	Analyze feedback from surveys and meetings and prepare Strategic Plan update.
9	June 15	Plan	Present Strategic Plan ~~Excellence For All~~ update at the Board workshop.
10	June	Execute	Implement communication plan for Strategic Plan update.

Reflects process as implemented

Ensure Excellence in Every Classroom

Strengthen our teaching of math and science and build on our success with reading and writing

STRATEGIC PLAN ACTION STEPS

The district is working to ensure excellence in every classroom by aligning and strengthening math and science content and instructional materials to ensure consistency and equity for all students across the system.

MAY 4 STAFF RECOMMENDATION

- SPS will continue to support an aligned curriculum in math and science through professional development.
- SPS will provide district coaching support to Level 1 and 2 schools and provide initial use training for all teachers, as appropriate.

BOARD FEEDBACK FROM MAY 4:

- Inquiry concerning FY 2012 budget for coaching
- Inquiry concerning curricular alignment
- Inquiry concerning the status of the pilot program of the proposed work

Ensure Excellence in Every Classroom

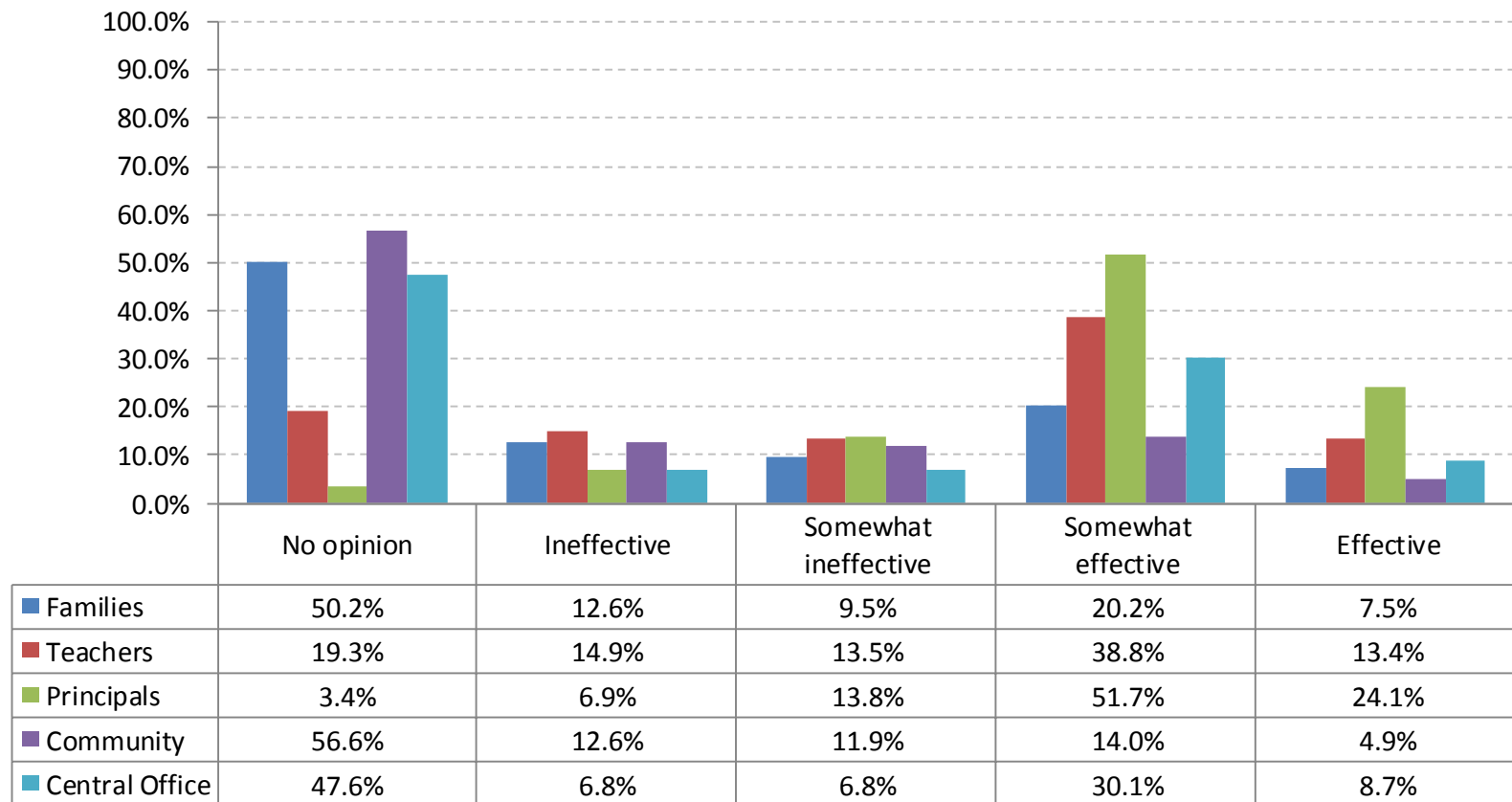## Strengthen our teaching of math and science and build on our success with reading and writing

CONTENT	No.	Coach-Type Position	Costs	Fund
Math	6.5	Instr Svcs Coach	$ 670,093	Title I
Science	5.7	Instr Svcs Coach	$ 587,620	Title 2
Sub Total for Math & Science Coaches	**12.2**		**$1,257,713**	

CONTENT	No.	Coach-Type Position	Costs	Fund
Advanced Learning	1.3	Instr Svcs Coach	$ 137,454	ADV grant (1K19)
ELL	6	Bilingual Coaches	$ 579,330	ELL Grant (1C21)
ELL	1	Consulting Teacher	$ 96,555	Baseline
Early Learning	1	Early Learning Coach	$ 82,842	Title 2
Instructional Services	1	Coach - Parapro, SAEOP, etc.	$ 102,569	Title 2
Literacy	5	Instr Svcs Coach	$ 515,456	Title I and LAP
Native Am Ed	1	Consulting Teacher	$ 96,555	Title I and Title V
Psychologists	0.5	Psychologist	$ 46,775	Title 2
Social Studies	1.6	Instr Svcs Coach	$ 164,946	Title 2
Special Ed	11	Consulting Teachers	$ 1,129,524	1 Baseline, 10 Sp Ed Grants
STAR	10	STAR Mentors	$ 848,434	Title 2 and Levy
Student Support	2	Consulting Teachers	$ 193,110	Title I and LAP
Technology Services	7	Instr Spt Resource Tchr	$ 729,071	Baseline
TIF (Human Res)	4	Consulting Teachers	$ 409,322	TIF and Title 2
VPA/Music	1	Music Coach	$ 53,857	Title 2 and VPA Grant (1H38)
Grand Total All Coaches (including Math & Science)	**65.6**		**$6,443,513**	

Q1. Is the professional development in math, science and literacy effective in supporting our teachers in expanding their skills and improving our students learning?

	No opinion	Ineffective	Somewhat ineffective	Somewhat effective	Effective
■ Families	50.2%	12.6%	9.5%	20.2%	7.5%
■ Teachers	19.3%	14.9%	13.5%	38.8%	13.4%
■ Principals	3.4%	6.9%	13.8%	51.7%	24.1%
■ Community	56.6%	12.6%	11.9%	14.0%	4.9%
■ Central Office	47.6%	6.8%	6.8%	30.1%	8.7%

n = 3,443

ANALYSIS OF FEEDBACK

Of the teachers and principals who responded and did not select "no opinion," the majority believed that our mathematics, science, and literacy professional development to be somewhat effective or effective in supporting teachers. This intent of the pertinent survey question concerning professional development was to capture a general sense of teachers' and principals' view on the efficacy of professional development. Content area Program Managers in conjunction with professional development providers regularly conduct evaluations of professional development to gauge effectiveness and impact and to guide future work.

