

**Fine Arts Task Force Charges - Approach**

<p><b>I. Community Goals</b> Identify Community goals for MMSD K-12 Fine Arts education including curricular, co-curricular and extra-curricular</p>	<p><i>What do we need to know?</i></p>	<p><i>What data are needed/how do we get it?</i></p>
<p>A. Courses – instruction B. Courses – staffing, time, Credits C. Access –existing barriers</p> <p>1) What do we mean when we say we want a quality arts education for all MMSD K-12 students? 2) What do we want MMSD arts education offerings to look like?</p>	<p><b>A. Instruction – Courses</b></p> <p>What curricula, co-curricula and extracurricular classes are offered for fine arts education by Elementary, Middle and High School Levels.</p> <p>What additional curricula, co-curricula and extracurricular classes are important for fine arts education by Elementary, Middle and High School Levels.</p> <p>Task Force priorities for fine arts education.</p> <p>What is the gap between what MMSD offers and what additional educational courses identified.</p>	<ul style="list-style-type: none"> <li>• MMSD Fine Arts Vision, School Board Priorities for Fine Arts Education, Values, Goals.</li> <li>• Elementary – music and art units offered by grade, visiting artists, field trips – by school. Survey teachers end of May – gather data by end of school via form/phone calls.</li> </ul> <p>Middle School – courses offered by school, visiting artists, field trips by school. Survey teachers by end of May – gather data via form/phone calls.</p> <p>High School – courses offered by school, visiting artists, etc., field trips by school. Survey teachers by end of May – gather data via form/phone calls. Summarize course titles using common names (get data from course listings).</p> <p>Co-chairs send letter to teachers describing task force’s work in the next several months with attached request for information.</p> <ul style="list-style-type: none"> <li>• Additional fine arts courses – break into area working groups – music, art, theater, dance and develop additional K-12 courses that contribute to a strong fine arts education. In June and July smaller working groups develop information / organize / prioritize. Some task force members will not be available over the summer months.</li> <li>• As a large group, task force meets to prioritize fine arts courses/instruction and opportunities for learning.</li> <li>• Gaps are identified with existing curriculum using data from teachers and small working groups. What about community interests</li> </ul>

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	<p>Develop list of stakeholders in the community to contact for input – parents, teachers, artists, etc. Include demographic questions so that results can be analyzed according to specific populations (refer to Charge #2).</p> <p>Identify communities’ priorities for fine arts education courses for curricular, co-curricular and extracurricular courses by school levels.</p> <p>Program questions:          1) What programs and services are currently available for MMSD students? Defined and identified by grade levels, standards, costs to participate          2) What are identifying characteristics of participants (income level, ethnic and racial, ages)          3) What does the community want and need in terms of arts education for MMSD students?          4) What arts education opportunities are available for MMSD students beyond what’s offered through school programs?</p> <p>Identify “community” (students, families, school neighborhoods, opinion leaders and non-school organizations who have a stake in the schools and who influence youth)</p> <p>--Identify components of curricular, co-curricular &amp; extra curricular goals—e.g.</p> <p>--What are barriers to participation in curricular, co-curricular &amp; extra curricular goals</p>	<p>here? So far we are only dealing with the known and teachers’ desires.</p> <ul style="list-style-type: none"> <li>• Identify parent groups, teachers, students, community organizations, etc., to contact – determine data collection via survey and/or focus groups and/or interviews.</li> <li>• Analyze information from data collection vehicles, identify and rank priorities.</li> </ul> <p>Suggestion: the data collection vehicles should allow for identification by group (ethnic/racial/income) of those surveyed. It will be important in this exercise, in light of the second charge, to get a better understanding of what particular populations see as strengths and shortcomings of the fine arts curricula in MMSD.</p> <ol style="list-style-type: none"> <li>1) Current arts curriculum (have already gotten that from Julie)</li> <li>2) Current participant identifying characteristics (have already gotten that)</li> <li>3) Best practices/models/successful and effective programs from other places nationwide. Staff and committee members search and report on findings.</li> <li>4) Research on the value of arts in education to student learning and achievement. Staff and committee members search and report on findings.</li> <li>5) Input from community about need for arts education, through focus groups and targeted conversations with community members and decision-makers.</li> </ol> <p>Make a list:          Make phone calls, do written survey, check educational resource directories and DPI sources</p> <p>SAME as above</p> <p>--Talk to teachers, curriculum coordinators, parents, PTA, MSCR, YM(W)CAs, school social workers, youth leaders</p>
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**Fine Arts Task Force Charges - Approach**

