A Roadmap for the Future

Striving for Sustainability

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WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi:

Literacenter
WhereTheWifiThingsAre
SESSION OBJECTIVES

• **Learn** how to leverage learning for future longevity

• **Develop** strategies for nurturing and sustaining long-term relationships with funders, schools and communities

• **Identify** challenges and opportunities to program longevity
Arts Partner Standards of Practice
Organizational Framework Snapshot
01 | BUILD CAPACITY FOR QUALITY
A. INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES
   - Training and Development
   - Teaching Practice
   - Artistic Practice
B. CREATE A HEALTHY ORGANIZATIONAL CULTURE
   - Onboard Teaching Artists
   - Retain Teaching Artists
   - Cultural Inclusion
   - Advance Equity
   - Staff Diversity

02 | PREPARE FOR QUALITY INSTRUCTION
A. SEEK UNDERSTANDING
   - Understand the School
   - Understand the Community
   - Understand the Students
B. DESIGN CURRICULUM
   - Plan for Quality
   - Program Goals and Objectives
C. ALIGN ASSESSMENTS
   - Aligned Assessments
D. COMPOSE THE ENVIRONMENT
   - Organizational Role in Planning
   - Sufficient Time
   - Suitable Materials
   - Physical Environment
   - Physical Safety

03 | EXECUTE QUALITY INSTRUCTION
A. INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES
   - Artistic Connections
   - Teaching Artist Growth in the Classroom
B. SUPPORT A HEALTHY CLASSROOM CULTURE
   - Expectations and Boundaries
   - Emotional Safety
   - Cultural Inclusion

04 | CONTINUOUS QUALITY IMPROVEMENT
A. CONDUCT EVALUATION
   - Evaluate Capacity
   - Evaluate Programs
   - Analyze Data
B. STRIVE FOR SUSTAINABILITY
   - Expand Arts Learning Among the Funding Community
   - Expand Arts Learning in the School
   - Expand Arts Learning in the Community
I. Build Capacity for Quality
II. Prepare for Quality Instruction
III. Execute Quality Instruction
IV. Continuous Quality Improvement
<table>
<thead>
<tr>
<th>ORGANIZATIONAL FRAMEWORK DIAGNOSTIC TOOL</th>
<th>NO</th>
<th>DEVELOPING</th>
<th>YES</th>
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</thead>
<tbody>
<tr>
<td><strong>Integrate Educational and Artistic Practices</strong></td>
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<tr>
<td><strong>Training and Development:</strong> Does the organization have a clear, transparent outline of the capabilities of Teaching Artists, program, administrative, and executive staff should embody in order to fulfill the work of the organization?</td>
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<tr>
<td><strong>Teaching Practice:</strong> Has the organization developed clear expectations on the teaching practices and capacities Teaching Artists bring to the organization?</td>
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<tr>
<td><strong>Artistic Practice:</strong> Does the organization offer consistent opportunities for Teaching Artists and organizational staff to engage in artistic discussions and reflective practices?</td>
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<td><strong>Create a Healthy Organizational Culture</strong></td>
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<tr>
<td><strong>Onboard Teaching Artists:</strong> Does the organization share clear and transparent pay, hours, and job descriptions/roles with Teaching Artists as part of the onboarding process?</td>
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<tr>
<td><strong>Retain Teaching Artists:</strong> Does the organization maintain regular communication with Teaching Artists and connect them to learning opportunities?</td>
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<tr>
<td><strong>Cultural Inclusion:</strong> Does the organization have a clearly established definition of Cultural Inclusion as it relates to its own organizational culture?</td>
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<tr>
<td><strong>Advance Equity:</strong> Does the organization have an articulated vision for how it advances equitable distribution of the arts in a diverse city? For example, does the organization use data on access to arts education when it selects partners and sites?</td>
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<td><strong>Staff Diversity:</strong> Does the organization have clearly established and transparent diversity goals at every level of the organization?</td>
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<td><strong>TOTAL</strong></td>
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## Prepare for Quality Instruction

### Seek Understanding

**Understand the School:** Does the organization conduct a needs assessment with school partners?

**Understand the Community:** Does the organization make materials and content available to families in their language of choice, with sensitivity to cultural norms?

**Understand the Students:** Does the organization conduct a needs assessment with students?

### Design Curriculum

**Plan for Quality:** Has the organization engaged in strategic planning for quality programming?

**Plan for Quality:** Has the organization developed a vision of and values for quality?

**Program Goals and Objectives:** Does the organization share educational programming content, goals and learning objectives, and desired student outcomes with all members of the organization?

