



2019

# ARTS ASSIST

GUIDEBOOK

ingenuity

INGENUITY'S MISSION  
IS TO ENSURE THAT  
**EVERY STUDENT**  
— IN —  
**EVERY GRADE**  
— IN —  
**EVERY CPS SCHOOL**  
HAS ACCESS TO THE ARTS AS PART OF A  
WELL-ROUNDED EDUCATION



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## WHO IS INGENUITY?

Created in 2011 by more than 400 Chicago arts, education, and philanthropic leaders, Ingenuity is focused on ensuring that every Chicago Public Schools (CPS) student receives a quality arts education. Ingenuity takes a consultative approach to integrating arts education into CPS, and based on its on-going research provides the ‘big picture’ of arts learning in Chicago. In partnership with CPS, Ingenuity collects and manages arts-related data, supports community Arts Partners, and advocates for CPS programs and resources.

Each year Ingenuity shares data through an annual State of the Arts Report. The Report presents the sector’s opportunities and challenges, and encourages the arts education community at-large to support and implement the CPS Arts Education Plan.

For more information on the 2017-2018 State of the Arts Report visit:  
[bit.ly/SOTAReport2017-18](http://bit.ly/SOTAReport2017-18)

For more information on the CPS Arts Education Plan visit:  
[bit.ly/CPSArtsEdPlan](http://bit.ly/CPSArtsEdPlan)

### INGENUITY FOCUSES ON FOUR PRIMARY STRATEGIES:



**Data and Research:** Ingenuity collects and disseminates data on arts access in schools, which helps target resources and programming to underserved communities.



**School Leadership and Professional Development:** Ingenuity trains and supports CPS teachers and staff who coordinate and advocate for the arts in their schools, and provides professional development to hundreds of Arts Partners.



**Advocacy and Systems Building:** Ingenuity advocates for strong policies to ensure the arts are available to all students.



**Direct Investments in Arts Programs:** Ingenuity is home to the Creative Schools Fund which provides grants to schools for expanding arts programs and resources.

## WHO IS THE CHICAGO PUBLIC SCHOOLS DEPARTMENT OF ARTS EDUCATION?

### MISSION

The CPS Department of Arts Education (DAE) sets the standards for an equitable and accessible arts education in all five art forms (dance, drama/theatre, music, visual arts, and media arts) for all students across the district by consulting, training, and strategically planning with teachers, administrators, and schools.

### GOALS

To carry out this mission, the Department of Arts Education goals, supports, and programs are focused on:



**Access:** All CPS students have regular access to high quality arts education (dance, drama/theatre, music, visual arts, and media arts) during the school day.

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**Based in Curriculum:** All arts instruction is based on a high-quality, standards-based curriculum and assessments that align to the Illinois Arts Learning Standards.

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**Measurable Performance:** Student progress and teacher performance are measured in a consistent, meaningful way and the data is used to improve decision-making for arts programming.

## CPS 5-YEAR VISION 2019-2024: SUCCESS STARTS HERE

CPS' 5-Year Vision is centered in equity and outlines a vision for what the District aspires to accomplish in the coming years. CPS aims to provide world-class educational programs for all students across the city and through core commitments to families and all Chicagoans.

### CPS COMMITMENTS

To fulfill this mission, CPS makes these three commitments:

- 1 Academic Progress**  
**High-Quality Rigorous Instruction | Talented and Empowered Educators**  
**Safety and Support**  
 CPS will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.
- 2 Financial Stability**  
**Financial Equity | Operational Excellence**  
 Fulfilling the promise to provide a high-quality education requires that CPS remain on sound financial footing and serve as good stewards of public and philanthropic funds. CPS will advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.
- 3 Integrity**  
**Collective Impact | Transparency**  
 CPS respects students and families, and the diverse communities in which they live, and honors them as partners in the shared mission. CPS will earn trust by communicating openly and consistently acting on community feedback.

### CPS CORE VALUES

As a district, CPS will work to ensure that the following core values are adhered to in planning and practices:



**Student-Centered:**  
 CPS places students at the center of everything they do.



**Academic Excellence:**  
 CPS provides diverse curriculum and programs with high academic standards to prepare students for future success.



**Whole Child:**  
 CPS supports students so they are healthy, safe, engaged, and academically challenged.



**Community Partnership:**  
 CPS relies on families, communities, and partners in every neighborhood to shape and support the shared mission.



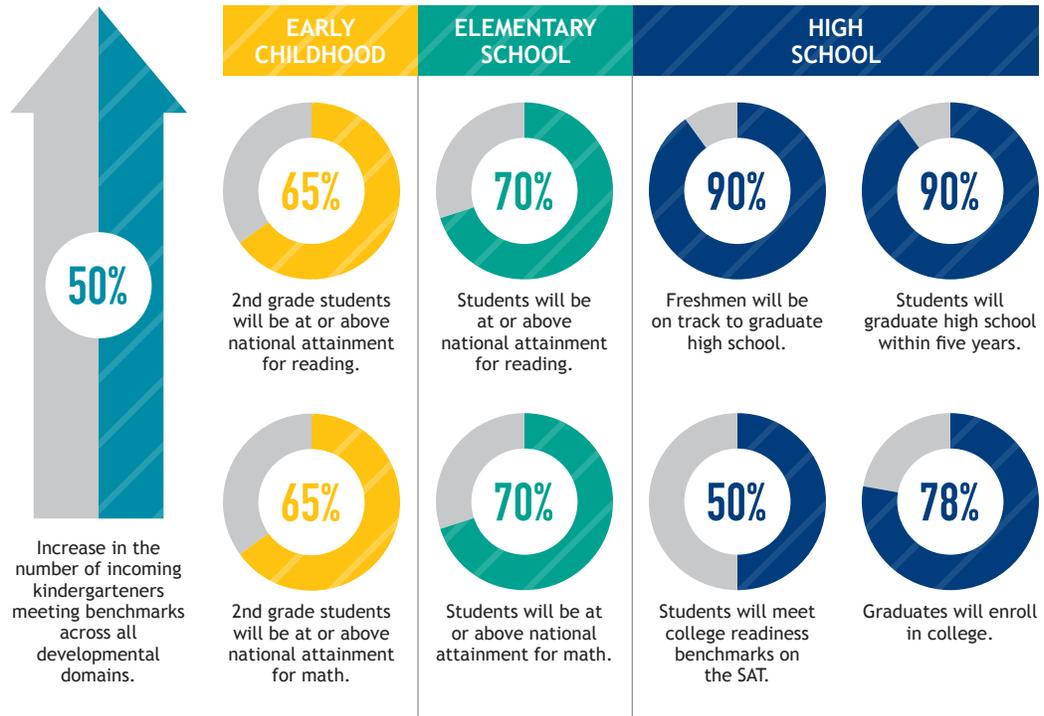
**Equity:**  
 CPS eliminates barriers to success to ensure equitable opportunities for all students.



**Continuous Learning:**  
 CPS promotes an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.

## 5-YEAR GOALS

In order to fulfill this Vision, CPS is striving to achieve the following goals:



## ARTS PARTNERS AND THE 5-YEAR VISION

To ensure district wide alignment, CPS has engaged over 150 partners through focus groups and partner meetings in the creation of their new 5-Year Vision. In order to support CPS in achieving its vision to maximize impact and properly steward resources, Arts Partners have been provided with fully defined roles, knowledge of equity issues, and an understanding of how their organizations can support equity goals. Because the arts are essential in educating and exposing CPS students and their families to different potential pathways after graduating high school, Arts Partners are integral to furthering the goals outlined in the CPS 5-Year Vision.

