CONSENSUS REMINDER

- Aim for consensus
- If consensus cannot be obtained:
  - revise as necessary to gain greater support
  - majority vote last resort
- Voting must be done during meetings by an open method (no private methods such as email, private chat or ballot)

What is consensus?

Consensus means that **all members consent to a decision**.

Consent does not necessarily mean that a each member agrees completely with a particular decision, just that they are willing to go along with the decision rather than block it.

Austin ISD Long-range Planning

Austin ISD *Plans*
Long-range
Planning
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Visual and Performing Arts

MINUTES

Minutes are records of meeting highlights, and are not intended to provide a high level of detail. At a minimum, minutes shall include: attendance of members, staff, and visitors; the time the meeting was called to order and adjourned; the outcome of any votes or other actions; and a brief synopsis of the meeting proceedings.

Please note needed edits here only for **your** committee*
1.

Does everyone agree (consensus) on minutes with any edits?

*joint section will be approved together during the joint portion of the meeting after breakouts

Creating Unmet Needs Generations: Activity Directions

Goal of exercise: *read through feedback and determine if key theme is aligned with the feedback*

Instructions: [45 minutes - go to unmet needs activity if you finish early]

1. Review feedback from community members
   - Feedback was gathered through Community Conversations Series #1, phone outreach to parents of students at identified underserved schools, Parent Support Specialists interviews, and parent meetings such as Campus Advisory Councils and PTAs.
   - Feedback is categorized into key themes, with summaries of what was heard and supporting quotes from interviews / community members.

1. Review key themes
   - Discuss, refine, and affirm key themes are in alignment with the feedback

Creating Unmet Needs Generations: Activity Directions

Goal of activity: *read through and synthesize feedback from community engagement and interviews to generate unmet need statements.*

Instructions: [50 minutes - go to "Bonus Work" activity if you finish early]

1. Choose a key theme to focus on. Discuss, refine and affirm: <u>who</u> a particular group is; <u>what</u> is the groups' need; and <u>why</u> that need is important. Discuss, refine and affirm the draft unmet needs statement.
   - Specific directions and examples about how to generate an unmet needs statement is listed on each slide.
   - Draft statements may be revised as your committee sees fit. Enter the revised statement in red font below the initial draft.

<u>Reminder:</u> For each unmet needs statement, your committee will be conducting a root cause analysis at a future meeting.

1. Repeat this process for the remaining unmet needs statements.

Creating Unmet Needs Generations: Activity Directions

Instructions Continued...

3.Consider connections with other committees
- Below each unmet needs statement, add the name of any committee(s) you think would be a good partner to involve in addressing a given unmet need.

3.<u>Bonus Work:</u> If your committee finishes unmet needs statements early, move to the bonus work and follow the same process for general comments that were gathered.

Visual and Performing Arts DRAFT

Access to VAPA Programming

Need access to VAPA programming/ expanded VAPA at elementary
- "We need to feel a part of something. So, we started a play and choral performance a few years back. We used fog machines for the ghosts of Christmas, theater lights from a local partner, and we upped our game. It was a packed house. Including performing arts in that way really changes the community. Parents get excited. It's exciting! I had to turn parents away when making costumes. There were more parents wanting to make costumes than costumes to make."
- "Second, more performing arts. It'd be nice to have what other schools have. We need options, options in addition to art, music, and PE. I'd love to see more theater, drama, and dance. These are the things that make kids excited to go to school."

6 Mentions: (5) AISD Staff/Educator, (1) Parent

Programs are excellent but need to be offered everywhere
- "Pre-K & K don't currently have visual arts, but they should."

1 Mention: (1) AISD Staff/Educator

Lack of Ability or Bandwidth to Participate

Difficult to push these programs
- "It is hard to push extracurriculars right now. Both students and parents know this is difficult."

1 Mention: (1) AISD Staff/Educator

Infrastructure for VAPA

Stage and sound system improvements for elementary schools
- "Improve stage and sound system."
- "Stage needs to be updated."

2 Mentions: (1) CAC Meeting, (1) AISD Staff/Educator

Lack of resources/spaces to support dance and VAPA programs
- "Dance and creative arts spaces and resources are limited."

1 Mentions: (1) Parent Group Session

Offering a Variety of Programs to Meet Student Ability

Need better inclusion practices for SPED students in Fine Arts
- "Art, Music, PE: should pair up the students with another student in class to make them feel more welcome.

1 Mention: (1) Parent

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See note in discussion

Unmet Needs Generation

- **Who:** All students interested in VAPA programs (revise to add all students)
- **What:** Expanded VAPA programs consistently applied throughout the district
- **Why:** To fuel student interest through VAPA experiences and enhance engagement in academics (and beyond, more than academics, end in of itself to be pursued), include social emotional learning, well rounded child.

