



# ***A Roadmap for the Future***

***Striving for Sustainability***

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# WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi:

Literacenter  
WhereTheWifiThingsAre



# SESSION OBJECTIVES

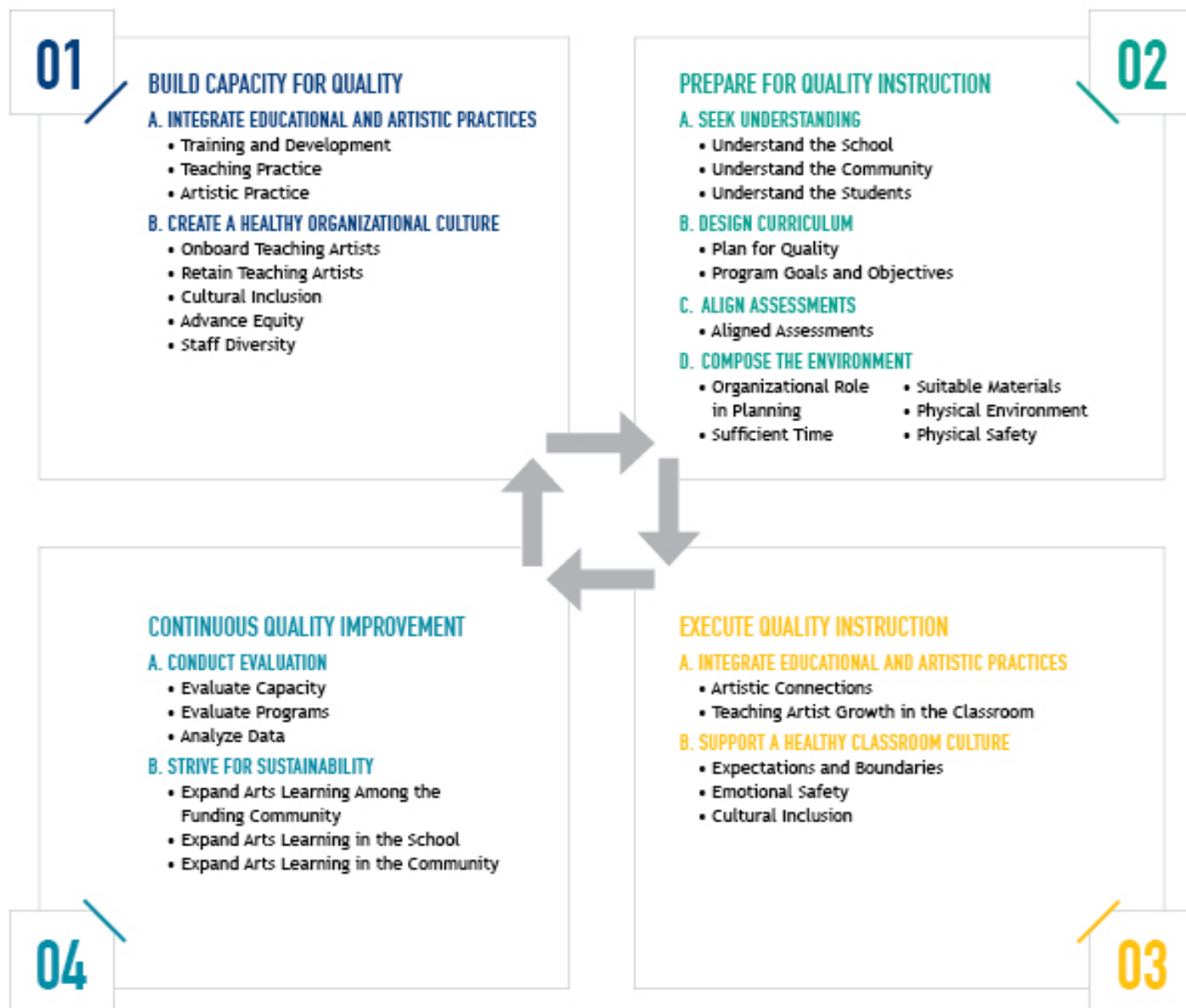
- **Learn** how to leverage learning for future longevity
- **Develop** strategies for nurturing and sustaining long-term relationships with funders, schools and communities
- **Identify** challenges and opportunities to program longevity



# ***Arts Partner Standards of Practice***

***Organizational Framework  
Snapshot***

# ORGANIZATIONAL FRAMEWORK SNAPSHOT





# SELF-ASSESSMENT CONVERSATION

- I. Build Capacity for Quality
- II. Prepare for Quality Instruction
- III. Execute Quality Instruction
- IV. Continuous Quality Improvement

## BUILD CAPACITY FOR QUALITY

NO

DEVELOPING

YES

## Integrate Educational and Artistic Practices

**Training and Development:** Does the organization have a clear, transparent outline of the capabilities Teaching Artists, program, administrative, and executive staff should embody in order to fulfill the work of the organization?