Three main themes emerged from teachers' and principals' open response questions, which were to provide, preserve, or increase the following:

- Common planning and collaboration time
- Instructional support at schools
- Principals' time in classrooms

Ensure Excellence in Every Classroom

Strengthen our teaching of math and science and build on our success with reading and writing

PLAN ADJUSTMENT FOR 2011-2013

For mathematics:

- SPS will continue to support an aligned K-12 curriculum in mathematics.
- SPS will continue to support mathematics professional development including teacher collaboration, professional learning communities (PLCs), and site-based instructional supports, pending funding.
- SPS will provide district coaching support to Level 1 and 2 schools in mathematics and provide initial use training for all teachers, as appropriate and pending funding.

For science:

- SPS will continue to support aligned K-8 curriculum in science.
- SPS will continue to support aligned 9-12 curriculum in science, pending the adoption.
- SPS will continue to support science professional development, both centrally-based and site-based, pending funding.

STRATEGIC PLAN ACTION STEPS

SPS will develop district-wide assessments in math and reading for each grade level and by 2009-2010, implement a full set of assessments that will help teachers respond to students needs.

MAY 4 STAFF RECOMMENDATION

- Reduce the number of times MAP is given a year (2 versus 3 times) and the grades in which it is administered to (currently K-10).
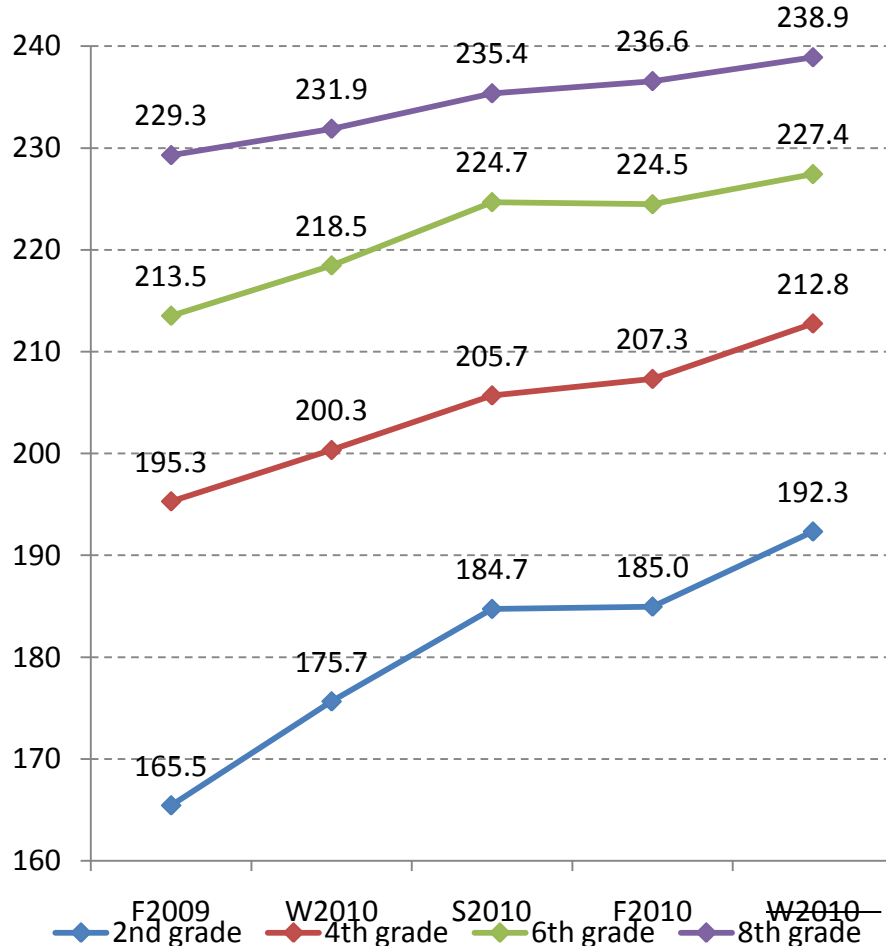
BOARD FEEDBACK FROM MAY 4

- Request input from teachers on MAP effectiveness.
- Consider if MAP is providing new information about students.
- Really re-think MAP for kindergarten
- Consider other assessments already in place (direct reading assessment in 2nd grade)
- Consider format of MAP reports as part of review.
- When assessing kindergarten usage of MAP- if we decide to not test them then that takes away from equity for all kindergarten students to enter Spectrum.
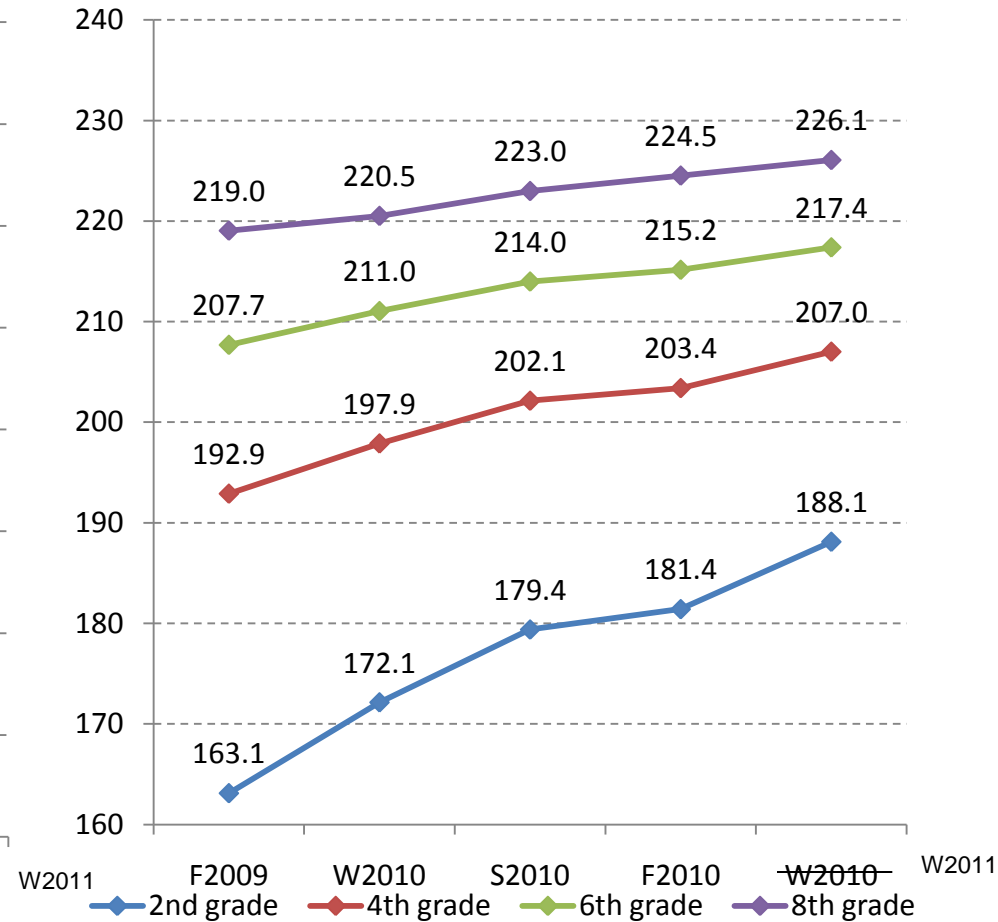
Ensure Excellence in Every Classroom

