

Involving Parents and Schools in Arts Education: Are We There Yet?



**Oakland
Gardens
School
PS 203Q**



THE CENTER FOR ARTS EDUCATION
Developing potential. Inspiring success.

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THIS GUIDE IS DEDICATED TO EVERY PARENT AND SCHOOL
COMMUNITY THAT HAS MADE, IS MAKING,
AND WILL MAKE A DIFFERENCE IN A CHILD'S LIFE
BY SUPPORTING ARTS EDUCATION

Foreword

When the parents at Oakland Gardens School PS 203Q asked, "Are we there yet?," they were asking what they and the rest of the school community could do to improve parental involvement and engagement in arts education. They were not seeking immediate answers, but they were using the question to provoke further discussion. What actions could they all take to reach this goal?

PS 203Q has a policy of encouraging parental participation by creating opportunities and resources that enable parents to share in their children's education. Raising parent awareness and cultivating parent involvement in arts education is intrinsic to the vision and mission of PS 203Q. These goals are an essential component of The Center for Arts Education's (the Center's) grant programs. The creation of this guide is a result of these shared ideals.

The guide that follows was developed by the PS 203Q Curriculum Development and Access (CDA) Leadership Team as part of a Center for Arts Education CDA Leadership grant. It is the culmination of observing practices at the school and capturing the needs, attitudes and processes of the school on paper.

The Center for Arts Education and PS 203Q have a long history together. PS 203Q was first funded by the Center in 1998 for a four-year grant period. The school relied on the Center for input and guidance in the implementation of its program, and the Center turned to PS 203Q to share its promising practices with other schools. The school was then awarded a two-year Curriculum Development and Access Leadership grant from the Center to develop and share a resource that would facilitate the growth of parent involvement in arts education activities and programs at other schools. Alongside and independent of these two grants, PS 203Q has also received several Parents As Arts Partners grants from the Center.

We hope the guide will help you formulate your own questions and provide a few answers as well, as you work your way toward connecting your parents to arts education programs within your school. This guide was originally conceived to be shared locally in New York City, but its ideas and activities can be adapted by schools everywhere. Have fun with the guide. Highlight things! Make comments in the margins! Challenge it! Add your own ideas! Make this a personalized tool and share your enthusiasm with others.

Are we there yet? Not yet . . . but we are well on our way.

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Introduction

This guide has been developed by and for parents to encourage and support their participation in the planning and implementing of family arts activities in a school. Schools that incorporate a strong parent component in their arts programs have a far greater likelihood to succeed in providing a strong arts component to the curriculum and a positive impact on the children's performance on arts and other academic standards.

The format of this guide has been designed as a sequential set of plans that will allow parent groups to understand their schools, gather information and set a baseline for action. It will also enable parent groups to understand the existing parent body and thereby offer action steps which will educate, motivate and empower parents to become effective school partners.

It is the belief of the Oakland Gardens School PS 203Q Curriculum Development and Access Leadership (CDA Leadership) Team that every school community will find something of interest and/or use in this guide. It does not matter if your school has little to no family arts involvement at this time or, conversely, if you have already established an exemplary arts program.

Because the makeup of a school is ever shifting, one (or several) successful year(s) does not guarantee continued success. Nor is it true that where there has been a time of little success, there cannot be a positive change. When an organized effort, utilizing some of the tools provided within this guide, takes place, positive change can happen.

Mutual respect is the foundation upon which successful programs and successful schools grow. What makes us the same is greater than our differences. An unshared language or vocabulary may be corrected. An underestimated wealth of knowledge is a lost treasure.

Where to Begin

Assembling a Team

To reach the goal of developing parent leadership potential in a school, a core action team must be identified to jump-start the process:

- One or more parent(s) in the school, willing to take on a leadership role, must be identified to spearhead planning activities. The School Leadership Team (SLT) and Parent Association (PA) or Parent Teacher Association (PTA) is the obvious place to start.
- A school administrator—either the principal or a person with access to the principal's ear—must be identified to serve as the point person with whom the parent leadership can gather information, share concerns and include in planning activities.
- The Parent Coordinator.

Gathering Pertinent Information

It is essential to understand exactly where your school stands in terms of existing arts programs. Effective program planning is incremental: you build one program on the back of prior programs or, if none exist, then you have to start one from scratch. You can recommend activities that fill a void in the existing school program. To know what to recommend involves gathering information about:

- Arts teachers
- Arts curriculum
- Arts residencies
- Relationships with arts organizations/partners
- Arts field trips

Developing a School Arts Survey: Check Out Existing Information

Some of the questions you have about what the school already has in place for arts education programs may be on file at the school. The school may have done an arts inventory. Information you may find in an arts inventory includes the type of arts specialists, the rooms/space dedicated to arts learning, the funding sources used to support the programs, etc. Check with administration to see what data is available. Be sure to check the date of the inventory. School arts inventories need to be updated annually.

If you do not have an existing or current arts inventory, an inventory form may be found in *Appendix A: General Arts Inventory*. It will be necessary to work collaboratively with school personnel (e.g., administration, Parent Coordinator, and/or SLT) to complete this survey.

Essential Questions

The school community may find itself coming from very similar or vastly different perspectives in how it sees existing relationships in the school. Parent leaders (those leaving in June and those beginning in September), teachers, the administration and cultural arts organizations already part of the school culture may provide insight into the strengths and needs of the school.

“Essential Questions” (see *Appendix B*) may be asked to see where everyone's views are aligned and activate dialogue.

Surveying Needs and Assets

Parents need to identify what areas of school/parent relationship need improvement and what they can contribute to the school community. Drawing upon parents' talents and connections provides important resources and increases parents' sense of their value to the school community. A survey for parents, conducted by parents or the Parent Coordinator at the beginning of each school year, can help achieve this. Sending too many papers home to be filled out and returned may be daunting to parents, so use this survey as an opportunity to get as much input and information as you can! Be sure to have translations available for non-English speaking parents.

Asking free association questions, at PTA/PA meetings or School Leadership Team meetings, for example, is another useful way to gauge your school's needs and attitudes. Allow parents to brainstorm after presenting them with questions such as: "How would you like to be involved?," "What factors prevent you from becoming involved?" and "How do you think your involvement will impact your child(ren)?" This exercise gives ownership to parents and allows them to speak their thoughts rather than responding only in writing. Modify the questions to meet the needs of your school.

Linguistic and Cultural Tapestry: Identifying Multicultural Elements

All parents need to understand the ethnic diversity of the school and to become familiar with all the cultures that make up the school community. Language and cultural connections form a valuable and rich background upon which to develop arts-related programs. They will also provide insight into potential reasons for non-participation. Some of this information is available from administration. Look for the following:

- Languages spoken in the home.
- Numbers of recent immigrants and their native countries.
- Numbers of English Language Learners.

Other demographics are available on the school report card on-line at <http://www.nycenet.edu/daa/SchoolReports/>

Perspectives

School administrators, teachers and visiting artists may be able to participate more successfully if they have more information. Find out what they need to know by having each of these groups complete an Input Form (see *Appendix C*). If any of the questions they raised do not appear in your Parent Survey Form (see *Appendix D1–D2*), add them before distributing it to the entire parent body.

