

Community Engagement: How to Outreach with Success!



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CC Aqueduct CD

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<http://fredkersten.com/nyssmaCE16/NYSSMA16CE.htm>

Community Engagement vs Advocacy--Outreach to the Community
Both Important and should be Implemented

- *Advocacy Out: "the act or process of supporting a cause or proposal: the act or process of advocating something." Webster.
- *More detailed. Advocacy Interact. What can you do together! Little more detailed.
- *Ideal CE--More planning, more interaction with the music program, the music students and the populous community.
- *More than just a concert for a group.
- *More than just starting something to support their job when it is in jeopardy.

Definition of Community Engagement

- *REAL COMMUNITY ENGAGEMENT IS NOT JUST ABOUT GIVING OUTREACH CONCERTS!!
- *It is not about Advocating the continuation of music in the schools.
- *REALLY ABOUT INTERACTION BETWEEN COMMUNITY MEMBERS (ALL TYPES) AND THE SCHOOL COMMUNITY.
- *SHOULD BE COMMUNITY/MUSIC ORIENTED PROJECTS.
- *The main focus is COLLABORATION.
- *We have already done LOTS of outreach! Taking an ensemble to perform FOR someone.
- *Community Engagement is more interested in doing things WITH someone.
- *People in making decisions about activities that will benefit themselves.
- *They are the determiners and communicators internally about the betterment or worsening of their own situations.
- *They are not just the gift-receivers or receivers of suggestions and information from directly outside.
- *Outreach means to ask. To determine what the individuals who are going to be on the receiving end want to know.
- *Outreach to the community with musical integration is the focus of this session.

The 10 National Standards for Community Engagement

The Scottish National Standards for Community Engagement provide a very useful reference point for ensuring a quality and effective engagement process. They were published in 2005 by the then Minister for Communities and identify good practice for engagement between communities and public agencies. The Scottish Community Development Centre (SCDC) developed the standards drawing on the experience of over 500 community and agency representatives. The SCDC website contains a detailed description of the standards and other useful resources.

The 10 Standards are:

1. “The Involvement Standard -We will identify and involve the people and organizations with an interest in the focus of the engagement.
2. The Support Standard-We will identify and overcome any barriers to involvement.
3. The Planning Standard-We will gather evidence of the needs and available resources and use this to agree the purpose, scope and timescale of the engagement and the actions to be taken.
4. The Methods Standard-We will agree the use methods of engagement that are fit for purpose.
5. The Working Together Standard-We will agree and use clear procedures to enable the participants to work with one another efficiently and effectively.
6. The Sharing Information Standard-We will ensure necessary information is communicated between the participants.
7. The Working With Others Standard-We will work effectively with others with an interest in the engagement.
8. The Improvement Standard-We will develop actively the skills, knowledge and confidence of all the participants.
9. The Feedback Standard-We will feedback the results of the engagement to the wider community and agencies affected.
10. The Monitoring and Evaluation Standard-We will monitor and evaluate whether the engagement meets its purposes and the national standards for community engagement. “

Source: <http://www.scdc.org.uk/what/national-standards/10-national-standards/>

Eons of Thoughts for Consideration

*Ask community leaders for sharing opportunities between the school music program and the community. Develop a continual dialogue.

*A Caution: The children are not professional musicians to be exploited for use by groups in the community. While you are working for community interaction, the student involvement should be music educational.

*Any activity should be developed for the kids to be able to learn and grow as people and musicians; they are not just there for another gig.

*Have pre-concert session talks with the students about the situation they are about to perform with. I did this when I took my kids to the "Old Peoples Home!" We talked about how their presence would be so welcome for them as to many it might be the only "people Christmas" they would have. In this manner they learn about others AND realize their musical performance is not just a performance but also a interpersonal communication to someone else.

*Overall philosophy direction of your outreach--looking to see how the music program can help others in community.

*Communication outreach--utilize "Back to School Night!" Music parents and community team

to talk and give literature to attendees. Set up a table and discuss committee development and possible opportunities for interaction.

