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artlook[®] MAP

HANDBOOK

For Any Given Child Cities

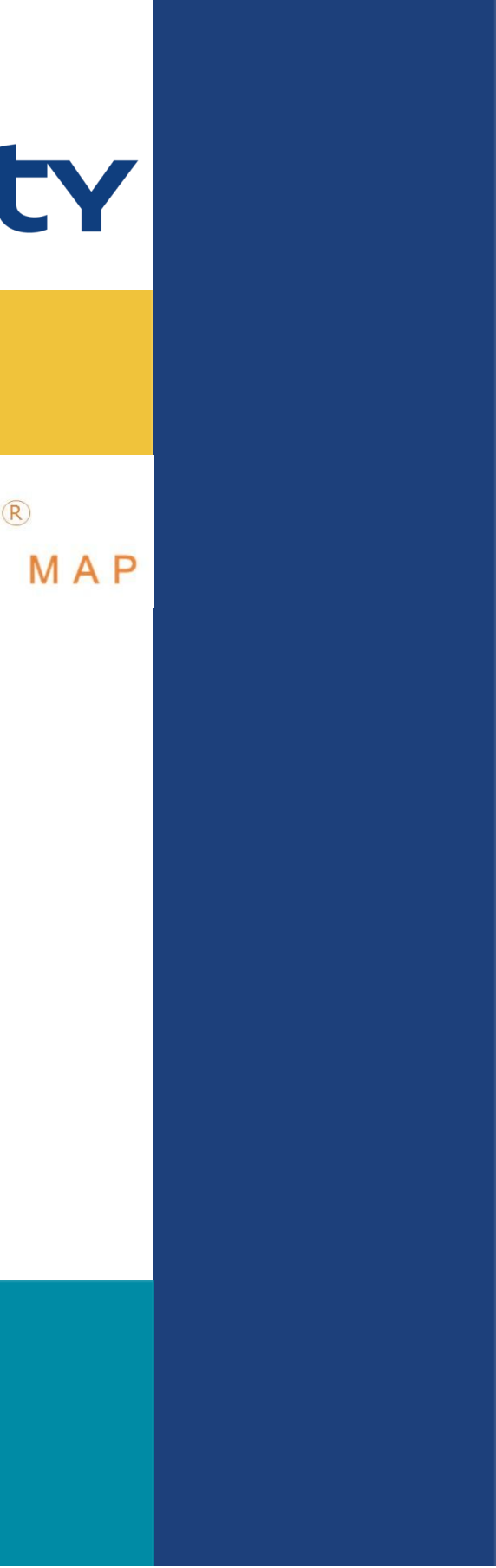


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I. A Note About This Document...

This Handbook is compiled for the six communities selected to participate in the pilot implementation of Ingenuity's *artlook*[®] platform for the Kennedy Center's Any Given Child initiative.

The Handbook contains an overview of the AGC/*artlook*[®] partnership, touching on the key features, processes and deliverables across the three-year pilot period. To complement this broad -- yet hopefully comprehensive -- overview, we will also create a set of "Toolkits" (preliminarily outlined in Section VII below) to accompany this Handbook. These Toolkits will provide communities with a number of detailed materials and resources to assist in their *artlook*[®] planning, implementation and activation. For instance, when a community is embarking on the stage of collecting administrative data from its district(s), they can look to a designated section of the Toolkit for resources like administrative data file specifications and e-mail templates to use when requesting data. Likewise, when community liaisons are preparing to talk to potential funders about supporting this initiative, they can find a PowerPoint deck prepared specifically to assist in those conversations and presentations, further e-mail templates and communication materials, and case study write-ups about the successes that *artlook*[®] has helped spark in Chicago.

These Toolkits will be a set of living documents -- added to, edited, and customized regularly across the three years -- and will be housed online. We will keep the communities apprised of key updates along the way.