Develop assessment tools to consistently track student progress and use data to drive improvements
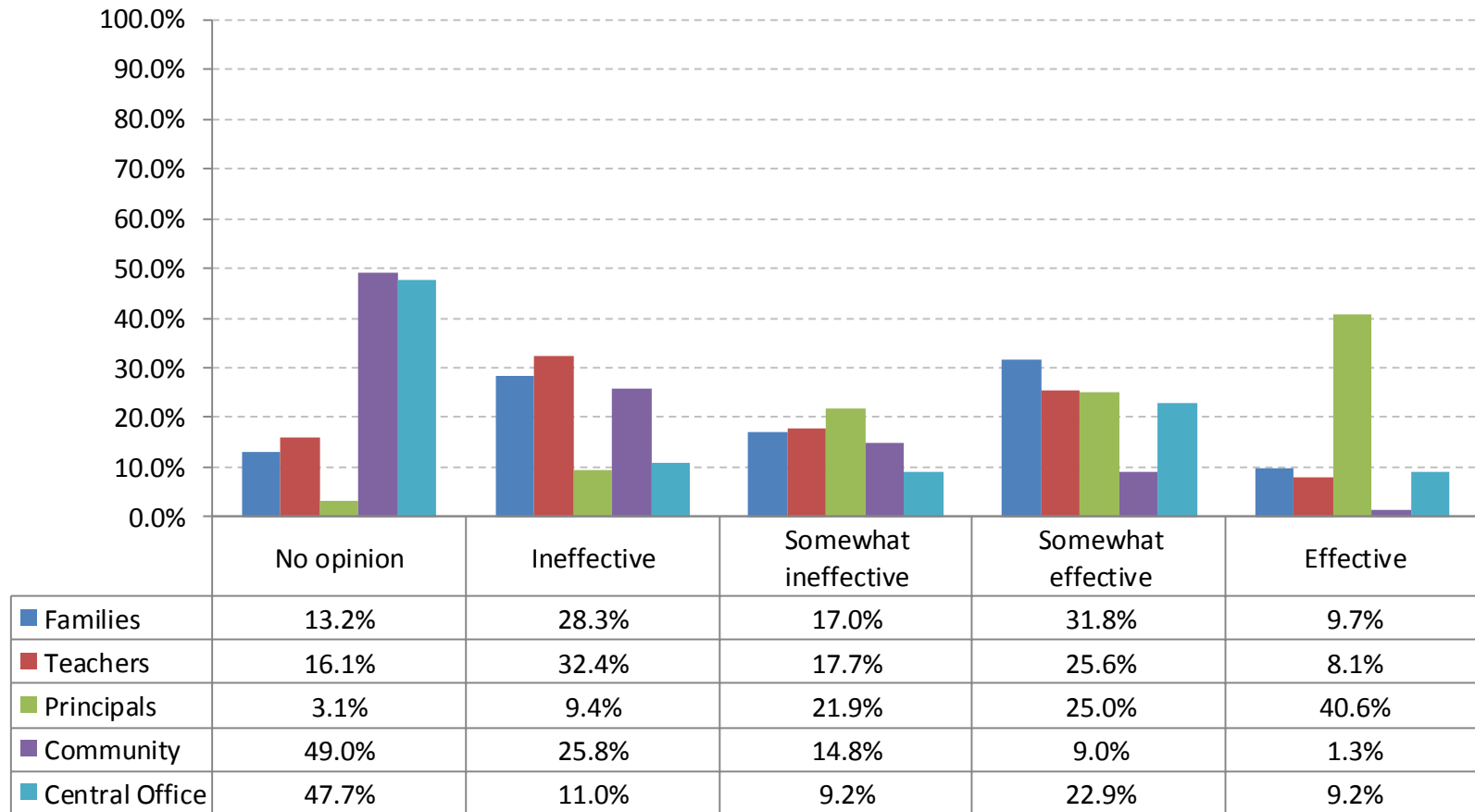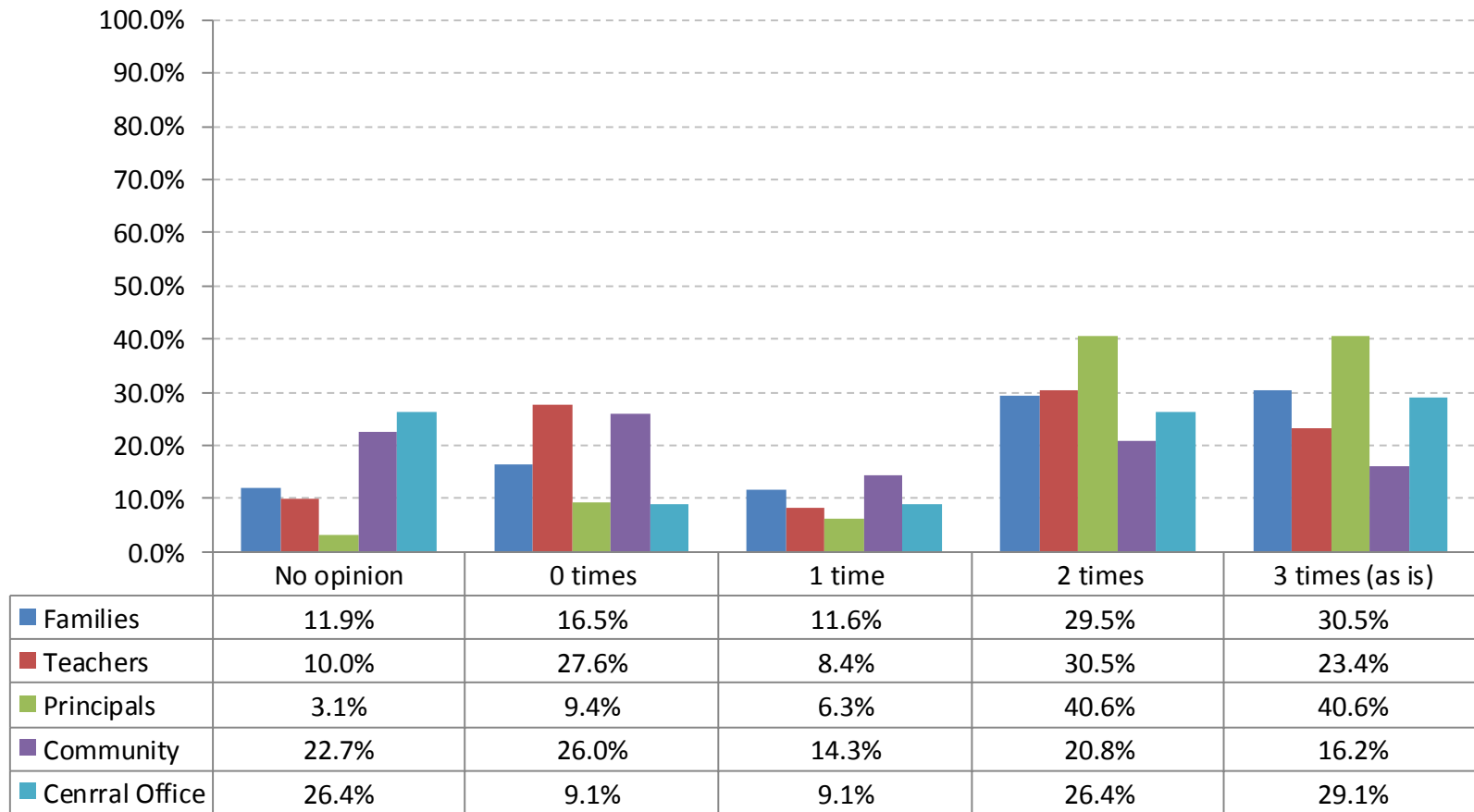
Mean RIT Scores by Test Event & Grade Level **