Educating Parents

Why Arts Education Is Important: What Parents Need to Know

To get parents to support arts education activities, all parents need to know the value of the arts to a child's education and in his or her life. This information is important because arts education usually falls into two categories: pure arts instruction (arts for arts sake) and using the arts to teach other subjects (arts-in-education). In each of these contexts, arts education imparts benefits. Here are some of the facts to share when "demystifying the arts":

- Studying the arts helps students achieve in academic subjects by engaging them and making the learning enjoyable. As a result, students attain the skills required to succeed in literacy, math, science and technology. For reports on the correlation between scholastic aptitude test scores (SATs) and students who have comprehensive arts curricula, please visit www.collegeboard.org. Click on "educators," then "research," then "national report for college bound seniors."
- The arts are a necessity and visible in our everyday world all the time. Think of the buildings around you, the posters on the subway, the displays in store windows and the shape of your tea kettle, for example.
- Studying the arts helps students achieve in the arts and allows them to meet and exceed the New York State Department of Education Standards for the Arts. See *Appendix E: New York State Arts & CDOS Standards* for New York State Arts Standards and Career Development & Occupational Studies Standards. If your school is not in New York state, check your state and local education departments for copies of standards in effect where you are.
- The arts prepare students for the workplace by promoting team effort (e.g., band), building focus, encouraging students to be creative, working toward a common goal (e.g., rehearsal leading up to performance), developing problem-solving skills and taking risks. Employers are looking for these skills.
- The arts offer tremendous opportunities in the job market. A person literate in the arts may pursue a career in areas as diverse as the corporate world (entertainment law, advertising), performing arts (in front of and behind the curtain) and cultural arts organizations (museum curator, arts administrator).

Additional commentary and links may be found on the web site of PS 203Q's cultural partner, Arts Horizons, at www.artshorizons.org. When looking at the menu, click on "parents" on the far right.

How to Reach Parents

Whatever works, do it!

Every school community has its own culture, and part of that culture is the interaction of parents with the school. Here are some suggestions for ways in which you can capture your parents' attention in order to help educate them about the arts and the arts curriculum:

- Encourage students to share their arts education experiences at home.
- Send home flyers—make sure translations are available if needed.
- Set up a stand-alone evening of workshops collaboratively with an arts partner to raise awareness and generate interest.

- Invite a speaker to a PA/PTA meeting to address this topic.
- Add information to your school web site.
- Schedule workshops to coincide with PA/PTA meetings or Parent Teacher conferences and/or prepare handouts for these events.
- Combine an information session with a student performance event.
- Remember the old standby: feed them and they will come.
- Provide childcare whenever you invite parents to the building.
- Invest in the technology of translation capable headsets for committee and School Leadership Team meetings.
- Set up a buddy and/or mentor relationship with another school in your area.

Perspectives

Your school administrators, teachers, cultural arts organization representatives and artists may have good ideas on how to educate your parents. Ask them for suggestions on the Input Form and add any new and appropriate ideas to your list of tools.

Motivating Parents

Who Motivates Parents?

Identify the primary individuals in the school who can communicate the importance of your project.

- Credibility is provided by administrative visibility and ownership. This means that parents will notice if the principal is present on occasions when you are trying to involve parents in any of the activities mentioned earlier, or the actual arts activity itself, especially if the principal is vocal about support for the activity and its value to the educational process.
- If another staff person in the school is charismatic and respected by the parents, get that person to support the project and play a visible role.

What Are the Benefits to Parents?

Now that you have provided facts to your parents about the arts, develop a plan which personalizes the information for them. Identify specific benefits to the parents, which will result from their active participation in family arts activities in the school. Examples include:

- Improving school/home communication
- Increasing your comfort level in the school building
- Improving student self-esteem
- Learning new skills and using them to benefit the school
- Understanding your child's education
- Seeing your child in action
- Discovering new aspects of your child
- Getting to know the decision-makers in the school
- Networking with other parents
- Providing a non-threatening, anxiety- and confrontation-free way to visit the school

When and Where to Share Benefits

Parents need to know how they will benefit by participating in family arts activities, so the information listed above needs to be shared with them. Sometimes motivating parents comes after you have "educated" them (see **Educating Parents**, pages 3–4); sometimes it happens simultaneously.

Places to share this information:

- PA/PTA meetings
- "Welcome Back to School" nights or breakfasts
- Before a student performance (class play, student concert)
- Written chart to be posted in school, on the school's web site and/or sent home

Perspectives

See what your administrators, teachers and artists have to say regarding benefits that they see resulting from increased parent involvement in arts activities.

Developing Training Opportunities

To delegate tasks to different people, it is best to assume that they have had no prior experience. Offer interested parents a chance to be trained for a job and assign them responsibilities. Coordinate these efforts with your Parent Coordinator.

- Run workshops.
- Plan “shadowing” days where a novice volunteer follows a more experienced parent and learns by example.
- Write up job descriptions for different volunteer “jobs.” Make sure that parents are clear about expectations, including what entails the beginning, middle and conclusion of a task.
- Create buddy systems, where two parents can either share responsibility or two parents with related jobs are linked together as partners.
- Provide childcare for younger children during the training sessions.

Defining Action Roles

When planning an activity or event, chart out all the tasks that need to be handled. See *Appendix F: Roles & Responsibilities Checklist*.

- Distribute jobs requiring differing levels of responsibility.
- Distribute jobs requiring differing skill levels and/or prior knowledge.
- Give jobs interesting titles.
- Review the parent surveys to seek special talents, interests and resources. See *Appendix D1: Parent Survey Form*.
- Offer childcare opportunities to ensure participation.

Offering Rewards

Publicize parents’ contributions. Almost everyone likes to be acknowledged, although you will find that some prefer anonymity.

- Create a “program” or other written document that lists and thanks all your parents.
- Have a PA/PTA acknowledgment ceremony.
- Thank parents at student assembly.
- Distribute small, token “thank you” gifts that have been donated by local businesses or create a “thank you” certificate on the computer if you cannot secure donations.

Using a Parent Bulletin Board

Arts Horizons’ web site (www.artshorizons.org) features a bulletin board where parents can share their thoughts on arts education. Click on “parents,” then on “bulletin board.”

Perspectives

Your administrators, teachers and artists will have ideas on ways in which parents can be involved in carrying out family arts activities. Check your Input Forms and select those ideas that are appropriate.

Creating a Family Arts Day

Using an Event as a Springboard

Every school is different. If your school has a core group of parents who have internalized the values and information already presented, then you might be ready to plan an effective Family Arts Day or activity while simultaneously reaching out to the rest of your parents and continuing to understand, educate, motivate and empower many others.

With that in mind, we offer a sequence of steps to facilitate the planning and coordination of a Family Arts Day.

What follows is not a pre-set formula. It may be implemented as a whole or incrementally or supplementary to what you already do.

Preparing for an Event

Set Goals

Have a meeting (who attends will have been determined through prior discussions in your school) to discuss general and specific goals for the school's family arts activities/programs/events for the school year. These goals might already be outlined in the school Comprehensive Education Plan (CEP) or be part of a grant program already in place at the school or be decided upon at that moment. This is a good time to talk about "Distributed Leadership." See *Appendix G: Distributed Leadership*.

- Take notes at all the meetings.
- Ask one person to take responsibility for keeping all documents and templates created in a folder, on a disk, etc.

Measure Success

You can create measurable objectives by first reviewing existing information about your parent participation in arts events to date.