**Teaching Practice:** Has the organization developed clear expectations on the teaching practices and capacities Teaching Artists bring to the organization?

**Artistic Practice:** Does the organization offer consistent opportunities for Teaching Artists and organizational staff to engage in artistic discussions and reflective practices?

## Create a Healthy Organizational Culture

**Onboard Teaching Artists:** Does the organization share clear and transparent pay, hours, and job descriptions/roles with Teaching Artists as part of the onboarding process?

**Retain Teaching Artists:** Does the organization maintain regular communication with Teaching Artists and connect them to learning opportunities?

**Cultural Inclusion:** Does the organization have a clearly established definition of Cultural Inclusion as it relates to its own organizational culture?

**Advance Equity:** 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?

**Staff Diversity:** Does the organization have clearly established and transparent diversity goals at every level of the organization?

TOTAL

## PREPARE FOR QUALITY INSTRUCTION

NO

DEVELOPING

YES

## 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?

TOTAL

## EXECUTE QUALITY INSTRUCTION

NO

DEVELOPING

YES

## Integrate Educational and Artistic Practices

**Artistic Connections:** Does the organization's education programs provide students with the opportunity to develop their own artistic voice?

**Teaching Artist Growth in the Classroom:** Does the organization regularly conduct Teaching Artist observations?

**Teaching Artist Growth in the Classroom:** Does the organization conduct formal and informal pre-and-post observation meetings with Teaching Artists?

## Support a Healthy Classroom Culture

**Expectations and Boundaries:** Does the organization have a clearly established process in place for knowledge sharing between staff, Teaching Artists, and classroom teachers?

**Emotional Safety:** Does the organization have a clearly articulated definition of emotional safety ("safe space") for its programs?

**Cultural Inclusion:** Does the organization have a clearly established definition of Cultural Inclusion as it relates to students, families, and program content?

## CONTINUOUS QUALITY IMPROVEMENT

NO

DEVELOPING

YES

## Conduct Evaluation

**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?

**Evaluate Programs:** Does the organization have a robust post-program protocol to reflect on program impact in partnership with schools?

**Analyze Data:** Does the organization use data to fuel evolution in its practices, including curricular approaches?

## Strive for Sustainability

**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?

**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?

**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?

TOTAL



STUDENT-CENTERED & STUDENT-DRIVEN



PROCESS-FOCUSED



PHYSICALLY & EMOTIONALLY SAFE



PEDAGOGICALLY ALIGNED BEST PRACTICES

## VALUES OF QUALITY

ingenuity



COLLABORATIVE, RELATIONAL,  
& RELATIONSHIP-BASED



EMBRACES DIVERSITY & CULTURAL COMPETENCE



STRENGTHS-BASED



REQUIRES EQUITY



PURPOSEFUL & INTENTIONAL



IS IN THE PHYSICAL, TANGIBLE DETAILS



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

ingenuity



# ARTS PARTNERSHIP PROCESS

BUILDING EFFECTIVE, IMPACTFUL, AND SUSTAINABLE ARTS PARTNERSHIPS



facebook.com/IngenuityChicago | twitter.com/IngenuityChgo  
linkedin.com/company/ingenuity-incorporated | @ingenuitychgo

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# 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.

-  **Residencies:** Artistic 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/or 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 collaboration with arts partnerships over an extended period of time, it can enrich students' experiences in the arts through important resources and opportunities.

-  **Resources:** External providers supply physical resources to supplement a school's arts education programming (e.g. arts supplies or instruments). This can benefit the classroom's ability to have the tools teachers need to incorporate the arts into the classroom.
-  **Master Class/Workshop:** Professional or working arts partner comes to the classroom to teach on a specific arts discipline.

-  **Demonstrates** the range of impact community arts partnerships can have upon a school's arts program.
-  **Represents** the amount of time spent, relationships built, and meaning-making created through different arts partnerships for students in CPS, highest being the most impact, and lowest being the least impact.