Math

- 2nd grade: F2009 165.5, W2010 175.7, S2010 184.7, F2010 185.0, W2010 192.3
- 4th grade: F2009 195.3, W2010 200.3, S2010 205.7, F2010 207.3, W2010 212.8
- 6th grade: F2009 213.5, W2010 218.5, S2010 224.7, F2010 224.5, W2010 227.4
- 8th grade: F2009 229.3, W2010 231.9, S2010 235.4, F2010 236.6, W2010 238.9

Reading

- 2nd grade: F2009 163.1, W2010 172.1, S2010 179.4, F2010 181.4, W2010 188.1
- 4th grade: F2009 192.9, W2010 197.9, S2010 202.1, F2010 203.4, W2010 207.0
- 6th grade: F2009 207.7, W2010 211.0, S2010 214.0, F2010 215.2, W2010 217.4
- 8th grade: F2009 219.0, W2010 220.5, S2010 223.0, F2010 224.5, W2010 226.1

Legend: 2nd grade, 4th grade, 6th grade, 8th grade

13

*** Analysis includes 19,000+ current students with valid scores in all 5 previous test administrations, grade levels refer to current school year grade*

Q1. How effective have MAP test results been to you in monitoring student progress throughout the school year?

	No opinion	Ineffective	Somewhat ineffective	Somewhat effective	Effective
Families	13.2%	28.3%	17.0%	31.8%	9.7%
Teachers	16.1%	32.4%	17.7%	25.6%	8.1%
Principals	3.1%	9.4%	21.9%	25.0%	40.6%
Community	49.0%	25.8%	14.8%	9.0%	1.3%
Central Office	47.7%	11.0%	9.2%	22.9%	9.2%

n = 3,682

Q2. How many times should students take the MAP test in a school year (currently the MAP test is administered 3 times a year)?

	No opinion	0 times	1 time	2 times	3 times (as is)
Families	11.9%	16.5%	11.6%	29.5%	30.5%
Teachers	10.0%	27.6%	8.4%	30.5%	23.4%
Principals	3.1%	9.4%	6.3%	40.6%	40.6%
Community	22.7%	26.0%	14.3%	20.8%	16.2%
Cenrral Office	26.4%	9.1%	9.1%	26.4%	29.1%

n = 3,663

15

PLAN ADJUSTMENT FOR 2011-2013

Reduce administrations to two times a year.
- Mandate Winter and Spring administrations
- Allow schools to choose to administer a Fall test following building decision making procedures
- Require a Fall administration for all students new to the district

Gather input and convene a committee to consider reducing grade administrations, including, but not limited to:
- Early Learning department
- Advanced Learning department
- Research, Evaluation and Assessment department
- Parent representatives
- Principal representatives
- Teacher representatives

Evaluate and improve professional development support for school staff and administration on how to use student assessment data more effectively.

Ensure Excellence in Every Classroom

Create a system that recognizes high performing schools and helps struggling schools

STRATEGIC PLAN ACTION STEPS

Develop a school performance framework that will help us provide high-performing schools with more autonomy and give lower-performing schools the help they need to improve. Every school will have clear goals, making us more accountable to students and families.

MAY 4 STAFF RECOMMENDATION

• Continue using segmentation framework and goal setting for the schools using the CSIP process.

• Reduce funding to $2.1M (including $500K LAP) for 2011-2012 to be allocated to lower performing schools.

• Use these resources for academic and social/emotional interventions in a Multi-Tier System of Support (MTSS) structure for Level 1 and potentially Level 2 schools whose data indicate they have students struggling in math, reading, or with social/emotional needs.

BOARD FEEDBACK FROM MAY 4

• Assess and evaluate the framework and it's effects on student academic progress.

• Make sure to invest money into programs that work.

• More autonomy for high performing schools; obtain staff feedback on this.

• Gather feedback and input into improving School Reports and Continuous School Improvement Plans (CSIPs). Need dates and process for gathering this input.

• Allocate to low level schools.

SURVEY FEEDBACK

Common themes from families that emerged from the open response questions:

- Suggestions and comments about funding various support programs
- Providing tutoring to struggling students
- Concerns about the distribution of financial resources

Common themes from teachers and staff that emerged from the open response questions include:

- Suggestions and comments about increasing funding to a variety of programs or initiatives
- Smaller class sizes
- Differentiated supports for students

Ensure Excellence in Every Classroom

Create a system that recognizes high performing schools and helps struggling schools

PLAN ADJUSTMENT FOR 2011-2013

- Current strategies implemented under performance management will be evaluated for effectiveness.

- Multi-Tier System of Support (MTSS) structure, including academic and social/emotional interventions, for Level 1 and potentially Level 2 schools will be implemented, pending funding approval. Strategies and processes will be evaluated for effectiveness at end of each school year.

- Input from principals and other staff will be collected with regards to what autonomy looks like for high performing schools.

- Establish process for gathering feedback from school and district leaders for each measure of the School Report. Make adjustments to measures, as appropriate.

Strengthen Leaders System-Wide

Retain and hire the best teachers and principals

STRATEGIC PLAN ACTION STEPS

SPS will streamline the hiring process to make it easier to hire top-quality staff. SPS will design a single hiring process that will encompass the needs of all district staff. This hiring process will include an electronic applicant tracking system and will be in place during 2009. The focus will then shift to making SPS a strong regional competitor in the recruiting and retention of teachers and other employees.

