

Facilities and Operating Revenue Referenda Community Engagement & Input Mid-Process Report

Key Findings

1. So far, participants indicate general support for the possible 2020 facilities and operating fund referenda.
2. There is particularly strong support for building an elementary school in the Rimrock area, and reinvestment in high schools.
3. More data is needed to assess some key topics – including the operating referendum, relocation of Capital High, and programming for the potential new elementary school in the Rimrock area.

Background of Possible 2020 Referenda

The Madison Metropolitan School District (MMSD) Board of Education (BOE) is considering two referenda questions for the community to vote on in 2020: one for facilities, and one for recurring revenue limit increase in order to fund ongoing operations.

The facilities referendum is informed by the draft Long-Range Facilities Plan (LRFP) (https://accountability.madison.k12.wi.us/files/accountability/uploads/long_range_facilities_plan_draft.pdf). The long range facilities planning that the district developed involved a multi-year effort to gather community feedback, with particular attention paid to elevating a diverse array of voices and perspectives. MMSD's draft plan leverages numerous sources of data and community feedback to articulate a long-term plan for capital investment in the district. In each phase of the development of the draft plan, MMSD drew on a number of methods - including focus groups, surveys, and interviews - to gather feedback from a diverse array of constituents. Ultimately, this process led to the potential areas of focus for a facilities referendum in the near future.

The potential facilities referendum will address a series of high-priority items identified in the draft plan, including: (1) plans for reinvestment at the district's four major high schools, (2) a possible new elementary site in the Rimrock area (south of the beltline and east of South Park St./Highway 14), and (3) a possible site for Capital High School.

In response to a pattern of the state underfunding K-12 education over the last 10 years, the BOE is also considering an operating referendum requesting taxpayer authority to tax above the current revenue limits. Without additional taxing authority, the BOE will not be able to continue current investments including staffing ratios, staff salary, and/or the variety of student supports and programming currently available. An operating referendum would allow the district to retain the current teacher and support staffing ratios and continue to invest in the District's Strategic Framework goals, values, and outcomes.

Engaging Community Voice and Feedback

Gathering information and feedback from MMSD families, staff, and the community is critical for a number of reasons. First, it builds awareness and knowledge of MMSD's current thinking regarding future facilities investments and operating budget. It also provides an opportunity for MMSD to get feedback on elements of the possible referenda to ensure that final decisions reflect the community's priorities and values.



Throughout the facilities planning and referenda input processes, MMSD's Research and Program Evaluation Office (RPEO) grounded its work in a set of guiding principles, intended to ensure that its planning process relies on information that is valid, actionable, representative, and aligned to the district's values: Excellence, Belonging, Creativity, Racial Equity, Social Justice, Voice, and Focus. These guiding principles include:

- **Using a process grounded in qualitative research design** - The qualitative research process provides a rigorous way to decipher trends to ensure that the data drive the findings. We use qualitative research methods and ground all engagement in guiding questions, ensuring data that can be analyzed in the most rigorous way possible.
- **Increasing ownership and commitment to district strategy** – By engaging our community in the process, we affirm that resulting plans are poised for success.
- **Asking questions that will lead to actionable answers** – Input only matters if we use it; as such, we want to be sure the questions we ask will lead to actionable information in time for decisions and products.
- **Obtaining equitable, representative feedback** – As a core value for MMSD, equity with excellence undergirds every decision we make, including those around facilities. 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.
- **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 and elevated.

This set of principles, and our learning over the course of the draft LRFP engagement process, have informed our efforts to gather information and feedback on the possible facilities and operating referenda for 2020.

Referendum 2020 Community Engagement & Input Process

Purpose

As it seeks to inform the MMSD BOE's decision to move forward with the possible 2020 referenda, MMSD has maintained the same focus on community engagement and feedback as outlined above. Each potential referendum represents a significant investment on the part of the community, and will impact a variety of groups throughout the Madison area in important ways. Through its engagement process, MMSD seeks to provide the BOE with critical information regarding community support, questions or concerns, and recommendations regarding the possible referenda.

