

# Proposition 28: Arts and Music in Schools Act — Community Input Template

## Introduction

The purpose of this tool is to support LEAs in collecting community input on how they should use Prop 28 AMS funding to support the expansion of arts programming in schools. The template aligns with the suggested process for sharing and developing district Local Control and Accountability Plans (LCAPs) with community members. **LEAs can leverage the times and methods they already use for gathering community member input, such as collecting information to inform LCAP plans, or during school site council meetings, to inform the use of Prop 28 AMS funds.** Below are fillable spaces for developing the plan and recording the strategies used to collect community input and the feedback collected.

### 1. District/School Team Members

Begin by filling out the information below including the district name, school name, principal or leader name, and the names of other school level team members that are involved in this work.

<b>District name:</b>	
<b>School name:</b>	
<b>Principal or leader name:</b>	
<b>Other school level team members:</b>	

### 2. Define the Community

Before developing a plan to collect community input, it is important to define the LEA's community. For the LCAP, school districts are required to consult with "teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils." Leaders can include these same groups in their community outreach plan for Prop 28 AMS. Other potential members of the community could include former students, community arts and cultural organizations, and any other educational partners, such as after-school providers, that work closely with the LEA.

<b>Define the Community</b>	
Select the community partners included in the LEAs definition of community.	
<b>Teachers</b>	
<b>Principals and Other Administrators</b>	
<b>Other School Staff (paraeducators, counselors, classified staff)</b>	
<b>Students</b>	
<b>Parents and Family Members</b>	
<b>Other Educational Partners (list below)</b>	
<b>Community Organizations (list below)</b>	

Other (list below)	
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**3. Develop Potential Ideas for Use of Prop 28 AMS Funds**

Consider establishing a small steering committee that will develop initial ideas for how to use the Prop 28 AMS funding, so community members have concrete ideas to respond to in addition to offering input. The steering committee might include district leadership, district level arts staff, principals, and arts educators. Convene this group to brainstorm ideas for consideration during the larger community outreach efforts. It may also be helpful to consult with educational partners from the community for their input during the brainstorming phase, particularly arts education providers. For example, consulting with current arts educators could identify strengths to build from and gaps to fill related to the potential program being discussed. **Be sure the committee understands what arts programming is currently offered and focuses on what could be expanded or what additional programs could be added.** For example, Proposition AMS Funds could be leveraged to provide equitable access for **all** students in the school. The committee could review the [Prop 28 Inventory of Arts Education Programming and Expenditures](#), the district arts plan, the district LCAP, or data from the [Arts Ed Data Project](#). The committee can spend time digging deeper into an inventory of not only what arts programming is currently offered, but also examining who has access to these programs and who is participating to ensure that arts programming is equitable.

Programmatic Ideas	
Potential Programs (to create or to expand)	Educational Partners to Consult

**4. Determine How to Collect Input**

There are a variety of ways LEAs might collect input, including holding meetings or focus groups, administering surveys, and conducting interviews. It is ideal to use several methods for collecting input to maximize participation and ensure the diversity of experiences and perspectives are included. Below are some of the considerations for choosing each of these methods.

- **Meetings or Focus Groups**
  - **Benefits:** In-person or virtual meetings or focus groups allow LEA leaders to convene groups according to their roles to gauge the opinions of certain segments of the community. They also allow for open conversations, so that participants can express their ideas without the constraints of a survey. They give facilitators the opportunity to probe and ask clarifying questions to gain more in-depth information or better

understand a response (see appendices A and B for sample agenda and questions).

- **Potential Challenges:** It can be time-consuming to convene meetings with all segments of the community. Also, you may not hear from all interested parties as attending meetings at specific times presents barriers for some participants.
- **Surveys**
  - **Benefits:** Surveys allow LEA leaders to collect input from many respondents efficiently. They also provide structure, so the input collected is organized. They are easy to administer, and people can complete them when it is convenient for them to participate.
  - **Potential Challenges:** Staff will be needed to analyze the data with no opportunity to probe into responses for clarification. Open-ended responses will need to be limited.
- **Interviews**
  - **Benefits:** Interviews with a few key partners might be helpful in collecting in-depth information on a few topics.
  - **Potential Challenges:** Interviews are labor intensive and may exclude the insights of those who are not included.