For more information on the CPS 5-Year Vision 2019-2024 visit:  
[bit.ly/CPS-5-Year-Vision2019](https://bit.ly/CPS-5-Year-Vision2019)

## INGENUITY AND THE CPS DEPARTMENT OF ARTS EDUCATION

### CHICAGO PUBLIC SCHOOLS ARTS EDUCATION PLAN

With the approval of the CPS Arts Education Plan in November 2012 by the Board of Education, arts are now a core subject area within Chicago curriculum. The CPS Arts Education Plan sets a minimum of K-8 instructional minutes, calls for arts instructors in every school, and defines the strategy implementation needed to reach these goals. The Plan consists of 6 goals and 26 recommendations for increasing and enhancing arts education for all students in all schools. The expanded Arts Plan for 2015-2018 continued the conversation and strategic plan through advocacy and policy, included more arts disciplines such as media arts, and assessed the quality of arts education in the District.

For more information, see [cpsarts.org/arts-education-plan/](http://cpsarts.org/arts-education-plan/)



## CREATIVE SCHOOLS INITIATIVE

Working with the CPS Department of Arts Education, Ingenuity is the co-designer of the Creative Schools Initiative, which defines the strategies toward implementation of the CPS Arts Education Plan.

**Each of the Initiative's four leading components addresses a need identified during the CPS Arts Plan community engagement process.**

**Arts Liaisons are the principal's point person for the arts.** Each Liaison is a CPS employee who tracks arts education in their school, works with the principal and parents, supports teachers, connects with Ingenuity and the District, and coordinates all internal and external arts instruction, including partnerships.

**Creative Schools Data comes from *artlook*® Map**, representing detailed information on arts instruction in every school including staffing, minutes of instruction, disciplines taught, and partnerships. Data is used to identify each school's position along the Creative Schools Certification continuum and provides a clear picture of the distribution and availability of arts education throughout the District. For more information on *artlook*® Map, see page 21 of this guide.

**Creative Schools Certification is at the center of the CPS Arts Education Plan** and identifies the level of arts instruction in each school in five categories ranging from Emerging to Excelling. It creates a clear picture for principals, teachers and parents on arts instruction in their school and is a roadmap for expanding quality and access. The Certification will appear on the school progress report along with other indicators of academic performance and will help schools develop plans and partnerships to address gaps.

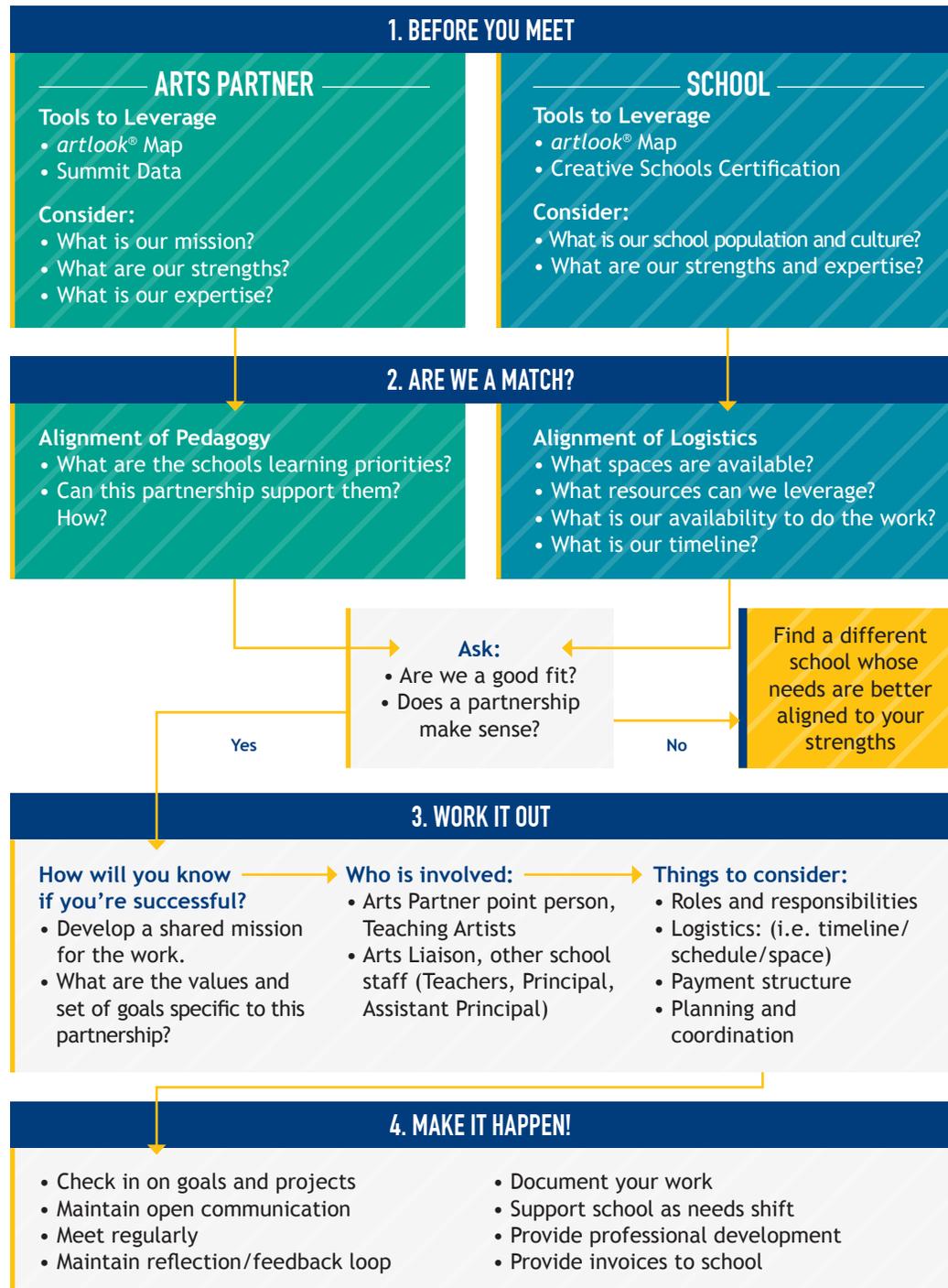
**The Creative Schools Fund** involves a grant making partnership between Ingenuity and CPS Department of Arts Education to support the expansion of arts education in schools. The Fund builds and sustains arts education across the district, supports schools, and empowers teachers to bring the arts to all students. It is the only funding effort in Chicago that grants directly to schools for programs designed by teachers to increase arts access.



# ARTS PARTNERSHIP PROCESS

## STEPS FOR PROGRAM SUCCESS

The arts partnership process is a tool designed to help cultivate meaningful planning conversations between schools and Arts Partners. Following this process can help to build stronger partnerships and implement unique arts education programs tailored to goals, strengths, and unique capabilities of schools and Arts Partners.



## CREATING SCHOOL CONNECTIONS

Knowing the different channels of communication within the schools will help you understand the supports available to create sustainable partnerships.

