

## Long-Range Facilities Plan (LRFP) Engagement Plan

Board of Education, July 18, 2016

### Purpose

MMSD needs a long-range facilities plan (LRFP) to strategically plan our facility investments. Engagement plays a critical role in the development of this plan for a variety of reasons. It brings in community voice to guide the decision making process, ensuring that the decisions are not made in a vacuum and reflect our community's priorities and values. It also pressure tests products from other plan areas, such as enrollment projections or building conditions.

### Guiding Principles

We have developed an engagement plan based on a set of guiding principles, including:

- *Keeping equity at the forefront* – As a core value for MMSD, equity with excellence undergirds every decision we make, including those around facilities. Throughout this process, we will, when necessary, intentionally identify and disrupt inequitable practices and policies related to facilities so all students can learn in the best possible environment.
- *Using a process grounded in qualitative research design* – The qualitative research process provides a more rigorous way of deciphering trends to ensure that the data, rather than impressions, drive the findings. We will use qualitative research methods and ground all engagement in the guiding questions, ensuring data that can be analyzed in the most rigorous way possible.
- *Giving voice to those most affected by decisions* – While we welcome input from all stakeholders, we also know that certain groups will experience our facilities most directly; as such, we want to be sure their voices are included.
- *Striving for representative feedback* – We are always looking to create input processes where the resulting information represents the entire community we serve; therefore, we offer opportunities for engagement in a variety of venues and target our outreach as needed.
- *Providing flexibility to make changes* – Qualitative research can be an iterative process, and we want to be sure that we can adapt the data collection and analysis methods as trends emerge and needs change.
- *Balancing quantity with quality* – To be sure we are discovering the most relevant findings, we want to work towards both breadth and depth in the input we analyze.
- *Paying attention to specialized knowledge* – Some facilities decisions can require an expertise in technical areas that only certain individuals may hold; therefore, we need to be sure to bring their voices into the process.
- *Asking questions that will lead to actionable answers* – Input only matters if it's used; as such, we want to be sure the questions we are asking will lead to actionable information in time for decision making and product creation.

### Structure of Engagement

The LRFP development process will span over the course of 18 months; as such, we need to create an engagement plan that changes over time to allow for the most relevant data to be available when needed. To do so, we have developed a three phase plan:

- Phase 1: Perceptions of and Vision for Facilities (Spring-Summer 2016)
- Phase 2: Guiding Principles and Focus Area Identification (Fall 2016)
- Phase 3: Focus Area Discussions and Review of Products (Spring 2017)

We have included more detailed descriptions of the phases on pages 2-3 and a planned timeline on page 4.

### Project Staff

The Research & Program Evaluation Office's Qualitative Research Team – supervised by Beth Vaade, Qualitative Research Supervisor – will lead the district's LRFP engagement efforts. Their roles include the creation of the engagement plan; development of protocols; facilitation of focus groups; and data collection, analysis, and reporting. They will work closely with the other LRFP project leads to ensure the engagement plan is relevant and impactful for their work. Staff from various schools and departments throughout MMSD will help promote sessions and encourage attendance. Communications; Family, Youth & Community Engagement; and Multilingual & Global Education will play a particularly vital role in ensuring representative input.

## **Phase I: Perceptions of and Vision for Facilities (Spring-Summer 2016)**

### **Purpose and Guiding Questions**

The goal of Phase I is to gather perceptions of and vision for facilities in MMSD. In this phase, we relied on initial conversations to gather input as well as existing facilities-related feedback. Our guiding questions were:

- What are your perceptions of MMSD facilities?
- What is your vision for MMSD facilities in the next 20 years?

### **Data Collection**

Phase I focused on collecting data from staff and students in the district. To do so, we focused recruitment efforts on high school seniors (who would have the most experience in our buildings), staff at locations with recent construction (who are more likely to have immediate experiences with facilities, both positively and negatively), and Library Media Technology Specialists. We reached out to principals to ask for volunteers to participate at the school level and worked with Curriculum & Instruction to schedule two sessions with LMTSs. All sessions took place between May 18 – June 17, 2016. We conducted focus groups, interviews, and went on building tours. In total, we visited 17 school sites across the district. We conducted 11 focus groups (4 student, 5 staff, and 2 LMTS). We also went on 13 building tours, which included informal conversations with principals, teachers, and support staff.

