



ArtsEd

LEADER'S GUIDE

Improving Arts Education with a Stronger Family-School Partnership

LEARN TO:

- ✓ Start a PTA ArtsEd Committee at your school
- ✓ Engage more families and build stronger community partnerships
- ✓ Lead improvements to ArtsEd programs, practices and policies





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Introduction

ARTS EDUCATION IS A CIVIL RIGHT FOR ALL STUDENTS.

All students deserve the opportunity to take part in the arts, both in school and in their community. The arts positively affect individual student performance—especially student motivation, attitudes and attendance—and the entire school culture, which encourages students to stay in school, succeed in school, succeed in work and succeed in life!

Arts education enables every child to develop the critical thinking, collaborative and creative skills necessary to thrive in the ever-changing diverse and global economies of today’s world.

As a parent, the facts and figures probably aren’t the only reason why you support arts learning for your child. You have probably witnessed the intrinsic benefits of the arts, such as igniting joy in your child or sparking their curiosity to learn and attend school regularly. We hope that you will use your appreciation for and love of the arts—dance, media arts, music, theater, visual art and more—to demonstrate to other parents and teachers in your school community the value of these disciplines for all students.

Through this nationwide ArtsEd initiative, PTA, Americans for the Arts and our collaborators will empower families—parents, grandparents, foster parents or any other caring adult in a child’s life—and amplify their voices as advocates for improving the availability and quality of arts education in their schools and communities.

Use this guide to create an ArtsEd Action Plan and engage more families in school and community decision-making—such as improvements to programs, practices and policies. Let’s ensure that every child has access to, and takes part in, high quality and lifelong learning experiences in the arts, both in school and in the community.

DID YOU KNOW?

- ✓ Students who take at least four years of arts classes score on average 100 points higher on the SAT [College Board, 2011]
- ✓ High arts-involved students report better job outcomes—higher pay, job satisfaction and more promotion opportunities [Cantrall, 2009]
- ✓ Arts participation decreased discipline infractions by 10% [Rice University, 2019]



Fast Facts!

Students involved in the arts are:

- ✓ **4 times** more likely to participate in a math and science fair times
- ✓ **3 times** more likely to win an award for school attendance
- ✓ **4 times** more likely to be recognized for academic achievement
- ✓ **3 times** more likely to be elected to class office

Facts and figures by Americans for the Arts.

Steps to Create an *ArtsEd* Action Plan

As a PTA ArtsEd leader, you work to ensure that every student has equitable access to high-quality arts education opportunities and that every family is equipped to guide arts education choices, regardless of race or heritage, primary language, gender, sexual orientation or socioeconomic status.

This guide will take you through the four steps to build a community effort focused on improving arts education in your school:

- ✓ Build your ArtsEd Action Team, comprised of committed arts education supporters from your school and community
- ✓ Assess the health of the current ArtsEd program in your school and how well families are engaged in arts education so you can identify areas for growth and improvement
- ✓ Develop an action plan to build or further develop the health of ArtsEd in your school
- ✓ Implement a sustainable action plan that incorporates continued evolution and allows you to monitor progress

Steps to Create an ArtsEd Action Plan

Step 1: Build Your ArtsEd Action Team

To successfully improve and expand arts education in your school, you must first recruit a team of leaders from your community who are committed to the arts. Cast a wide net when building your team. In addition to members like artists, family engagement experts, parent advocates and education professionals, invite community members like business leaders in the neighborhood who have a passion for the arts.