- ✓ **The Arts Liaison.** The Arts Liaison is helpful in a multitude of ways. They have direct contact with principals and are the champion to lead arts programming and opportunities for their school communities, to connect students to resources in the arts, and inspire their community towards arts engagement. If you have questions about resources or connecting with school leadership contact your Arts Liaison first. Download the list of CPS Arts Liaisons, including their email addresses at: [cpsarts.org/educators/arts-liaisons/](https://cpsarts.org/educators/arts-liaisons/)
- ✓ **The principal.** Establish contact with the principal and get to know their vision and mission within the school. It is best to set up an initial planning meeting with the Arts Liaisons, principal, and partnering teacher. Make sure the principal knows how often and when you are coming to the school. It can be helpful to have this in writing in case there are changes in school leadership. If you are meeting with a principal make sure that communication is direct, clear, and concise.
- ✓ **The clerk.** The clerk knows the ins-and-outs of the school. They interact with the principal, administrative staff, teachers, and students. It is important to keep them “in the know.” Build a connection with them and keep them informed about why you are at the school, when, and for how long.
- ✓ **The security staff.** Make sure that the security staff knows that you are coming into the school, why you are at the school, and for how long. In the initial meeting with the principal, it is helpful to address this because having security staff know who you are makes the transition into the school easier.
- ✓ **The teacher.** Set up a meeting with your partnering teacher and talk about the ways you want to work together to integrate arts into the students’ learning. Make sure to ask questions, develop a plan, and stay consistent. A communication schedule and planned conversations are helpful before, during, and after implementing your program in the school. Ask the teacher if you can sit and observe the classroom before you start teaching so that you can understand the space you are entering and the students you will be working with.
- ✓ **Contact information for each person.** When you have the initial meeting with the principal, Arts Liaison, and partnering teacher, ask for the contact information of all the people involved in case something goes unplanned or something changes. This will ensure open dialogue between all the people involved in the partnership between the school and the Teaching Artist/organization.

## PARTNERS AND CERTIFIED ARTS INSTRUCTORS

Ingenuity recognizes certified arts teachers are the anchors of high-quality arts instruction in the classroom, and advocates for hiring and sustaining their roles in schools. Arts partners serve an important role in augmenting and expanding upon the work of certified arts instructors through meaningful partnership programs. *Ingenuity does not support Arts Partner programs replacing certified arts instructors, or providing programs in the classroom without a certified arts instructor present and participating.*

## DOING BUSINESS WITH CPS

In order to do business with CPS, a partner must become a Chicago Public Schools Vendor.

### What is a CPS Vendor Number?

The District purchases a wide variety of commodities essential for day-to-day operations. Any qualified individual or business who has a product or service to sell can become a supplier for CPS. There are numerous business opportunities for suppliers to provide a wide range of goods and technical and consulting services. In order to become a supplier and be eligible to do business with CPS, businesses must receive approval to do business with CPS and register as a vendor. These numbers **expire after a year of not receiving payment**, so make sure yours is up to date.

### How do I apply for a CPS Vendor Number?

#### 1. Obtain a CPS Principal, CPS Network Chief, or CPS Department Director Level Sponsorship.

The Department of Procurement and Contracts will only review applications that are sponsored by a School Principal or CPS Director who states the intent to use the services of the potential vendor. They must log into Oracle (CPS' purchasing system) and go under Internal Accounting or Web Inquiry to begin the process. They may ask you some basic questions about your work. After answering the questions, you will receive an invitation to fill out the Supplier application. To complete it, you will upload:

- Form W-9
- Certificate of Good Standing with the State of Illinois
- Certificate of Liability Insurance into Topiary
- Employee Roster

**If the sponsorship is accepted**, a CPS Supplier Application will be sent to the prospective vendor for completion. Next, the organization will determine which employees must have background checks and send them to Accurate Biometrics (the company CPS uses for this process) with a provided form.

**If the sponsorship request is not accepted**, Procurement will notify the sponsor with a reason for the rejection. *This process must be initiated by CPS and approved by the Principal, Network Chief, or Department Director, not the vendor. This process must also be followed for vendors whose vendor number is inactive and needs to be reactivated in order to do business in schools.*

#### 2. Receive a contract award from a contracting opportunity open to the public.

Arts-related contracts open from time-to-time. The contract award process requires organizations to respond to a solicitation (bid, request for proposal, or request for qualifications). Ingenuity and CPS Arts will always communicate if an arts-specific contract is being solicited by the District.

## TYPES OF VENDORS

There are three types of vendors that operate within CPS. They are:

**Vendors:** Any supplier with an active vendor number is allowed to do business with CPS up to \$25,000 per school per year.

**Strategic Source Vendor (SSV):** SSVs are suppliers that have contracts with the CPS and are allowed to spend above the \$25,000 annual limit. All current Strategic Source Vendors can be viewed on [cps.edu/strategicsource](https://cps.edu/strategicsource). There will be an opportunity every few years for Arts Partners to become a Strategic Source Vendor.

**No-Cost Vendors:** Suppliers that are able to provide their services for free. All No-Cost Vendors still require an active vendor number and must complete a No-Cost Services Agreement for each program with each school every school year. Please email [artsvendors@cps.edu](mailto:artsvendors@cps.edu) for more details.

## BACKGROUND CHECKS

Anyone with direct contact with students, acting as either a vendor employee or a Level I Volunteer, must complete a CPS Fingerprint Background Check with Accurate Biometrics.

For Arts Partners, this could include, but may not be limited to:

- Teaching Artists
- Programmatic staff entering classrooms
- Program evaluators

*Please note: A Principal may require any person entering their school to have a cleared background check.*

## Process

**For new Vendors,** all employees listed on your roster will receive a personalized CPS fingerprinting Background Check Form from Accurate Biometrics as part of the on-boarding process. If it is not received, please email [purchasing@cps.edu](mailto:purchasing@cps.edu) and copy [artsvendors@cps.edu](mailto:artsvendors@cps.edu).

**For existing Vendors,** if you have not received a personalized CPS Fingerprinting Background Check Form since Summer 2018, please email [purchasing@cps.edu](mailto:purchasing@cps.edu) and copy [artsvendors@cps.edu](mailto:artsvendors@cps.edu) to ensure you have the right form and are set up with Accurate Biometrics correctly.

CPS Procurement and Safety and Security processes may periodically be updated to ensure the utmost safety of students and schools. To be sure you have the most up-to-date information, please consult the Arts Partner Flowchart on the CPS Department of Arts Education website. This can be found at: [bit.ly/CPS-Arts-Partner-Flowchart](https://bit.ly/CPS-Arts-Partner-Flowchart).

## IMPORTANT INFORMATION TO KNOW ABOUT ARTS PARTNERS BEING PAID BY CPS FOR GOODS OR SERVICES

- The Procurement Office will send an electronic application to be completed by the applying partner. This will include tax forms and insurance liability coverage, which costs money if you do not already have a vendor number with the partner. The processing takes time; make sure you keep this in mind.
- Work may not begin with a school until your vendor number is active and all employees have a cleared background check.
- Once a vendor number is acquired a Purchase Order (PO) must be created by the partnering school. Typically, the school clerk will be the staff member to open the PO.
- In order to open a PO, a school must receive a quote from the vendor.
- After the completion of services, the vendor will submit an invoice to CPS. Ask the school to mark the PO “received” and the Accounts Payable Department will create and send a check.
- Even after a vendor number is granted, organizations should not begin work until a PO has been created for the scope of the services.
- Find out more information here: [cps.edu/procurement/Pages/vendor.aspx](https://cps.edu/procurement/Pages/vendor.aspx) and by consulting the Arts Partner Flowchart on the CPS Department of Arts Education website.