In addition to this data, we also are constructing a secondary dataset comprised of facilities-related feedback over the last three years. Throughout the course of other projects, we have asked staff, students, parents, and community members to give input on our facilities through a variety of venues, including surveys, feedback sessions, and online webforms. This data exists in various project repositories, so our goal is to pull it all together into one dataset that can help inform the LRFP and that we can analyze later. Examples include the [2014 Facilities Plan Feedback survey](#), [2015 Vision 2030 conversations related to qualities of thriving schools](#), 2016 athletics surveys, and 2016 Climate Surveys. Upon preliminary review, this dataset will include over 4,500 comments related to facilities.

### **Products**

- *Interim Research Report: Perceptions of and Visions for MMSD Facilities (Spring 2016 Engagement)*
- Secondary Dataset: Existing administrative data on facilities 2014-2016

## **Phase 2: Guiding Principles and Focus Area Identification (Fall 2016)**

### **Purpose and Guiding Questions**

The goal of Phase 2 is to create guiding principles for facilities decision making and identify the focus areas that need the most attention in the LRFP. Conversations in Phase 2 will focus on district level concerns and ask stakeholders to direct their input beyond individual school issues. Our guiding questions are:

- What principles should guide our decision making to ensure MMSD facilities support our Strategic Framework?
- Given what we know about our student population trends, what policies, practices, and locations need attention during the development of the long-range facilities plan?

### **Structure**

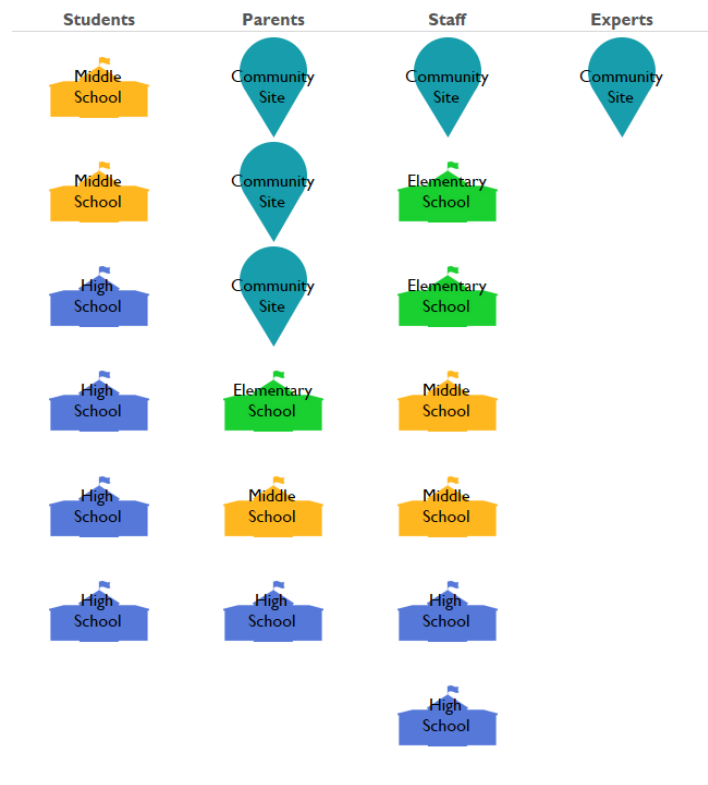
To provide context for the guiding principles discussion, we will provide a presentation that overviews district values and vision, pulling in resources from the Strategic Framework and the existing input on facilities. To set up the conversation regarding hot spots, we will present information from Project Area C: Community Growth. We will overview historical trends in student enrollment as well as the enrollment projections provided by Vandewalle & Associates, Inc.

We will structure sessions to maximize input and minimize presentation time, with the goal of collecting as much information from stakeholders as possible during our limited time together. To understand who has given input, we will keep track of overall demographic composition and adjust data collection as necessary to ensure representativeness.

## Data Collection

Phase 2 will use three main ways to gather input from stakeholders. We anticipate having approximately 20 focus groups planned by the LRFP engagement team.

Creating a representative sample is crucial to this work; therefore, we have set up our focus groups to provide engagement opportunities to a variety of stakeholders (students, staff, parents, and other technical experts), across levels (elementary, middle and high), and at various locations throughout MMSD and Madison (schools in all attendance areas; community-based organizations). The graphic to the right depicts our idea of how these sessions will be organized to achieve representation across stakeholders, levels, and locations.



