HOW DO YOU BUILD EFFECTIVE, IMPACTFUL, AND SUSTAINABLE ARTS PARTNERSHIPS?

The Arts Partnership Process is an interactive tool designed to help cultivate meaningful planning conversations between schools and arts partners. This five-step collaborative and reflective conversation process can be used to build stronger partnerships and implement unique arts education programs tailored to the goals, strengths, and unique capacities of schools and arts partners.
1. KNOW BEFORE YOU GO

ARTS PARTNER

Ask Yourself:
- What kind of educational programs do you offer?
- What is your mission?
- What is your story?
- What are your strengths and expertise?
- Reflected on a few of your most successful partnerships. What made them so successful? Similarily, reflect on partnerships that may have been less successful.
- What needed improvement?

Resources & Materials:
- artlook™ Map
- Summit data (Partner by Program Type listing)
- Annual reports
- Program evaluations/quality outcomes rating

SCHOOL/TEACHER

Ask Yourself:
- What is the culture and climate of the school?
- Does your school have an arts instructor?
- What partnerships do you already have?
- How do you determine partnership quality?
- Where are you arts strong? Where do you need supports?
- What age or grade level are you hoping to serve?
- What are students' previous arts experiences? What do they think about the arts?
- Which specific arts skills and techniques would you like students to learn? Are there any non-arts skills you hope they might learn from an arts partnership?

Resources & Materials:
- artlook™ Map
- Creative Schools Certification Category rating

2. HAVE A CONVERSATION

Ask & Share:
- Does your organizational mission and vision align with, complement, and support the school’s culture and climate?
- What is the culture and climate of the classroom? How will you learn about the culture and climate, and what are your plans to integrate into it?
- What do you need to know about students, families, and the community? Are individuals within your organization culturally competent with respect to the students, families, and community?
- What types of programs can you offer?
- What is your capacity?
- What constraints are you looking for in a school?
- What are the school's learning priorities?
- Can this partnership support the school?

Resources & Materials:
- Program brochures
- Pictures and videos of your program in action

3. WORK IT OUT TOGETHER

Ask & Share:
- What is the plan to facilitate communication and collaboration among teaching artists, classroom teachers, and the school’s arts teachers or Arts Liaisons?
- What should the school have available to support teaching artists in working with various types of students such as diverse learners or students with an IEP?
- How-much-will-this-cost-Is-this-the-budget-reasonable-and-sufficient-to-support-the-goals-of-this-partnership?
- Does the partner have a CPS Vendor Number? How and when will the partner be paid?
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Resources & Materials:
- Program timelines
- Teacher rosters, lesson plans, and other curricular materials
- Partner vocabulary sheet, lesson plans, and other curricular materials
- Evaluation tools
- Standard arts (e.g., How Winslow Art Learning Standards, CCSI, and Illinois Social Emotional Learning Standards, etc.)
- Professional development for various levels of school staff

4. MAKE IT HAPPEN

Ask Yourself:
- To gain a better understanding of the culture of the school and classrooms, how soon before the start of the partnership should you observe the culture of the school and classrooms? How can you prepare to be in a different space on different days for the partnership?
- How can you be adaptable when changes happen during the timeline or plan?
- How do you know that students are engaged and interested?
- How do you know if you are meeting the goals of the program?
- What resources or materials are needed? Which can be provided by the school and which can be provided by the partner? Can each commit to providing consistent and high-quality resources and materials?
- How will the work of this partnership be shared? Will there be a culminating performance or exhibition? On what scale?
- What is a realistic timeline for this work? What is a realistic amount of time to plan for each individual?
- Who will be involved from the school and from the organization? How will guardians and families be involved?

Resources & Materials:
- Shared schedules
- Logistics plan: technology and classroom resources and materials
- Pre-plan materials: lesson plans, vocabulary, worksheets, etc.
- Communication and follow-up schedule

5. REFLECT & EVALUATE

Ask Yourself:
- Schedule a postmortem on the partnership to discuss the partnership process, student outcomes and shared learnings.
- What did students learn? How do we know?
- Did we meet our goals?
- What went well?
- What needed improvement?
- What data supports your insights and conclusions?
- What did we learn?
- What will we do differently next time?

Resources & Materials:
- Student and school surveys
- Incident reflections, journal entries, pieces of writing, portfolios, works of art, etc.
- Share data that supports the success of the partnership with your Local School Council (LSC)
- Evaluate student participation and determine if the inclusion of an arts program had a positive impact on overall student attendance or other indicators
**RESOURCES & MATERIALS**

**artlook™ Map:** An interactive tool that allows schools, arts partners, and the community to explore, share, and use arts education data from arts organizations and CPS schools. Data from the artlook™ Map can help partners and schools coordinate the distribution of arts resources and services, and identify schools’ arts needs.

**School Quality Rating Policy (SQRP):** The district’s policy for measuring annual school performance. Schools create goals for measuring their annual performance based on a broad range of indicators. Through this policy, each school receives a School Quality Rating and Accountability Status. Utilize this resource to understand student test score performance, student academic growth, school culture and climate, attendance, and graduation information.

**Continuous Improvement Work Plan (CIWP):** CIWP is a streamlined, strategic planning process for schools that meet the state and federal requirements of a school improvement plan. The CIWP uses previous goal and strategy setting processes completed by the school from the SQRP metrics. Utilize this resource to help determine how arts programming might support schools to achieve priorities and goals.

**Multi-Tiered Systems of Support (MTSS):** Provides a framework for delivering high-quality, differentiated instruction, and targeted support for students’ academic, social and emotional, and health/wellness needs in all school and classroom settings. The framework includes both instruction and interventions with targeted supports for those students who require additional, explicit, and more focused instruction to meet the academic and Social Emotional Learning (SEL) standards. Use this resource to develop common terminology as well as supports on how to implement and embed MTSS in your arts programming.

**My Voice, My School Survey:** A CPS survey collected from parents and guardians, students, and teachers about their school. Data is collected around school community, parent-teacher partnership, school safety, quality of facilities, and other items. Use this resource to better understand school culture and climate, and family/community perspectives.

**Common Core State Standards (CCSS):** Educational standards that detail what students in grades K-12 should know, understand, and do in English, language arts, and mathematics. These standards are aligned to the expectations of college and career readiness.

**Illinois Social Emotional Learning Standards (SEL):** A standard set that defines skills and content for social and emotional learning for students in grades K-12.

**New Illinois Arts Learning Standards:** Updated Illinois arts standards identify what students should know, understand and do in theatre, music, dance, visual art, and media arts. They reinforce best practices in the classroom and provide updated guidance on what constitutes quality arts education.

**KEY TERMS TO KNOW**

**School Culture:** The principles, values, attitudes, relationships, and written and unwritten rules that impact how a school operates.

**Capacity:** The resources, knowledge, and support, such as staff and leadership, needed to successfully execute and oversee a program.