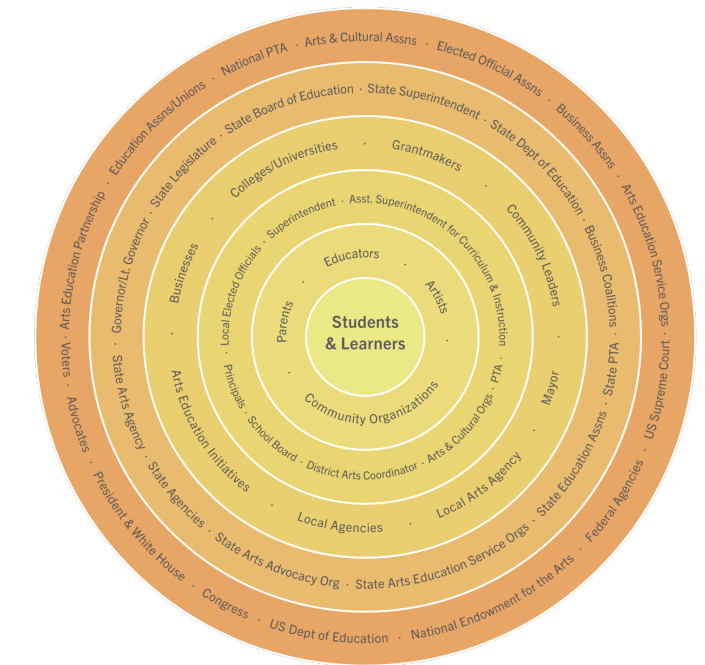
Your team helps you establish a high-quality partnership with school leaders in support of arts education from the beginning. Diverse perspectives will ensure that advocates are heard, and all barriers and concerns are considered.

There are multiple people involved in students' arts learning experience. Americans for the Arts developed the Spheres of Influence as part of the Arts Education Field Guide to help arts education advocates visualize the stakeholders in the arts education ecosystem. Use the Arts Education Field Guide to discover local arts and education professionals (like your school's art teacher) and explore their potential role as an effective member of your team.

Using the Spheres of Influence (at right), identify people who are truly dedicated to student achievement and school success in your arts education ecosystem who you can recruit for your ArtsEd Action Team.

To Represent the Community:

- ✓ Community Arts Organization Leader
- ✓ College/University Professor
- ✓ Local Arts Agency Staff
- ✓ Business Leader
- ✓ Local Artist
- ✓ Nonprofit Leader



To Represent Families:

- ✓ School's Family Engagement Liaison
- ✓ Parent Volunteer
- ✓ Student Leader

To Represent the School:

- ✓ Administrator
- ✓ School Board Member
- ✓ Arts Coordinator
- ✓ Teacher

Our ArtsEd Action Team

NAME	AREA OF INFLUENCE (School, Family, Community)	CONNECTION to the Arts

My School’s ArtsEd Action Team

Use the chart above to document members of your ArtsEd Action Team, their areas of influence, and their connection to the arts.

TIP 1: Set up a preliminary meeting with your school administrator to discuss your PTA’s interest in supporting arts education, gain their commitment to being a part of the ArtsEd Committee and receive their approval to continue the conversation with your school arts coordinator, if one exists at your school.

TIP 2: Consider inviting team members from multiple areas of influence who can help bring different perspectives and solutions to planning and implementation.

How to Establish a Positive and Productive ArtsEd Action Team

Setting a strong foundation for your ArtsEd Action Team will help the group’s efforts in the long term. Use the following guidelines to shape your team’s initial conversations about what you hope to achieve as a team.

- ✓ Spark a broader conversation about the role of the arts in your school and community.
- ✓ Develop a shared understanding of how a quality arts education prepares students beyond school.
- ✓ Consider key facts and figures about the benefits of arts education and how its decline has impacted students.
- ✓ Explain PTA’s commitment to arts education and share the vision for a successful PTA ArtsEd initiative: Families are equipped and empowered to guide educational decisions while amplifying their voices as advocates for improving the quality of arts education available to all students.
- ✓ Explain PTA’s ArtsEd initiative and what it would involve (e.g. assessment of programs, policies, practices, implementation of family engagement strategies and evaluation).
- ✓ Give school-based team members an opportunity to share successes and present challenges they are facing before discussing possible solutions and ideas.

Steps to Create an ArtsEd Action Plan

Step 2: Assess Your ArtsEd Program and Family Engagement

Although your ArtsEd Action Team may already have an idea of what to focus your efforts on, it is important to conduct a formal assessment to fully understand the arts learning environment, quality of resources, value of community partnerships and strength of school policies.