To accomplish this, MMSD began sharing information and collecting feedback on the possible referenda in the fall of 2019 (building on previous input processes on the draft LRFP and high school plans), seeking answers to the following questions:

1. What are community perspectives regarding acquiring a site and building a **new elementary school in the Rimrock area?**
2. What are community perspectives regarding **relocating Capital High School to the Hoyt School site (currently Madison School & Community Recreation (MSCR) building)?**
3. What are community perspectives about potential renovations to the four comprehensive **high schools?**
4. What are community perspectives about the potential **operating fund referendum?**

Timeline

Information and input sessions began in September 2019, and will continue through December 2019. MMSD will submit a final report summarizing findings from the community input process to the BOE in January 2020, well in advance of any decision regarding potential referendum.

Project Design

Research design and analysis is being led by RPEO. Additional referendum leaders within MMSD and other district leaders have also been actively engaging in informational and input sessions.

The engagement and input process for the possible referendum in 2020 includes several key strategies. Community member feedback on the referendum is being elicited through informational sessions, open community input sessions, targeted input sessions, and a community-wide survey (launch date of October 22, 2019 - December 5, 2019). In addition, the MMSD team working on the referendum is engaging a Community and Technical Advisory Group to provide content knowledge and community expertise around referenda topics. These meetings will begin in November, 2019.

Keeping Equity at the Forefront

Obtaining equitable feedback from the community is a guiding design principle of the referenda community input project's design and implementation. Across all sessions, MMSD aimed to reduce barriers to participation that can exclude families and result in gathering non-representative, inequitable feedback. At sessions held in the evening, MMSD has been providing food, child care, and transportation options. As described in the section below on targeted input sessions, MMSD also provided interpretation services for all sessions targeted to families and community members--in both Spanish and Hmong.

In addition, to ensure authentic, inclusive engagement and to center diverse voices in the input process, MMSD has contracted with Equity by Design, LLC., a Madison-based consulting firm. Equity by Design is focused on designing and implementing engagement and inclusion activities to help organizations reach diverse communities and stakeholders. To this end, Equity by Design and its CEO and Owner, Annette Miller, have provided MMSD with planning, design, consulting, and facilitation support for specific demographic and geographic community groups in the Madison Area.

Data Collection

MMSD is collecting community feedback related to the guiding questions through a multi-pronged approach, outlined as follows. We are currently in the middle of the data collection process, which is taking place from September 2019 - early December 2019. A detailed list of sessions is provided in Appendix B.

Informational Sessions

Purpose: Informational sessions focus on various community stakeholders with an interest in the potential referenda to inform them about the plan and collect overall reactions and feedback.

Session Structure: Individuals who are leading the MMSD referendum process (hereafter referred to as MMSD referendum leaders) initiated meetings with community stakeholders to discuss the possible referenda, which occurred through informal conversations or in the course of stakeholders' standing meeting times. Informational sessions included a presentation of the plan by MMSD referendum leaders, followed by opportunity for attendees to ask clarifying questions and to provide feedback. In most informational sessions, notes were taken on topics as they emerged. Some



sessions also included opportunities for attendees to provide their opinions on paper feedback forms distributed at the session. In informational sessions held after October 22nd, attendees were encouraged to complete the referendum input survey.

Mid-Process Progress: To date, MMSD has conducted 16 informational sessions with community stakeholders, with 10 more scheduled or planned.

Open Community Input Sessions

Purpose: The purpose of open community sessions is to inform the public at-large about the possible referenda in its entirety and provide opportunities for feedback on the possible referenda.

Session Structure: To date, MMSD has hosted open community input sessions at all four comprehensive high schools. MMSD invited families and community members at the elementary and middle schools in the hosting high school's feeder pattern and advertised these sessions to the broader community through newspapers and social media announcements.