**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.




-  **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 allows students to see the arts in the community, but not necessarily transfer the experience back into the classroom.
-  **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 low-level impact because not every student has access to these opportunities.

-  **In-School Performances:** 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 context within the arts it is removed from the classroom integration of the arts.




## USING THE LEVELS OF IMPACT

Each stakeholder can use their sphere of influence in order to contribute to effective partnerships through the different Levels of Impact.

### PRINCIPALS CAN USE THE LEVELS OF IMPACT TO:

-  **Know:** the range of impact arts partnerships has on their arts programs and/or the needs and desires of the principal's school.
-  **Understand:** the impact student learning can be maximized when the benefits of all levels from the Levels of Impact are incorporated across all content levels.
-  **Do:** implement strategic opportunities for teachers to use these different partnerships as a way for better teaching practices and student learning.

### TEACHERS CAN USE THE LEVELS OF IMPACT TO:

-  **Know:** about the time spent, relationships built, and meaning-making created for the needs and desires of the teacher's classroom.
-  **Understand:** the impact of having arts partnerships on all levels can maximize student understanding of content and curricular standards.
-  **Do:** implement ways in which student learning can be enhanced through arts partnerships on different impact levels.

### ARTS PARTNERS CAN USE THE LEVELS OF IMPACT TO:

-  **Know:** how and where their programs fit in the levels of impact.
-  **Understand:** how arts partners can use the Levels of Impact to strategically think about maximizing student learning.
-  **Do:** implement strategic programs that address the levels of impact and are responsive to the needs and desires of the schools and the students.

## CONCLUSION

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

- Students will **understand the arts** and learning as a dialogue between each other, creativity as an integral part across content areas in the classroom, and experience in and outside of the classroom.
- Students will **gain insight** into the role the arts plays in curriculum alongside teachers and art partners, school and community.
- Students will **apply their creativity** to learning in new ways when the arts are explored as an important in and out of school learning experience to use higher-level thinking.
- Students will **have opportunities** for growth through scaffolded learning on different impact levels, alignment with standards that integrates action, skill, knowledge, metacognition, and setting of transfer goals for student understanding.

### RESEARCH SHOWS:

- Students receiving a quality 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.\*\*

\*Americans for the Arts | \*\*The Arts Education Partnership



***Break***



# *Planning for Sustainability*



# ORG FRAMEWORK

## 4B: Strive for Sustainability

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.



# 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.

#### ELEMENTS

#### GUIDING QUESTIONS

##### Expand Arts Learning Among the Funding Community

- 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?



# 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.

#### ELEMENTS

#### GUIDING QUESTIONS

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##### Expand Arts Learning in the School

- 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?



# 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.

#### ELEMENTS

#### GUIDING QUESTIONS

---

##### Expand Arts Learning in the Community

- 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?



# ORG FRAMEWORK

## 4B: Strive for Sustainability



### 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*



# ORG FRAMEWORK

## 4B: Strive for Sustainability



### 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.

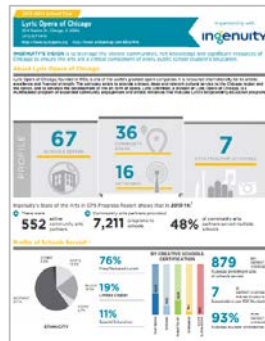


# FILLING IN THE CIRCLES

- 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*



The screenshot shows the Windows Task Manager Performance tab. The CPU usage is at 100%. The 'Processes' tab is also visible, showing a list of running processes. The 'Services' tab is also visible, showing a list of running services. The 'History' tab is also visible, showing a list of recent applications.



## 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.



Explore Arts Education in Chicago

Browse



Search by school, partner, or location

Search

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.



Explore Arts Education in Chicago


Browse



Search by school, partner, or location

Search

Free text search allows schools to conduct **more specific searches** for arts education programs



Explore Arts Education in Chicago

Browse ▾

Search for: "jazz"

**Partners**

- Jazz Institute of Chicago
- Jazz St. Louis
- Jazz at Lincoln Center
- Jazz-Play Studio
- The Jazz & Democracy Project
- Andy's Jazz Club

**Search**

artlook® Map puts art education resources at your fingertips. Type in the search bar to find the feature to get started!

needs of local stakeholders.

strategic partnerships.

Contact information in schools and

rs and build

Search

Free text search increases the likelihood of finding strategically appropriate partners.



What or who are you looking for?