# ARTS PARTNER STANDARDS OF PRACTICE

The Arts Partner Standards of Practice include tools and processes to help arts organizations improve arts program outcomes. The Standards also serve to establish consensus values about how program managers define, assess, evaluate, and improve the quality of Teaching Artist instruction. Specifically, tools were created to help organizations build a common language and improve the quality of practice in two areas:

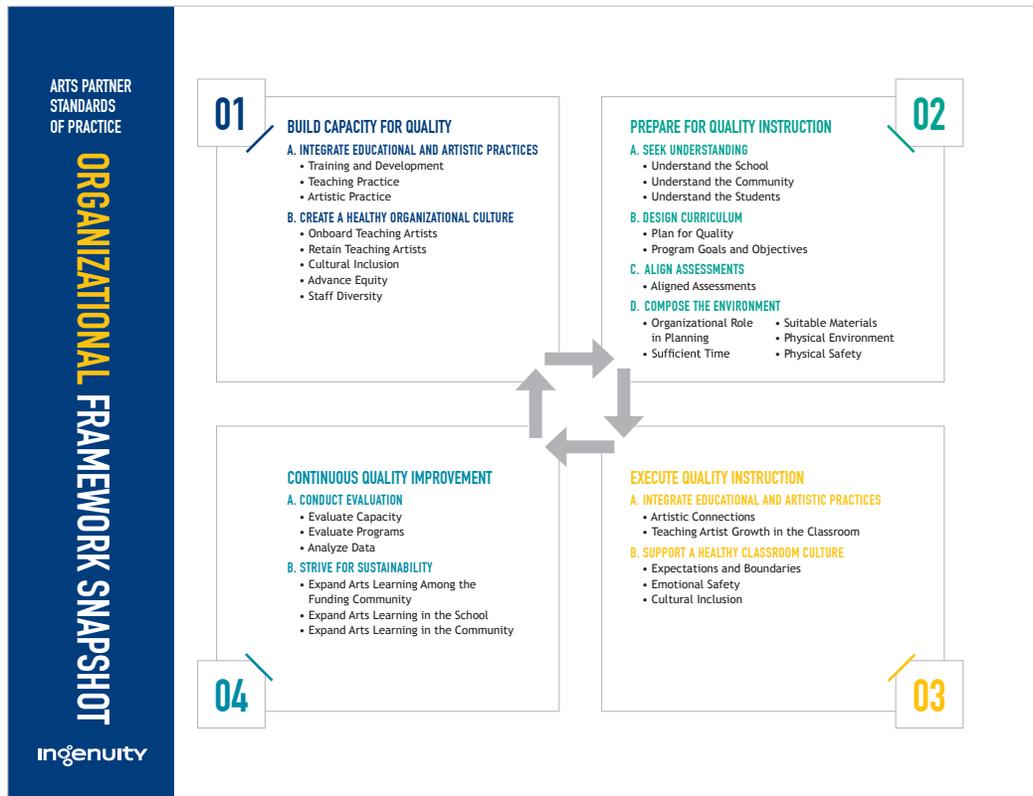
## 1. ORGANIZATIONAL QUALITY

## 2. INSTRUCTIONAL QUALITY

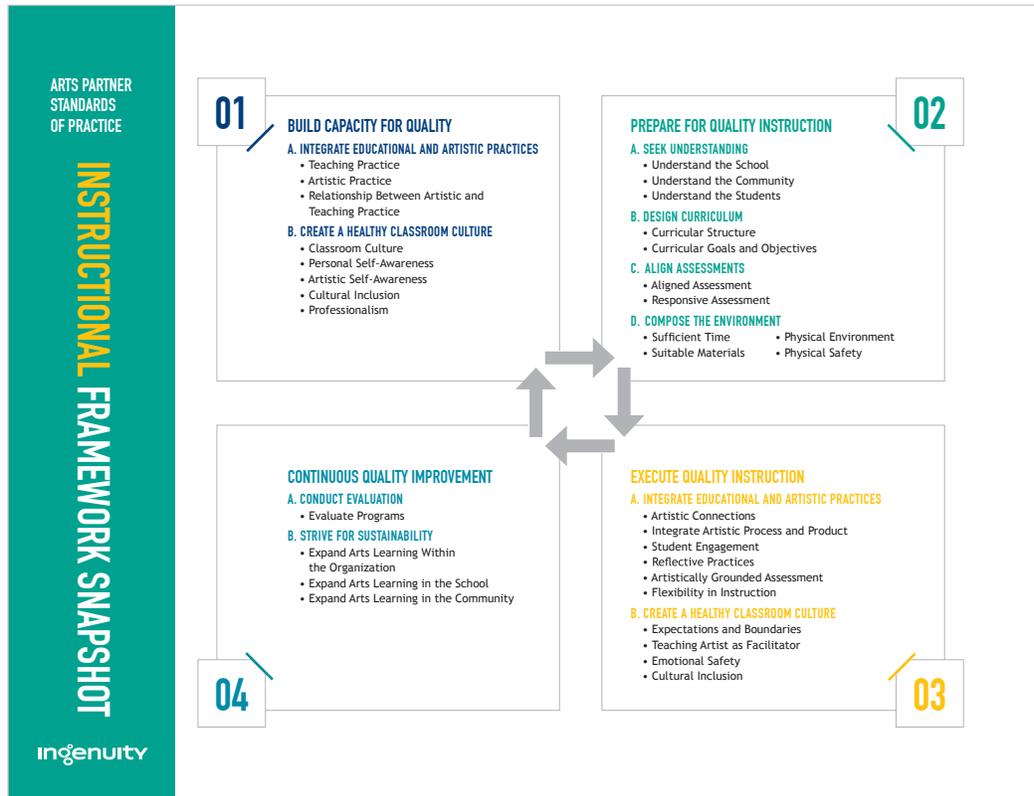
### FRAMEWORKS

The Frameworks are designed to help organizations better align artistic and educational work, and can be used to structure continued progress toward enhancing practices of quality.

### ORGANIZATIONAL FRAMEWORK



## INSTRUCTIONAL FRAMEWORK



## THE ARTS PARTNER STANDARDS OF PRACTICE GUIDEBOOK

The Arts Partner Standards of Practice Guidebook is meant to serve as a companion to the Arts Partner Standards of Practice.

### The purpose of the guide is to help:

- Teaching Artists and program managers learn more about the focus areas, components, and elements of the Frameworks.
- Teaching Artists reflect on their current practices.
- Teaching Artists and program managers engage in professional conversation about the components of the Framework.
- Teaching Artists and program managers gain a better understanding of how Teaching Artists demonstrate proficiency in practice.
- Program managers design, implement, and monitor Teaching Artist training and development.
- Funders understand the roles of Teaching Artists and Arts Partner organizations in pursuing quality, so as to support best practices and capacity-building.
- Funders understand the role of the funder in the arts education ecosystem, so as to align funding strategy and catalyze system-wide supports.