Like informational sessions, community input sessions began with a presentation from MMSD referendum leaders on the possible referenda and an opportunity for participants to ask clarifying questions in a large group format. To learn more detailed information, participants had the opportunity to visit stations staffed by members of MMSD referendum leaders, architects, and district leaders focused on specific aspects of the plan (e.g. renovations to Arts facilities). MMSD also distributed paper feedback forms for participants to complete as they walked through the stations, as well as a postcard with a link to the referendum survey. Staff from RPEO captured notes from the large group question-and-answer time and collected completed feedback forms.

Content/Focus: Open community sessions focused on each potential referendum in their entirety, with a more detailed focus on each comprehensive high school's specific renovation plan. Participants completing feedback forms were prompted to provide their opinions on benefits and concerns related to several topics: including the potential operating fund referendum, building maintenance/energy efficiency/sustainability, art spaces, instructional spaces and STEM, community space and athletic areas, building a new school in the Rimrock area, and relocating Capital High.

Mid-Process Progress: To date, MMSD has conducted all four open community input sessions.

Targeted Community Input Sessions

Purpose: Targeted community input sessions aim to ensure representation of specific groups, and to elevate their voices through opportunities for in-depth discussion on the possible referenda. These targeted sessions include: (1) location-focused sessions with family, staff, students, and community members impacted by specific components of the possible referenda, (2) sessions with existing, MMSD role-based advisory and equity-focused groups, and (3) equity-focused sessions with community members and families in partnership with Equity by Design.

Session Structure: Targeted sessions focusing on role-based groups were often incorporated into existing group meetings. For most location-based targeted sessions, MMSD referendum leaders worked with school principals to identify opportunities to meet with staff, students, families, and community members.

All targeted input sessions included a presentation or informal overview of the referenda from the MMSD referendum leaders and an opportunity for participants to pose clarifying questions in a large group format. In most cases, after the presentation, RPEO staff members facilitated small group breakout sessions in which participants had the opportunity to have in-depth discussions about their opinions on the plan, and note takers were assigned to each group to take detailed

notes of the discussion for analysis. MMSD referendum leaders served as “referendum experts,” answering questions about plan logistics that arose throughout the group discussion.

In sessions that included families and community members, MMSD provided options for participants to receive information and provide feedback in Spanish and Hmong languages. Slide projections used during the large group presentations of the referendum plan displayed both English and Spanish language, and MMSD Office of Multilingual & Global Education (OMGE) staff offered participants headsets to use for simultaneous translation of presentation remarks. MMSD offered small group breakout discussions in both English and Spanish and directed participants to attend a breakout session facilitated in the language of their choice. Participants had an additional, optional opportunity to share their opinions through Feedback Forms. Feedback Forms in English and Spanish were distributed at the beginning of the session and collected at the end of the session.

Content/Focus: Targeted input sessions have a special focus on particular components of the possible referenda, such as the proposal to relocate Capital High School, while others covered both possible referenda. Across all sessions, facilitators asked participants a similar or aligned set of general questions:

1. *What do you like about the plan? / What do you see as benefits? / What excites you about the plan?*
2. *What concerns do you have about the plan?*
3. *What additional feedback do you have?*

At sessions focusing on location-specific components of the plan, facilitators posed additional questions to elicit location-specific feedback.

Mid-Process Progress: To date, MMSD has conducted 11 targeted community input sessions and 15 more are scheduled or planned, including an African American focus group and Latinx focus group.

Survey

Purpose: In order to give voice to as much of the Madison community as possible, MMSD is conducting a broad survey of MMSD families, students, staff, and community members.

Structure: The survey was developed by RPEO, with consultation with the University of Wisconsin Survey Center. The survey is being distributed in several ways, including: a “soft-launch” on October 22 for session participants, a broad email campaign targeting all MMSD parents (27,000+), MMSD staff (4,000+), and MSCR participants (23,000+), various community groups, and an anonymous survey link made available through the Future-Ready website. E-mail surveys were sent out starting on November 4th and will continue through December 5th. Paper copies have been mailed in English, Spanish, and Hmong to identified families in alignment with RPEO’s approach to survey deployment for the annual climate survey.