Organized by PTA's top four ArtsEd priorities, the assessment will help your action team set goals, discuss common challenges and prioritize your efforts. It will also provide a baseline for your team to compare your progress to and illustrate the impact of your efforts.

How to Gather the Information You Need to Complete the ArtsEd Health Assessment

Your ArtsEd Action Team will need to do some fact finding and research in order to accurately complete the ArtsEd Health Assessment. Members of the ArtsEd Action Team can split up the research work to help accomplish it more efficiently. Once the research is complete, your team can work together to finish the ArtsEd Health Assessment.

Conduct Informational Interviews with Key Stakeholders

The PTA ArtsEd Initiative supports strengthened family-school partnerships that enrich students' educational experiences and overall well-being. The first step in the process is to gather feedback from school and community leaders on current arts education programs, policies and practices implemented by your school.

Use the worksheets provided below to guide your interview questions with key stakeholders—like school administrators, teachers and families—to learn more about the current state of arts learning in your school.

Things to Consider:

- ✓ Interview multiple stakeholders to get a fuller picture of the current program. Some interviewees might have different or supplementary information that will help when you identify areas of need and solutions to address them.
- ✓ Some interviewees may be reluctant to share information if they think the information puts them or the school in a bad light or will be used in an adversarial way. Set a collaborative tone before the interview to assure the interviewee that the information will be used to help improve the school to benefit each student's arts learning experience.
- ✓ Be sure to follow up with your interviewees to let them know about your ArtsEd Action Team's progress and solicit feedback along the way.

TIP:

Research your state's policies related to arts education. The Arts Education Partnership's [ArtScan](#) is a great resource to get a quick snapshot of your state's policies on arts graduation requirements, teacher credentialing and more.

Worksheet: ArtsEd Questions for School Administrators and Teachers

PTA ArtsEd Priority 1: Student Access to and Participation in Arts Opportunities

The PTA ArtsEd Initiative aims to ensure all children have access to a well-rounded education including the arts, specifically ensuring that under-resourced and under-represented student groups are supported to participate fully in arts-rich learning opportunities. Use the following questions to assess the current conditions:

1. Does every student have access to and participate in the arts? If not, what is needed?

Key Context: A healthy arts learning program in the school should consist of multiple access points—arts-specific classes, arts-integrated learning in general education classes, and community-based arts experiences. Access and participation should be measured for all three access points.

2. How does the school support under-resourced students in participating in the arts?

Key Context: Students with special needs, transfer/migrant students, English language learners and students in low socio-economic areas may not have the opportunity to explore any or all arts disciplines, including dance, media arts, music, theatre, visual arts, etc.

3. Does the school mandate a minimum amount of instruction time in the arts? If so, what is the minimum for each student?

4. What is the current ratio of arts-specific teachers to students?

Worksheet: ArtsEd Questions for School Administrators and Teachers

PTA ArtsEd Priority 2: Arts Learning Resources

The PTA ArtsEd Initiative aims to ensure all arts education programs (both curricular and co-curricular) have the necessary resources and tools to help teachers effectively teach the creative arts disciplines (dance, media arts, music, theatre, visual arts) and to help students develop skills necessary for their success in school, work and life.

Due to budget constraints, schools may narrow the curriculum and shift instructional time and resources away from arts subjects. Arts supplies, classroom space and instructional tools are all types of resources that when combined, support student success, but quality resources may be difficult to find, too expensive or not regularly available in your school. Use the following questions to assess the current conditions:

1. Does our school or district have the appropriate supplies and equipment for arts education? If not, what supplies, or equipment are needed? Does our school/district recommend or have a set percentage amount or fixed funds from the budget for arts learning?

Key Context: Necessary supplies and equipment could include prints, artifacts, books, videos, slides of art work, computer programs, textbooks, sheet music, art supplies like paint or clay, musical instruments, curriculum units, lesson plans and resources for field trips or school programs presented by outside organizations.

2. Does our school have the appropriate resources and facilities for arts education? If not, what spaces and facilities are used for arts learning experiences?

Key Context: Schools should have dedicated space for arts instruction, such as music rooms, an auditorium, a visual art studio and/or a dance studio.