- Highlight sections of the arts inventory or the CEP.
- Review the school's and the PA/PTA's history regarding the existing commitment to parent involvement activities and participation.
- Use real numbers to project the success of the program/event; i.e.,
 - How many more family arts activities will the school provide?
 - How much more parent participation would you like to see?
 - How many more parents would you like to see in leadership roles related to family arts activities?
- Determine what your objectives will be by examining the gaps that currently exist between your school's arts activities and your parents' involvement.

Organize Information

Collate and sort the information you have gathered through surveys and forms. Refer to *Appendix H: Involving Parents* to help clarify where your energies need to be.

Identify Funding Sources

Determine the potential sources and the actual amount of funding needed and available for family arts events.

Create the Plan

What do you want to do? Workshops for parents? Workshops for parents and their children together? A museum tour? An international food festival with music and dance? (*TIP:* Look back at the responses to surveys—*Appendix D2: Time & Event Preference Survey*).

Once the type of event/program has been decided upon, there will be bursts of busy times and lots of down time during the process. Do not get discouraged from proceeding when you read everything that follows in this section.

Check Calendar

- Check the school calendar for school closings, half days and grade-wide testing.
- If you are planning to use the school building for your event, check with the custodian to make sure that the date/time/room needed for the event is available.
- If you are planning to use a location outside of the school, check to be sure it is open and available on the date that you want.
- Think about when PA/PTA meetings and Parent Teacher conferences are scheduled.
- Be sensitive to family cultures and possible outside school obligations (e.g., tutoring, sports).
- Confirm now that the guest artists you want to engage are available for the date selected. Be in touch with the artist, cultural organization representative or teaching artist and keep them informed. The more information the artist has before walking into a program/event, the more successful it will be for everyone.

Develop an Event Checklist

Begin the process that will lead up to, include and go beyond the event. Refer to *Appendix F: Roles & Responsibilities Checklist* and *Appendix I: Tips for Successful Activities and Events*.

Creating a Timeline for Your Event

Working backwards from the event date, plug in the other dates by which items on the checklist should be accomplished.

Announcing and Publicizing Your Event

Use whatever communications tools your school has available. Use walls, the school web site, bulletin boards or anything else that is visible.

Save the Date

Use “Save the Date” announcements to initially publicize the event. Keep it simple; give enough specifics without being overwhelming. See *Appendix J: Save the Date Flyer*.

Invitations

Use flyers, e-vites (internet invitations), posters and announcements. If you build it and they don't know about it . . . they can't come! See *Appendix K: Invitation Flyer*.

Here are some guidelines for making invitations:

- Translate it (if necessary). Your translators have been identified in the survey. See *Appendix A: General Arts Inventory*.
- Do not make it too wordy—be sure to include who (including who’s paying/sponsoring the event), what, where, when and why details. (*TIP:* If you can, include an incentive for attending; e.g., homework pass for the children whose families attend.)
- Make it eye-catching:
 - Add graphics.
 - Use colored paper.
- Be specific about whether childcare will be provided and/or if non-school-age children may come.
- Include a tear-off portion which can be sent back to the school to confirm attendance.
- Include a date that attendees should RSVP by.
- Decide when the flyer should go out, based, in part, on the date RSVPs must be received by. (*TIP:* Don’t send flyers home on Fridays! Don’t make a Monday the “Due Back” day!)
- Provide details on both sides of the tear-off:
 - Put all the information families need on the part of the flyer that stays home and gets posted onto the refrigerator!
 - If this event is not at the school, remember to give addresses, directions and a phone number for the venue.
 - Make sure the flyer and the tear-off are teacher-friendly by detailing, below the tear-off line, to whom or where the tear-off goes when it gets back to the school.

Reach Out to School Personnel

Be sensitive. As you focus on publicity and recruitment for parents, remember the school. Faculty and staff do not necessarily feel included simply because they have typed, copied or distributed the information. Invite them to attend. Reach out directly to them. See *Appendix L: Faculty Letter*.

Final Preparation

Records

Try to keep an accurate record of RSVPs. If people show up at an event for which they have accepted your invitation, and they are not on your sign-up list, they may be uncomfortable or annoyed. If this does happen, smile, apologize, make room for them and move on!

Communication

Let your arts partner know if there are changes to the numbers or ages (if kids are part of the day) of the expected participants.

School/Teacher Roles

- Suggest that teachers “play up the event” in their weekly calendar.
- Suggest that teachers put a reminder in with homework assignments.

- Use the school public announcement system to remind teachers to get their students' returned tear-offs to the office (or other designated place).
- Keep asking the teachers if they have any more tear-offs to send down, even several days after the tear-off is due back at the school. (When you schedule the event, allow yourself these extra days!)

Reminders

If appropriate, send a confirmation home. See *Appendix M: Confirmation*.

Relax. Stop. Take a deep breath. You have not had the event yet!

Final Check

Touch base with all the people who have been involved in the preparation for the actual event:

- Do not assume everyone has done her or his task. Call to confirm.
- Be prepared to reassign tasks, if necessary. Don't try to do everything yourself.

Agendas

The event will run more smoothly with an agenda.

- For the coordinators: An internal agenda to keep everyone aware of what is expected of them. See *Appendix N: Internal Agenda*.
- For the attendees: An agenda tells them what to expect from the event. It may be given to them:
 - Orally.
 - Posted at the arrival point of the event.
 - As a handout. See *Appendix O: Agenda Handout*.

Day of the Event (For Event Planners and Volunteers)

Arrive Early to Take Care of the Following:

- Prepare the space (e.g., welcome area, workshop rooms, refreshment area).
- Meet the artist and assist with their set-up needs.

As Participants Arrive:

- Meet, greet and direct traffic to where the event begins.
- Have a sign-in sheet. It will come in handy during the reflection/evaluation portion of the overall program.

Let the Event Begin!

- Have at least one identified coordinator available to assist with managing and handling the quirks, glitches or unanticipated needs that may arise.
- Have an active observer at the event to make written or mental notes that will become part of the reflection/evaluation for the event.
- Have fun while remembering that you cannot participate fully if you have taken on the role of provider, facilitator, event manager, coordinator or whatever name you give it.
- Keep the event on track in terms of time. It is respectful to all participants, attendees and artists.

Document the Event

- Have a volunteer take video, digital and traditional photographs for documentation purposes.
- Prepare release forms so that you get parents' permission to use photos that include their children. Your school, district or region may have a form that it uses, and it may cover these programs too. Your cultural partner(s), sponsor and/or funders may also have forms that need to be filled out. See *Appendix P1: Permission/Adult* and *Appendix P2: Permission/Minor* for permission/authorization forms.

End of the Event: Thank You and Good Night

Handouts

Hand out reflection/evaluation forms, if appropriate, and any other handouts (for example, announcements of the next event) to be completed on-site (make sure to have pencils or pens available) and collect them. Remember to have translated copies available if necessary. You may want to put the form on-line to be filled out from home. See *Appendix Q1: Event Reflection* and *Appendix Q2: Post-Program Survey*.

- **TIP:** As they arrive, give each attendee a numbered raffle ticket for a door prize drawing at the end of the event (make several small gifts available). It may be an incentive to stay and fill out the reflection form!
- The arts partner, artist or venue may be able to provide follow-up activities or materials or resources. (Ask in advance, when you first arrange for this day.)
- The school may have materials prepared. See *Appendix R: Resources and Web Sites*.