*Consider faculty concerts as outreach activities.

A. Opportunity for community to hear teachers as musicians.

B. Individual recognition of teacher skills in performance.

1. Students.

2. Parents and Community members.

*Ask for local radio and TV stations to become sponsor of concerts and activities. A time each week for groups in local districts to be taped and premiered might be developed. This can also be done with the local TV stations. Not just at holiday time!!

Community Interaction Communications

*Employ social media...weekly student outreach to communicate awards and accomplishments. Perhaps president of organization as spokesperson. Feature a student-a different one each time!

*Enlist parent volunteers to talk or outreach information on group activities and/or rehearsals to social groups. What goes on and why? Talk about the music being studied. Why! Opportunity for reader to learn about something about music that can be further explored.

*Reach out to local musicians and music stores as financial and more importantly communication sponsors. Establish a link with them.

*Invite and include local musicians in school programs for concert and music mentor activities with students. Let students outreach and play at Lions, Rotary or social group luncheons on a regular basis.

*Find out where/who the line of communication is with school leadership personnel. Is there a community engagement policy in place? Do this before you try to interact at the upper levels of the administration before starting your outreach. Communicate and ask how you can be a part of the process.

*Keep administrators informed about events going on...he/she can use information to support image of school AND promote his/her involvement as a administrator doing the job as being aware of activities.

“ENGAGING YOUR COMMUNITY

To govern effectively, you must first know your community’s competing community values that come into play in board decision-making. You must know what your community wants for your schools and for the community.

An effective way to get this information is through community engagement. To understand public engagement, it is often helpful to start with what it is not. It is not a newsletter, a survey or an effort to get community “buy-in” to a decision already made.

Community engagement is a long-term effort to generate community dialogue around broad issues that affect a school district and the community it serves. Engaging community members in face-to-face discussions about things important to them provides insight into what they value and how that affects what you are doing as a school district. It also can begin to create a shared sense of direction and a willingness to share responsibility.

Here are some tips for successfully engaging your community:

1. “Begin with the right issue. You don’t have to engage the community on every decision the board makes, but you should engage them in the big issues that have broad impact.

Colorado school boards have engaged community members in dialogue about such things as: District budget priorities.

The mission and vision of the school district.

Why families are leaving the school district In each of these instances, the board relied on data and staff expertise as part of their decision-making process. However, community engagement allowed them to bring something else to the table—the “voices” of the community and a better understanding of the community values affected by the issue.

2. Frame the issue in community terms. It is important that boards and educators think “outside the box” in community engagement. If you want the public to participate in a discussion about the issue, it must be framed in terms that will be attractive and meaningful enough to get them to come to the meeting. For example, rather than asking a group of parents to help you decide the mission of the school district, it might be more effective to ask them to discuss how the school district can work to ensure that their child gets the best education possible. You will still get helpful information to help the board revisit the mission; it will just be framed in different terms.

3. Create conversation, not education. The crux of community engagement is face-to-face dialogue on issues. This effort is most effective when it is conducted through small-group discussions. These discussions can take place in homes, churches, workplaces, recreation centers, schools—anyplace that people comfortably gather. Discussions should be guided, but not “managed.” There should be an agenda, yet participants should also be allowed the freedom to say what is on their minds. The meetings should be facilitated either by a school board member or an outside facilitator and notes should be kept from each meeting. This is a time for board members and district officials to listen, not a time to educate the public on what you are doing.

4. Keep the conversations going. There are a variety of ways to structure a public engagement program and no one way is right or wrong. However it is important that engagement efforts be ongoing. Asking community members to discuss issues only when you want something—for example to pass a bond or mill levy election—will make them distrustful. The ideal would be to have several groups of people discussing several different issues. Sometimes a group will want to have more than one meeting on a topic. Letting the group take on “a life of its own” often has benefits.

4. Don’t forget staff and students. They are part of your school district community, and more important, your district family. Be sure that they are included in your engagement process. Keep staff informed about what you are hearing from the community. Providing them a better understanding of community values will only help their work.”