3. Does our district pay for arts teachers' salaries and instructional supplies, materials and equipment? If yes, what is the percentage of the district budget?

Key Context: A good goal to aim for is using 5% of the district's general budget to cover these instructional costs.

4. Does our school have any additional funding support for arts education?

Key Context: Think creatively for other existing funding options, such as PTA funds, Title I funds for arts integration, Title II funds for professional development, Title III funds for arts-based ESL strategies, Titles I and III for parent involvement programs, grant funds, categorical funds, school site-based funds, community partnerships, etc.

PTA ArtsEd Priority 3: School-Community ArtsEd Partnerships

The PTA ArtsEd Initiative aims to strengthen family and community relationships with schools to enhance or provide new arts learning opportunities and resources for students and teachers.

Long-term PTA partnerships add value and strength to PTA's role as an advocate for arts learning and may result in professional development for staff, visiting teaching artists and additional financial resources.

1. Does our school have any established partnerships with local, community arts organizations?

If so, which organizations and how long have we partnered with them?

Key Context: Community partners can help offset the diverse array of needs for an arts program. For example, if your school only has music or art class, but students want to pursue dance, theatre or media arts, an outside organization—through a partnership—can supply a teaching artist to partner with the current teachers at the school.

2. Do these partnerships include programming during school hours? Out-of-school time programming?

3. What opportunities do students have to engage with professional arts experiences during school hours and how many students participate in these experiences?

Key Context: Professional artists can bring the arts alive during performances and demonstrations at the school. Meaningful partnerships can also evolve between schools and artists through the design of long-term teaching residencies for artists and co-planning between teachers and artists.

4. How does our school engage local arts organizations and agencies about school priorities and needs?

Key Context: Local arts agencies and organizations can and should provide additional resources and support to schools in terms of facilities, volunteers, instructional support, funding, professional development opportunities, field trips and other resources. School leaders should actively include these community partners in school planning.

PTA ArtsEd Priority 4: ArtsEd School District Policies

The PTA ArtsEd Initiative aims to advocate for student and family interests and values of arts education. Schools and PTAs committed to quality learning in the arts can identify opportunities together for families to take an active role in support of arts education. Engaged leaders can enhance existing programs and activities to help create a school rich in the arts.

Support could include any or all of the following indicators: allocation of funding, creation of partnerships with community arts organizations, participation in curriculum development, providing equipment and materials, providing instructional time, providing professional development opportunities and support for the assessment of arts instruction.

1. Does our school have an approved arts education plan? If so, what arts disciplines and grade levels does it include?

Key Context: A district policy can protect the arts program in times of budget reductions and administrative changes.

2. Does our district implement state and/or national standards for arts education instruction?

Key Context: Standards define what students should know and be able to do in any given academic discipline and are the basis for high quality arts instruction. For more info, visit NationalArtsStandards.org.

3. Does our school have an instructional leader in the arts, such as an art or music teacher?

Key Context: If there is no arts coordinator, often the director of curriculum and instruction can serve in this role.

4. Does our school have a sufficient number of arts teachers? What is the ratio of students to arts teachers?

Key Context: This ratio should at least meet your community’s minimum student to teacher ratio standards. The ideal goal is to have enough arts teachers for all students to participate in at least one arts class.

5. Are certified arts teachers delivering the instruction in arts-specific classes?

Key Context: While certified teachers should be the primary source of instruction, other sources of instruction can include arts integration taught by generalist teachers, or artistic residencies taught by professional artists and/or volunteers.

6. Does the school provide arts-based professional development for all teachers?

Key Context: Arts-based professional development is crucial for certified arts teachers, but it is also an important component of supporting quality arts-integrated learning in general education classes.

Worksheet: ArtsEd Questions for School Administrators and Teachers

Conduct the ArtsEd Program Health Assessment

The following rubrics will help you assess the overall health of your school's ArtsEd program as aligned with the PTA ArtsEd priorities. Select a score for each benchmark that most closely resembles your school's current ArtsEd program and policies. Once you have scored each benchmark, tabulate the final score to get your school's ArtsEd Health Score.

