

04B

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.



Characteristics of Practice

ELEMENTS

CHARACTERISTICS OF PRACTICE

Expand Arts Learning Among the Funding Community

Organizations engage in authentic dialogue with funders whose priorities align with their organizational strategy by:

- Identifying themselves as a learning organization, offering transparency regarding challenges and opportunities and successes
- Grounding their perspective in program longevity
- Sharing the ways in which their organization contributes to a more equitable distribution of arts learning
- Communicating true, full, and real funding needs supported by data
- Identifying materials and capacity needed to execute goals
- Sharing how the funding request aligns with program goals and evaluation

Expand Arts Learning in the School

Organizations develop relationships across the school and community hierarchy to become a trusted partner and collaborator—from the Principal to the Secretary, to Security and Janitorial staff. Ongoing practices to sustain relationships should also include:

- Scheduling the same Teaching Artist(s) at the same school year after year
- Ongoing attentiveness to open communication
- Addressing challenges with a problem-solving orientation
- Ongoing research and discussion to adapt programs and refresh needs assessments
- An approach to record and communicate access achieved by a program, so successive years can deepen or broaden student learning in the arts
- Curricular scope and sequence that is multi-year in nature
- Active pursuit of longer-term funding sources

Characteristics of Practice *(continued)*

ELEMENTS	CHARACTERISTICS OF PRACTICE
Expand Arts Learning in the Community	<p>Organizations support Teaching Artists to build key relationships in the communities where they teach. New Teaching Artists should be integrated into pre-existing school and community partnerships through focused relationship building, knowledge sharing regarding the school or community partner.</p> <p>Organizations may seek out fellow arts and non-arts organizations working in the same schools and communities to establish or grow collaboration and build on a shared community of practice.</p>



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.

ELEMENTS	GUIDING QUESTIONS
Expand Arts Learning Among the Funding Community	<ul style="list-style-type: none"> • Are our funding needs realistic and sustainable? • Is evaluation for the organization or for funders? Both? • Who in the funding community will most passionately support our programs? • Who in the funding community has a requirement(s) we simply cannot meet? • How do we solicit feedback from our funders? What do we do with that feedback once we receive it? • What is our method for gathering and tracking information about funders? • Who is responsible for building these relationships?
Expand Arts Learning in the School	<ul style="list-style-type: none"> • How long would we like to be working with a school? • What are strategies for scaling up or down according to our capacity? • How do we include student, teacher, and administrator voice at all levels of the program? • To what extent does a school's ability to pay impact your relationship?

Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
Expand Arts Learning in the Community	<ul style="list-style-type: none"> • How do we nurture and sustain longer term relationships in communities? • What role do we play in building or supporting community? • How do we manage transition while sustaining relationships?



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.