MAY 4 STAFF RECOMMENDATION

- Accelerate the hiring process in the Spring of 2012 by streamlining the teacher hiring process to be more competitive and hire the highest quality candidates.
- Increase efforts in identifying and recruiting high performing teachers and principals to low-performing, high-needs schools.
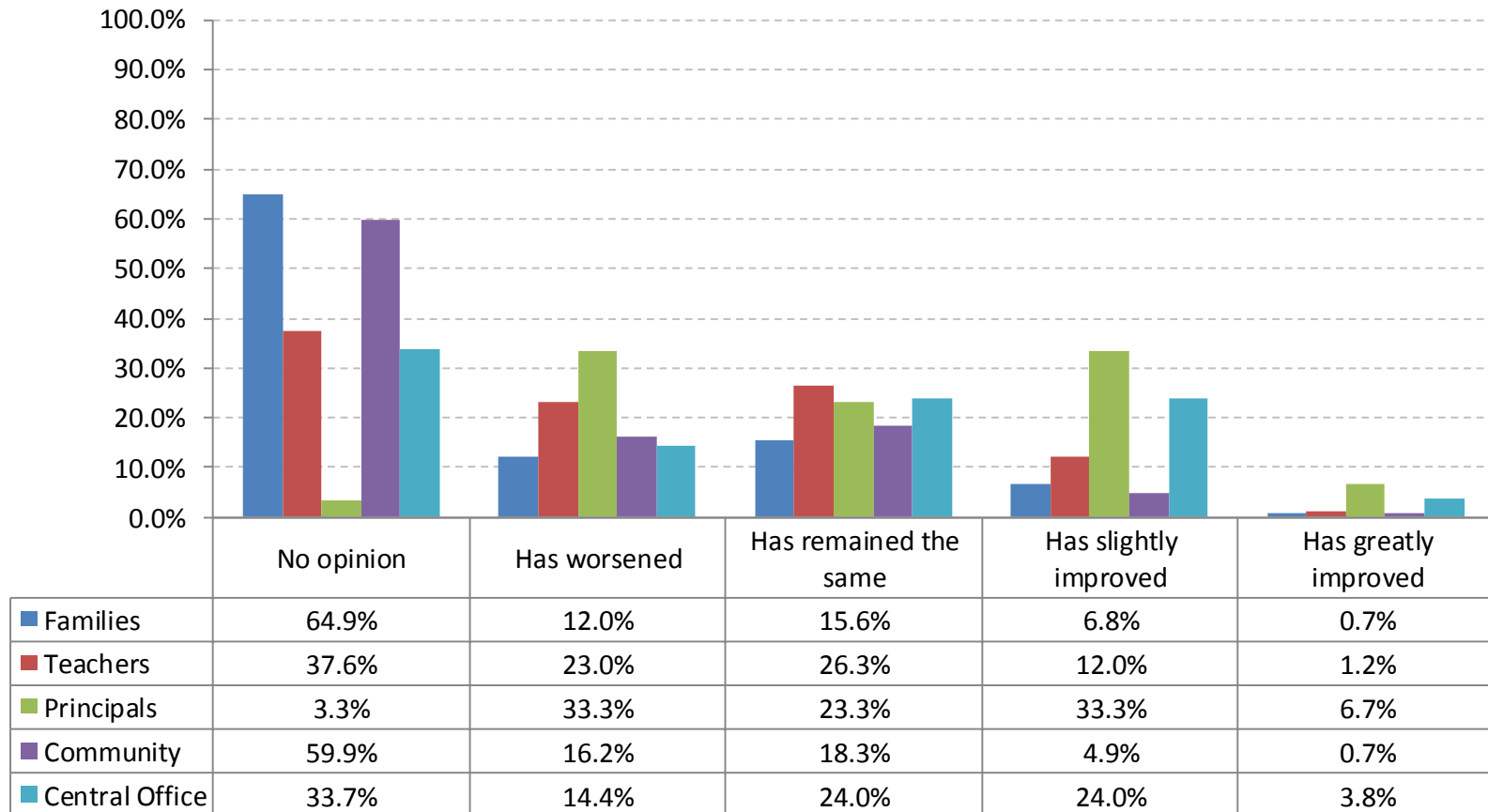- Develop an induction process for new teachers and expand to central office employees.

BOARD FEEDBACK FROM MAY 4

- Inquiry into the relationship between Human Resources strategic plan work and fundamental work of Human Resources.

Q1. Comparing our hiring process from 2 to 3 years ago, do you feel that it has improved?

	No opinion	Has worsened	Has remained the same	Has slightly improved	Has greatly improved
■ Families	64.9%	12.0%	15.6%	6.8%	0.7%
■ Teachers	37.6%	23.0%	26.3%	12.0%	1.2%
■ Principals	3.3%	33.3%	23.3%	33.3%	6.7%
■ Community	59.9%	16.2%	18.3%	4.9%	0.7%
■ Central Office	33.7%	14.4%	24.0%	24.0%	3.8%

n = 3,441

Q2. How effective is our induction program in supporting our first year teachers?

	No opinion	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective
■ Families	81.1%	7.0%	4.3%	5.4%	2.1%
■ Teachers	49.5%	17.4%	12.5%	17.3%	3.4%
■ Principals	25.0%	25.0%	21.4%	17.9%	10.7%
■ Community	77.6%	8.4%	6.3%	5.6%	2.1%
■ Central Office	59.6%	5.8%	8.7%	18.3%	7.7%

n = 3,423

Strengthen Leaders System-Wide

Retain and hire the best teachers and principals
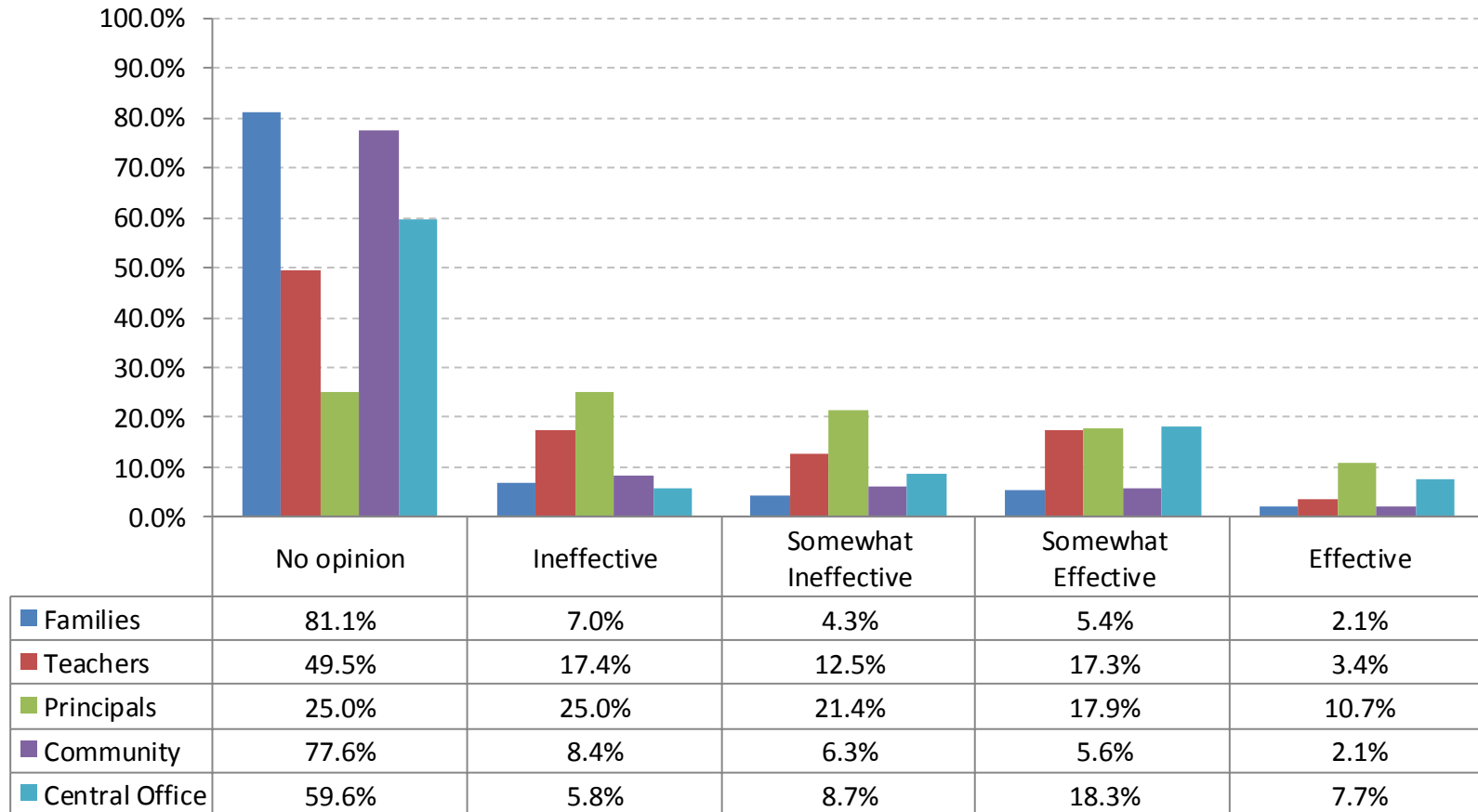
SURVEY FEEDBACK