Immediately, After the Participants Have Left

- If the event was in your school, please clean up. Remember, the custodian and cleaners are a great asset to a school community.
- If the event was at another venue, offer to help clean up. Thank the hosting coordinator/facilitator.
- Quickly debrief those key people (event volunteers) who are last to leave.

Reflection/Evaluation

CONGRATULATE YOURSELVES! SAVOR AND SHARE YOUR ACCOMPLISHMENT! THERE IS NO SUCH THING AS AN UNSUCCESSFUL EVENT!

- Follow up the event with a reflection and celebration meeting that you have planned during the event planning.
- Use the reflection/evaluation notes you get back from participants to see which pre-set goals you met, exceeded or may have missed the mark on.
- Keep all your paperwork related to this event in one place, including a copy of all announcements, flyers, reflection responses, etc. Put as much as you can on a disk and keep all the materials together. It will be useful for the next program/event. Reflection responses may be used at a later date to cite when applying for funding or publicizing another event.

Creating a Bandwagon

Your school-based arts program and your on-going effort to involve parents can have much broader implications than being only a successful school program. (And that in itself is a huge accomplishment.) Your parents are now well-positioned to make a difference on a broader playing field. Once your parents understand and experience the benefits of an arts-rich school environment, their voices can open that same world for others. You are providing them with information, values and hands-on experiences (a key!) that they can share with other parents.

Here are some ways for your parents to share their experiences:

- Speak at PA/PTA meetings.
- Share successes at President's Council meetings.
- Speak at Community Education Council meetings.
- Send letters/e-mails to the mayor's office and city council members supporting an arts education budget.
- Send letters/e-mails to state and federal legislators in support of funds for arts education.
- Talk to your neighbors and friends who might not have had the same experiences.

In all cases, be sure to personalize comments with specific information about the value of the arts and the positive impact on your own school and with your own children. While this guide was prepared for New York City and state schools, many of the suggestions may be adapted by schools nationwide.

Building Bridges

Cultivating Ongoing Relationships

Throughout every step of the process of incorporating parents into arts event planning—information-gathering, initial education process, or event implementation—be sure to assess the quality and effectiveness of communication and interaction between parents and your partners: administrators, teachers and artists.

If problems are identified, use the opportunity to develop positive relationships. It can only help you to achieve your goals of improving your children's education and making schools a comfortable place for all involved. If, initially, school is not the best place for parents to feel comfortable, then consider conducting some of the family arts activities off-site as an alternative. A local community center, cultural setting or park are all possibilities.

Parents and Administration

- Even though they have been involved in the process, remember to send administrators individual invitations to family arts activities.
- When an administrator attends a family arts activity, use that opportunity to speak with them about the positive aspects of the activity.
- Make the arts activity a positive experience for everyone, including your administrators. Save school-based problems for another day.
- Look to administrators for support and information. Encourage them to attend events. They can use the opportunity to welcome parents, particularly those who are not regular visitors to the school.

Parents and Teachers

- Encourage your child's teachers to attend and participate in family arts activities.
- Ask teachers to tell you what is happening in the classroom that could build upon the arts activities and what you can do to support it at home.
- Acknowledge that the presence of teachers is important for parents and students as a sign of support. Their presence helps parents feel more connected to the classroom and may provide insight into the school curriculum.

Parents and Artists

- Attend hands-on workshops offered by artists. They will give you first-hand experience with the types of activities your children are doing in school. Be a risk-taker. Try something new. Your children do, every day!
- Reach out to the artists. Introduce yourselves so they can connect you with the children in the class.
- Ask questions. See what you can do to continue with these activities at home.
- Artists can encourage parents to explore various art forms beyond the scope of the activity, both by themselves and with their children.
- Interaction with artists allows parents to make deeper connections to arts education programs and thereby fosters parents' support for these programs.

These definitions are excerpted from the New York City Department of Education Office of Parent and Community Engagement's Quick Reference Guide of acronyms and phrases commonly used in the New York City Department of Education.

Citywide Council on High Schools (CCHS) Effective July 1, 2004, CCHS will advise and comment on educational policy involving public high schools in New York City. The Council has ten voting members who are parents of students in New York City public high schools.

Citywide Council on Special Education (CCSE) Effective July 1, 2004, CCSE will advise and comment on citywide special education services (District 75). Nine of the eleven voting members of the CCSE will be parents of students receiving citywide special education services.

Community Education Councils (CEC) CECs replaced local Community School Boards effective July 1, 2004. There are 32 CECs, one for each school district in New York City. Each council has 11 voting members including 9 parents of students in public elementary, intermediate and/or junior high schools in the district. The Councils are responsible for promoting the achievement of educational standards and objectives relating to the instruction of students and must establish a positive working relationship with the community superintendent and local instructional superintendents. Council members must hold quarterly meetings with PA/PTA officers as well provide assistance to School Leadership Teams. A Council member also has a voice in establishing educational policy for the district and in evaluating the community superintendents and the local instructional superintendents assigned to the district. In addition, a Community Education Council member will be responsible for approving zoning lines submitted by the community superintendent, consistent with the Chancellor's Regulations.

Comprehensive Education Plan (CEP) The tool used for school planning that allows for a systematic review and analysis of student needs and existing activities to determine how instructional areas can be improved.

Parent Association (PA) A PA is an organization of parents of students in a NYC public school created and established by vote of the parents, which has adopted bylaws, elected officers, and holds regular meetings. Every public school in the City must have a PA. The PA may vote to become a parent-teacher association (PTA). The PA should be representative of all parents within the school, including parents of children in special education, English Language Learners, Title I, gifted, talented, and magnet programs.

Parent Coordinators (PCs) Staff members who work out of each school in the City and are responsible for helping address parent concerns and supporting parent involvement in the schools. The Parent Coordinators report to the principals in the schools in which they work.

President's Council (PC) An organization of presidents or designated representatives of parent members of parent associations within a given jurisdiction, which represents parent associations on a district, regional, or citywide basis.

School Leadership Team (SLT) The team is comprised of parents, teachers, and administrators and its existence is mandated by the New York State Department of Education. The fundamental purpose of the school leadership team is to determine the school's educational direction—that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision, and the alignment of resources to accomplish those strategies. To carry out this charge, the work of the team will focus on two core responsibilities:

- The creation of the school's Comprehensive Educational Plan (CEP), including annual goals and objectives.
- The development of a school-based budget and staffing plan aligned with the CEP.

School Report Card Department of Education report generated annually documenting several dimensions of school performance (including student performance, teacher certification, student/teacher absences, student demographics and suspensions).

Appendices

The materials contained in the appendices have been developed cooperatively between PS 203Q and The Center for Arts Education. They appear as either replicable forms that may now serve as templates or as samples of actual materials used with parent arts programs.

These materials are meant to be adapted to your own school's personality.

Please acknowledge Oakland Gardens School PS 203Q and The Center for Arts Education when using these materials.