	<p><b>B. Courses – Staffing, Time, Credits</b>                  Range of hours that should be assigned to the Fine Arts (hereafter FA.); minimum to ideal, weekly/yearly.</p> <p>How can professionals that are not certified teachers serve in classrooms, after school, summer programs, off campus experiences and as teachers/mentors/guides/ specialists/docents/etc.? Where and how can those previously cleared by police dept to work with youth (volunteers and/or part time paid individuals) be put to use? (Include retired certified teachers? Retired professionals?)</p> <p>How can off campus FA classes contribute to students' credit hours? How can students earn "points" or other recognition for out of school/off campus FA activities?</p> <p>Beyond as mere audience members/viewers, in what ways can low income and minority parents/families engage directly with their school's FA programs.</p> <p>How can parents and youth be made aware of real career opportunities in the Fine Arts; or jobs based on FA education</p> <p>How can youth bring the arts that they have studied out into their neighborhoods or communities in concrete ways</p> <p>How student/team exchanges/competitions between schools might work and why they could be of value</p>	<p>Survey (sample) youth, teachers (all academic areas) , school staff, parents, community arts groups, community partners, etc. in order to discern attitudes:</p> <ol style="list-style-type: none"> <li>1. regarding need for Fine Arts (hereafter FA) in our schools and all our neighborhoods:</li> <li>2. how much and when they think F A should be available</li> <li>3. FA to/for whom</li> <li>4. how MMSD FA can be integrated with their own programs, workplaces, etc</li> <li>5. How they think it should be paid for; would they contribute time and dollars, grants, etc.</li> </ol> <p>Interview via phone questioners, in person, via paper distribution</p> <p>Each suggested item here and under the next categories will find partial answers in the experiences of FA programs in other successful school districts all around us in WI and Illinois, Iowa, Minnesota — maybe we need to take some bus/van trips and compare notes, have conversations...</p> <p>Much information can be extrapolated from data available at MMSD and on the internet..</p> <p>(Solicit, from all strata, letters in support of FA Task Force's final recommendations to be submitted to the MMSD Board.)                  What policy barriers exist that may hamper district-wide or school by school collaborations with individuals or groups that support fine arts ed. in Madison?</p>
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**Fine Arts Task Force Charges - Approach**

	<p><b>C. Access/Partnerships:</b></p> <p>How can the district collaborate more effectively and more wholeheartedly with area arts organizations?</p> <p>What pressures limit the district's willingness to engage in novel or unconventional approaches to supplementing the curriculum?</p> <p>To what degree is the district open to radical suggestions for the reallocation/reprioritization of existing resources?</p> <p>How can we reinvent our students' earliest arts experiences to light a fire that won't be extinguished by 6<sup>th</sup> grade?</p> <p>Beyond as mere audience members/viewers, in what ways can low income and minority parents/families engage directly with their school's FA programs.</p> <p>How can youth bring the arts that they have studied out into their neighborhoods or communities in concrete ways</p> <p>How student/team exchanges/competitions between schools might work and why they could be of value</p>	<p>What are the district's priority goals for connecting kids to the arts? Rather than describing these as curricular goals, what specific bits of knowledge and/or feelings does the district hope to achieve through its fine arts offerings?</p> <p>What data have been collected that document student and teacher feelings or perceptions of their arts education experiences within the existing curriculum?</p> <p>Review policies and goals.</p> <p>Conduct student/teacher interviews.</p> <p>Talk with outside agencies and organizations about their experiences collaborating with the district.</p>
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**Fine Arts Task Force Charges - Approach**