Content/Focus: The survey instrument asks for feedback from participants regarding the entirety of both possible referenda. Defined response items ask survey participants to indicate the extent to which they prioritize and support each portion of the facilities and operating referenda. In addition, open response items ask for more detailed qualitative feedback regarding each referendum.

Mid-Process Progress: Full launch of the survey is complete and the survey will be open until December 5th.



Data & Methods for Community Input Sessions

This preliminary report draws on a portion of the community engagement plan described above. Principally, this analysis relies on data gathered from a subset of the open community sessions and targeted community input sessions implemented by MMSD so far. The table below indicates which sessions have been included in the mid-process analysis, the groups targeted (if applicable) by each session, and the number of participants we engaged. Survey responses are not included in this report, as the instrument is still early in its implementation.

Session Type & Focus	Sessions Included	# Participants
Targeted: Allis/ Nuestro Mundo/ Rimrock Neighborhood	<ul style="list-style-type: none"> - Allis Families - Allis Staff - Nuestro Mundo Families - Nuestro Mundo Staff 	116
Targeted: Capital High/ Hoyt	<ul style="list-style-type: none"> - Capital High East Staff - Capital High West Staff - Capital High West Students - Hoyt Neighborhood 	101
Targeted: General Referendum Topics	<ul style="list-style-type: none"> - Joint Advisory Group Meeting (Parent, Teacher, Teachers of Color & Student Advisory Groups) - Principal Advisory Group 	73
Open Community Input Session: High Schools	<ul style="list-style-type: none"> - East High School - Lafollette High School 	82

RPEO took detailed field notes during each of the above sessions, describing the events and interactions that occurred and capturing the questions, feedback, and comments offered by participants. In addition, feedback forms were gathered from participants at each session. This section describes the process by which those data were analyzed, followed by formative and preliminary findings from our engagement efforts to date.

Analysis

After each session, RPEO analysts cleaned field notes and transcribed comments provided through feedback forms, inputting those data into NVivo qualitative data software for analysis. Analysts then used a methodical and iterative process of qualitative coding to categorize the data and identify preliminary themes. First, the analysts used a series of *index* codes to categorize the text by the component of the possible referenda the comment referred to (e.g. *new elementary school in the Rimrock area*, *Capital High relocation*, or *operating fund*). A second layer of index codes were applied to indicate if the comment referred to a *benefit or strength*, *concern*, or *other comments*. Once these two levels of index codes were applied, the analysts engaged in an inductive search for emergent themes, trends, and patterns in the data. When comments or questions articulated by multiple participants indicated the presence of a cohesive theme in the data, analysts then categorized them using a final layer of *thematic* codes (e.g. *transportation* or



size of the referendum). The data captured by this preliminary set of thematic codes serves as the foundation for the early findings shared later in this report.

Limitations

Given the early nature of this report, a few key limitations should be considered in interpreting the findings and implications outlined below. First, it should again be emphasized that our analysis, at this point, includes a small subset of the data we plan to collect. Survey responses - which will represent the largest portion of our data - are a key exclusion. As such, any findings are preliminary and may change or be recontextualized by continued data collection and analysis.

Second, most of the data analyzed so far are drawn from our targeted input sessions, and represent the perspectives of a relatively small number of community members (approximately 372 participants across all sessions included in the analysis). As a result, their perspectives may not be broadly generalizable to the community of Madison as a whole. In addition, the data considered by this report only include about half of the targeted input sessions that MMSD has planned. As such, the perspectives of some key constituent groups have yet to be fully captured. That is not to say that the feedback shared so far is not important, or critical for final decisions regarding the referenda - just that continued data collection, both broad and targeted, will likely reveal additional perspectives.

Preliminary Findings on the Referendum Plan

While the community engagement process surrounding the 2020 referenda is still underway, formative analysis of the data so far presents a few key themes rising from the feedback we have gathered through the sessions outlined above. These themes represent emerging patterns in participants' perceptions regarding the benefits of the potential referenda and their concerns regarding MMSD's plans.