- Appendix A: General Arts Inventory
- Appendix B: Essential Questions (2 Pages)
- Appendix C: Input Form
- Appendix D1: Parent Survey Form
- Appendix D2: Time & Event Preference Survey
- Appendix E: New York State Arts & CDOS Standards
- Appendix F: Roles & Responsibilities Checklist
- Appendix G: Distributed Leadership
- Appendix H: Involving Parents: Ideas & Tips
- Appendix I: Tips for Successful Activities and Events
- Appendix J: Save the Date Flyer
- Appendix K: Invitation Flyer
- Appendix L: Faculty Letter
- Appendix M: Confirmation
- Appendix N: Internal Agenda
- Appendix O: Agenda Handout
- Appendix P1: Permission Form/Adult
- Appendix P2: Permission Form/Minor
- Appendix Q1: Event Reflection
- Appendix Q2: Post-Program Survey
- Appendix R: Resources and Web Sites

General Arts Inventory

School name / number:

General School Information

Grades served:	Number of students:	Number of families:
Three primary languages spoken in homes: 1)	2)	3)
Leadership team: # of parents:	# of administrators:	# of teachers:

Arts Education Inventory

Arts specialists on staff (please indicate if teacher is certified in their discipline):

DISCIPLINE	CERTIFIED?	FULL TIME/PART TIME (PLEASE INDICATE # OF DAYS)

Funded arts education programs currently in the school (e.g., Project ARTS, Title I, grants):

Please list arts education programs or activities sponsored by the PA/PTA and/or school funds (e.g., assembly programs, field trips to cultural events and locations). Please indicate if they involve families:

Please list the arts organizations/artists that you have (had) partnerships with or contracted for services for arts education programs (e.g., assemblies, field trips to cultural events and locations, residency programs):

Parent/family participation in arts education programs or activities to date:

- None offered 0%–5% of families 5%–25% of families 25%–50% of families 50%–100% of families

Notes:

Essential Questions

For Creating Quality Relationships

FOR PARENTS

How are you involved in developing and sustaining a school community that fosters parent involvement in arts-in-education and arts education in the school?

What are your promising practices that motivate, encourage and sustain parent involvement in arts-in-education and arts education in the school?

What are the challenges in motivating, encouraging and sustaining parents' involvement in arts-in-education and arts education in the school?

How are parents engaged in finding, developing, participating in and/or implementing arts-in-education and arts education programs?

How do you nurture parent connections to administrators?

How do you nurture parent connections to teachers?

How do you build/sustain arts programs while dealing with budget cuts?

FOR ADMINISTRATORS

How have you developed a school community that fosters parent involvement in arts-in-education and arts education in the school?

What are your promising practices that motivate, encourage and sustain parent involvement in arts-in-education and arts education in the school?

What are the challenges in motivating, encouraging and sustaining parents' involvement in arts-in-education and arts education in the school?

How are parents engaged in finding, developing, participating in and/or implementing arts-in-education and arts education programs?

How do you nurture parent connections to teachers?

How do you nurture teacher connections to parents?

How do you nurture parent connections with the arts organizations working in the school?

How do you build/sustain parents inclusion in arts education while dealing with budget cuts?

Essential Questions

For Creating Quality Relationships

FOR TEACHERS

Are you in a school community that fosters parent involvement in arts-in-education and arts education in the school? How is this articulated?

What are your promising practices that motivate, encourage and sustain parent involvement in arts-in-education and arts education in your class?

What do you see as the challenges in motivating, encouraging and sustaining parents' involvement in arts-in-education and arts education?

How do you nurture parent connections to their child's arts education?

FOR ARTS ORGANIZATIONS

How do you develop an arts organization that fosters parent involvement in arts-in-education and arts education for your organization and in school settings?

What are your promising practices that motivate, encourage and sustain parent involvement in arts-in-education and arts education?

What are the challenges in motivating, encouraging and sustaining parents' involvement in arts-in-education and arts education?

How do you nurture parent connections to your organization?

How do you nurture parent connections with the arts organizations working in the school?

How do you build/sustain parent involvement activities in your partnerships while dealing with budget changes?

Input Form

The parents in our school want the strongest possible arts program for our children. We know that the more parents we have to support that effort, the better it will be. Therefore, we are planning a series of activities that will allow us to understand, educate, motivate and empower parents to become active participants in a family arts program. To do that effectively, we need to understand the perspectives of our administrators, teachers and partnering artists.

The simple survey that follows will provide us with ideas to incorporate into our planning. Please complete and return this form to: _____ by _____.

Check the category that defines your primary role in this school:

- Administrator Teacher Artist

List 3 reasons why you think that the arts are important to a child's education:

1. _____
2. _____
3. _____

From your perspective, what are some of the benefits that parents can expect to gain from participation in family arts activities?

1. _____
2. _____
3. _____

Define some specific roles/jobs a parent can assume in the planning and implementation of family arts activities:

1. _____
2. _____
3. _____

Additional thoughts:

Parent Survey Form

Completion of this form is purely voluntary. Some of the intended uses are workshop planning, database creation, mailing lists and buddy/telephone lists. No information will be released for purposes unrelated to school business.

Name:

Address:

Home phone:

Work phone:

Other phone:

E-mail address:

Primary language(s) spoken at home:

Are you able and willing to translate flyers and notes for the school? Yes No

Into which language(s)/dialect(s)?

Child(ren) attending:

Name

Grade (as of:)

Please check which committees/activities interest you:

- Hospitality Newsletter Fundraising PTA Café School Spirit Store
 Membership Family arts programs Special events Call me for anything!!

Please check when you may be available to be at the school or meet elsewhere for meetings/activities/workshops.

Please check all that apply:

- Morning Early afternoon Late afternoon Early evening Late evening
 Friday evening Saturday Sunday Notes:

Your interests/talents/hobbies that you would be willing to share (e.g., computers, sewing, dancing, etc.):

Do you have any resources that would be valuable to the school community? (e.g., grant writing experience, connections with local community leaders, connections with community-based or arts organizations, printers, etc.) **Please list:**

Does your employer participate in a matching funds program or grant program that responds to parent involvement?

- Yes No

Please use the back if necessary.

THANK YOU!

PLEASE RETURN TO: Eleanor Lewis, PS 203Q Parent Coordinator

Time & Event Preference Survey

Public School 203 Queens 53–11 Springfield Boulevard, Bayside, New York 11364 • (718) 123-4567 • Fax (718) 765-4321
Carole Nussbaum, Principal

Dear PS 203Q Families,

Once again, we will apply for a Parents As Arts Partners (PAAP) Grant from The Center for Arts Education. This program is made possible with public and private funds from The Center for Arts Education. Last year's grant supported our well-received and successful program, "Literacy & Creativity."

Please take a moment to fill out the following survey. It will guide us through the writing process and allow us the chance to incorporate the type of activities you want in our program.