<p><b>II. Five Ways to Increase Minority and Low-Income Student participation-</b>                      Recommend up to 5 ways to increase minority student participation and participation of low income students in Fine Arts at K-12.</p>	<p><i>What do we need to know?</i></p>	<p><i>What data are needed/how do we get it?</i></p>
<p>A. Are the District's Fine Arts courses reaching the diversity of students in the District?</p> <p>B. Favorite Student Courses?</p> <p>C. Skill Development</p> <p>D. Relationships/Family Support/Partnerships</p> <p>Possible Solution:                      Identify students in elementary school and provide oversight of course selection through middle and high school</p>	<p><b>A. Student Course Demographics</b></p> <p>Cohort enrollment in existing MMSD curricular, co-curricular and extracurricular fine arts education courses by grade by school. Further divided by minority and low-income. I would recommend that the data be collected so that specific minority groups can be identified in the analysis, as this may indicate trends in the values reported, or specific course offerings that are needed to serve particular populations.</p> <p>Skills needed to be prepared for middle and high school courses.</p> <p>How does access to courses/skill development vary across the district?</p> <p>What are the barriers student's face?</p> <p>Identify additional skill development needed for priorities identified in goals – what exists, what gaps.</p> <p>Suggestion: In the data I think we need a question or section to determine how students' lack of perceived skills impacts on enrollment of minority and low income students in current course offerings (including co and extra-curricular). Is it possible to determine if providing entry-level options might attract minority and/or low-income students.</p>	<p>Course enrollment information from MMSD student database for the past two-three years or longer?</p> <p>Course prerequisites. Interview teachers about what skills students need for their classes, perception of how prepared students are. What gaps do teachers see – suggestions for increasing skills.</p> <p>Process for enrollment, competition with other courses, role of counselors – teachers, students, counselors.</p> <p>Student / teacher feedback on barriers to taking courses – scheduling, preparation.</p> <p>I think we need to determine if the current course offerings appealing to students of minority groups or low income. If not, what would encourage greater participation?</p> <p>Using small area groups, develop list of additional skills, support needed.</p>

**Fine Arts Task Force Charges - Approach**

	<p><b>B. What Classes do Students Like/Why - Barriers?</b>          What existing classes, programs or special events have elicited the most positive/enthusiastic responses from students?</p> <p>Are the district's present fine arts offerings reflective of the interests and diversity of our student population?</p> <p>Are our present classroom opportunities relevant to the interests and realities our children face outside of school?</p> <p>Are we offering sufficient incentives to pique the interests in cultivating their artistic abilities?</p> <p>What might the district do to reinvigorate student perceptions of fine arts educational experiences?</p> <p>--What are barriers to participation in curricular, co-curricular &amp; extra curricular goals</p> <p>--Are there schools that have better than average minority participation in the arts?</p> <p><b>C. Skill Development</b></p> <p>Ways these children can be brought up to par with their more affluent peers (in pre elementary school?) in a sort of "Head Start for the Arts" program</p>	<p>How have the district's fine arts offerings adapted to Madison's changing demographics over the last decade or so?</p> <p>Review changes to the course offerings affected over the last decade.</p> <p>Who in the community is modeling successful early arts experiences and what lessons have they learned?</p> <p>Interview stakeholders from the Madison Area fine arts community. Talk with organizations, agencies and others.</p> <p>How does the district talk about the arts?</p> <p>Review public relations materials, language and supporting events to analyze the messages we are communicating to our students.</p> <p>--Talk to or written survey of teachers, administrators, social workers, PTA to determine the factors that are making that difference.</p>
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Fine Arts Task Force Charges - Approach