PTA ArtsEd Priority 1: Student Access and Participation in Arts Opportunities

The PTA ArtsEd Initiative aims to ensure all children have access to a well-rounded education including the arts. All students, including under-resourced student groups, feel welcomed to participate fully in arts-rich learning opportunities.

Student Access and Participation	SCORE	③ Exemplary	② Satisfactory	① Needs Improvement	④ Inadequate or Not Present
Addressing student barriers to participation		My school provides robust access for all students to participate in the arts.	My school provides adequate access for some under-resourced students to participate in the arts.	My school provides limited access for some under-resourced students to participate in the arts.	My school does not have any policies or programs ensuring equal participation to the arts for all students.
Level of student participation in arts-specific classes		All students participate in at least 1-2 arts class during the school week.	Many students participate in at least 1-2 arts class during the school week.	Some students participate in at least 1-2 arts class during the school week.	No students participate in at least 1-2 arts class during the school week.
Level of student participation in arts integrated learning		All students participate in arts-integrated learning every school week.	Many students participate in arts-integrated learning every school week.	Some students participate in arts-integrated learning every school week.	No students participate in arts-integrated learning every school week.
Level of student participation in community arts programs		All students participate in community-based arts programs while at school.	Many students participate in community-based arts programs while at school.	Some students participate in community-based arts programs while at school.	No students participate in community-based arts programs while at school.
Student to arts teacher ratio		The ratio of students to arts teachers exceeds the minimum ratio requirements.	The ratio of students to arts teachers matches the minimum ratio requirements.	The ratio of students to arts teachers falls slightly below the minimum ratio requirements.	The ratio of students to arts teachers falls significantly below the minimum ratio requirements.
Designated minimum instruction time for the arts		My school requires a minimum of one class per day in the arts.	My school requires a minimum of 1-4 classes per week in the arts.	My school requires a minimum of 1 class per week in the arts.	My school does not have a designated minimum amount of instruction in the arts.
TOTAL	/18				

PTA ArtsEd Priority 2: Arts Learning Resources

The PTA ArtsEd Initiative aims to ensure all arts education programs (both curricular and co-curricular) have the necessary resources and tools to help teachers teach the arts disciplines (Dance, Media Arts, Music, Theatre and Visual Arts) and to help students develop skills necessary for their success in school, work and life.

Arts Learning Resources	SCORE	③ Exemplary	② Satisfactory	① Needs Improvement	① Inadequate or Not Present
Adequacy of supplies		My school provides new and appropriate supplies for all arts learning regularly.	My school provides some new and appropriate supplies for arts learning when available.	My school provides used or makeshift supplies for arts learning.	My school does not provide supplies for arts learning.
Adequacy of facilities		My school contains dedicated arts spaces or facilities for all disciplines.	My school contains dedicated arts spaces or facilities for some disciplines.	My school contains dedicated arts spaces or facilities for one discipline.	My school contains no dedicated arts spaces or facilities.
Resource funding from school budget		My school's general budget allocated over 5% to arts education resources.	My school's general budget allocated 5% to arts education resources.	My school's general budget allocated less than 5% to arts education resources.	My school's general budget does not in arts education resources.
Resource funding from additional sources		Funding from multiple, sustained sources supports arts learning.	Funding from at least one sustained source supports arts learning.	Funding from temporary sources supports arts learning.	There are no additional funding sources for arts learning.
TOTAL	/12				

PTA ArtsEd Priority 3: School-Community

ArtsEd Partnerships

The PTA ArtsEd Initiative aims to strengthen family and community relationships with schools to enhance or provide new arts learning opportunities and resources for students. Long-term PTA partnerships add value and strength to PTA's role as an advocate for arts learning and may result in professional development for staff, visiting teaching artists and financial resources.