Sincerely, The PAAP Team

If you build it . . . they will come. But not if you build it when they can't! Using the numbers 1–4, please tell us when you would be interested in attending a PAAP Program: 1 = yes 2 = maybe 3 = not likely 4 = no

Weekday afternoon 3:30–5:30 Saturday morning 9:00–12:00 Sunday morning 9:00–12:00
 Weekday early evening 6:30–8:30 Saturday afternoon 1:00–4:00 Sunday afternoon 1:00–4:00

Please explain how/why some days, times, seasons are better than others for your family to participate (e.g., seasonal sports activities):

So, tell us what you want. Using the numbers 1–4, please tell us which activity you would be interested in attending as part of a PAAP Program:

1 = yes 2 = maybe 3 = not likely 4 = no

Hands-on workshop/activity with my child (e.g., computer graphics)
 Hands-on workshop/activity with other adults only (e.g., art classes)
 Trips to cultural arts institutions (e.g., Museum of Modern Art)
 Learning about and experiencing a sample of what goes on in PS 203's (arts) education program (e.g., Book of the Month)

Please tell us what type of activity/workshop or trip you would be interested in:

Using the numbers 1–3, please respond to the following: 1 = yes 2 = neutral 3 = no

I would be more likely to attend a PTA meeting if a workshop was on the same night
 I would be more likely to attend a workshop if a PTA meeting was on the same night
 I would be more likely to attend a PTA meeting if childcare was provided
 I would be more likely to attend an activity/workshop if childcare was provided
 The following statement creates a problem for me: "Only PS 203Q children may attend these programs with their family."

Finally, please tell us:

Do you have any skills related to arts education that you would be willing to share with the PS 203 school community?

Yes No If yes, please expand: _____

The ages and grades of all your children (both PS 203Q students and others): _____

Have you participated in previous PS 203Q Parents As Arts Partners events? Yes No

If yes, which ones? _____

If no, why not? _____

Thank you for your time . . . **PLEASE RETURN THIS FORM TO:** Eleanor Lewis, PS 203Q Parent Coordinator

New York State Arts & CDOS Standards

The New York State Arts Standards

Standard 1: *Creating, Performing and Participating in the Arts*

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: *Knowing and Using Arts Materials and Resources*

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: *Responding to and Analyzing Works of Art*

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts*

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

The New York State Career Development and Occupational Studies (CDOS) Standards

Standard 1: *Career Development*

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: *Integrated Learning*

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: *Universal Foundation Skills*

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: *Career Majors*

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Roles & Responsibilities Checklist

✓ WHAT	WHEN	WHO	NOTES
<input type="radio"/> Planning meeting			
<input type="radio"/> Publicity			
<input type="radio"/> Recruitment follow-up			
<input type="radio"/> Arranging the space			
<input type="radio"/> AGENDA			
Who will provide the overview?			
Who will lead the activity?			
Who will close the event?			
<input type="radio"/> Set-up			
<input type="radio"/> Signs at the event			
<input type="radio"/> Nametags			
<input type="radio"/> Refreshments			
<input type="radio"/> Greeters			
<input type="radio"/> Check-in			
<input type="radio"/> Handouts			
<input type="radio"/> Clean-up			
<input type="radio"/> Documentation			
<input type="radio"/> Event reflection/debrief			

Other things to add to the EVENT list:

Roles and Responsibilities *Fill in with names:*

	PLANNING	PROMOTING	PRESENTING/PARTICIPATING
Families–Adults			
Families–Students			
School Administrators			
Teachers			
Artists			
Cultural Arts Partner Administrators			
Other:			

Distributed Leadership

What factors go into creating successful distributed leadership?

- There must be a leader who understands the culture of the school community.
- From there, the trickle down to “distribution” follows the focus and style of the leader.
- Roles are initially defined by, but not limited to, the “title” one comes to the arts activity with.

What factors help create successful parent/family arts programs?

- It is defined by a vision —
 - Sometimes that vision has been articulated in the school’s Comprehensive Education Plan.
 - The vision is particular to your present school community.
 - Fuzzy vision = miscommunication of needs and expectations.
 - Clear vision = effective communication of needs and expectations.
- Program needs a manager: Someone to balance, focus, mediate, facilitate and care for the parents, the program and the funders.

“We can build a bridge . . . or build a fence.”

Successful partnering with distributed leadership

PHASE	LEADER	ACTION STEPS
Gathering Information: Needs Assessment, Inventory, Survey	Parent Coordinator, Parent Leaders, Teachers	Get baseline information on the current school community through questions and surveys
Budget	School and Parents	Plan who will fund the activity/program
Planning and Coordination	School Personnel, Parents and Arts Partner	Overall family arts involvement program goals and objectives — Create and follow checklist specific to the event
Preparation	School Personnel	Scheduling
Promotion	School Personnel, Parents and Arts Partner	Recruitment and information distribution
Implementation	School Personnel, Parents, Teachers and Arts Partner (Teaching Artist)	Family Arts Day (activity)
Fine Tuning	Parents, Teachers, Teaching Artist, Coordinator, School Administrator, Arts Organization Administrator	Evaluate Review Refine
Evaluation of Activity/Program	Parents, Teacher, Teaching Artist, Project Coordinator, Evaluator, School Administrator, Arts Organization Administrator, Students	Review process and product Review objectives

Involving Parents: Ideas & Tips

Challenges

- Parent work conflicts
- Childcare issues
- Transportation/distance from home to school
- Language or cultural barriers
- Timing of events
(conflicts w/dinner or homework)
- Perceived lack of interest

Add your ideas here:

Strategies

- Survey parents to determine available days and times
- Schedule events for times when parents are already at school (PTA meetings)
- Provide transportation
- Provide childcare
- Provide refreshments
- Arrange for language translation

Add your ideas here:

Recruiting Parents: Marketing Plan Tips

- CREATE FLYERS to send home with students. Post on school bulletin boards.
- TRANSLATE flyers and other announcements into multiple languages.
- TELEPHONE parents with personal invitations and reminders.
- ANNOUNCE at School Open House, PTA/PA meetings and in newsletters.
- REMIND – Ask students to remind parents.
- ASK ACTIVE PARENTS to personally invite other parents.

Add your ideas here:

Tips for Successful Activities and Events

- **Hold events off-site at a museum, theatre or cultural arts center** to encourage families to visit local and citywide arts and cultural institutions.
- When scheduling events, check with school, religious, and community calendars to **avoid scheduling conflicts**. Schedule dates in advance and give lots of notice.
- **Look for times when parents are already present at the school** as opportunities to schedule activities. They may have time while waiting for a child. **Plan activities to coincide with school events** that parents attend such as Back-to-School Night and PTA meetings.
- **Realize that outreach to parents is long-term**. Ongoing encouragement is important. **Distribute a flyer in advance**. **Translate it** into languages spoken by families. **Ask active parents to personally invite other parents** who do not regularly attend. **Ask students and teachers to remind parents** in the days leading up to the event. **Use the telephone!** Ask volunteers to call parents.
- *AT THE EVENTS:*
 - **Be sensitive to the environment:** sound, lighting and set-up. Make it special.
 - **Post someone at the entrance of the building** to welcome guests.
 - **Provide childcare.**
 - **Provide translators.** Recruit young people to be interpreters.
 - **Have a program or agenda** so guests know who's who and what's happening.
 - **Provide buses** to special events that take place off-site.
 - **Serve refreshments!** Food is an incentive and creates a welcoming tone.
 - **Have plenty of signs** to direct parents to activities and events.
 - **Be certain there are enough supplies and space for everyone.** If not, parents may opt out so kids can participate. Be sure parents participate.
 - **Provide a welcome and an overview** to explain the purpose of the program.
- **After the event, ask parents to complete a feedback survey or conduct follow-up calls** with parents to assess this program and plan for next year.
- **Share the family arts program with the whole school.** Display artwork and/or photographs of family arts activities on hallway bulletin boards or in newsletters.

Save the Date Flyer

SAVE THE DATE!