Common themes emerged from the open response questions:

- Improve the treatment of teachers as professionals
- Work to move up the hiring timeline
- The role of seniority in making staffing decisions

Teachers who responded to the survey suggested that the hiring process has worsened or remained the same as compared to 2-3 years ago. Principals and school leaders who responded were split between those who said the process had improved and those who said the process had worsened.

When asked about the induction program for supporting new teachers, teachers who responded were more likely to say the program was ineffective or somewhat ineffective.

Strengthen Leaders System-Wide

Retain and hire the best teachers and principals

PLAN ADJUSTMENT FOR 2011-2013

To improve the district and schools' ability to retain and hire the best teachers and principals, Human Resources is currently assessing the applicant process.

Human Resources will:

- Develop and implement a strategy to recruit and retain a high quality and diverse staff that meets student needs.
- Create a partnership with regional universities to hire for hard to fill positions.
- Recruit in early Spring to select the strongest candidates.

In Spring 2012, HR will:

- Make presentations at various universities in the Northwest.
- Host a job fair in early Spring 2012.

Strengthen Leaders System-Wide

Hold all employees to high expectations and support them in meeting those expectations

STRATEGIC PLAN ACTION STEPS

The Human Resources Department will strengthen and expand teacher and principal mentoring programs (such as our STAR program) that focus on staff with less than five years of experience.

We will support existing staff, by strengthening professional development around three priority areas—math, science and literacy—which are central to students' success and to the success of this strategic plan.

MAY 4 STAFF RECOMMENDATION

- Based on needs, continue to develop and implement a professional development plan for principals and assistant principals primarily focused on instructional leadership.
- Discontinue formal SILD initiative due to lack of funding.
- Provide support to teachers and principals who need help.
- Hire Human Resources consulting principal to provide support to struggling principals.
- Provide principal performance pay and mentoring.
- Continue providing additional induction and mentoring support to teachers using STAR mentors.

Strengthen Leaders System-Wide

Hold all employees to high expectations and support them in meeting those expectations

BOARD FEEDBACK FROM MAY 4

- Provide principals, leaders, and managers support in understanding their legal responsibilities to do job.
- Provide or improve administrative handbooks.
- Train legal responsibilities to report certain things.

Strengthen Leaders System-Wide

Hold all employees to high expectations and support them in meeting those expectations

PLAN ADJUSTMENT FOR 2011-2013

Administrative handbook will be developed.

Administrative summer institute to provide necessary training.

Review district evaluation process of all staff.

Collaborate with other departments to support the work of evaluation and leadership responsibilities.

STRATEGIC PLAN ACTION STEPS

- Develop a comprehensive evaluation system for all staff.
- Build on the successful pilot for teacher evaluation that began in 2006–2007.
- Work with the Principals' Association of Seattle Schools to develop a meaningful principal evaluation process.
- For central office evaluations, outline expected core competencies, establish goal-setting protocols and provide training for managers on how to evaluate their staff.
- A new evaluation system for classified staff will be implemented in the new school year.
- In two years, approximately 80% of staff will participate in a new evaluation system.

MAY 4 STAFF RECOMMENDATION

- Strengthen Human Resources infrastructure to support the administration of evaluations of all employees.
- Use new teacher evaluation forms for Level 1 and 2 schools and for additional schools and individuals who opts-in.
- Begin using Specialist Frameworks and evaluation forms with Education Service Associates.
- Start using new evaluation tool for all principals and classified staff.
- Continue enhancing technology systems to support performance evaluations.

BOARD FEEDBACK FROM MAY 4

- Evaluation of central office employees?
- Begin with central office evaluations
- Need update on status of performance evaluations
- On surface - good body of work; concern with implementation
- Principals and assistant principals getting rigorous evaluations. Waiting for termination based on poor performance. If quality process followed, can terminate a principal. Quality of teacher dependent on quality of principal.
- Still have old binary tool.
- Where is the evidence being captured?
- When are evaluations due?
- Look more to survey results, teachers being satisfied with principal across the board, parents satisfied with principal over all.
- We have come a long way. Don't know if system works if never completes a cycle. See work all the way through the process.

Strengthen Leaders System-Wide

Implement effective performance evaluations at all levels

PLAN ADJUSTMENT FOR 2011-2013

Evaluations will be complete and status will be reviewed by Executive Director of Human Resources with a report provided to the Superintendent and school board Summer 2011.

Form a "Challenging Evaluation Team" led by HR to meet with building administrators and other department leaders to support teachers in the classroom.

New Principal Evaluation Tool to be implemented in the 2011-2012 school year.

STRATEGIC PLAN ACTION STEPS

SPS will migrate the remaining applications off the VAX computer, including student assignment, student information, academic systems data and utilities. Work on these efforts will begin during Summer 2008. The new student assignment plan will then be developed. It is expected to take effect in Fall 2010.