To read the Frameworks, go to:

[bit.ly/APSPFramework-Organizational](https://bit.ly/APSPFramework-Organizational)

[bit.ly/APSPFramework-Instructional](https://bit.ly/APSPFramework-Instructional)

To read the Guidebook, go to:

[bit.ly/ASAP-Guide](https://bit.ly/ASAP-Guide)

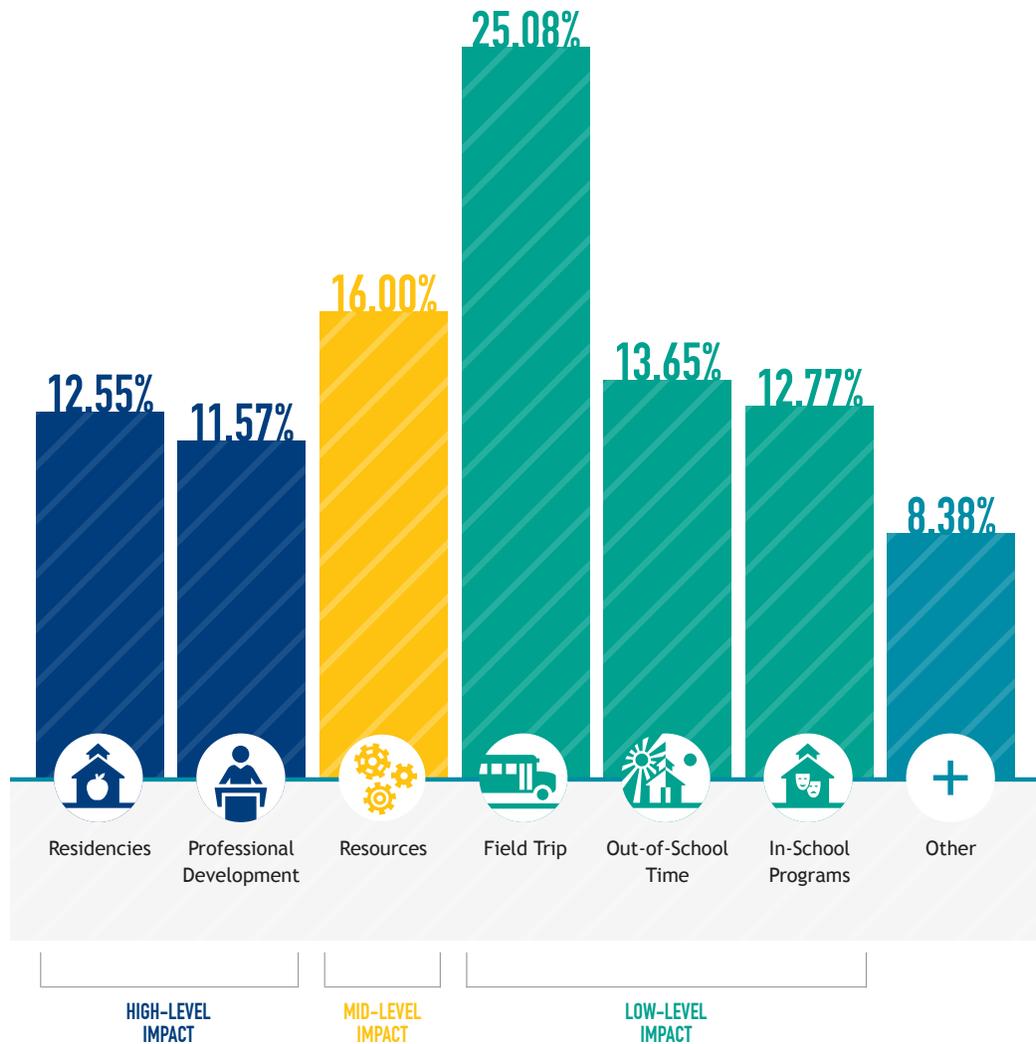


## IMPACT

Arts Partners deliver a variety of arts programs, all of which provide significant and meaningful value to schools and students. Certain types of programs may reach fewer students but provide a greater opportunity for deeper, ongoing, or consistent student engagement. Other types of programs may reach more students but have fewer touch points and opportunities to engage with those students. Thinking about these programs as levels of impact can be helpful for both community Arts Partners and schools when strategically planning how a variety of program partnership types can be curated to affect the greatest impact on student learning, and to examine the distribution of the most impactful programming types across the city.

### SCALE OF IMPACT

Across the 6 years of data (2012-13 through 2017-18), the breakdown is as follows:



## FIELD TRIP PROGRAMS

As the Scale of Impact shows, field trip programs are the most common type of program offered in schools. This section provides examples of what organizations should be thinking about when designing their field trip programs.

### ORGANIZATIONAL FRAMEWORK CATEGORY

### IMPLICATION FOR FIELD TRIPS

01

#### 01A: Integrate Educational and Artistic Practices

Organizations providing field trips should make programmatic choices that provide rich opportunities for an experience that is both educational and artistic. Ensure that both Teaching Artists and organizational staff understand the purpose and goals of engaging students in field trip experiences. Plan educational and artistic extensions to field trips when possible (e.g. post-show Q&As, workshops, study guides, etc.) to deepen student engagement with the artistic work.

#### 01B: Create a Healthy Organizational Culture

If a field trip experience is directly connected to residency work, provide specific Teaching Artist training on how to make the connection meaningful to participants. Define the role of Teaching Artists in field trips. Make sure they understand their obligations before, during, and after the field trip.

Determine how expectations are different if the field trip is part of the residency, or a stand-alone experience.

Consider, in planning field trips for the year, whether there are equity goals that can be advanced with each choice. Can the organization reach under-represented populations or geographies using field trips as a point of entry to the work?

When deciding on works of art to absorb and/or performances to offer for students and families, ensure that programming is culturally inclusive and relevant.

02

#### 02A: Seek Understanding

Your field trip experiences will be most effective when you have a strong understanding of who will attend and participants know what to expect. Document information about each group of students and/or their families. What is the age and level of experience with the art form? Why are they attending the event or exhibit? What do participants need to feel prepared for the experience, and what tools can you provide to follow up after the field trip? What information do you want back from the participants to help you demonstrate impact and/or make changes to the program? The answers to these questions may be different for each group of students and their families, but the system for documenting those answers can be standard practice.

## 02

**02B: Design Curriculum**

Field trip goals, experiences, and works of art are directly tied to the organization's mission, vision, and values. While it may seem counter-intuitive that a relatively low-dose intervention would reflect the organization's vision for quality, field trips are often the first interaction students and communities will have with an organization, and they should leave the experience feeling as though they have come to an understanding of the organization's principles, mission, and vision.

Consider the extent to which field trip facilitators or speakers can serve as ambassadors for the organization's vision, the extent to which the field trip experience mimics broader goals for quality instruction, and whether there are logistical or content improvements that can bring field trips further into alignment with the organization's vision for quality.

**02C: Align Assessments**

Student learning on field trips should be assessed in appropriate ways (e.g. surveys, pre-and-post show discussions) and be grounded in the organizational mission, vision, and values.

**02D: Compose the Environment**

Organizations work with field trip partners in a way that reflects the role planning described above – even if the field trip is not tied to a residency. Field trips occur within a mobile environment, but the importance of sufficient time, suitable materials, and physical safety still apply.

## 03

**03A: Integrate Educational and Artistic Practices**

Field trips are a hands-on opportunity for forging artistic connections. While they may not result in leveraging additional resources for students in an ongoing fashion, the expectations for a field trip to be deeply grounded in the artistic discipline should hold steady. Likewise, observations of field trip facilitation can simply fuel the growth in capacity and/or benefit from peer-to-peer observation and support systems.

**03B: Support a Healthy Classroom Culture**

Although field trips are shorter in duration than other examples of impact, they still benefit from strong classroom management practices. Certainly, topics may be addressed throughout the field trip that can result in productive discomfort, triggering, and/or be a site for bullying or unsafe behaviors. Finally, field trips are an important indicator for cultural inclusion practices and progress.

## 04

**04A: Conduct Evaluation**

Continuous quality improvement in the context of field trips is conducted in a way that meets goals for quality instruction and forward improvements to field trip practices as necessary to increase their impact.