Note on Limitations: Although these themes may be useful as the district continues to engage the community and consider the shape of the referenda, further evidence may refine or elaborate upon these findings in the coming weeks.

General Referendum Input

On the whole, most community members participating in the sessions held so far expressed **general support for the possible 2020 referenda and the projects selected for inclusion**. Participants noted that they perceived the needs targeted by the facilities referendum to be real and pressing, and that investment would help Madison compete with neighboring communities like Verona, Middleton, and Sun Prairie. Moreover, several community members expressed **satisfaction with the communication process surrounding MMSD's engagement effort**, citing the clear presentation of the district's argument on informational materials and extensive efforts to communicate with constituent groups throughout Madison.

Some participants in the engagement process did raise concerns regarding the **size and financial impact** of the possible referenda. For the most part, these participants did not withhold their own support, but did worry that other taxpayers might balk at the combined cost of the referenda. Many community members raising this concern went further, emphasizing that the district should strive for **greater transparency** in communicating the details of how referendum funds would be spent, given the significant potential cost to the public. It should be noted, however, that other community members expressing concern about the size of the referenda offered a conflicting view - wondering if the district should ask for more money in order to accomplish its objectives.

A New School in the Rimrock Area

To this point, feedback sessions conducted with stakeholders - including staff and families at Frank Allis Elementary and those at Nuestro Mundo Community School (NMCS) - have indicated strong support for MMSD's proposal to build a new elementary school in the Rimrock area. Participants have been nearly unanimous in their belief that **building an elementary school in the area would serve a critical need for students and families**. Moreover, several participants acknowledged that a new school would **solve critical issues of accessibility** for a large number of students and parents, and **promote greater equity** by facilitating fuller participation and ownership of the school among a historically underserved community.

Some community members have raised more general concerns related to establishing a new school in the Rimrock area. A few, for example, urged MMSD to consider that plans for an elementary school **might lead to greater racial and socio-economic segregation** in the area due to its likely demographics. They also noted that developing a new school might increase the pace of gentrification in the Rimrock area, causing housing values to increase and potentially displacing local residents.

In conversations surrounding the Rimrock elementary school proposal, participants have been asked for feedback regarding how the new school might be used, with two primary options presented: 1.) moving current Frank Allis Elementary students to the new Rimrock site, then moving NMCS to the Frank Allis Elementary building, or 2.) Moving NMCS to the new Rimrock site. Participants were also asked to provide any alternative options that should be considered. Given that the input process is still underway - particularly the Rimrock community feedback session, which has been scheduled for November 14th - it is too early to report on trends in the feedback regarding how the school might be utilized.



Relocating Capital High School

So far, conversations with Capital High students and staff, members of the community surrounding the Hoyt Elementary building, and other constituent groups throughout Madison indicate qualified support for MMSD's proposal to unify Capital East and Capital West. They noted their belief, for example, that bringing Capital High East and West together at one site would substantially **improve the school's ability to serve its student population** - offering a broader array of programs (including expanded culinary, physical education, and science programming) and a more cohesive campus culture for both students and faculty. Moreover, participants indicated that returning Hoyt to active use as a school might expand its role as a center for the community - both of Hoyt Park and the surrounding neighborhoods, as well as greater Madison.

For those expressing concern regarding the plan to house a unified Capital High at Hoyt, worries have centered on two main considerations. First, several participants raised **logistical concerns** regarding the proposal. They noted that the Hoyt building was not central for all students and that some - particularly students from Capital East - might have long commutes to the site. Others noted that parking was limited at the Hoyt school, and that surrounding streets were ill equipped to handle additional traffic - particularly busses. It is clear that planning for this area would require a transportation plan for students.