School-Community Arts Partnerships	SCORE	③ Exemplary	② Satisfactory	① Needs Improvement	① Inadequate or Not Present
Sustained community arts partnerships during school hours		My school has multiple, sustained community arts partnerships to support arts learning during school hours.	My school has at least one sustained community arts partnership to support arts learning during school hours.	My school has at least one developing community arts partnership to support arts learning during school hours.	My school has no community arts partnerships to support arts learning during school hours.
Sustained community arts partnerships for out of school time		My school has multiple, sustained community arts partnerships to support arts learning for out of school time programs.	Some students access professional arts experiences through school.	Few students access professional arts experiences through school.	No students access professional arts experiences through school.
Engagement in community-based professional arts		All students access community-based professional arts experiences through school.	Some students access community-based professional arts experiences through school.	Few students access community-based professional arts experiences through school.	No students access community-based professional arts experiences through school.
Community engagement in school priorities		School leaders regularly engage community-based arts leaders about ongoing school priorities and needs	School leaders sometimes engage community based-arts leaders about ongoing school priorities and needs	School leaders engage community-based arts leaders about immediate/urgent school priorities and needs	School leaders do not engage community-based arts leaders about school priorities or needs
TOTAL	/12				

PTA ArtsEd Priority 4: ArtsEd School and District Policies

The PTA ArtsEd Initiative aims to advocate for student and family interests and values of arts education. Schools and PTAs committed to quality learning in the arts can identify opportunities together for families to take an active role in support of arts education. Engaged leaders can increase the capacity and enhance existing programs and activities to provide an arts-rich school.

School and District Policies	SCORE	③ Exemplary	② Satisfactory	① Needs Improvement	④ Inadequate or Not Present
Documented Arts Education Plan		My school's written plan addresses all grade levels and all arts disciplines.	My school's written plan addresses multiple grade levels and multiple arts disciplines.	My school's written plan addresses only a single grade level or art discipline.	My school does not have a written plan for arts education.
Teacher Professional Development		All teachers participate in arts-based professional development.	Arts and some general education teachers participate in arts-based professional development.	Only arts teachers participate in arts-based professional development.	No teachers participate in arts-based professional development.
Administration Visible Support for the Arts		School administrators proactively promotes and supports the arts to the entire school community throughout the school year.	School administrators promotes and supports the arts to the entire school community a few times a year.	School administrators promotes and supports the arts to the entire school community once a year.	School administrators do not visibly promote or support the arts.
Arts Education Leadership		My school/district has a designated arts instructional chair or leader.	My school/district has a designated arts coordinator that works with a non-arts instructional leader.	My school/district's arts instructors are based in non-arts departments with a non-arts leader.	My school/district does not have any arts leadership.
Core Arts Standards		My school district implements state or national core arts standards for all arts disciplines.	My school district implements state or national core arts standards for some arts disciplines.	My school district implements state or national core arts standards for one arts discipline.	My school district does not implement state or national core arts standards.
Teacher Certification		All arts-specific teachers are certified in their arts discipline.	Some arts-specific teachers are certified in their arts discipline.	One arts-specific teacher is certified in their arts discipline.	No arts-specific teachers are certified in their arts discipline.
TOTAL	/12				

Conduct a Family Engagement Assessment

Families are a key partner for continuous school improvement. When families feel welcomed and empowered to support student success it will strengthen your family-school partnership, arts education programs and policies will be supported, and you will meet your arts education improvement goal(s).

Take a closer look at how families are currently engaged in the school improvement process as it relates to arts education programs, policies and practices. Educate your committee and others in your school community about the importance of family engagement. This means we must agree on what the standards are and what meeting those standards looks like.

Consider National PTA's Standards for Family-School Partnerships (found at PTA.org/NationalStandards) and resources from The National PTA Center for Family Engagement (found at PTA.org/FamilyEngagement) when leading a candid discussion about the barriers for families to engage in arts education programs. These barriers can include access, awareness, knowledge, financial resources, perceptions and gaps in opportunities, among others.

PTA ArtsEd Discussion Questions to Assess Family Engagement

Organized by National PTA's six Family-School Partnerships Standards and Four 'I's for Transformative Family Engagement, the following discussion questions will help your PTA ArtsEd Action Team to assess family engagement at your school.

NATIONAL STANDARDS FOR FAMILY SCHOOL PARTNERSHIPS

Standard 1: Welcoming All Families.