	<p><b>D. Relationships/Family Support/Partnerships</b></p> <p>In what ways can low income and minority parents/families engage directly with the FA programs (in the classroom, the field trip, after school, etc.)</p> <p>Ways parents and youth can be made aware of actual career opportunities in the Fine Arts or based/related on FA training. Ways FA thinking can be directly valuable in life, in work, problem solving, critical thinking, etc.</p> <p>Ways youth can bring the arts that they have studied out into their own neighborhoods or communities (concrete ways)</p> <p>Ways low income and minority children can share some aspect of their family life experiences and family traditions and skills with others in their school or neighborhood.</p> <p>Consult with churches, organizations, and other preschool programs to benefit the youngest children and welcome their families</p>	
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**Fine Arts Task Force Charges - Approach**

<p><b>III. Priorities for District Funding-</b> Make recommendations regarding priorities for district funding of Fine Arts</p>	<p><i>What do we need to know?</i></p>	<p><i>What data are needed/how do we get it?</i></p>
<p>A. Financial Assessment B. Options for Funding/Barriers C. Other Programs</p>	<p><b>A. Financial Assessment for Current/Ideal Fine Arts</b></p> <p>Total Current Financial Picture of MMSD Fine Arts Education: Amount of money district spends on fine arts education – curricular, co-curricular, extracurricular by source of funds.</p> <ul style="list-style-type: none"> <li>o Fund 10, Fund 80, grants, private donations, etc.</li> </ul> <p>Total Financial Picture for Current Financial Picture of MMSD Fine Arts Education and Additional courses based upon priority.</p> <p>Gap between current funding and needed funds – funds should follow ranking and appropriateness of funding category for fine arts area.</p> <p><b>B. Options for Funding/Barriers</b></p> <p>Options for different sources of funding – criteria.</p> <p>Institutional barriers to identifying funding sources(?), following through on getting resources to/from the District. Suggestion: Identify institutional barriers to this process; where we were able to get the information, where we were unable and what that information would have provided in this study. Needed for documentation of the process, and for future reference when these issues are addressed next time.</p> <p>How willing is the district to take some chances and try new approaches?</p> <p>What legal or other barriers limit the district in cultivating creative financing solutions to perennially over-taxed fine arts budgets?</p>	<p>MMSD data on FTEs, classroom expenditures for all courses by school, by fund type. Grants for past two years for field trips, visiting artists – direct to MMSD from private organizations, money from PTO, other.</p> <p>Estimates of costs for additional courses, opportunities.</p> <p>Analyze differences between what currently have in place and what it costs vs. what fine arts education goals identified by task force.</p> <p>Invite folks from Madison Community Foundation or FMPS (Martha Vukelich-Austin) to come talk to the whole group or designate a small group to meet with them to discuss how the Foundation(s) could be part of the funding solution. We also need to differentiate between long term and short term solutions because I think they will look very different. What about other foundations/funding sources in case this one cannot assist?</p> <p>Feedback from teachers and organizations – how easy is the process/opportunities for finding/getting additional resources. Take note of differences where high low income population.</p> <p>What elements of the district’s existing strategy are inviolable? Where do we have room to take some chances?</p> <p>Review district policies on joint fund-raising. Review district policies on collaboration with outside agencies.</p>

Fine Arts Task Force Charges - Approach

	<p><b>C. Other Programs</b></p> <p>What schools are enjoying a higher degree of success in student participation in the arts?</p> <p>What national programs or curricula have a track record of success in engaging kids and sustaining their interest in the fine arts?</p> <p>Are our trends in Madison indicative of national developments?</p> <p>Outside of the arts, are there other existing examples of our district making significant headway against declining performance and participation? Are there lessons there that might be applied to our problems in the area of the arts?</p>	<p>Review national trends in arts education.</p> <p>What programs is the district most proud of? Where have we achieved results in the face of financial difficulties over the last decade?</p> <p>What ingredients characterize these areas and how might similar principles be applied to reinventing arts education in Madison?</p>
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