**04B: Strive for Sustainability**

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.

## TIPS AND RESOURCES

### ARTLOOK® MAP

Ingenuity's *artlook*® Map is a first-of-its-kind interactive system where schools, teachers, arts organizations, parents, and the community can dynamically search every Chicago Public School and neighborhood to find:

- Certified arts instructors on staff at each CPS school
- Community arts partnerships at each CPS school
- Art disciplines being taught in CPS elementary and high schools

Broader map searches can be carried out across clusters of schools, allowing users to explore arts education by neighborhood, zip code, and type of arts program. *artlook*® Map aims to provide actionable information that will hopefully result in greater access to quality arts programs for all CPS students.

Ingenuity helps Arts Partners and CPS to understand the Map and ways to utilize the data through our Institutes. By gaining a better understanding of the arts programs that currently exist, school administrators, teachers, parents, and arts organizations can better:

- Coordinate the distribution of arts resources and services
- Identify gaps in arts education and needs in schools
- Track and share results to increase the availability of arts programming
- Advocate for equitable access to arts education in schools and neighborhoods

### CREATIVE SCHOOLS CERTIFICATION DATA

*artlook*® Map integrates individual schools' Creative Schools Certification category to provide a better picture of arts instruction in every school including staffing, minutes of instruction, disciplines taught, and partnerships.

### ADVANCED SEARCH

Advanced search filters allow both schools and Arts Partners the ability to access more precise arts data and information. Search filters include CPS school networks, zip codes, community areas, disciplines, school types, CPS governance structure, and more.

Results of searches can be emailed, shared as a link, or downloaded through excel or as a PDF. The advanced functionality of our search tool lets you harness the power of data to better plan programs and make connections with schools and partners.

### PARTNER PAGES

The *artlook*® Partners site allows Arts Partners in Chicago to record and track their service provision in CPS schools in real-time throughout the year. They can then receive a summation of the data collected, including the number of communities and CPS networks served, the types of programs provided, and demographic profiles of the students they serve. This can include their race, access to free/reduced lunch, meets/exceeds standards, English language proficiency, and rates of misconduct.

This information along with that collected from the *artlook*® Schools site fuels the *artlook*® Map and can assist in coordinating and aligning the provision of arts programming in and among partners and schools.

### OTHER HIGHLIGHTS OF THE PARTNER PAGE INCLUDE:

**Data Dashboard:** The Data Dashboard is a snapshot of a collection of data points which are self-reported by the partner via Ingenuity’s *artlook*® Partners portal. It provides information on a partner’s arts education programming, including arts disciplines offered, CPS vendor information, programs, number of partnerships, and community and CPS networks served.

**School Partners:** Individual organizations’ school partnerships appear here, along with the arts program type(s) provided to that school such as residencies, out-of-school time, in-school performances, field trips, and other program types.

**Programs:** Individual organizations’ arts education program offerings are listed here, along with the arts program types which best define each respective program. You will find more detailed programmatic information on the Arts Partner here.

### ESTABLISHING A PARTNER PROFILE ON *ARTLOOK*® MAP

By establishing a profile on *artlook*® Map, schools will be able to find you and your programs, you will be able to find schools looking for the specific arts programming your organization offers, and you can advocate for equitable access to arts education in schools and neighborhoods. Get on the map!

#### How to establish a profile:

-  **Contact** Ingenuity for login credentials or to establish a new profile at [artlookpartners@ingenuity-inc.org](mailto:artlookpartners@ingenuity-inc.org).
-  **Login** to your *artlook*® Partners Portal at [chicago.artlookmap.com/partner-portal/](http://chicago.artlookmap.com/partner-portal/).
-  **Complete** each section under “*artlook*® Map Profile.”
-  **That’s it!** You will then be able to view your organization’s stylized reports and Data Dashboard on *artlook*® Map. You can also use your new password to login to *artlook*® at anytime in the future to update your information.

Keeping your profile up-to-date is important because it allows schools to search for available arts programming and resources you provide.

Updating your profile frequently will also ensure you will be the first to know about new resources, tools, and developments as we work on updates in the next year that will increase your connections and impact in the Chicago arts education community.

## SCHOOL PAGES

In addition to listing each school's Creative School Certification category, each school's page lists useful information including location, contact information, and their raw Creative School Certification data. This page also links to the school website and report card to help you better research the needs and arts gaps. These pages additionally provide:

**Longitudinal Arts Data:** *artlook*® Map lets you look at individual school's arts programming over time, reflecting changes in instruction time, staffing, and partnerships. Researching a school's arts data over several years will help provide a clear understanding of the dynamic arts needs at each individual school and design programming that best supports each school community.

**Arts Liaison Name and Contact Information:** Arts Liaisons are the principal's point person for the arts. Each Liaison is a CPS employee who tracks arts education in their school, works with the principal and parents, supports teachers, connects with Ingenuity and the District, and coordinates all internal and external arts instruction, including partnerships. The Arts Liaison's name and email address is listed to the left of the Data Dashboard.

**School Report Cards:** CPS collection information at the school and district level on accountability, assessment scores, demographic information, student and parent survey results, etc. School reports can be a powerful tool to see how a school is performing, as well as to inform your efforts to help it succeed.

**Certified Arts Instructors:** Wondering who the certified arts instructors are at a school? In addition to listing the Arts Liaison name and contact information, *artlook*® Map also lists the name of each certified arts instructor, disciplines taught, and full- or part-time status on each School Profile Sheet.



## CREATIVE SCHOOLS FUND APPLICATION PROCESS

Funds are only awarded to CPS schools. However, Arts Partner organizations often partner with schools on applying for funds together.

If you are considering partnering with a school on a grant application, review the proposal process and grant implementation information below.

### PROPOSAL PROCESS

Each year a panel of arts and education experts review applications and make recommendations to the Ingenuity Board. The Creative Schools Fund Review Panel strives to award grants to:

- The strongest applications that meet the criteria for each type of grant.
- Schools in all CPS Networks, with some priority to Networks that are under-resourced in the arts.
- Schools in all Creative Schools Certification Categories (1-4) and of every type (elementary and high schools; neighborhood, Contract, Charter, Options, ISP, etc.).
- Proposals representing all artistic disciplines, with some priority on those disciplines that are under-represented in the district at large.
- Applicants with demonstrable school-based arts leadership.

### GRANT IMPLEMENTATION

#### Administrative Tasks

- Begin the process to attain a vendor number right away, and ask us for help in the process.
- Meet with your partner in January to reaffirm project timeline and nail down the logistics.
- In your annual budgeting, allow wiggle room for the timing of CSF payments and pursue diverse funding streams to supplement your work.

#### In the Classroom

- Become a mandated reporter.
- Ensure instructors are trained in and able to speak to principles of privilege and oppression before they enter the classroom.
- Ensure the office of the Principal is aware and supportive of the program; provide periodic updates directly to school leadership regarding how the program is going.



## STANDARDS, FRAMEWORKS, AND PLANS

### CPS FRAMEWORK FOR TEACHING

The 2012 *CPS Framework for Teaching* is a modified version of Charlotte Danielson's *Framework for Teaching*. It provides a definition of good teaching practice and gives all educators a common language to talk about teaching. The *CPS Framework for Teaching* was modified in collaboration with the Chicago Teachers' Union, Charlotte Danielson, and the Consortium on Chicago School Research to incorporate the shifts in teaching practice required by the Common Core State Standards, such as increased rigor of student work. The *CPS Framework for Teaching* is a rubric that describes teaching practices across a continuum for each component. This continuum helps teachers and school administrators engage in a continuous improvement process that refines teaching practices. It does this by reflecting on specific aspects of current practice and holding conversations with colleagues to gain new strategies and ideas for improving learning for all students.