MAY 4 STAFF RECOMMENDATION

- Adopt and implement Transition Rules for 2012-13; Continue work on capacity management.
- Identify high priority system components such as online registration for families and how their academic progress is shared with them. We will identify necessary funding to implement.
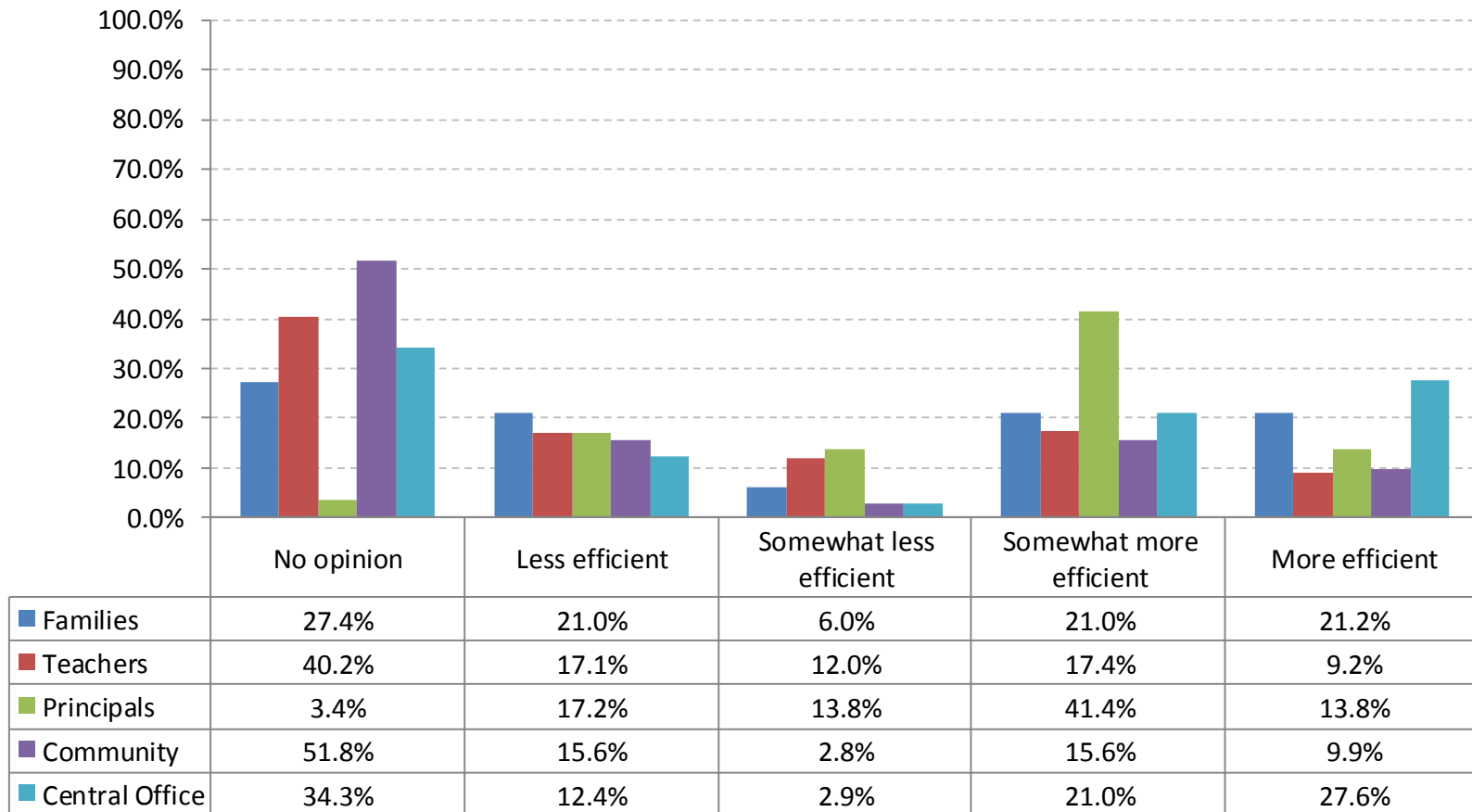
BOARD FEEDBACK FROM MAY 4

- Identify technologies to improve efficiency of student assignment processes for families and staff.
- Identify funding sources for selected improvements.

Build An Infrastructure That Works Well

Adopt and adapt technologies to allow for more efficient student assignment

Q1. How efficient is the New Student Assignment Plan (NSAP) compared to the student assignment process 2 to 3 years ago?

	No opinion	Less efficient	Somewhat less efficient	Somewhat more efficient	More efficient
Families	27.4%	21.0%	6.0%	21.0%	21.2%
Teachers	40.2%	17.1%	12.0%	17.4%	9.2%
Principals	3.4%	17.2%	13.8%	41.4%	13.8%
Community	51.8%	15.6%	2.8%	15.6%	9.9%
Central Office	34.3%	12.4%	2.9%	21.0%	27.6%

n = 3,449

ANALYSIS OF FEEDBACK:

As would be expected, there were a number of "No opinion" responses – families do not interact with the assignment process every year and community members may not have any direct experience.

A surprising finding was the relatively positive response from principals, even though Open Enrollment data has not been available to them early enough to inform many of their key budgeting and staffing decisions for next year.

In the open ended responses, families frequently expressed frustration with how long they had to wait for Open Enrollment results.

PLAN ADJUSTMENT FOR 2011-2013

Improve student assignment service delivery by defining, prioritizing, and funding:

- Development of District Admissions online tools for families
- Enhancements to Student Assignment System online tools for staff

Prioritize capital funding from BTA III to deliver these improvements from these initiatives:

- Student Information System Enhancements
- SAP Enhancements

Improve organizational efficiency and effectiveness by reviewing timeline for internal processes across departments that rely on enrollment data.

Build An Infrastructure That Works Well

Develop budget protocols and evaluation tools to ensure efficiency and efficacy

STRATEGIC PLAN ACTION STEPS

- Develop a budget process to ensure that our resources are used to meet our goals.

- Develop a process and timeline to help schools complete their budgeting successfully and on time.

- Develop a year-round budget process sequence and schedule, identifying the tasks to be completed by each department and the work that must be completed at each step.

- The new budget process will be implemented beginning in fall 2009 for the 2010–2011 budget.

MAY 4 STAFF RECOMMENDATION

- Continue improving the budget development process that results in a sustainable budget which best aligns with the School Board's objectives, reflects the strategic plan update, reflects reductions in state funding and depends less on one-time funds.

- Start using monthly management financial reports and provide the necessary training involved.

- Begin providing monthly financials to full board.

BOARD FEEDBACK FROM MAY 4

- District staff to proceed as planned to further refine the budget development process and provide monthly financials to Board members.
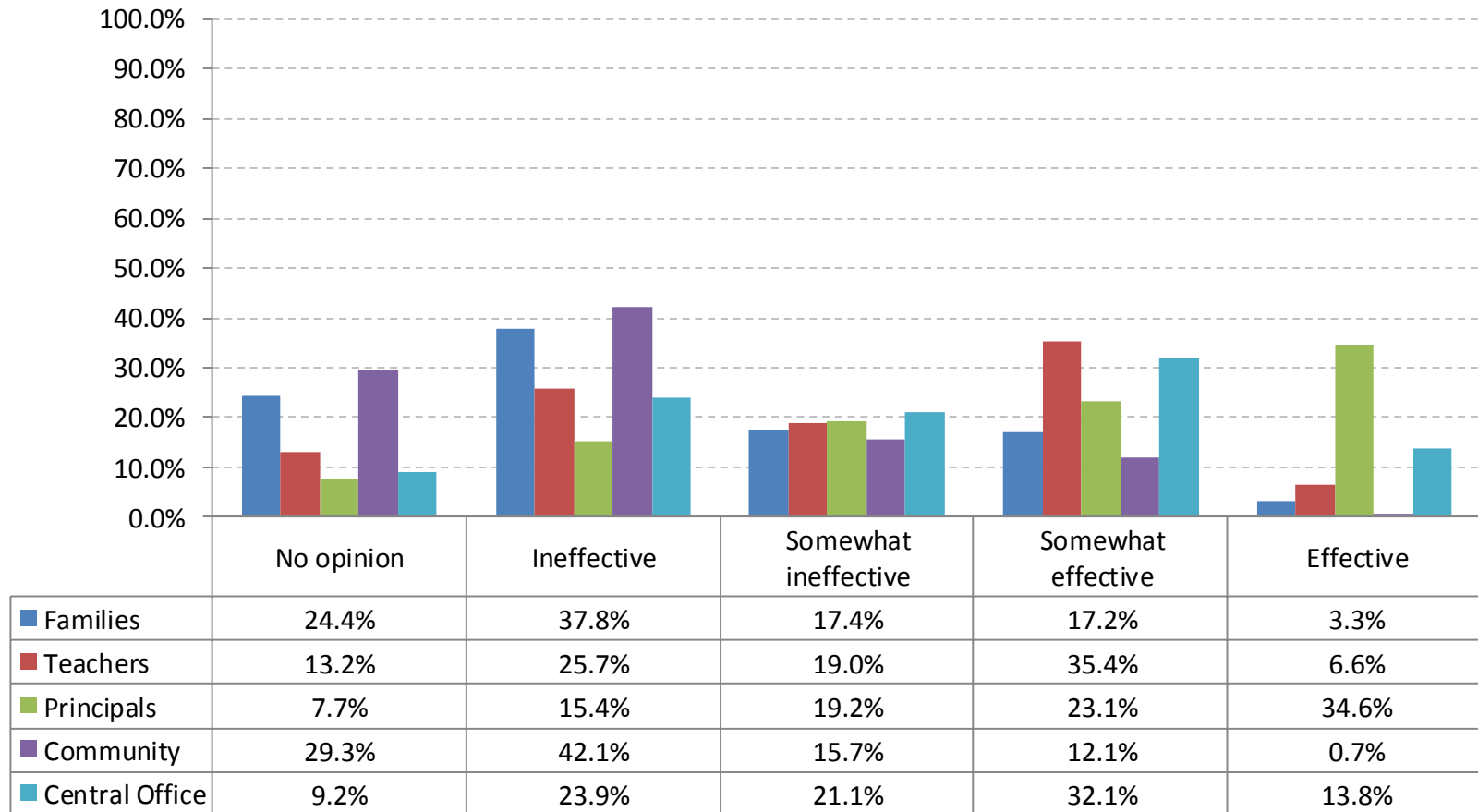
FEEDBACK FROM SURVEY

