



ARTS PARTNERSHIP PROCESS: STEPS FOR PROGRAM SUCCESS

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.



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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?
- Reflect on a few of your most successful partnerships. What made them so successful? Similarly, 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

SCHOOL/TEACHER

Ask Yourself:

- What is the culture and climate of the school?
- Does your school have an arts instructor?
- What partnership(s) do you already have?
- How do you determine partner 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 are hoping they might learn through 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 conditions are you looking for in a school?
- What are the school's learning priorities?
- How can this partnership support the school?



Resources & Materials:

- Program brochures
- Pictures and video of your program in action

Ask & Share:

- Does your mission and vision align with, complement, and support the mission and vision of the partner?
- What types of programs are needed?
- How many students/grades are you planning on including?
- What are you looking for in a partner?
- What are your students looking for in a partner or in the skills they might learn from a partnership?
- Can the learning from this partnership be used later (by teachers or students)?
- What does your principal want to see in the school? What are their priorities?
- What do students' families and the community want to see in a partnership? What are their priorities?
- Tell the partner about your school's Multi-Tiered Systems of Support (MTSS) plan – can they help?



Resources & Materials:

- School reports (i.e. School Quality Rating Policy (SQRP), My Voice, My School Survey, etc.)
- Continuous Improvement Work Plan goals
- MTSS School Action Plan



ASK:
ARE WE A MATCH?

Find a different school whose needs are better aligned with your organization's strengths.

NO

NO

Find a different arts partner who is better aligned with your school's culture and student needs.

YES



3. WORK IT OUT TOGETHER

Ask & Share:

- What program will align with the school's needs?
- How can this partnership support or develop the school's plan for the arts?
- Is this partnership intended to be short-term or long-term? If long-term, what can you do to plan proactively for the partnership's long-term sustainability?
- What does the teacher need to communicate to the partner about existing school policies and procedures, management strategies, student expectations, etc.?
- How will students be selected to participate in this partnership? Will it be mandatory or opt-in?
- What are your shared goals? Are they measurable?
- What arts-based skills or techniques will be acquired by students in the discipline?
- What non-arts based skills might be acquired through this partnership? Do you have a clear and shared theory of how non-arts skills will transfer from the arts learning to your target setting?
- Are both parties invested in the success of the partnership? What does that investment look like?
- What will success look like? What does a successful process look like as well as a successful product? What happens if the shared definition of success is not met?
- Can the school commit to providing an adequate and consistent space for the activities of the partnership? What does an adequate space look like for the partner?
- 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 session?
- Who will be involved from the school and from the organization? How will guardians and families be involved?

- Which arts and non-arts partnerships already exist or are being planned for the school? How can all partners working in the school communicate and collaborate?
- How and when will you communicate throughout this partnership? At what point will you check in throughout this process? Who will you contact if the plan goes off course?
- What supports do teaching artists need throughout the partnership?
- What is the plan to facilitate communication and collaboration among teaching artists, classroom teachers, and the school's arts teachers or Arts Liaisons?
- What resources does the school have available to support teaching artists in working with varying types of students such as diverse learners or students with an IEP?
- How much will this cost? What is the budget? Is the budget reasonable and adequate to support the goals of this partnership?
- Does the partner have a CPS Vendor Number? How and when will the partner be paid?



Resources & Materials:

- Program timelines
- Teacher rubrics, lesson plans, and other curricular materials
- Partner vocabulary sheet, lesson plans, and other curricular materials
- Evaluation tools
- Standard sets (i.e.: New Illinois Arts Learning Standards, CCSS, 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 classroom, how soon before the start of the partnership should you observe the culture of the school and classroom?
- How can you prepare to be in a different space on different days for the partnership?
- How can you be adaptable when changes happen to 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?
- How do you know if students are meeting the specific learning outcomes desired? What is your plan for ongoing assessment throughout the partnership?
- What should the school community, teachers, students, and their families expect? How can families best support the partnership?



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

Ask Yourself:

- Are you overspending or underspending on the budget?
- What space will be used each day of the partnership?
- What should students, families, principals, and the school community expect?



Resources & Materials:

- Shared schedules
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5. REFLECT & EVALUATE

Ask & Share:

- 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:

- Program evaluations
- Student and school surveys
- Student 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. corestandards.org

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. www.isbe.net/ils/social_emotional/standards.htm

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. cpsarts.org/news/new-arts-standards/

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.



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