Search

Showing 76 Matches for Schools

Export List

List

Map

Sorted by: Relevance

Year

2016-17

Location

Network

Governance

Partner Disciplines

Creative Schools Category

School Type

Instructors Teaching

Filter

Reset

### Albany Park Multicultural Academy

228 S. Wabash Avenue, Suite 500 Chicago, IL 60604

**Instructors Teaching:** Literary Arts, Media Arts, Visual Arts

**Partner Disciplines:** Dance, Media Arts, Music, Other, Theater, Visual Arts

Contact School

Emerging

### Carl Schurz High School

228 S. Wabash Avenue, Suite 500 Chicago, IL 60604

**Instructors Teaching:** Literary Arts, Media Arts, Visual Arts

**Partner Disciplines:** Dance, Media Arts, Music, Other, Theater, Visual Arts

Contact School

Strong

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Contact School

Excelling

More filters allow users to ask more nuanced questions and drill down to find the right school or arts partner.



What or who are you looking for?

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Showing 76 Matches for Schools

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Contact School

Excelling

Easily find and download contact information for the schools or organizations in your search results.

## A.N. Pritzker School

2016-17

[Contact Arts Liaison](#)

2009 W Schiller St Chicago IL 60622



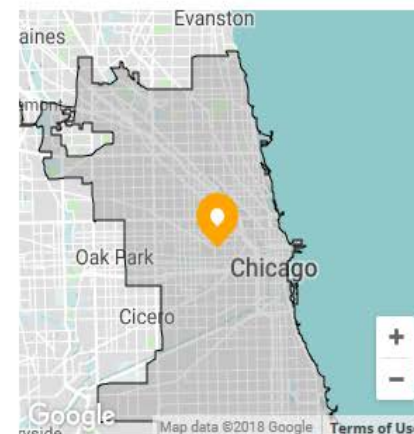
773-534-4415



Arts Liaison

Jenai Jenkins

jnjenkins@cps.edu

[School's Website](#)[CPS School Profile](#)[Creative Schools Certification Rubric](#)

Redesigned school details pages show schools' contact information, current arts education offerings, teachers, external partnerships, and programmatic gaps and opportunities.

The screenshot displays the artlook Partners dashboard. At the top left, the logo reads "artlook PARTNERS" with a sub-label "Powered by ingenuity". The top right corner features the text "After School Matters" next to a circular profile icon. A teal sidebar on the left contains navigation links: Home, artlook Map Profile, Reports, Quality Framework, Account, and Logout. The main content area has a header with "Home", "Dashboard", and "artlook Map Summary". Below this is a "Welcome to artlook® Partners!" section with three steps: "Record" (yellow), "Share" (orange), and "Discover" (blue). Each step includes a description and a corresponding colored box. The "Record" step describes it as an "arts ed information warehouse" for recording programs and partnerships. The "Share" step states that information will be shared on the artlook® Map for community learning. The "Discover" step encourages exploring the artlook® Map to find school needs and contacts. Below the welcome section are four white cards with orange accents. The first card, "Organization Details", shows "40% Complete" and an "Update" button. The second card, "Programs", shows "1 Listed for 2016-17" and an "Add Program" button. The third card, "School Partnerships", shows "0 Listed for 2016-17" and an "Add Partner" button. The fourth card, "Staff Contacts", shows "2 Listed" and an "Add Contact" button.

**artlook PARTNERS**  
Powered by ingenuity

Home | Dashboard | artlook Map Summary

After School Matters

**Welcome to artlook® Partners!**

**Record**  
Consider this your arts ed information warehouse—record all your programs and partnerships anytime.

**Share**  
Your information will be shared on artlook® Map so the community can learn about you and your offerings.

**Discover**  
Explore artlook® Map to discover what schools need, who to contact, and much more!

**40%**  
Complete  
**Organization Details**  
Tell the world about your organization, starting with the basics.  
[Update](#)

**1**  
Listed for 2016-17  
**Programs**  
What programs and services do you offer? Update anytime to help schools find what the offerings they need most.  
[Add Program](#)

**0**  
Listed for 2016-17  
**School Partnerships**  
What schools do you serve? Update anytime to share your organization's reach.  
[Add Partner](#)

**2**  
Listed  
**Staff Contacts**  
Let schools and other arts organization know how to get in touch with you.  
[Add Contact](#)

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

ingenuity



DEPARTMENT of **ARTS** EDUCATION



***Thank You!***