Another area of concern, particularly for residents of the community surrounding Hoyt park, focused on the potential for **disruption of Hoyt Park and surrounding neighborhoods to occur with increased use**. Some of these participants expressed concern related to the potential for ecological impacts stemming from the Hoyt renovation, like increased storm runoff and light pollution. Others expressed reservations regarding the extent to which boundaries would be established between the campus and surrounding communities. Finally, some community members expressed concern that Hoyt's return to active duty as a school would lead to the relocation of Madison School and Community Recreation (MSCR), and limit their access to the recreational and adult learning opportunities currently hosted at the Hoyt building. Administration will continue to hold conversations with the Hoyt neighborhood around all future planning efforts.

Reinvesting in Madison's High Schools

Community members have, to this point, expressed substantial support for MMSD's plan to reinvest in its four main high schools. Several community members shared that they believed there to be a **clear need for investment in renovating the high schools**, given the state of each school's physical plant and the age of each building. In addition, participants appreciated that the investment would have a **broad impact, affecting the experiences of a large number of students throughout Madison**.

While relatively few participants have raised direct concerns regarding the high school proposal so far, some have questioned the district's plan to invest \$70M in each high school equally, noting that a needs-based allocation of funds for each high school should be considered. Others have emphasized particular priorities for the district to consider as they plan for each high school's renovation. Several community members - particularly students - were clear in their urging that MMSD ensure that any renovation consider **ecological sustainability, energy efficiency, and conservation**. Community members also urged the district to **be mindful of Title IX requirements in renovating athletic facilities**, and to **ensure that gender-neutral bathrooms and changing rooms be provided** in each high school space.



Implications for Continuing Engagement Efforts

Again, each of these findings should be considered preliminary, and our understanding of these themes and the context that surrounds them may change as we gather more feedback from our community through the remaining months of the engagement process.

There is one current trend in the data that may be useful to consider as MMSD continues to gather community feedback: so far, there is limited feedback or sentiment regarding the potential operating referendum. Several participants have offered technical and clarifying questions. Those that did provide feedback have indicated general support, agreeing that state under-investment has created a real need, and that the referendum is necessary to maintain MMSD's high-quality workforce. Others, however, have questioned how the operating referendum directly impacts schools and whether expanding the district's operating budget would truly lead to greater academic outcomes.

The limited amount of feedback on the operating referendum may be a result of our current place in the timeline of the community engagement process, and the large proportion of data gathered through targeted community input sessions. Responses to our survey of community members - which just launched - will return a larger pool of feedback on the operating referendum to consider.



Appendix A. Community Input Plan Proposal

MMSD Referendum Input: Facilities and Operating Revenue Detailed Project Plan Community Engagement & Input Plan

8.22.19

Purpose

MMSD is preparing for a possible referendum in November 2020 as informed by the long-range facilities plan and Board discussions on a potential referendum to exceed revenue limits for operating budgets. Engaging the Madison community in information and feedback around this plan is critical for a number of reasons. First, it builds awareness and knowledge of MMSD's current thinking regarding future facilities investments, operating budgets and the 2020 referendum. It also provides an opportunity for MMSD to get feedback on elements of the referendum plan from the community and the voting public, to ensure that final decisions reflect the community's priorities and values, and that the referendum plan will be met with strong support.

MMSD will provide information to the public about the referendum plan and elicit general feedback. In addition, specific attention will be focused on elements of the current referendum plan, including (1) plans for high school reinvestment at the four major high schools, (2) a possible new elementary site in South Allis area, (3) a possible site for Capital High Alternative High School, and (4) requesting taxpayer authority to tax above the current state revenue limits.

Design Principles

MMSD's Research & Program Evaluation Office (RPEO) has developed a community engagement plan based on a set of guiding principles, including:

- **Using a process grounded in qualitative research design** - The qualitative research process provides a rigorous way to decipher trends to ensure that the data drive the findings. We will use qualitative research methods and ground all engagement in guiding questions, ensuring data that can be analyzed in the most rigorous way possible.
- **Increasing ownership and commitment to district strategy** – By engaging our community early in the process, we affirm that resulting plans are poised for success.
- **Asking questions that will lead to actionable answers** – Input only matters if we use it; as such, we want to be sure the questions we ask will lead to actionable information in time for decisions and products.
- **Obtaining equitable, representative feedback** – As a core value for MMSD, equity with excellence undergirds every decision we make, including those around facilities. 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.
- **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 and elevated.