Teachers and Arts Partners both contribute to student learning in meaningful ways, but sometimes speak different languages. The *CPS Framework for Teaching* is important for Arts Partners because it allows you to articulate your lessons so they are aligned with what is being taught in the classroom. This is helpful for students because they can connect the arts to *what* is being taught and *how* it is being taught. The Arts Partner Standards of Practice are the mirrored versions of the *Framework for Teaching*. These resources in tandem will help form a shared language between arts classroom teachers, Teaching Artists, and arts program managers.

Visit [bit.ly/CPSFrameworkForTeaching](http://bit.ly/CPSFrameworkForTeaching) to read the framework.

### ARTS ADDENDUM TO THE CPS FRAMEWORK FOR TEACHING

In September of 2013, the DAE and over 40 arts teachers created the Arts Addendum to the *CPS Framework for Teaching*. The purpose of the Addendum is to share how important and unique aspects of arts teaching practices align with the *CPS Framework for Teaching*.

The Arts Addendum shows how the arts are aligned with the Framework in practice. Specific examples show what the Framework could look like in an actual arts classroom setting. For example, component 3B is based on **Using Questioning and Discussion Techniques** through low-level and high-level questioning, discussion techniques, explanation of thinking, and student participation. It then corresponds with how each arts subject can use **essential questions** to stimulate thought, provoke inquiry, and spark student questions. For dance, the guide suggests focusing around the question, "How do choreographers and authors communicate the main idea or theme of their work through details like figurative language, pantomime or gesture?" This central question can be easily adapted to your lesson which would help students connect what is being taught in the classroom to the arts.

Visit [bit.ly/CPSFrameworkForTeaching](http://bit.ly/CPSFrameworkForTeaching) to read the Arts Addendum.

## PROFESSIONAL LEARNING

Ingenuity's Professional Learning programs help ensure that you have access to relevant learning needed to propel high quality work in schools. Designed to meet the needs of a variety of audiences – from smaller capacity organizations and individual Teaching Artists to larger capacity organizations – these program offerings have been tailor-made for all needs. Each professional learning opportunity supports one or more tracks of learning in partnership and substitutability; curriculum instruction and assessment; and advocacy and leadership.

### INGENUITY SUMMITS AND INSTITUTES

Through our Institutes and Summits, we want to help you make sure your organization's programs support certified arts teachers and the unique needs of each school you serve.

Ingenuity's Summit Series brings schools, teachers, and community Arts Partners together to identify and fill the most important arts needs in each school. At each Summit, you will have the opportunity to have a table where you can talk about your organization in a "vendor fair" style. Teachers will be able to collect resources and information about your program offerings, discuss needs, and potentially start a partnership with your organization.

Ingenuity Institutes serve as the foundation of Ingenuity's work with Arts Partners. We have developed a series of institutes designed to provide you with resources, professional development, and networking opportunities to integrate you into CPS.

The summits and institutes will help external Arts Partners by:

- Identifying school needs, guided by the CPS Arts Education Plan and Creative Schools Initiative
- Connecting programs with teachers
- Planning with colleagues and schools using current data, expertise, and information
- Learning the nuts and bolts of working within CPS' system
- Aligning curriculum and programs to arts standards and the Common Core
- Interacting and plan with school-based Arts Liaisons
- Establishing "best practice" strategies for partnerships

For a full listing of Ingenuity Summits and Institutes, please visit [ingenuity-inc.org/professional-learning](http://ingenuity-inc.org/professional-learning).



## ONLINE PERSONALIZED PROFESSIONAL DEVELOPMENT PLANNING

Ingenuity has developed an interactive self-assessment tool to help you manage your own learning and development by allowing you to reflect on which areas of the Arts Partner Standards of Practice you, and in some cases the organizations for which you work, would like to develop further.

Building your personalized professional development plan will help you and your supervisor to set realistic and specific goals for the year. We suggest that you sit down with your supervisor at the beginning of the school year to reflect upon your practice and identify areas for professional growth. This can also be utilized as a development tool for organizations working with Teaching Artists.

After completing a short online quiz, you and/or your Teaching Artists will receive a customized professional learning plan for the year ahead, and instant access to existing resources in your specific areas of need.

This tool will be available on our website:  
[ingenuity-inc.org/professional-learning/learning-plan](http://ingenuity-inc.org/professional-learning/learning-plan).



## APPENDIX

### GLOSSARY

**Arts Liaison:** A school staff member nominated by the principal to serve as the school’s voluntary arts leader and champion. Arts Liaisons help coordinate and plan all school arts instruction and share information via *artlook*® on community Arts Partners, school budgets, arts staffing, planning, and services. Each CPS Network also has a Lead Arts Liaison, whose role it is to support Arts Liaisons in completing the annual Creative Schools Survey and planning for the arts.

**Arts Partner Standards of Practice:** The product of a two-year effort engaging more than 350 arts education stakeholders under the Quality Initiative, the Arts Partner Standards of Practice includes tools and processes to help arts organizations improve arts program outcomes. The Standards also establishes consensus values about how to define, assess, evaluate, and improve the quality of Teaching Artist instruction.

**Artlook® Suite:** The Ingenuity-created data suite of services made up of Schools, Partners, and Map. The *artlook*® Schools system collects each CPS school’s number of arts instructors, community arts partnerships, disciplines taught, and relevant budget data. The *artlook*® system collects data from community Arts Partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook*® Map, an interactive online tool for the public to view all reported arts education-related activities.

**Arts Integration:** The meaningful connection of essential content in an arts discipline subject and essential content in another subject area such that student achievement in both subject areas increases.

**Charter School:** A public school open to all Chicago children that is approved by the Chicago Board of Education but operates independently from the Board and from other charter schools.

**Chicago Public Schools Arts Education Plan:** A three-year plan approved in fall 2012 that made arts a core subject, ensuring elementary schools provide 120 minutes of weekly arts instruction and high schools offer credits in at least two arts disciplines, among other initiatives.

**Community Arts Partner:** Any one of a broad spectrum of program providers ranging from an individual Teaching Artist working with a single school, grassroots and large nonprofits working with one to 150 schools, to major cultural institutions such as the Chicago Symphony Orchestra, working with nearly 200 schools. Community Arts Partners might also include providers of arts education resources – mostly in-kind donations, materials and supplies, exhibition space, volunteers, and so on.

**Common Core State Standards:** New standards adopted by 46 states, including Illinois, that outline a higher bar for what students must know in order to succeed in college and careers.

**Contract School:** Public schools open to all CPS students and operated by private entities – community organizations, foundations, educators, and universities. Each has a curriculum, calendar, schedule, and admissions procedure that may differ from those of other public schools.

**Core Subject:** A body of knowledge that all students are expected to learn and is not an elective subject.

**Creative Schools Certification:** Identifies the level of arts instruction provided in each CPS school based on data regarding staffing, minutes of instruction, budget, culture, and partnerships.

#### Creative Schools Certification Categories

- **Excelling (Category 1):** Schools that meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Strong (Category 2):** Schools that nearly meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Developing (Category 3):** Schools that occasionally meet the goals and priorities in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Emerging (Category 4):** Schools that rarely meet the goals and priorities in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Incomplete Data (Category 5):** Schools in which data is incomplete to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

**Creative Schools Certification Rubric:** Each school that participates in the Creative Schools Survey receives a Creative Schools Certification Rubric. This Rubric highlights schools' high-level data points as provided on the Survey as well as their resulting Creative Schools Certification Category. Rubrics can be accessed and downloaded from each school's *artlook*® Map profile page.