The key to effective engagement efforts is to have a well-planned system that invites people to participate with the board in discussing issues. When it works best, it encourages individuals to arrive at their own solutions to a common concern.” Source: Colorado Association of School Boards: School Board Outreach Booklet. <http://www.casb.org/cms/lib07/CO01923145/Centricity/Domain/47/Ch7CommEngagement.pdf>

*Think outreach and not just school music concerts on site. "Students are going to perform at quality anyway---why only at their schools ? Why not for a larger or differentiated audience??" (Lori Orestano James, Supervisor of Arts, Wappinger's Central Schools.)

*Try to portray an image of "kids positively interacting with community"--overt visualization. Kids can reflect the value and reputation of the community! For the better!

*Realize that community members can be proud of THEIR kids in their community...not just pointing to them as a few bad things that they do happen.

*Communicate that our community is benefiting in image by these activities that they are involved in! Our home values go UP with a good reputation through outreach activities. People WANT to move there because of the schools. One of the first things a real estate agent will be asked about... and one of the first things an agent will mention if trying to sell a house with a family. GOOD SCHOOLS!

*Write, e-mail, call your legislatures (webpage communication information on handout). Ask what do they recommend for outreach? To who? Many times they know of groups and have leads that you do not.

*Provide leadership of the national anthem at school board meetings. DIFFERENT people each time!!

*Employ small groups for events that can quickly rehearse and perform. Great for the kids to be a part of something other than just the winter and spring concert!

*Check out community history possibilities. We had a celebration of our school and community in Fishkill, New York. We had Hamilton Fish, a congressman speak. I provided music with my elementary school orchestra. Several tunes and the national anthem.

*Get someone who is well known in community to introduce your performance or group. Have the persons tell something about themselves before the introduction. Not just the principal as always introducing the group.

*Develop an art committee and the members make up posters of what is going on in the school and ask for space in the local banks or stores. Change these periodically. New information each time!

*Ask alumni who are part of the community to become outreach partners.

This is especially helpful if they are involved with activities in the community where music communications can be featured. They may know of outreach possibilities.

*Provide early and continuing communications to public about actual events that voters can see, and are "over and above" the internal music activities of the program. This "can" influence image and budget votes when they occur.

*Try to provide more access to the community members than just the parents. More positive exposure to "non-believers in music as a subject" (those who usually vote down budgets) than just the parents of the kids in the performing groups

Resources:

*Journal of Community Engagement and Scholarship—Great source for overall consideration.

<http://jces.ua.edu/community-engagement-grants-assessing-the-impact-of-university-funding-and-engagements/>

*Community Engagement Plan Templates

<http://www.bing.com/search?q=Community+Engagement+Plan+Template&FORM=QSRE5>

*Community Planning Tool Kit booklet. In .pdf format very valuable. At the following address:

<http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>

Developed by Community Places through the support of the BIG Lottery Fund 2014
www.communityplanningtoolkit.org

*PEPICH Arts Program: Minnesota. Turnaround Arts national President created program to bring arts education programming and resources to poverty elm&middle schools. http://perpich.mn.gov/index.php?section=about_turnaround

*Parent University <http://www.bcps.org/parents/> Baltimore Schools. Parents reach out to schools and students bringing their talents to the kids.

*School Board Outreach Booklet. Colorado Association of School Boards

<http://www.casb.org/cms/lib07/C001923145/Centricity/Domain/47/Ch7CommEngagement.pdf> Good ideas on outreach for school board members.

*Excerpt from Colorado School Board Outreach Booklet. Good information on what Community Engagement is and how to start it (pages 6-7).

<http://www.casb.org/cms/lib07/C001923145/Centricity/Domain/47/EngagingYourCommunityfromCASBLeadershipWorkbook.pdf>

*Student Community Assessment Form. Evaluation form students can utilize.