P.S. 203Q is proud to present another round of fun-filled family arts days. The focus of these upcoming days will be literacy and art.

The first date to remember is Saturday, March 15, 2003, when our special guest will be Vera B. Williams - author of many wonderful children's books such as A Chair for My Mother and Something Special for Me. We will coordinate her visit with the March Book of the Month...

The second date to note is Saturday, April 5, 2003. We will have guest artists and storytellers from Arts Horizons working with the children.

Both Saturday family activities will run from 10:00-12:30 PM. Refreshments will be served.

Space is limited!

These events are funded by a Parents As Arts Partners grant from The Center for Arts Education through public and private funds.



Please place in Mrs. Graybow's mailbox no later than March 1, 2003. Thank you.
(Family Arts Day)

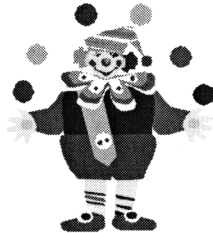
- Yes, I am interested in attending the Saturday family arts days
 ___ March 15, 2003 ___ April 5, 2003
- No, I will not be able to attend

Child's Name _____ Class _____

Parent's Signature _____

Invitation Flyer

You are cordially invited to



FAMILY ARTS DAY II- SPRING 2002

WHAT HAPPENS BEFORE THE CIRCUS COMES?

SATURDAY, MAY 18, 2002

10:00 AM - 12:00 PM

@ PS 203Q

COME WITH YOUR CHILD ON THIS MAGICAL ADVENTURE

- ❖ CREATE THE ANNUAL PS 203Q NEVER-ENDING CIRCUS STORY
 - ❖ THE STORY WILL BE READ TO THE ENTIRE SCHOOL ON CIRCUS DAY!
- ❖ CREATE ARTWORK FOR THE STORY
 - ❖ ARTWORK WILL GO ON DISPLAY IN THE SCHOOL LOBBY!

SEND IN YOUR RESERVATION EARLY...SPACE IS LIMITED

Return tear-off no later than Friday, May 10

Confirmations and more details will be sent home the week of May 13th

SORRY-THERE WILL BE NO CHILDCARE AVAILABLE AT THIS EVENT. ONLY SCHOOL AGE CHILDREN MAY ATTEND

Return tear-off no later than Friday May 10, 2002 to Mrs. Graybow's mailbox in the Main Office.

Space is limited to the first 30 families for each breakout group.

Child's name _____ Class _____

Parent's name _____ Home phone # _____

Parent's Signature _____ Date _____

Faculty Letter

Dear Faculty,

Kindly distribute the attached flyer/invitation today.

As always, the entire staff is welcome and encouraged to come to this event.

In addition, we are looking for six teachers to participate in the program. Two from grades K–1, two from grades 2–3, and two from grades 4–5. Their responsibilities will include participating in the breakout group sessions, facilitating the creation of the story and working with the artists. Please keep in mind, however, that we'd like to have you there, in any capacity!

If you are interested in participating in this program, please let me know by May 10th.

Thank you for your time and attention to this memo.

Sincerely,

Assistant Principal

Confirmation

THE CIRCUS IS COMING...



CONFIRMATION

SATURDAY, MAY 18, 2002

10:00 AM - 12:00 PM

child's name _____ class _____

Dear _____ family,

A space has been reserved for your family to participate in Family Arts Day at PS 203Q

Please arrive on time.

Please bring this confirmation letter with you.

Thank you.

See you Saturday, MAY 18TH @ 10 AM sharp!!

If you cannot come, please call and let us know so that we may give someone else your space. School phone: (718) 123-4567

Internal Agenda

MARCH 15, 2003

VERA B. WILLIAMS AND ARTS AND FUN

9:45-10:00

Sign In

**GREET FAMILIES/HELP WITH SIGN IN AND REGISTRATION. SOME FAMILIES MAY NOT HAVE CONFIRMATION LETTERS, WE GIVE THEM A NEW ONE.

Proceed to Auditorium

**WE ALL GO IN

10:00-10:25

Welcome by Mrs. Nussbaum

**THANK YOU FOR COMING

**THANK TERRI, SUZIE, LINDA & TARA FOR BEING TODAY'S "TEACHING ARTISTS"

**THANK THE PTA AND LAURIE & JACKIE FOR THEIR SUPPORT AND INPUT TO THE PROPOSAL

**TURN OVER TO DEB

Overview of Day by Project Coordinator

**THE PURPOSE OF PARENTS AS ARTS PARTNERS

**WHAT IT MEANS TO PS 203Q

**GO OVER WORKSHOP DESCRIPTIONS AND ROOMS

**AT THE END OF THE LAST WORKSHOP, A FACILITATOR WILL COME IN TO WRAP UP THE DAY, GIVE TIME FOR REFLECTION SHEET AND COLLECT ALL PAPERS BEFORE YOU GO

Understanding Bloom's Taxonomy; Presented by Mrs. Nussbaum

**HANDOUTS

**15 MINUTE PRESENTATION

**GIVE FLOOR BACK TO DEB TO DISMISS

10:25-10:30

Groups Proceed to Vera B Williams Workshop or Creativity Workshop

**TAKE GROUP TO APPROPRIATE ROOM:

Suzie: to room 307 for creativity workshop A; Terri: to room 207 for creativity workshop B

Linda: to Library for Vera B workshop 1; Tara: to Library for Vera B workshop 1

10:30-11:25

Workshops Session One

11:25-11:30

Groups Proceed to Vera B Williams Workshop or Creativity Workshop

**TAKE GROUP TO APPROPRIATE ROOM:

Suzie: to Library for Vera B workshop 2; Terri: to Library for Vera B workshop 2

Linda: to Auditorium for creativity workshop C; Tara: to Cafeteria for creativity workshop D

11:30-12:25

Workshop Session Two

12:25-12:30

Workshops End. Wrap Up, Distribution and Collection.

Fill out reflection forms and release forms.

Mrs. N: to Library w/Vera B Terri: to Cafeteria w/Tara Deb: to Auditorium w/ Linda

CREATIVITY WORKSHOP POINTS:

1. BRIEF EXPLANATION OF YOUR ROLE AT PS 203Q
2. HOW "CHERRIES & CHERRY PITS" WILL BE USED AS A CATALYST FOR YOUR WORKSHOP
3. INTRODUCE MATERIALS YOU WILL USE
4. HAVE FUN!
5. WATCH THE TIME SO ACTIVITY DOESN'T END ABRUPTLY...PROVIDE CLOSURE

Agenda Handout

VERA B. WILLIAMS
AND ARTS AND FUN



PS 203Q
SATURDAY, MARCH 15, 2003

AGENDA

- 9:45-10:00 Sign In
 Proceed to Auditorium
- 10:00-10:25 Welcome
 Overview of day by Project Coordinator
 Understanding *Bloom's Taxonomy*; presented by Mrs. Nussbaum
- 10:25 Groups Proceed to Vera B Williams Workshop or Creativity Workshop
- 10:30-11:25 Workshops session one
- 11:25 Groups Proceed to Vera B Williams Workshop or Creativity Workshop
- 11:30-12:25 Workshop session two
- 12:25-12:30 Workshops end. Wrap up. Fill out reflection forms.