**Creative Schools Fund:** Provides grants directly to schools and supports their progress along the Creative Schools Certification continuum. The Fund does not accept applications for programs designed to replace credentialed arts instructors in the classroom.

**Creative Schools Initiative:** A partnership between Ingenuity and CPS to ensure every public school student receives a well-rounded education that includes the arts.

**Credentialed Arts Instructor:** An educator authorized by the state to teach visual arts, media arts, music, dance, or theatre. Currently, the State of Illinois issues certification for arts instructors with qualifications in visual arts and music. Credentialed theatre and dance instructors hold Illinois teaching certificates in a subject or grade level as well as a credential in their respective arts discipline.

**Dance:** A student's dance education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.

**Data Dashboard:** Ingenuity's *artlook*® Map has a profile page for all schools as well as identified community Arts Partners. Each profile page contains a Data Dashboard, which provides a snapshot of the school or organization's high-level data points.

**District-Run School:** A public school managed by the CPS central office. Among other commonalities, these schools share an academic calendar, discipline code, and budgeting procedures.

**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.

**Full-Time Equivalent (FTE):** A unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

**In-School Performance:** A single-day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body provided by an external arts organization.

**International Baccalaureate:** A continuum of high-quality educational programs that encourage international-mindedness and a positive attitude toward learning.

**Local School Council:** The body which has been established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement. Their goal is also to place the primary responsibility for school governance and improvement in the hands of parents, community residents, school staff members, and principals.

**Magnet Cluster Schools:** More than 100 specialized neighborhood schools that focus their curriculum on one of four subject areas: fine and performing arts, world language, International Baccalaureate, or technology. Fine and performing arts magnet cluster schools integrate the arts into all subject areas.

**Music:** A student's music education experience may include, but is not limited to, general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) music theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) music, music history, marching band, drum line, multicultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.

**National Core Arts Standards:** National standards for arts that are designed to align with Common Core State Standards.

**Options Schools:** Schools that offer additional supports and services for students who need a pathway toward high school graduation. Some options schools offer supports such as child care, counseling, and alternative schedules for students who may work during the traditional school day.

**Other Services:** External community Arts Partner services not captured in traditional arts programming categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).

**Out-of-School Time Program:** Any programming in which CPS youth participate outside of the traditional school day.

**Professional Development:** Training for instructors and/or administrators that enables staff to learn more about developing arts based lessons and best practices which are often customized to serve specific classroom interests and goals.

**Quality Initiative:** A research initiative launched by Ingenuity in November 2015 to define, assess, and enhance quality arts instruction by Arts Partners across Chicago and beyond. Using a community-engaged research process, the Quality Initiative surfaced as the Chicago arts education community's core values around quality, and has translated these values into a Quality Framework and Toolkit that will be used to guide, enhance, improve, and deepen the quality of arts education practice.

**Residency:** An artistic program 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.

**Raw Data Report:** Each school that participates in the Creative Schools Survey receives a Raw Data Report. This Report provides a detailed summary of the data provided by the school on the Creative Schools Certification and displayed on *artlook*® Map. Raw Data Reports can be accessed and downloaded from each school's *artlook*® Map profile page.

**Resources:** An external provider supplies physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). This does not include grants or granting agencies as partners.

**Rubric:** A performance-scoring scale that lists multiple criteria for performance and provides values for performance levels, such as numbers or a range of descriptors from excellent to poor.

**Selective Enrollment:** Chicago public elementary and high schools that require testing as part of the admissions process.

**Sequential (in the context of arts education):** Occurring year-to-year from grades K-12.

**STE(A)M Program:** A program that focuses on science, technology, engineering, the arts, and mathematics to guide student learning and critical thinking.

**Theatre:** A student's theatre education experience may include, but is not limited to, acting, theatre, film acting, film making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) theatre.

**Visual Arts:** A student's visual arts education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.

## INGENUITY

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## STAFF

**Paul Szniewajs** | Executive Director | [ps@ingenuity-inc.org](mailto:ps@ingenuity-inc.org)

Paul maintains all organizational oversight, including staffing, program development, planning and finances, board relations and fundraising. He has created working partnerships and alliances with numerous city departments, the school district, and almost every major cultural institution in Chicago.

**Nicole Upton** | Director of Partnerships and Professional Learning | [nu@ingenuity-inc.org](mailto:nu@ingenuity-inc.org)

Nicole develops sector-wide strategies to strengthen student learning in and through the arts. She works with both Chicago Public Schools and Chicago's arts and cultural community to build capacity to strengthen leadership and create collaboration and knowledge sharing within and among organizations.

**Steven Shewfelt** | Director of Data and Research | [ss@ingenuity-inc.org](mailto:ss@ingenuity-inc.org)

Steven collects and combines the data collected from CPS, the Illinois State Board of Education, and Arts Partners to provide the most accurate picture for CPS. He develops a suite of data products that are utilized by community Arts Partners, and schools, as well as sets the research agenda that fuels Ingenuity's program strategy and that of the stakeholders.

**Christopher Chantson** | Director of Development | [cc@ingenuity-inc.org](mailto:cc@ingenuity-inc.org)

Christopher is responsible for developing, implementing and leading fundraising strategies to support Ingenuity's work to ensure that the arts are a critical component of every student's education in the CPS system.

**Karla Rivera** | Director of Public Affairs | [kr@ingenuity-inc.org](mailto:kr@ingenuity-inc.org)

Karla works to advance access to and quality of arts education in CPS by fostering long-term partnerships and collaborations with diverse stakeholders in order to achieve supportive policies and resources at the local, state, and federal levels.

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Eli is Ingenuity's in-house consultant to oversee arts education grants in CPS.

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Tom supports the management of Ingenuity's *artlook*® Suite – a proprietary data collection and dissemination system – and the production of annual public-facing data reports. He also works with community Arts Partners and CPS staff to drive engagement in data-tracking systems and designs ways to integrate data into all of Ingenuity's core program areas.

**Emily Cibelli | Senior Data Analyst | [ec@ingenuity-inc.org](mailto:ec@ingenuity-inc.org)**

Emily supports the Data & Research team by helping to collect and maintain data on arts programs in CPS and with community Arts Partners. She develops analyses and reports to capture system-wide trends in arts education and identify opportunities for growth.

**Courtney Cintrón | Partner Engagement Specialist | [cmc@ingenuity-inc.org](mailto:cmc@ingenuity-inc.org)**

Courtney supports the design, development, implementation and evaluation of professional learning Institutes for Arts Partners and CPS teachers, and supports sector-wide adoption and implementation of the Arts Partner Standards of Practice. She also develops and implements technical assistance and relationship-building strategies with the Chicago Arts Partner community through individual outreach, coaching of collaborative teams, and large group training.

**Louisa Wyatt | Development Associate | [lw@ingenuity-inc.org](mailto:lw@ingenuity-inc.org)**

Louisa supports Ingenuity's fundraising and communications efforts, with a focus on the cultivation, solicitation and stewardship of institutional funders.

**Tashia Fouch | Office Coordinator**

Tashia supports Ingenuity's four main program areas: Data, Advocacy, Strategy, and the Creative Schools Fund. She is responsible for the oversight and administration of systems and operations, technology infrastructure, and program logistics.

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