### Align Assessments

**Aligned Assessments:** Does the organization regularly review student assessments and evaluate alignment between program quality and the organization’s vision of, and values of quality?

### Compose the Environment

**Organizational Role in Planning:** Has the organization clearly evaluated and articulated its role in partnership development and program planning?

**Organizational Role in Planning:** Does the organization’s budget for programming reflect an investment in quality practices?

**Sufficient Time:** Does the organization take adequate time to thoughtfully plan curriculum in collaboration with Teaching Artists and schools?

**Suitable Materials:** Does the organization clearly articulate who will source, restock, and pay for materials needed to run the program successfully?

**Physical Environment:** Does the organization clearly articulate their space needs for quality programming?

**Physical Safety:** Does the organization have an accessibility plan?

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**TOTAL**
<table>
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<tr>
<th><strong>EXECUTE QUALITY INSTRUCTION</strong></th>
<th><strong>NO</strong></th>
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<td><strong>Integrate Educational and Artistic Practices</strong></td>
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<td><strong>Artistic Connections:</strong> Does the organization’s education programs provide students with the opportunity to develop their own artistic voice?</td>
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<td><strong>Teaching Artist Growth in the Classroom:</strong> Does the organization regularly conduct Teaching Artist observations?</td>
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<tr>
<td><strong>Teaching Artist Growth in the Classroom:</strong> Does the organization conduct formal and informal pre-and-post observation meetings with Teaching Artists?</td>
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<tr>
<td><strong>Support a Healthy Classroom Culture</strong></td>
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<tr>
<td><strong>Expectations and Boundaries:</strong> Does the organization have a clearly established process in place for knowledge sharing between staff, Teaching Artists, and classroom teachers?</td>
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<td><strong>Emotional Safety:</strong> Does the organization have a clearly articulated definition of emotional safety (“safe space”) for its programs?</td>
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<td><strong>Cultural Inclusion:</strong> Does the organization have a clearly established definition of Cultural Inclusion as it relates to students, families, and program content?</td>
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</table>

**TOTAL**
## Continuous Quality Improvement

### Conduct Evaluation

<table>
<thead>
<tr>
<th>Evaluate Capacity: Does the organization have sufficient capacity to collect, analyze, and use data to evaluate the extent to which programs are meeting quality goals?</th>
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<tr>
<th>Evaluate Programs: Does the organization have a robust post-program protocol to reflect on program impact in partnership with schools?</th>
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<tr>
<th>Analyze Data: Does the organization use data to fuel evolution in its practices, including curricular approaches?</th>
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### Strive for Sustainability

<table>
<thead>
<tr>
<th>Expand Arts Learning Among the Funding Community: Does the organization engage in authentic dialogue with funders to share a comprehensive view of their efforts to provide quality programs?</th>
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<tr>
<th>Expand Arts Learning in the School: Does the organization engage in relationships across the school hierarchy to sustain the partnership beyond the duration of each school year?</th>
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<tr>
<th>Expand Arts Learning in the Community: Does the organization expand relationships beyond the school into the community itself, including fellow arts and non-arts organizations?</th>
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</table>
VALUES OF QUALITY

1. STUDENT-CENTERED & STUDENT-DRIVEN
2. PROCESS-FOCUSED
3. PHYSICALLY & EMOTIONALLY SAFE
4. PEDAGOGICALLY ALIGNED BEST PRACTICES
5. COLLABORATIVE, RELATIONAL, & RELATIONSHIP-BASED
6. EMBRACES DIVERSITY & CULTURAL COMPETENCE
7. STRENGTH BASED
8. REQUIRES EQUITY
9. PURPOSEFUL & INTENTIONAL
10. IS IN THE PHYSICAL, TANGIBLE DETAILS
11. IS THE RIGHT OF ALL STUDENTS
Features of a Successful Partnership
WHAT RESEARCH TELLS US

Harvard Project Zero study on over 100 partnerships that had long-term sustainability found 5 Key Commonalities:

• Surviving Partnerships Place the Needs of Students and Schools at the Center of Their Mission.
• Deep Personal commitment to the Education Power of Arts Experiences Fuel Surviving Partnerships
• Surviving Partnership Embrace the Need to Listen, to Learn and to Change.
• Surviving Partnerships Require a Broad Base of Ownership and Investment.
• In surviving Partnerships, Multiple Elements of the Work Receive Regular Attention.
FEATURES OF SUCCESSFUL PARTNERSHIPS

Features of a successful partnership for organizations large and small:

• Clarify and refine your organizations philosophy
• Mutual respect
• Open communication – with more effort up front for smooth collaboration
• Clarification of assumptions and expectations
• Identify your common purpose
• Excel at problem solving and conflict resolution
• Set the highest standards and truly believe it’s worth the effort
• Learn from past experiences
• Modify your behavior accordingly
• Model reflective practice
• Commit to cracking the “code”
ARTS ASSIST GUIDE: A RESOURCE FOR ARTS PARTNERS
ARTS PARTNERSHIP PROCESS
BUILDING EFFECTIVE, IMPACTFUL, AND SUSTAINABLE ARTS PARTNERSHIPS

PLANNING
The school and the arts partner work to plan the vision and outline of the program. Goal setting, scheduling, role assignments, pedagogical approach, assessment strategies, communications calendar, and program logistics should be defined during this phase of the process.

IMPLEMENTATION
During the implementation phase, the school and the arts partner work together to support high quality classroom interactions. Although all of the program details have been outlined, there should be some openness to change based on alignment to students’ interests and needs.

REFLECTING & REVISING
The school and the arts partner work together to review and reflect upon student learning, program outcomes and goals, and logistical needs and supports. This step encourages deep reflection so that the revisions and lessons learned can be applied in the future.
LEVELS OF IMPACT

THE NEED FOR LEVELS OF IMPACT

According to the 2015-2016 State of the Arts Progress Report, 23% of community partnerships included field trips, marking that program type as the most common, with residencies and professional development the lowest, at only 12%.

This finding reveals there is an evident gap between the different levels of impact that schools are using to introduce the arts into the curriculum. What can happen to student learning when each level of impact is integrated into a student’s learning experience?

THE LEVELS

HIGH LEVEL IMPACT: These partnerships create enduring relationships between the school, the students, and the arts partner, sustaining a meaningful understanding of arts and curriculum over an extended period of time.

Examples:
- Resident Artists: Articulation programs within a given school in which a teaching artist(s) implements an arts learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.
- Professional Development: Training for instructors and for administrators that enable staff to learn more about developing arts-based lessons and best practices, often customized to serve specific classroom interests and goals.

MID-LEVEL IMPACT: While mid-level impact does not have the same level of collaboration with arts partners over an extended period of time, it can enrich students’ experiences in the arts through important resources and opportunities.

Examples:
- Field Trip: A classroom visit to a cultural institution, museum, or external community arts partner’s facilities for an arts-related educational experience or performance that allows students to see the arts in the community, but not necessarily in conjunction with classroom goals. This may be considered high level, especially if it is a five-day-a-week program, this has a mid-level impact because not every student has access to these opportunities.
- Out-of-School Time Program: Any programming in which CPS youth participate outside of the traditional school day. This gives students the ability to see the arts work outside of the classroom, but is not necessarily in conjunction with classroom goals. While this may be considered high level, especially if it is a five-day-a-week program, this has a mid-level impact because not every student has access to these opportunities.

LOW-LEVEL IMPACT: Low-level impact has the least amount of collaboration with arts partnerships over an extended period of time and does not integrate both content and arts within the classroom.

Examples:
- In-School Performance: External arts organizations come into a school to provide a single day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body. While this can give students content within the arts and is removed from the classroom integration of the arts.

CONCLUSION

WHAT HAPPENS WHEN STUDENTS HAVE A MORE INCLUSIVE EXPERIENCE OF THE ARTS FROM ALL LEVELS IMPACT?

- Students will understand the arts and learning as a dialogue between each other, creating a holistic approach in and out of school learning experience to use higher-level thinking.
- Students will have opportunities for growth through arts learning, generating the arts as an important part of the classroom, and experience in and out of the classroom.
- Students will gain insight into the roles and arts plays in curriculum alongside teachers and art partners, school, and community.

RESEARCH SHOWS:

- Students receiving arts education have higher attendance, higher test scores and increased participation in school.
- Students with different needs such as English language learners, students from low-socio economic backgrounds, and students with special needs show improvement in academic success when participating in the arts.