THANK YOU FOR BEING A PART OF OUR COMMITMENT TO ARTS EDUCATION

****** A SNEAK PEEK AT FAMILY ARTS DAY TWO, SATURDAY, APRIL 5TH ******

BOOK: CHARLIE THE CATEPILLAR By DOM DELUISE

TEACHING ARTISTS FROM ARTS HORIZONS:

Dimitar; 3 DIMENSIONAL ART~~~~Christine Campbell; DRAMA/THEATRE~~~~Dean Maitland; DANCE

Permission Form

(Adult or Students 18 or older)

This form grants consent to _____, the New York City Department of Education and/or The Center for Arts Education to photograph, videotape and interview adults and/or display photographs and videotape their artwork for publication, display, web site or broadcast for promotional, charitable or educational purposes.

Name

School

Borough

Name/Date of Event

Home Address

Telephone #

I, _____, hereby give permission to _____, the New York City Department of Education and/or The Center for Arts Education to photograph, videotape and interview and use quotes and/or photograph, videotape and display my artwork for publication, display, web site or broadcast for promotional, charitable or educational purposes. I also grant the above-mentioned entities permission the right to edit, use and reuse the above-mentioned products for non-profit purposes. I hereby release _____, the New York City Department of Education and The Center for Arts Education, and its agent and employees, from all claims, demands and liabilities whatsoever in connection with the above.

Permission Form

(Minor Child)

This form grants consent to _____, the New York City Department of Education and/or The Center for Arts Education to photograph, videotape and interview students and/or display photographs and videotape student artwork for publication, display, web site or broadcast for promotional, charitable or educational purposes.

Student Name

Grade

School

Borough

Name/Date of Event

Home Address

Telephone #

I, _____, the parent or legal guardian of _____, a minor under the age of 18 years,

hereby give permission to _____, the New York City Department of Education and/or The Center for Arts Education to photograph, videotape and interview and use quotes from my child and/or photograph, videotape and display his/her artwork for publication, display, web site or broadcast for promotional, charitable or educational purposes. I also grant the above-mentioned entities permission the right to edit, use and reuse the above-mentioned products for non-profit purposes. I hereby release _____, the New York City Department of Education and The Center for Arts Education, and its agent and employees, from all claims, demands and liabilities whatsoever in connection with the above.

_____ (name of school)

Event Reflection

Event name:

Leader:

Event date and location:

Grade(s) of children in this workshop:

1. How did you find out about this event? Why are you here?
2. Did you feel welcome at the event? Why? Please be specific.
3. What helped make this a “good” event?
4. How could we improve on this event?
5. Was this event well “FRAMED?” (Did you know why you were here?
Was the purpose of the event clear? If so, why and how?)
6. What will you take away from this event that will help you plan your own events?
7. What other help do you think you might need?

Please leave this form with your workshop leader. THANKS!

Post-Program Survey

Thank you for participating in our program.

Date:

Family name:

Child(ren)'s name(s):

Why did you come to tonight's program?

What did you learn during tonight's program?

What was your favorite part of tonight's program?

Would you attend additional workshops?

Why is it important to you to share in school and arts-related activities with your child(ren)?

General comments:

Resources and Web Sites

The Center for Arts Education

The Center, a nonprofit, public/private partnership, identifies, funds and supports exemplary partnerships and programs, including Parents As Arts Partners grants, that demonstrate how the arts contribute to learning and student achievement.
www.cae-nyc.org

NYC Department of Education

Their PROJECT ARTS web site lists organizations that provide arts education services to schools.
www.nycboe.net/projectarts

NYC Department of Cultural Affairs

Provides funding to many cultural institutions partnering with New York City public schools.
www.ci.nyc.ny.us/html/dcla/home.html

Americans for the Arts

A nonprofit organization for advancing the arts in America; providing information, professional development and networking opportunities.
www.americansforthearts.org

ArtsEdNet

*The education web site of the
J. Paul Getty Museum*

ArtsEdNet includes lesson plans, curriculum ideas, an image gallery, and ArtsEdNet Talk, an online community of teachers and learners.
www.getty.edu/artsednet

Arts Horizons

PS 203Q Cultural Partner (1998–present)

An arts-in-education organization providing programs for grades PreK–12 in the New York/New Jersey metropolitan area.
www.artshorizons.org

Early Stages

PS 203Q Cultural Partner (1998–present)

Storytelling, responsive writing and live theater programs for New York City public school students in Kindergarten through 12th grade.
www.earlystages.org

Gaining the Arts Advantage

This report on “Lessons from School Districts that Value Arts Education,” was directed on behalf of the President’s Committee on the Arts and the Humanities and Arts Education Partnership.
www.pcah.gov/gaa

Learning Through An Extended Arts Program (LEAP)

PS 203Q Cultural Partner (1994–2002)

LEAP develops educational materials and sends teaching specialists into over 500 schools.
www.leapnyc.org

Partnership for After School Education (PASE)

PASE promotes best practices in after school programs. The web site lists organizations in all of the boroughs that provide after school programming, including the arts.
www.pasesetter.org

Story Arts

PS 203Q Cultural Partner (1998–2000)

Current programming focuses on the ways that storytelling can enrich multicultural understanding, interpersonal communication and literacy.
www.storyarts.org



THE CENTER FOR ARTS EDUCATION

Developing potential. Inspiring success.

The Center for Arts Education, a nonprofit, public/private partnership, was founded in 1996, through a Challenge Grant from the Annenberg Foundation, to stimulate the systemic return of arts education and to address the problems created by two decades of progressive, systemwide cutbacks in funding for the arts in the City's public schools. With the support and close collaboration of the New York City Department of Education, the New York City Department of Cultural Affairs and the United Federation of Teachers, the Center has served as a primary catalyst and advocate for the revival of arts education in New York City.

The Center for Arts Education is committed to restoring, stimulating and sustaining quality arts education as an essential part of every child's education. It identifies, funds and supports exemplary partnerships and programs that demonstrate how the arts contribute to learning and student achievement. The Center is dedicated to influencing educational and fiscal policies that will support arts education in all of the City's public schools.

Since 1996, the Center has awarded more than \$28 million in private and public funding to support arts education partnerships and programs, joining over 275 public schools with more than 200 cultural and community-based organizations, colleges and universities in New York City.

The Center for Arts Education is currently funding 51 Partnership grants used for implementing arts partnerships with the City's vast array of cultural institutions, performing and visual arts companies, arts education organizations and museums, among others. Its Parents As Arts Partners grant program funds 150 schools, with support from the New York City Departments of Cultural Affairs and Education. The Center has awarded Curriculum Development and Access Leadership grants to an exemplary group of 18 school partnerships to document and develop successful arts education curriculum, products and processes that can be adapted by New York City schools and arts organizations and other schools nationally.

In addition, the Center's Career Development Program was created to build bridges among City high schools and the arts and related industries. Students have interned at Sony Music Entertainment Inc., Jazz at Lincoln Center and Kenneth Cole Productions, among many others, and are supported by school-based teams of administrators, career and guidance counselors, teachers and parents.

In 2002, the Center received the Governor's Arts Award, from New York State Governor George E. Pataki, for outstanding contributions to the cultural well-being of the State of New York.

For further information, please visit our web site at www.cae-nyc.org.

Laurie M. Tisch
Chairman

Richard Kessler
Executive Director

Oakland Gardens School PS 203Q

www.nycnet.edu/OurSchools/Region3/Q203



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