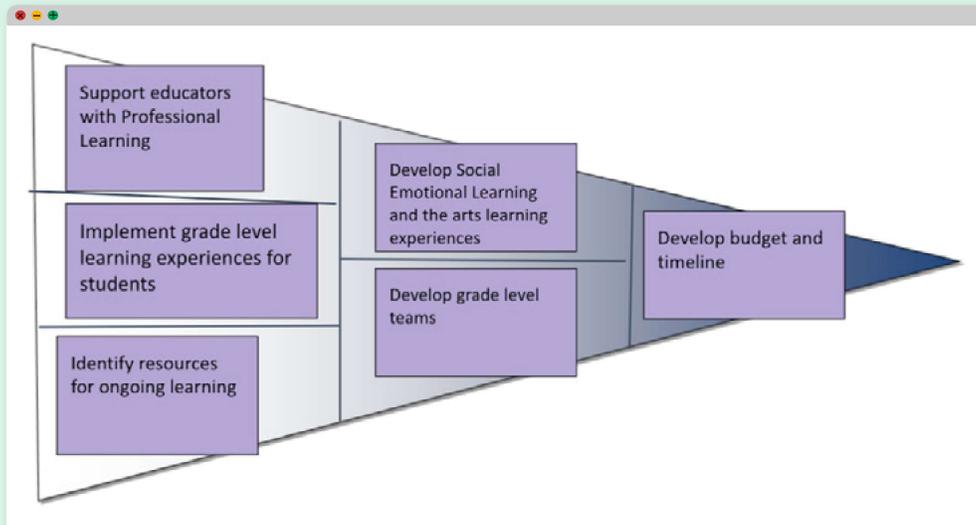


VIRTUAL

This is an example of a Priority Wedge with a Google slide and sticky notes



CREATING PRIORITIES | Price Tags Optional Exercise 2

Note for Virtual Price Tags: If you want to do this exercise in a virtual environment, you might scatter sticky note price tags around on a slide or frame and let people name their priorities, or use a Google Jamboard with three frames for 1st, 2nd and 3rd priority price tag choices.

There will be times in the planning process where team members realize that there will never be enough money to provide *everything*. There will be hard choices to make in establishing priorities. Compromises need to be made – additional funding partners may need to be cultivated.

Ultimately, the team needs to decide – *first things first*. But what are those first things? For one community, it may be restoring music where there are gaps, for another it may be providing professional learning that includes social emotional learning. For another, it may be offering more artist-in-residence programs.

Price Tags

A fun exercise to reflect on priorities is “Price Tags.” Using real (or approximate costs), the exercise encourages the group to reflect on the initial implementation steps in an arts plan.

The price tags can be enlarged or written on half-sheets and affixed to walls, desks, or chairs positioned around the room. You can give the team members a “budget” to work within or simply allow them to pick their top priorities (See example Price Tags below).

Instructions to the Group

- Today we are going to have fun with an exercise that allows us to pick some top priorities for our arts program.

VIRTUAL

- You have \$100,000. Go ahead and stand in front of the price tag/card that you consider to be your top priority to improve / strengthen our arts education programs. If you see something missing, go ahead and write up a price tag of your own.
- OK, I am going to give you another \$100,000. Go to your second choice. Now go to your third choice.
- At this point you may see some patterns emerging with the team. There may be a lot of people clustered around one price tag – and no one around others.
- You may find it useful to have a focused conversation about the exercise. Engage the team members and invite them to share their process for determining top priorities.

PRICE TAG EXAMPLE

Make virtual sticky notes or use half sheets for the following price tags:

Theater Lighting \$5,000-\$10,000	3-D Supplies for Visual Arts Program (sculpture / ceramics – one class) \$1500	Clay, Paper, Paint (one class – average of 30 students) \$700
Kiln for Visual Arts Program \$2500	Recorders for 1 Classroom (average of 30 students) \$75	Musical Instruments for 1 Elementary School: \$10,000
Adapt Classroom for Use as a Digital /Media Arts Studio \$16,000	Credentialed Arts Teacher (salary and benefits) \$90,000-\$120,000	Adapt Classroom for Use as a Dance Studio \$7650
Maintenance of Musical Instruments for 1 High School \$10,000	VAPA Coordinator (salary and benefits) \$70,000-\$80,000	5-day professional learning Workshop (80 teachers, no follow up) \$40,000

Topic:	Reflecting on the Price Tag Exercise
Purpose:	To understand the difficulty that arises in prioritizing decisions regarding funding for arts education To create a sense of ease around the task of budgeting for arts education
Context	At the end of the planning process, we will thoughtfully consider a funding strategy and the budget implications of various aspects of our plan. We may need to place dollar amounts on components of the plan and identify funding priorities. This exercise was intended to make that process come alive in a simplified manner. Think back over the Price Tag Exercise that we just completed. Think about what happened each step of the way, notice your reactions to it, and what conclusions we may draw from it. We will take just a few minutes to reflect back on it.
Questions	
Objective:	Which tag caught your attention first? Where did most people cluster? What items were not chosen? How would you describe the process of physically moving to a priority area?
Reflective:	What surprised you about this exercise? What was an easy choice? What was a difficult choice? Where are we disagreeing? Was there a point at which you felt confused or indecisive? Was there a moment where you felt exhilarated or elated?
Interpretive:	On what basis did you make your choices? Could you defend those choices to others? What questions did this raise for you? Where did you feel that you needed more information? What insights are beginning to emerge about budgeting and leveraging funding?
Decisional:	What appear to be our key priorities as a group? What is the overall cost to provide our priorities and how does this match with our budget? Are there priorities that will need to drop off the list at least this year?
Closing	This exercise has given us an interesting way to approach the difficult task of looking at budget implications and competing priorities in our district. A group consensus begins to emerge when people “vote with their feet.” Thank you for expressing your priorities.