Project Design

The engagement and input process for the referendum in 2020 includes several key strategies. Community member feedback on the referendum will be elicited through two types of **community input sessions**, several **focus groups**, and a community-wide **survey**. Where possible, the targeted community input sessions will be embedded in existing group meeting structures.

Informational sessions and outreach will be held with various constituencies to inform them about the referendum plan.

Details of community input sessions, focus groups, and informational sessions follow.



Input Strategy	Feedback Structure	Group Composition	Purpose	Structure and Estimated # of Sessions
Open Community Input Sessions	One-time opportunities for community input from the general public	Community members, staff, families, and students throughout MMSD	Provide additional opportunities for community input on the referendum plan through open forums held throughout the community	Lead: Communications When: 10/2019 Six open community sessions in various areas of the district
Informational Sessions and Outreach	Sessions are primarily informational with a simple feedback structure	Varies by audience; some examples may include City of Madison Common Council, Madison Downtown Rotary, GRUMPS	Inform various constituencies of the referendum plan	Lead: MMSD referendum team When: 8/2019-11/2019
Targeted Community Input Sessions	Opportunity for participants to receive information about the referendum and provide feedback	Community members, alders, MMSD staff, families, and students potentially most affected by the referendum plan (e.g., neighborhoods/groups in areas highlighted in the referendum)	Ensure representation of voices of families, community members, and additional groups through opportunities to learn and to provide feedback	Lead: RPEO When: 9/2019-11/2019
Referendum Focus Groups	A polling-type of focus group to assess the support for the referendum after modifications have been made based on the input sessions	A diverse cross-section of community members who will be voting on the referendum	A “pulse-check” on the support for the referendum	Lead: RPEO When: late 11/2019-12/2019 (will take place after the referendum team has integrated some of the feedback from the previous input sessions)

The MMSD team working on the referendum will engage two different advisory groups to provide insight and feedback along the way. Both advisory groups will serve as “thought partners” to provide MMSD with various perspectives throughout the referendum input and refinement process. They will also help MMSD ensure that we are hearing from a wide range of stakeholders and experts.



Each advisory group will be approximately 6-10 people, and the MMSD team working on the referendum will meet with them collectively, individually, and in small groups throughout the process.

A **Community Advisory Group** will lend its insights regarding community sentiment, assess how the referendum plan impacts the community, and ensure that multiple voices are heard. In particular, the Community Advisory Group will respond to what is learned during input sessions and informational sessions.

A **Technical Advisory Group** will provide content knowledge and community expertise. Areas of focus include referendum processes, city planning, institutional construction, and renewable energy/sustainability.

In addition to the in-person feedback outlined above, we will be informing, engaging with and soliciting feedback from the community through a variety of other communication channels, such as: web content, a social media campaign, our district e-newsletter, videos, an online web form, and potentially a telephone town hall meeting or similar.

A survey will be posted on the MMSD Building Excellence webpage and promoted to members of the Madison Metropolitan Area community through various communication channels.

Program Staff

Research design and analysis will be led by RPEO. The Research Director, RPEO Analytics Supervisor, and RPEO Researcher (expected to start in mid-October) will conduct this work, and additional support will be provided by third party companies and an additional Limited Term Employee (LTE) to help collect data at various input sessions, conduct analysis, and develop reports.

The MMSD team working on the referendum and RPEO will lead execution and facilitation of the public input strategies. Other Central Office departments, such as Equity, Partnerships & Engagement and Communications, will participate as necessary to forge connections with community.

Timeline

The following table provides a timeline of major project activities, leading up to delivery of findings to the Board in January 2020 for the referendum planned for the November 2020 ballot.