Unmet Needs Generation Draft:
"*All students, ~~parents, and staff~~ need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits. ~~creativity (in all forms) & generate excitement about education~~*

Insights

- Quote for topic "Programs are excellent but need to be offered everywhere" doesn't provide insight into first part of the summary.
  - *Action item:* follow-up on additional quote
- When will we have more data?
- Discussion around who: for all students; place emphasis on student experience (versus parents and staff).
- Discussion about the what: VAPA *experiences* are critical
  - Consider how needs are unique to cohort level (ES versus HS)
- Discussion about the goal: tying VAPA to academic outcomes
  - VAPA cannot be secondary, it must be a goal in of itself
  - Tying VAPA to academic outcomes is a strategy for funding and resources at a leadership level
  - Goal must also include well-rounded child, such as social emotional learning
  - Make the goal both/and (VAPA as end goal and student outcomes) as well as more succinct

Lack of Ability or Bandwidth to Participate

Difficult to push these programs
- "It is hard to push extracurriculars right now. Both students and parents know this is difficult."

1 Mention: (1) AISD Staff/Educator

Unmet Needs Generation

- **Who:** Students & Parents
- **What:** are there competing priorities and external factors and expectations
- **Why:** Factors (including potentially push to "catch-up" or "make-up" for learning loss) may be decreasing student ability, access, and/or interest in participating in extracurriculars, or lack of support/priority from campuses

Unmet Needs Generation Draft:
"Students need to be surveyed to determine their "workload" or bandwidth, how their educational experience is impacting their ability to engage in VAPA, and what factors (internal/external) are influencing their participation."

Note: Our committee believes there is not enough information and context to draft a statement currently. We need more information from parents and students to reflect lived experiences.

Insights

- Statement reads as "deficit-minded," placing blame on child and doesn't reflect our community knowledge. Possible projection from staff versus lived experience of a parent. *Insight:* may be mis tagged (a parent, not educator). *Context:* Likely pandemic-related.
  - *Action item:* Confirm if quote is educator or parent
- Follow-up questions to learn more:
  - Are you (or your child) able to participate at the level you desire? (Specific to cohort level)
  - What are the hurdles from parents and students?

Visual and Performing Arts **DRAFT**

Infrastructure for VAPA

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Lack of resources/spaces to support dance and VAPA programs
- "Dance and creative arts spaces and resources are limited."

1 Mentions: (1) Parent Group Session

Unmet Needs Generation

- **Who:** Staff, Community Member, Parent, Student
- **What:** VAPA Facilities degrading over time and use
- **Why:** Use of facilities and supporting tech systems will degrade over time and use. As these systems and facilities breakdown, they will need to be repaired and replaced to maintain a VAPA program/staff/student to be able to utilize it.

Unmet Needs Generation Draft:
"To ensure student safety and program efficacy, VAPA facilities need to be repaired and replaced as they degrade over time, (and bolstered, enhanced, grown, built upon) where programs are missing or need to be upgraded to meet (VAPA vision). This process needs to be a joint effort between the VAPA, the Facilities departments, and technology. Upgrades and improvements need to be paired with programming and professional development.

Insights

- Intersection across multiple committees (facilities, technology, (academics))
- Consistent implementation of upgrades
- Maintained to an equal standard
- ? – equitable facility access
- VAPA facilities not available (missing) , those present need to be upgraded
- Disability access (stage and other performance spaces)
- Facilities available to all levels of education
- Regional facilities, **who** get's access and ability to use? (is it only those with programs that are well staffed and resourced)
- PAC 5 years old but.. Huge tech changes, LED and technology (infrastructure support)
- Maintenance as well as being repaired; upgraded when new / safer technology
- Professional development for use of improvements and new technology
- Support for staff
- Connected to Arts partners
- Multi-use and co-curricular opportunities (building culture and community gathering, professional development, integration with academics).
  - Complexity and nuance; fear if multiuse, resources will be limited ("take things away") for VAPA
  - Action Item: Provide synthesis of Draft Ed Spec (speaks to strategies for multi-use) and 2019 Fine Arts Masterplan

Visual and Performing Arts DRAFT

Offering a Variety of Programs to Meet Student Ability

Need better inclusion practices for SPED students in Fine Arts
- "Art, Music, PE: should pair up the students with another student in class to make them feel more welcome."

1 Mention: (1) Parent

ES Music classes don't incorporate instruments/aren't advanced enough
- "Needs to be improved, wants to be introduced to more instruments (feels like music class has "baby stuff"). Would like music class to be more advanced."

1 Mention: (1) Parent

Unmet Needs Generation

- **Who:** Learners of all needs and abilities
- **What**: programs that meet their abilities
- **Why**: support on-going growth and development of learners of all abilities.

Unmet Needs Generation Draft:
"Learners of all needs and abilities need a variety of programs that meet those abilities in order to support ongoing growth and development of learners of all abilities."