In addition to these focus groups, we will also have data collected through an *online webform*, allowing engagement to happen regardless of availability to attend an in-person session. Participants in the focus groups and webform will answer the same guiding questions (listed above), allowing for consistent analysis. RPEO staff will be available upon request to conduct focus groups for specific stakeholder groups and/or locations interested in having in-person input. Finally, we will conduct *interviews* with district leaders and technical experts as needed.

## Products

- *Guiding Principles for MMSD Facilities Decisions*
- *List of Focus Areas for Spring Engagement*
- *Interim Research Report: Guiding Principles and LRFP Implications (Fall 2016 Engagement)*

## Phase 3: Focus Area Discussions and Review of Products (Spring 2017)

### Purpose, Guiding Questions and Structure

The purpose of Phase 3 is twofold. First, we want to have conversations about specific focus areas identified during Phase 2. These conversations will help us narrow the list of potential focus areas and allow those who are most affected and/or knowledgeable about these issues to give specific input. Second, we want to take products from the project areas out to the community, seeking their feedback to help refine and create the final versions for release in late spring.

Since Phase 3 focuses on issues identified in early phases and includes school/location-specific conversations, we do not yet know the specific guiding questions. A preliminary question is:

- What are the key policies, practices, and locations that the district should focus its attention on over the next 20 years?

Other questions will likely arise from Phase 2 findings. We will finalize the questions in winter 2016.

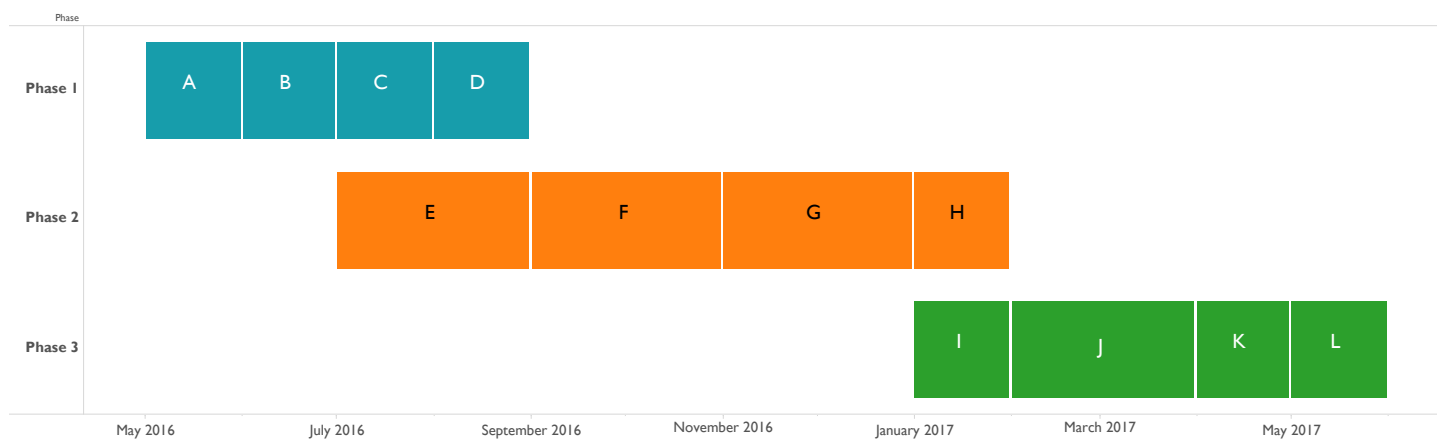
## Data Collection

Phase 3 will likely include similar data collection venues as Phase 2, including focus groups, interviews, and an online webform. Details for this process will be available in winter 2016.

## Products

- *Research Report: Engagement in the LRFP*

## Planned Timeline



Text Key	Item
A	Developed Phase I protocols; reached out to schools to set up sessions
B	Conducted Phase I focus groups, interviews, and building tours
C	Complete analysis of Phase I spring data; begin compilation of secondary data
D	Final report on Phase I Spring 2016 Engagement; Secondary dataset built
E	Develop Phase 2 protocols; create webform; schedule and advertise focus groups and interviews
F	Collect Phase 2 data via webform, focus groups, and interviews
G	Analyze Phase 2 data
H	Phase 2 report and supporting resources available
I	Identify locations for Phase 3 focus groups, based on fall list and other project area findings; develop Phase 3 protocols; schedule sessions; modify webform with new guiding questions
J	Collect Phase 3 data
K	Analyze Phase 3 data; provide feedback to project area leads to inform final revisions to resources
L	Create final report