Families are active participants in the life of the

school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Your ArtsEd team should discuss:

- ✓ How can we create an arts-friendly climate that is welcoming for all families?
- ✓ How can we use arts programs to build/develop a respectful, inclusive school community?

Standard 2: Communicating Effectively.

Families and school staff engage in regular, two-way, meaningful communication about student learning. Your ArtsEd team should discuss:

- ✓ How can we keep families informed about important arts issues and events?
- ✓ How can we make it easy for parents to communicate with arts teachers and school administration?

Standard 3: Supporting Student Success.

Families and school staff continuously collaborate to support students' learning and healthy development—both at home and at school—and have regular opportunities to strengthen their knowledge and skills to do so effectively. Your ArtsEd team should discuss:

- ✓ How can we ensure families know about their child's artistic literacy and academic progress and how well the entire school climate and culture is progressing?
- ✓ How can we engage families in curricular and co-curricular arts learning? How do you promote after school-arts learning opportunities?

Standard 4: Speaking Up for Every Child.

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. Your ArtsEd team should discuss:

- ✓ How can we empower families to advocate and support their own and other children's participation and success in arts education?

Standard 5: Sharing Power.

Families and school staff are equal partners in decisions that affect children and families and

together inform, influence, and create policies, practices and programs. Your ArtsEd team should discuss:

- ✓ How do you strengthen the family's voice in shared decision-making?
- ✓ What arts issues do you address in your school and/or community?
- ✓ How do you work with the school to amplify the parent voice and cultivate parent leadership in support of arts education?

Standard 6: Collaborating with Community Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services and civic participation. Your ArtsEd team should discuss:

- ✓ How can our parent and school leaders work closely with community arts organizations and/or businesses to strengthen our school's arts activities, make resources available to students, school staff and families and build a family-friendly community?

FOUR 'I'S FOR TRANSFORMATIVE FAMILY ENGAGEMENT

INCLUSIVE

Embracing and valuing diverse perspectives. Your ArtsEd team should discuss:

- ✓ How can we ensure our programs are shared with and accessible to all families regardless of any barriers (e.g. English proficiency, internet access, distance from school, differing abilities, etc.)?

- ✓ How can we use the arts to help your community better understand diverse perspectives, including people and cultures unlike our own?

INDIVIDUALIZED

Meeting the unique needs of every family and child. Your ArtsEd team should discuss:

- ✓ How can we ensure our arts programs are serving the needs of all students in the community (as opposed to only serving certain students or groups of students)?
- ✓ How can we personalize our outreach to families and students when we invite them to engage with the arts?

INTEGRATED

Connecting and aligning with the educational system. Your ArtsEd team should discuss:

- ✓ How can our arts programs connect to the topics and skills students are learning in school?
- ✓ How can we invite educators and other school staff to engage in our arts programming?

IMPACTFUL

Empowering families to support their child's success. Your ArtsEd team should discuss:

- ✓ How can we measure the success of your arts program?
- ✓ How can we solicit feedback from students, families and/or teachers on how to improve our arts programs?

For more info and helpful tips, visit [PTA.org/FamilyEngagement](https://www.pta.org/family-engagement) and [PTA.org/NationalStandards](https://www.pta.org/national-standards).

Steps to Create an ArtsEd Action Plan

Step 3: Develop Your ArtsEd Action Plan

Using the results from the ArtsEd Health Assessment, your ArtsEd Action Team can identify what priority areas need improvement and development.

Change takes time and persistence. Focus on areas of improvement where your ArtsEd Action Team can reasonably achieve progress with the time and resources you have. As you affect change in your school, you can build on your success to tackle

Use the ArtsEd Action Plan template below to map out your priorities, resources, timeline and ideal outcomes. This template can be used for each area of improvement and should be seen as a living document as you complete the work.

TIP 1: Present your action plan to the school community for feedback and buy-in. When families feel invited into the development of programs, practices and policies, there is a greater likelihood of success.

TIP 2: Use Americans for the Art's Arts Education Field Guide and the Spheres of Influence on page 5 to identify allies and stakeholders with connections to your identified priority areas.