II. Executive Summary

With support from the U.S. Department of Education, the Kennedy Center for the Performing Arts has launched a three-year data initiative in partnership with Chicago-based Ingenuity to bring Ingenuity’s collective impact data platform, *artlook*[®], to six *Any Given Child* cities starting in 2019. The goal of the initiative is to further expand student access to the arts in public schools by providing each participating community with *artlook*[®], making it possible for the Kennedy Center to do a wider national study on arts access in public schools.

An interactive mapping platform, *artlook*[®] is software that allows school districts of all sizes to collect, map and analyze data regarding the availability and distribution of arts staffing, funding and services on a school-by-school basis. *artlook*[®] has been used for more than five years to expand student access to the arts with extraordinary success in Chicago Public Schools, the nation’s third-largest school system. Using *artlook*[®], school districts can, for the first time, fully understand the arts landscape within their district, map how arts resources are allocated within the school day, and use data to set strategy and measure progress.

The *artlook*[®] platform works on three levels:

1. **Drives change on the ground:** *artlook*[®] puts data in the hands of front-line educators (principals, teachers, and arts organizations) to effectively and measurably increase funding, programs and resources across neighborhoods and schools.
2. **Drives systems-level change:** *artlook*[®] fosters systems change by allowing district, city, state and philanthropic leaders to use previously unavailable data to adopt better policies, rethink staffing and resource allocations, and more efficiently target funding to the most underserved schools.
3. **Unifies public and private data sets:** *artlook*[®] brings together previously-disparate and complicated data sets with data that aren’t available elsewhere for the benefit of stakeholders at all levels, including school districts, cities and states.

Now city and school district leaders, grant makers and service agencies are able to act in concert with each other, using real-time data to inform decision-making that can transform how funding, resources and supports are efficiently and equitably distributed to students and schools:

- **Superintendents** can asset map their schools and identify the extent to which resources are distributed in accordance with district goals;
- **Principals and teachers** can see the services and providers available to them and secure the best programs for their students;
- **Grant makers** can target grants more effectively to close gaps in the neediest neighborhoods; and
- **Arts organizations** can more efficiently connect their services to schools and hundreds of thousands of students in need.

To view the tool in action, please click [here](#).

How Your Community Will Benefit:

The Kennedy Center is sponsoring the design, build, and launch of *artlook*[®], as well as training and ongoing support services, for six select Any Given Child communities. For these six communities, *artlook*[®] will become an online meeting place for arts education stakeholders in your community. Through an artful and intuitive interface, *artlook*[®] provides easy access to information on the arts education environment in your schools, allowing users to explore and download information about schools and the community-based arts organizations--referred to as arts partners--that serve them. Among other valuable information, *artlook*[®] contains data on the presence of arts teachers and partners in schools, minutes and disciplines of instruction, school and partner arts programs, and school needs. As is reflective of the ideals of collective impact efforts, *artlook*[®] will directly benefit and assist many different entities across the arts education landscape in each community, as outlined below.

Backbone or collective impact coalitions can:

- Accelerate arts equity for students in schools and monitor progress towards this goal over time
- Build responsive, targeted collective impact agendas with strong data backing
- Use real-time progress indicators to guide monthly and annual decision-making
- Leverage aggregated data to make a compelling fundraising case to supporters/donors
- Make a data-driven case for better arts policies and practices at district, city and state levels

- Participate in Kennedy Center AGC community of practice to benchmark against peers and share knowledge, promising practices and resources

School districts can:

- Understand the extent to which arts resources are equitably distributed across schools; direct time and resources accordingly

Schools can:

- Access resources and develop right-fit partnerships faster and more efficiently
- Seed arts-supportive Principal decision-making when teachers and district can make a strong case for where gaps exist
- Reduce teacher time required to source new partnerships

Arts education organizations can:

- Share a picture of their programs, services, and school partnerships in an easily-digestible, visual format
- Represent the actual reach of activities in schools in real-time via mapping function
- Download and share summary statistics showing the geographic and demographic reach of programs across schools
- Position effectively among funders and the public as a critical partner to districts and schools
- Reduce resources required to find new partnerships with schools

Foundations and corporations can:

- Better track the geographic, demographic and program reach of arts grantees
- Solicit more effective and uniform grant reports from grantees
- Leverage data to understand the reach of grant-making as well as target future grants to neighborhoods and schools in need of programs
- Establish measurable giving outcomes and monitor progress over time

Students and families can:

- Directly benefit from increased access to arts education and empowered art teachers
- Find the schools that offer the arts programs that match student interest, in districts with student choice (*e.g.. which high schools offer orchestra*)
- Find compelling programs offered by arts organizations, then advocate or fundraise to bring them to their schools

How We Will All Benefit

Finally, together, the six communities participating in the *artlook*[®] initiative, together with the Kennedy Center and Ingenuity, can create a rising tide of data that can empirically drive national arts policy and funding. Not only will *artlook*[®] drive change within each of the communities in which it is adopted, it will also become a vehicle to advance arts education across all communities. For the first time, communities will be able to share comparable information with one another about the arts in their schools and communities. And as the platform is further developed, *artlook*[®] will provide opportunities for sharing lessons and insights across communities.

Proven Success

Launched in 2011, Ingenuity is a backbone agency that increases arts education equity in Chicago Public Schools (CPS) by advancing access to high-quality programs for *every* child, in *every* grade, in *every* CPS school. This effort is grounded in our deep belief that equitable access to high-quality arts learning experiences is fundamental to a well-rounded education.

Ingenuity built the original version of *artlook*[®] in 2012 to monitor the extent to which arts education access has been achieved at school and district levels. Using baseline data from the 2012-13 school year, and tracking progress over time, Ingenuity has engaged stakeholders in a collectively held vision grounded in data, tailored strategies to fill gaps in arts access, and advocated for arts supportive policies and practices at the district, city and state levels.

Using the *artlook*[®] platform to underpin the effort, Ingenuity has achieved more progress in expanding student access over the last 5 years than the previous 40 combined, including:

- 100,000 more students annually receiving weekly access to arts instruction;
- 128% increase in CPS schools rated *Strong* or *Excelling* in the arts;
- 97% of schools reporting annually;
- 400 more known full-time arts instructors in CPS;
- \$40 million more in annual, coordinated District investments in the arts; and
- 1,200 arts organizations bringing services into schools – a known increase of 600%.

Now, we are excited to share the data system and partner matching platform that have enabled such progress in Chicago with other cities and districts across the country through the Kennedy Center's *Any Given Child* program.

III. Requirements for *artlook*[®] participation:

Funding | Data | Collaboration

Each of the six cities selected to participate in the Any Given Child/*artlook*[®] partnership has agreed to commit to the following contributions and involvement over the three-year period:

Funding Contribution

The software and services being sponsored by the Kennedy Center are valued at between \$210,000-\$310,000. To participate, each community is asked to secure \$90,000 in matching funds over three years of implementation (\$30,000 annually). These matching funds can be collectively funded through non-traditional models to reflect the full range of stakeholders that benefit from *artlook*[®].

Data Requirements

artlook[®] success relies on securing data from multiple sources. You will work closely with your school district(s) and the cultural sector to encourage (and ensure) their active participation in the project. The success of this data project requires you to:

- Assemble / refresh **contact rosters** for arts organizations, principals, and arts teachers to prepare for regular, ongoing outreach;
- Encourage **survey participation** from both teachers and arts organizations.

Below are brief definitions for the three key data sources that will help make *artlook*[®] a success in your community:

- **Administrative data:** Data already being collected by most school systems, typically to support operational needs. These may include school name, address, phone number; student enrollment; student demographics; and teacher names, contact information, and FTE status.
- **School data:** Data collected directly from each participating school, through the *artlook* platform, to paint a more complete picture of the arts education environment in the school. For example, schools provide data on the presence, contact hours, and type of arts-related instruction, school arts programming, and school needs from the partner community.

- **Arts partner data:** Data collected directly from individual arts organizations, through the artlook platform, to describe their work with schools in the community. These data include, for example, organizational descriptions, mission statements and information on each program that they provide and the schools they work with.