Choose and describe the feedback collection strategies in the table below.

<b>Community Input Collection Strategies</b>	
<b>Focus Groups</b>	
<b>Community Meeting</b>	
<b>Surveys</b>	
<b>Interviews</b>	
<b>Other (list below)</b>	

No matter what strategy LEAs decide to use, spend time thinking about how to package materials and how to provide the right amount of background information to the community regarding what Prop 28 AMS is and what arts education programming currently looks like in your LEA.

## 5. Analyze the Input

LEA leaders will need to identify staff on their team to analyze the information received. For surveys that result in quantitative data, analysis is likely built into the software or survey program used. Such data can be expressed in percentages, such as the percent of community members who want to introduce a new theatre program. For qualitative data from focus groups, community meetings, interviews or open-ended survey items, staff can identify common themes or trends from the data. Use the template below to identify key themes from each of the community groups who provided input.

Input Received	
Group	Key Themes from Input Received

**6. Communicate and Use the Input**

LEAs can communicate the results to those they consulted as well as the large community. Consider using communication vehicles already in place at the school to share findings with your constituent groups. These vehicles may include newsletters, the LEA’s website, and community events. LEAs can then use the input to inform arts programming.

Consider collecting community input annually or as part of the three-year LCAP cycle. Take time after communicating and using the community input to evaluate the success of each method of collecting input and to think about revisions to improve the process in the future.

## Appendix A: Sample Agenda for Community Meeting or Focus Group

Directions: This sample agenda below could be built on or tailored by LEAs to meet the specific needs of their community meeting or focus group.

- I. Introductions
  - a. Share background on Proposition 28: Arts and Music in Schools Act.
    - i. Create CA one-sheet for parents/guardians in [English](#) and [Spanish](#).
    - ii. Create CA deck for information sharing in [English](#) and [Spanish](#).
    - iii. [Create CA talking points about benefits of arts education](#).
  - b. Ground participants in the purpose of the meeting.
  - c. Introduce facilitators.
- II. Participant Introductions (Focus Groups Only)
  - a. Ask participants to briefly introduce themselves.
- III. Framing and Norms
  - a. Frame the discussion.
  - b. Explain how it will be conducted.
  - c. Review and/or co-create norms for participation.
- IV. Discussion Questions
  - a. Describe current arts education programming.
  - b. Facilitate discussion using a discussion protocol (example in Appendix B).
- V. Closing
  - a. Thank participants for attending.
  - b. Explain next steps and how the information will be used.

## Appendix B: Sample Community Meeting/Focus Group Questions

For all discussion questions, Proposition 28: Arts and Music in Schools Act defines arts education programs as follows: “arts education program’ includes instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.” This framing, as well as information in the [California Arts Standards for Public Schools](#), may be useful starting off a discussion in a community meeting or focus group.

### Assets:

1. Are there outstanding arts programs currently being offered in this community or elsewhere we could replicate? If they are local education agency (LEA) programs, how could we build on or expand these outstanding programs?
2. Which partner organizations provide high-quality arts programming for students in this area? How might we work with them?

### Needs and Challenges

1. What are the critical gaps in the arts education programming we currently provide?
2. Are you aware of programs that lack needed staff, supplies or materials? If so, what staff, supplies, or materials are needed?
3. Who are the students who receive the least (or no) arts education? What are the current barriers to arts education for our students?
4. Which of the gaps in programming can we prioritize/address to move us towards equity in access to and participation in arts education for all of our students?

### Priorities/Considerations:

1. Which skills are most important for arts programs to develop? Options include development of motor skills, language skills, literacy skills, leadership skills, public speaking and performance skills, spatial reasoning, and analytical skills.
2. For new arts programs, which arts disciplines should the district or school prioritize and why? Options include dance, media arts, music, theatre, visual arts, folk art, painting, sculpture, photography, craft arts, graphic arts and design, computer animation, music composition, ensembles, script writing, costume design, film, and video.
3. What types of opportunities for performance or exhibition should be incorporated into LEA programming?
4. How can we connect arts programming with community initiatives or projects?