



# ACLS Leading Edge Fellowship

<b>Position Title:</b>	Curriculum Design Specialist
<b>Organization:</b>	Participatory Budgeting Project
<b>Location:</b>	Remote (based in the US)
<b>Stipend:</b>	\$70,000 in the first year, \$72,000 in the second year
<b>Benefits:</b>	Access to employer health insurance and professional development funds
<b>Start Date:</b>	September 2024

## ORGANIZATION DESCRIPTION

[The Participatory Budgeting Project](#) (PBP) is the leading organization advocating for and implementing participatory budgeting (PB) in the United States. Our mission is to collaboratively transform democracy to center community power. Since 2009, we have supported more than 700,000 people in deciding how to invest \$400 million in community projects in over 30 cities. We create and support PB processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective.

We envision intentional participatory democracy as a tool for power building, equity, and liberation, by ensuring that communities most impacted by the violence of oppressive systems directly decide on budgets, policies, and decisions that affect their ability to thrive. We believe social justice requires a fundamental restructuring of how decisions are made. It's our deep history and experience with a particular form of participatory democracy—participatory budgeting—that has helped us see the transformative power of real community-led decision-making in people's everyday lives.

PBP's programmatic work falls into three main areas: supporting advocates and building campaigns for participatory democracy; helping communities implement participatory democracy with technical assistance; and improving participatory democracy practice through experimentation, research, and evaluation.

## POSITION DESCRIPTION

The Curriculum Design Specialist will play a key role in helping more people put participatory democracy into action in their cities, schools, and communities by supporting the development of PBP's Train-the-Trainer (TTT) training materials and program design. When implemented, our TTT program will advance the growth, diversification, and decentralization of the leadership and facilitation capacity needed to scale up community-led decision-making across the U.S.

This role will be responsible for collaborating with the PBP team to research, develop, and test training curricula for our TTT programming. Curricula will cover content specific to participatory democracy practices, such as participatory budgeting, citizen's assemblies, and participatory action research, as well as skills and strategies for implementing this work in community (like facilitation, project management, and process evaluation). The Curriculum Design Specialist will be supported to develop expertise in creating "train-the-trainer" curricula, as well as centering equity and accessibility in all aspects of design and development. This skill set and experience should prove highly transferable across leadership development and training contexts in the social justice, non-profit, and education sectors.

PBP uses a sociocratic structure based on consent-based collective decision making and shared

This position is *only* available through the Leading Edge Fellowship program.  
You may *not* contact the host institution to inquire about this position.

leadership. This role will be housed in the Participation Lab, which is a sub-circle of our Programs Circle. It will involve highly collaborative work with our Technical Assistance circle and be supervised by the Director of Community Education. The fellowship tenure is 24 consecutive months, with an expected time commitment of approximately 37.5 hours per week.

### **Responsibilities and tasks:**

- Support Participation Lab and Technical Assistance staff in developing curricula and accompanying materials for trainings tailored to the needs of participatory democracy advocates and practitioners, rooted in a “train-the-trainer” approach. (Examples of materials include: workshop agendas, facilitation plans, and learning objectives.)
- Conduct research on best practices for facilitating “train-the-trainer” approaches to education, training, and leadership development.
- Collaborate with staff to develop approaches to training, facilitation, and curriculum development that center on equity and accessibility.
- Support the evaluation of curriculum and program impacts, and the assessment of training learning outcomes.

### **Qualifications:**

- PhD in any field of the humanities or interpretive social sciences. Read more about eligible fields [here](#).
- Teaching and/or facilitation experience (ideally virtually and in-person).
- Experience developing curriculum and/or facilitation plans, and assessing learning outcomes.
- Experience with and commitment to making educational offerings accessible and equitable for participants.
- An interest in program evaluation, including building feedback tools and gathering and analyzing qualitative data.
- Project management skills, including managing project timelines and documenting project progress.

#### *Preferred:*

- Experience or familiarity with participatory democracy, participatory action research, and/or popular education.
- Experience working in or with nonprofits, governments, or community organizations.
- Experience or familiarity with developing curricula and/or facilitation plans in non-academic, popular education, and/or workshop contexts.
- Experience producing written instructional products geared toward a non-academic audience.
- Program evaluation skills, including experience identifying program objectives and success measures, and the design of qualitative participant feedback tools.

### **APPLICATIONS**

- Information on the Leading Edge Fellowship Program: <https://www.acls.org/Competitions-and-Deadlines/Leading-Edge-Fellowships>
- All applications must be submitted through the ACLS Online Fellowship Application System ([ofa.acls.org](https://ofa.acls.org)).
- Application deadline: 9:00 PM EDT, March 13, 2024.

This position is *only* available through the Leading Edge Fellowship program.  
You may *not* contact the host institution to inquire about this position.