

## 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](http://PTA.org/NationalStandards)) and resources from The National PTA Center for Family Engagement (found at [PTA.org/FamilyEngagement](http://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).