Discussion
- Ack sentiment: ie, families at schools with minimal programming or lacking in advanced programming (impact of private lessons and outside support on student ability and willingness to participate)
- Earlier programming impact on later outcomes and participation
- Discussion on pairing students / mentorship. Quote is a strategy; interpreted as an unmet need for greater access and support.
- Consider splitting this statement into two
- My school has many students in life skills; desire *(love)* to include more LS students in music (support for staff, spaces)
- Elementary – number of instruments less of a concern, consider District policy around training staff (high quality, differentiated, theory, foundational)
- Important not to silo SPED students into needing separate space/class; be mindful of how we include learners of all abilities
- Exposure to more advanced
- Variety of programs
- This comes back to access. Many schools aren't providing private lessons, that are required to be admitted to programs and have access to opportunities middle school. SO we have to provide every level in all spaces. And NOT be selective at the **enrollment stage**, punishing kids for their prior lack of access.
- Competitiveness requires private, high-resources
- Private lessons are also an economic issue. Good lessons teachers will not come to a school if there is not a guarantee of a minimum number of students taking the lessons.
- Access to programming versus programming for all abilities

Quality, affordable after-school care is lacking.

After school sport offerings for non-league students
- "Need free after school sports for students, many parents cannot afford sports leagues"

6 Mentions: (3) Parents, (3) AISD staff/educators

Insufficient free and reduced-cost after-school care programming
- "Finding teachers that are willing to stay after to do these things is hard. Everyone is tired. We can't afford to serve everyone with primetime. It's first come, first serve. I think it would help if more students had access."

9 Mentions: (3) Parents, (4) AISD staff/educators, 1 CAC Meeting

After care coordination is inconsistent across partners and sometimes falls onto teachers.

1 Mention: (1) Parent

Transportation between school and local aftercare support
- "Wish someone would walk kids to after school care. Kids going to different services like PanAm and Boys and Girls Club. - It's about 1/4 mile away. They get released and walk there themselves. It's fine when they leave right after school, but when they leave later after activities, it's not safe. Club used to come there and walk them but don't any longer."

1 Mention: (1) Parent

Insufficient supervision during after care – bullying concerns

1 Mention: (1) Parent

If aftercare providers don't show up it looks like no one cares.

1 Mention: (1) Parent

Insufficient resources, support, technology for after-school and summer programming

1 Mention: (1) Listening session

Need after care for Pre-K

1 Mention: (1) Parent

Unmet Needs Generation

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** students and families
- **What:** quality and affordability of after-school care
- **Why:** to provide for the needs of students and families who require after-school care

Unmet Needs Generation Draft:
"Students of families who require or desire after-school care should have quality, affordable programs available."

Understaffing and a lack of training

Understaffed PSS's can't provide the level of service/empathy required if there's only 1 per campus regardless of enrollment
- "customer service suffers when staff is overwhelmed - too much stress can keep them from even seeing who is entering building and offer to help"

6 Mentions: (6) AISD Staff/Educator

Desire TBRI training re: empathy and customer service for all staff, not just educators
- "harsh communication to a child that came late; harsh directions upon entry to school"

1 Mentions: (1) AISD Staff/Educator

Need more staff overall
- student to teacher ratio is too high for adequate attention
- admin are understaffed and other educators/PSSs are taking on that role

- "All of us staff were given duties beyond our primary role. It's been a lot to handle. In addition to my role as Parent Support Specialist, I am also the technology device manager. I did clerk duties and was the Covid liaison for implementing protocol until recently."

5 Mentions: (1) CAC Meeting, (2) Parent, (2) AISD Staff/Educator

Internal District communication to campuses can be lacking
- "District-home base disconnect. VP is supposed to liaison those steps. So many layers to get over and needs a dedicated person to push this along. . "

1 Mentions: (1) AISD Staff/Educator

Campus leadership is lacking
- Campus literally does not have a principal
- principal is not meeting needs

- "Campus leadership can have a large impact on staffing and how things are handled. Some campuses handle the changes better than others and have more empathy for parent PSS. Poor management results in staff leaving and not being replaced."

3 Mentions: (1) Parent, (2) AISD Staff/Educator

Staff/educators need continuing education support

1 Mentions: (1) AISD Staff/Educator

Internal District communication to campuses can be lacking
- "parents leave school for others school because of this (poor customer service)-need empathy and excellent engagement, make them feel welcome"

2 Mentions: (2) AISD Staff/Educator

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** Staff/educators
- **What:** level of staffing and training opportunities
- **Why:** staff/educators must be prepared to meet the needs of students and families

Unmet Needs Generation Draft:
"To meet the needs of our students and families, campuses must have adequate numbers of well-trained staff."

Goal: Understand things that are missing or not working well

What do you feel is NOT working for your child(ren)?
- Can you share an example?
- Why is that important to you?

Tell us more about programs or resources that you wish you had, but don't have today.

Goal: Understand things that are working well that your participant wants to see more of

Can you tell us more about what's working well for your child(ren)?
- Can you share an example?
- Why is that important to you?

What programs, services, and/or community partners have you used at your school(s) that you want to see more of?
- Can you tell us more about why these are so important to your child(ren)?

Austin ISD Long-range Planning

Visual and Performing Arts DRAFT

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