Activity	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020
Planning									
Informational Sessions									
Targeted Community Input Sessions									
Open Community Input Sessions									
Referendum Survey									
Referendum Focus Groups									
Ongoing Analysis & Draft Reporting									
Final Report on Findings to Board									
Response to Clarifying Questions									
Approve Referendum Language									

Appendix B. Detailed List of Targeted Feedback and Informational Sessions

TARGETED INPUT SESSIONS (Organized by RPEO and Referendum Leadership Team)			
Session or Group Name	Completed	Scheduled	Planned
Allis Elementary School Families	X		
Allis Elementary School Staff	X		
Rimrock Area Families (Allis, NMI, etc.) / Center for Resilient Cities (CRC)		X	
Capital High Staff - East	X		
Capital High Staff - West	X		
Capital High Students - East		X	
Capital High Students - West	X		
Capital High Families		X	
Hoyt Neighborhood (Note: 3 total, organized by the alderperson in this area)	X	X	X
Nuestro Mundo Community School Families	X		
Nuestro Mundo Community School Staff	X		
MMSD Parent Advisory, Student Advisory, Teacher Advisory, and Teachers of Color Advisory Groups	X		
Superintendent's Human Relations Advisory Council (SHRAC)		X	
TOTAL	9	5	1
TARGETED INPUT SESSIONS (In Partnership with or Facilitated by Equity by Design)			
Session or Group Name	Completed	Scheduled	Planned
100 Black Men of Madison* (invited to African Am. focus group)		AA focus group	
African American Council of Churches* (invited to African Am. focus group)		AA focus group	
Allied Learning Center Community	X		
Bayview Foundation, Inc		X	
Black Chamber of Commerce* (invited to African Am. focus group)		AA focus group	
Centro Hispano		X	
Foundation for Black Women Wellness* (invited to African Am. focus group)		AA focus group	
Freedom, Inc.			X
Goodman Community Center			X
Hmong PEG	X		
Hmong WI Association			X
Latino Chamber of Commerce** (invited to Latinx focus group)		L focus group	
Latino Education Council** (invited to Latinx focus group)		L focus group	
Latino Professionals Association** (invited to Latinx focus group)		L focus group	
LaSup** (invited to Latinx focus group)		L focus group	
Links, Inc* (invited to African Am. focus group)		AA focus group	
Lussier Community Education Center		X	
Madison Network of Black Professionals* (invited to African Am. focus group)			X
Omega School** (invited to Latinx focus group)		L focus group	
Sabrina Madison Progress Center* (invited to African Am. focus group)		AA focus group	
Urban League* (invited to African Am. focus group)		AA focus group	
Women In Focus* (invited to African Am. focus group)		AA focus group	
TOTAL	2	5	4

OPEN COMMUNITY INPUT SESSIONS			
Session or Group Name	Completed	Scheduled	Planned
East High School Community Input	X		
La Follette High School Community Input	X		
Memorial High School Community Input	X		
West High School Community Input	X		
TOTAL	4		
INFORMATIONAL SESSIONS			
Session or Group Name	Completed	Scheduled	Planned
Attic Angel Prairie Point Assisted Living	X		
Badger Rock Middle School Governing Board	X		
Black Educators Network	X		
Black Excellence Coalition		X	
Chamber of Commerce Policy Committee		X	
Community and Neighborhood Center Directors	X		
Downtown Madison, Inc.	X		
Elementary and Middle School Principals	X		
East Boosters	X		
Eastside Progressives		X	
Fitchburg City Plan Commission		X	
Fitchburg Common Council			X
Goodman 50+ Group @ Madison School & Community Recreation		X	
La Follette Boosters	X		
Lapham Parent Teacher Group	X		
Mad City Grandparents United for Madison's Public Schools (GRUMPS)	X		
Madison City Plan Commission		X	
Madison Common Council - Executive Committee	X		
Madison Teachers, Inc.	X		
Madison Area Sports Commission		X	
Nuestro Mundo, Inc. Governing Board	X		
Pathways Advisory Group			X
Principal Advisory Group	X		
Southeast Community Network	X		
Special Education Advisory Group			X
West Boosters	X		
TOTAL	16	7	3