- With the exception of principals, approximately half of stakeholders responded that the communications around the budget and the effectiveness in the budget development process in allocating resources were ineffective or somewhat ineffective.
- Open ended responses included the following themes:
  - Increase transparency (eg. Enrollment projections, line item budgets, frequent communication)
  - Continue seeking input from stakeholders
  - Continue decreasing central administration and allocate more funds to schools

Build An Infrastructure That Works Well

Develop budget protocols and evaluation tools to ensure efficiency and efficacy

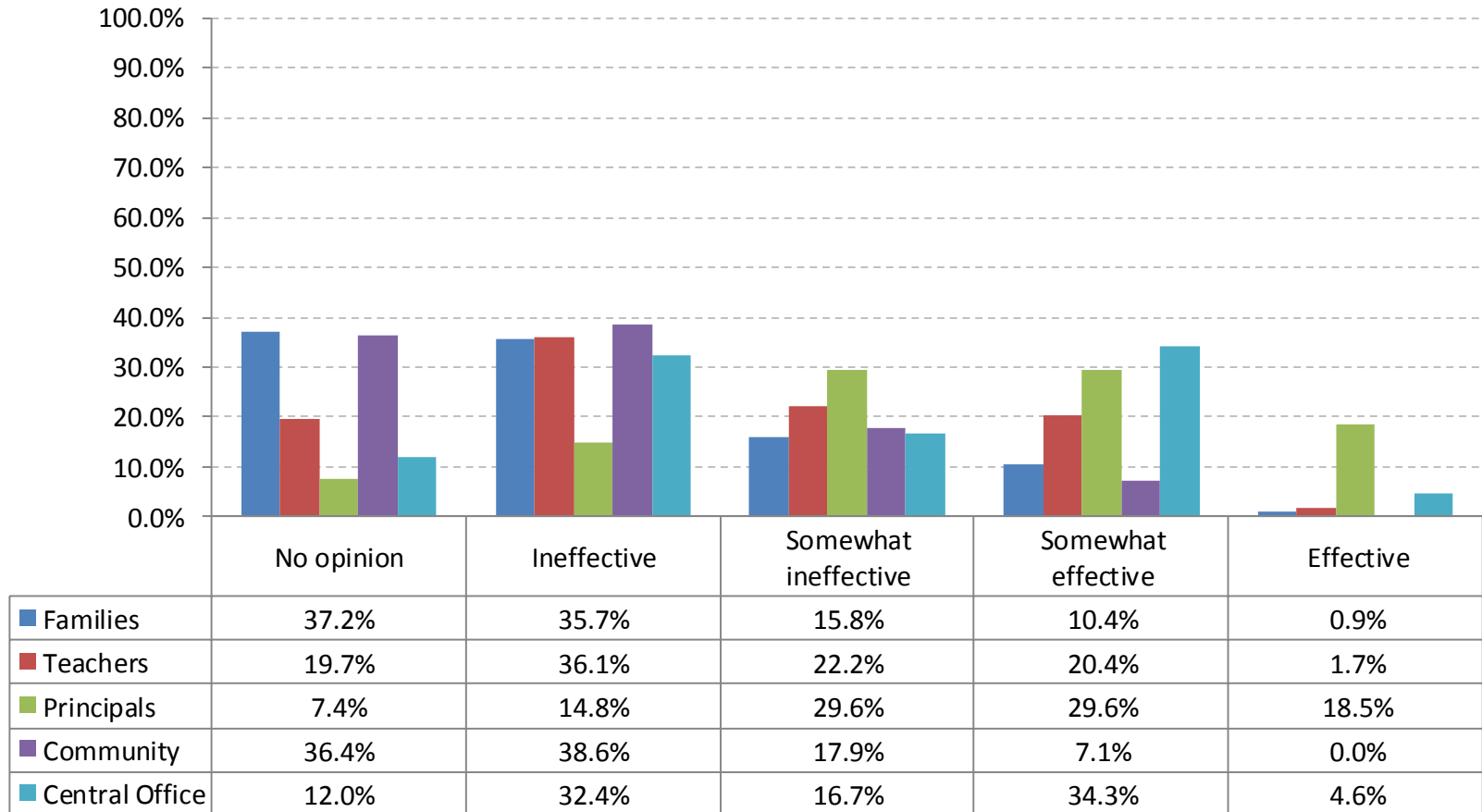**Q1. How effective is our communication around the district's budget development process?**

	No opinion	Ineffective	Somewhat ineffective	Somewhat effective	Effective
■ Families	24.4%	37.8%	17.4%	17.2%	3.3%
■ Teachers	13.2%	25.7%	19.0%	35.4%	6.6%
■ Principals	7.7%	15.4%	19.2%	23.1%	34.6%
■ Community	29.3%	42.1%	15.7%	12.1%	0.7%
■ Central Office	9.2%	23.9%	21.1%	32.1%	13.8%

n = 3,413

Q2. How effective is our budget development process in allocating the District's resources to meet our goals?

	No opinion	Ineffective	Somewhat ineffective	Somewhat effective	Effective
Families	37.2%	35.7%	15.8%	10.4%	0.9%
Teachers	19.7%	36.1%	22.2%	20.4%	1.7%
Principals	7.4%	14.8%	29.6%	29.6%	18.5%
Community	36.4%	38.6%	17.9%	7.1%	0.0%
Central Office	12.0%	32.4%	16.7%	34.3%	4.6%

n = 3,377

STRATEGIC PLAN ADJUSTMENT FOR 2011-2013

District staff will continue improving the budget development process and provide monthly financials to Board members.

We will continue to solicit greater input from stakeholders.

We will communicate more effectively to all our communities the budget process, timelines, decisions and status throughout the budget development cycle.