PTA ArtsEd Action Plan Template

1. Choose one ArtsEd topic to focus on as your priority as determined by the ArtsEd Health Assessment.

- Access to Arts Learning
- Arts Learning Resources
- School-Community ArtsEd Partnerships
- ArtsEd School Policies

Priority Area Challenge:

What are the current barriers to success in this area?

What strategies and action steps can we take to remove the barriers to success?

Who are the allies we have available to help implement these steps?

What is the timeline for implementing the action steps?

What resources do we need to implement the action steps?

What challenges might we face in implementing these action steps?

How will we know we're successful in implementing these action steps?

2. Choose one or more of National PTA's Standards for Family-School Partnerships and one or more of the Four 'I's for Transformative Family Engagement to focus on as your priority. (Consider all family and school leader feedback results from your Family Engagement Assessment).

Welcoming All Families

INCLUSIVE

Communicating Effectively

INDIVIDUALIZED

Supporting Student Success

INTEGRATED

Speaking Up for Every Child

IMPACTFUL

Sharing Power

Collaborating with Community

Priority Area Challenge:

What are the current barriers to success in this area?

What strategies and action steps can we take to remove the barriers to success?

Who are the allies we have available to help implement these steps?

What is the timeline for implementing the action steps?

What resources do we need to implement the action steps?

What challenges might we face in implementing these action steps?

How will we know we're successful in implementing these action steps?

Steps to Create an ArtsEd Action Plan

Step 4: Evaluate Your ArtsEd Action Plan



At the end of the school year, document your successes and share them with your entire school community, including families, students, teachers, the superintendent, school board members, the local newspaper and other media, community members, businesses, potential donors and partnering organizations.

It's also important to understand what worked and what didn't so that you can plan for an even more successful PTA ArtsEd Initiative next year. You can engage more people in the conversation when you measure your progress and publicize your results.

The ArtsEd Health Assessment should be completed each school year to document what your ArtsEd committee improved and identify areas that still need to be addressed. Share your results at a school forum or parent night to generate support and further commitment.

Inspire others! Share your progress and success using **#ArtsEd**, **#PTAProud** and **#PTAReflections**.

Looking Forward

As you plan for the next school year, reflect on how you can build on your accomplishments. Learn from the strategies that were successful, as well as the activities that might need to be reimaged.

And, as always, seek opportunities to engage new and different voices in the process.

Get your committee's perspective on the experience of building successful family-school partnerships and improving the arts offerings at your school. Talk about both the successes and the challenges. Then, lay out some of the concrete lessons learned.

Provide a short bullet list of practices and approaches that have fostered effective collaboration and support, based on the committee's observations and the community's feedback. Be sure to keep records and share them with the next committee so that they may build on your success.

Consider these National PTA offerings to further expand the ArtsEd at your school:

- ✓ Register to host a PTA Reflections Program at [PTA.org/Reflections](https://www.pta.org/Reflections).
- ✓ Apply for a PTA Mary Lou Anderson Arts in Education Matching Grant at [PTA.org/Awards](https://www.pta.org/Awards).
- ✓ Earn national recognition by enrolling in the National PTA's School of Excellence program at [PTA.org/Excellence](https://www.pta.org/Excellence).

Learn how to lead a PTA ArtsEd Project and connect to resources at [PTA.org/ArtsEd](https://www.pta.org/ArtsEd).

References

Advocacy Resources (National PTA)

[PTA.org/Advocacy](https://www.pta.org/Advocacy)

National Standards for Family-School Partnerships (National PTA)

[PTA.org/NationalStandards](https://www.pta.org/NationalStandards)

Center for Family Engagement (National PTA)

[PTA.org/FamilyEngagement](https://www.pta.org/FamilyEngagement)

Arts Education Field Guide (Americans for the Arts)

AmericansForTheArts.org/FieldGuide

Arts Education Navigator (Americans for the Arts)

AmericansForTheArts.org/Navigator

Questions To Ask (Americans for the Arts)

AmericansForTheArts.org/Questions



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BUILD.

ASSESS.

DEVELOP.

EVALUATE.

ArtsEd LEADER'S GUIDE



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