<http://www.centenary.edu/attachments/globalengagement/coforms/coprogramassessment-standard.pdf>

*Manhattan School of Music Outreach Definition –GREAT outreach program. Check this out! <http://www.msmnyc.edu/Instruction-Faculty/Outreach>

*NY Foundation for the Arts Good site as it gives an opportunity for a project and emerging organization with a minimum budget of \$15,000. <https://www.nyfa.org>

*NAMM support and communications. Good ideas for support from your local music teachers for events at the school communicating to members of the community.

<https://www.nammfoundation.org/community>

*Saratoga Arts provides great community outreach to community for both art and music. <http://saratoga-arts.org> Music Events <http://saratoga-arts.org/toursevents>

* 10 National Standards-Scotland. <http://www.scdc.org.uk/what/national-standards/10-national-standards/>

*Current NYFA Grants—NYC and traveling grants for New York residents.

<http://current.nyfa.org>

*NAfME Advocacy resources. Includes outreach materials for Boards, Principals (elementary and secondary), parents and community members.

<http://www.nafme.org/take-action/advocacy-resources/>

NYSSMA/NAfME Advocacy Assistance

*Advocacy ideas (Tidbits) from NYSSMA. Good Ideas!

<https://www.nyssma.org/wp-content/uploads/2013/06/Tidbits.pdf>

*NYSSMA Advocacy page. Meet: Alan Orloff, NYSSMA Government Relations Committee Chair and check out so many wonderful documents that you can use for support. <https://www.nyssma.org/advocacy/>

*NAfME, advocacy resources---good downloaded pamphlets. I had to contact NAfME as sometimes the links do not work. <http://www.nafme.org/take-action/advocacy-resources/>

Finance Locations

- * Grants for Community Engagement in NY. Grant Watch is a great site for information on available grants.
<https://www.grantwatch.com/grant/147723/grants-to-new-york-artists-for-new-artistic-work-and-community-engagement.html>
- *NY Foundation for the Arts, Artists Fellowships Many areas including Music/Sound.
<https://www.nyfa.org>
- *NY Foundation for the Arts Out of Cycle Review. Individualized way of obtaining a grant. <https://www.nyfa.org>
- *NY State Council on the Arts Grants. Many given to local groups throughout the state. <https://www.nysca.org/public/grants/index.htm>
- *Saratoga Arts. Multiple grants in the Saratoga region of NY. <http://www.saratoga-arts.org>
- *NAMM Foundation. Many proprietary grants given to select groups.
<https://www.nammfoundation.org>
- *TMEA Advocacy page. Great organization structure diagram with specifics.
<https://www.tmea.org/resources/advocacy/local-advocacy>
- *NAMM Research Handout. Good source of information supporting music in the schools.
<https://www.nammfoundation.org/sites/default/files/Striking%20a%20Chord.pdf>
- *Broadminded. Great site providing a complete argument for music education.
<https://broaderminded.com>

About Dr. Fred Kersten

Dr. Fred Kersten is currently and has been for eight years an Online Graduate Facilitator for Boston University. He works with graduate music education majors around the world who are completing their masters and doctorate degrees in music education.

Fred holds five degrees in music and music education. He received the B.S. and M Mus degrees from Crane School of Music in Potsdam, New York. His M.S. in Elementary Education and Certificate of Advanced Study in School Administration are from SUNY, New Paltz in New York. The Doctorate (D Ed) in music education/administration was awarded by The Pennsylvania State University.

A veteran of public school music teaching in Choral, General and Instrumental areas, Fred has taught music from Nursery, and Kindergarten through Graduate Levels. His doctoral dissertation focused on Music for the Visually Impaired and was developed from his many years of teaching music to students with exceptionalities.

Interest in the recorder as a performing instrument led to study at Indiana University and he authored a book on Teaching Recorder that has been published by

NAfME. His performance repertoire includes Bach, Handel, Telemann, and the vast repertoire of classical recorder literature.

His current interests are focused on music technology and his study of classical pipe organ, which was his dual major as an undergraduate in addition to clarinet and recorder.