*America’s Art | “The Arts Education Partnership”
Break
Planning for Sustainability
FOCUS AREA 4: CONTINUOUS QUALITY IMPROVEMENT
Component 4B: Strive for Sustainability

COMPONENT GOAL: Arts learning is expanded within the organization, school, and community to institutionalize what has been learned and build sustainability for future practice.
**ORG FRAMEWORK**

4B: Strive for Sustainability

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**Improving Practice in this Component**

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

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<thead>
<tr>
<th>ELEMENTS</th>
<th>GUIDING QUESTIONS</th>
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<tbody>
<tr>
<td>Expand Arts</td>
<td>• Are our funding needs realistic and sustainable?</td>
</tr>
<tr>
<td>Learning Among the Funding Community</td>
<td>• Is evaluation for the organization or for funders? Both?</td>
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<tr>
<td></td>
<td>• Who in the funding community will most passionately support our programs?</td>
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<td></td>
<td>• Who in the funding community has a requirement(s) we simply cannot meet?</td>
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<td></td>
<td>• How do we solicit feedback from our funders? What do we do with that feedback</td>
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<td>once we receive it?</td>
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<tr>
<td></td>
<td>• What is our method for gathering and tracking information about funders?</td>
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<td></td>
<td>• Who is responsible for building these relationships?</td>
</tr>
</tbody>
</table>

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*ingenuity*
**ORG FRAMEWORK**

**4B: Strive for Sustainability**

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**Improving Practice in this Component**

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<th>ELEMENTS</th>
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<tbody>
<tr>
<td>Expand Arts</td>
<td>• How long would we like to be working with a school?</td>
</tr>
<tr>
<td>Learning in the School</td>
<td>• What are strategies for scaling up or down according to our capacity?</td>
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<td></td>
<td>• How do we include student, teacher, and administrator voice at all levels of the</td>
</tr>
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<td></td>
<td>program?</td>
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<tr>
<td></td>
<td>• To what extent does a school’s ability to pay impact your relationship?</td>
</tr>
</tbody>
</table>
# ORG FRAMEWORK

## 4B: Strive for Sustainability

### Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

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<th>ELEMENTS</th>
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<tbody>
<tr>
<td>Expand Arts Learning in the Community</td>
<td>• How do we nurture and sustain longer term relationships in communities?</td>
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<td></td>
<td>• What role do we play in building or supporting community?</td>
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<td></td>
<td>• How do we manage transition while sustaining relationships?</td>
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</tbody>
</table>
Demonstrating Growth in this Component

SUPPORTING DOCUMENTS: Organizations have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to artlook®, or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how organizations can showcase their practice.

- Evaluation results framed for a funding audience
- Logic models
- artlook® Map profile reports
- Accurate and realistic program budgets
- Communication logs
- Community-based or school plans that include the work of the organization in forwarding larger goals
- Quality Toolkit Exercises: Reflecting on Your Research, Progress on Your Problem of Practice, Bridging the Capacity Gap, Developing Understanding: A Process for Reflection and Analysis, Communicating to Stakeholders
Implications for Field Trips
When conducting field trips, there may be opportunities for expanded learning in the school or community. Field trip facilitators make connections as needed so as not to lose opportunities for expanded arts learning or to leverage field trip enthusiasm for a broader relationship.
FILLING IN THE CIRCLES

• What should they know about your mission....vision
• What do you want your legacy to be
• How have you prepared the school, the teacher, and the students to maximize the experience
• How does your work contribute to sustainability in a school
• How does assessment impact your program model
• How visible are your efforts in the school, the community, and with your peers
• What are your models of best practice...IL Learning Standards for the Arts
Using Data
Ways to use *artlook*® Map

*artlook*® Map is a searchable database that allows users to explore arts education data from schools and partners.

- Search for CPS schools by current program offerings, programmatic needs, neighborhood, Creative Schools Certification, and more!
- Share your organization’s mission and educational program offerings
- Track your organization’s year-over-year school partnerships and program offerings
- Find other arts partners in order to build peer-to-peer program connections
- Profile reporting provides a helpful marketing tools and eases the demands of grant reporting

*See Arts Assist Guide, p. 25-26*
Let’s increase arts education access, equity, and quality in Chicago Public Schools.

The new version of artlook® was designed with the user in mind and serves as a multi-faceted resource for the arts education community to advance their own causes.
Let’s increase arts education access, equity, and quality in Chicago Public Schools.

Free text search allows schools to conduct more specific searches for arts education programs
Free text search *increases the likelihood of finding strategically appropriate partners.*
More filters allow users to ask more nuanced questions and drill down to find the right school or arts partner.
Easily find and download contact information for the schools or organizations in your search results.
Redesigned school details pages show schools’ contact information, current arts education offerings, teachers, external partnerships, and programmatic gaps and opportunities.
artlook® Partners and artlook® Schools have been revamped to provide a more friendly user experience.
Elevator Pitch
SESSION OBJECTIVES

• **Learn** how to leverage learning for future longevity

• **Develop** strategies for nurturing and sustaining long-term relationships with funders, schools and communities

• **Identify** challenges and opportunities to program longevity
CULTIVATING CONDITIONS FOR GROWTH
Professional Learning Catalog
2018–2019 School Year
Thank You!