Further detail on the data required (and guidance on how to collect them) is contained in the Data Detail (Section VI) on page 14.

Collaboration and Engagement

Throughout the three years of this project, AGC/*artlook*[®] communities will be asked to conduct the following additional activities over the course of the project, with support from Ingenuity and The Kennedy Center:

- **Organize a leadership team** for key decision-making and implementation moments; for many communities, the Community Arts Team (CAT) can serve this purpose.
 - One key activity that the CAT will need to do early on is to revisit/revise your community’s collective impact vision, goals and strategy to prepare for alignment between your community’s existing framework and new *artlook*[®] resources and tools.
- **Identify a project point-person** at the primary Liaison Organization (i.e., the collective impact backbone agency)
- **Encourage and foster stakeholder engagement** throughout the community
 - Mayoral, Board of Education, and Superintendent buy-in will be key to successful execution – engage them early and often to cultivate their backing and support throughout project planning and implementation.
 - Of course, stakeholder engagement will also be key to securing the necessary funding commitments as well
- **Drive communications**, working with the Kennedy Center to develop communications plans, engage local media and on-the-ground community leadership to build excitement and engagement.
- **Participate in AGC/*artlook*[®] conversations and cohort support meetings**, such as regular project progress calls, periodic community meetings, and *artlook*[®]-specific convenings during the AGC annual Exchange.

IV. Types of Support Provided to AGC Cities for *artlook*[®]

Throughout this three-year pilot program supported by the Kennedy Center, each of the six cities will receive custom support and services related to *artlook*[®] and its greater collective impact work. An overview of services provided to each AGC community selected for this pilot program is outlined here; further detail on responsibilities and expectations for each party, including the communities themselves, can be found in the detailed Statement of Work agreement (*which will be provided directly to the communities and will also be housed in the Toolkit materials*).

Kennedy Center Support

For these six cities, the Kennedy Center will expand the collective impact guidance and support that it already provides to all AGC cities to the context and opportunities now provided by *artlook*[®]. For instance, the Kennedy Center can be a resource for communities as they're mapping out stakeholder engagement strategies, communication plans, and coordinating and managing CATs to lend support for this project. The Kennedy Center will also periodically arrange cohort conversations and meetings (e.g., at the annual AGC Exchange) for cross-community learning and collaboration.

Ingenuity Support

Ingenuity will configure, launch, maintain and support a community-specific implementation of *artlook*[®] in all six participating communities for three years. In Year 1, Ingenuity will create a unique website/URL for each community's *artlook*[®] platform, customizing the site's branding, imagery and logos. Ingenuity will also orchestrate the upload and configuration of all data collected by the communities into the *artlook*[®] platform (in each year); provide training and support for *artlook*[®] and its features (in each year); and in many other ways help the communities ensure that *artlook*[®] is implemented and used as successfully as possible across these three years.

V. Overview of the *artlook*[®] Design & Implementation Process

Phases

There are five primary phases of the *artlook*[®]/AGC design and implementation process:

1. DISCOVERY

- Understand the local context & visions for a successful application of *artlook*[®] in each community (*Ingenuity*)
- Identify and galvanize key stakeholders (*AGC communities*)

2. PLANNING

- Develop an implementation game plan (*Ingenuity*)

3. DATA COLLECTION

- Secure data from local school agency, schools, and arts partners (*AGC communities, with support from Ingenuity*)

4. DATA DISSEMINATION

- Deploy data aggregated through *artlook*[®] and other types of reports (*Ingenuity compiles; AGC communities disseminate through their networks*)

5. DATA ACTIVATION

- Drive systematic change (*AGC communities, drawing on support provided by Kennedy Center and Ingenuity*)

Timeframe

We expect that each community will follow a slightly different timeline, which we will develop in direct consultation with the community liaisons during the Discovery phase. However, we expect that the general outline of steps may look like the sequence and rough timing outlined below:

Ingenuity leads Kennedy Center Discovery Process // Focus areas: <ul style="list-style-type: none"> • Core questions & required data fields • Data collection strategy • Priorities & needs for Kennedy Center dashboard 	April - July
Ingenuity leads community-specific Discovery Process // Focus areas: <ul style="list-style-type: none"> • Understanding the landscape (of schools, data, and arts partnerships) • Walk-through of data collection tools and mechanisms • Provide support for stakeholder buy-in & data collection • Discuss priorities & needs for community dashboard 	May - August
Technical admin training for artlook (in-person training session in each city)	July - August
Communities gather administrative data <ul style="list-style-type: none"> • Ingenuity cleans & uploads admin data 	July - August
Development of surveys/data collection tools (two versions: school & arts partner) <ul style="list-style-type: none"> • Ingenuity drafts & gathers input on data collection tools • Communities prep for survey deployment/data gathering 	July - August
Communities deploy arts partner surveys	August - Oct
Communities deploy school surveys	Sept - Nov
Launch communities' data dashboards & artlook® maps (incl. user training)	Early winter 2020
Years 2 & 3 data collection & reporting will roughly follow this sequence: <ul style="list-style-type: none"> - AGC Exchange -- early winter 2020 - Prep for Year 2 data collection (2019-20 school year) -- spring 2020 - Year 2 data collection -- late spring to summer 2020 - Updated Year 2 artlook map & dashboards -- early fall 2020 - AGC Exchange -- early winter 2021 - Prep for Year 3 data collection (2020-21 school year) -- spring 2021 - Year 3 data collection -- late spring to summer 2021 - Updated Year 3 artlook map & dashboards -- early fall 2021 <p><i>We will also conduct <u>one additional site visit</u> in each community in either 2020 or 2021 (to be determined with the community and the Kennedy Center based on communities' unique needs)</i></p>	Winter 2020 through Fall 2021

VI. Data Detail

The goal of this project is to bring artlook – and its ability to drive change on the ground and at the systemic level – to six Any Given Child communities across the country. As discussed above, each of these communities will gather data from three main sources: administrative data collected by the school district(s); school data collected directly from each participating school; and arts partner data collected directly from the individual arts organizations working in those schools.

To make comparison across sites feasible, a core set of data fields collected will be consistent across all sites. To ensure that each city has the opportunity to focus on some of their site-specific needs, there will also be an opportunity for each community to select a number of questions that are not part of that core but are relevant to their needs. Ingenuity has developed a set of principles that guide its collection of data for *artlook*[®]. These principles have been designed to ensure the system can support both sustained systemic change and change on the ground across all participating Any Given Child communities. The principles guide our approach to determining what data to collect and from what source:

- Enhance collective impact work
- Design data systems for sustainability
- Minimize the ask of people on the ground
- Take advantage of existing data sources wherever possible
- Collect only what you'll use; use whatever you collect

Ingenuity and the Kennedy Center will start with these principles as we work with each community to define city-specific needs and to navigate the collection of administrative data that are available from the district(s) they serve. The exact data requirements may therefore vary from one community to the next and will be elaborated in the toolkit as that process evolves, but the outline below provides a general guidance.

Administrative Data

Many public organizations, including local education agencies, are legally required to collect certain data for operations monitoring and record-keeping purposes. During the Discovery Phase, we will assess the school administrative data your organization is able to obtain and give support accordingly.

- **BASIC DATA FIELDS** *(Minimum administrative data needed for survey launch)*
 - School IDs, names and addresses
 - School enrollment by grade level
 - Names/contact information for school liaisons *(i.e., school survey respondents)*

- **ADDITIONAL, IDEAL DATA FIELDS** *(Additional, more detailed administrative data; the more of this that is gathered from existing data sources, the fewer data points each school liaison will have to enter into the school survey)*
 - School-level demographics
 - Arts instructor names, disciplines taught and FTE
 - Arts course offerings and number of students enrolled in each course
 - Percentage of students enrolled in at least one arts course

Administrative data are useful because they already exist (thus minimizing the ask of people on the ground) and are in many ways the most “official” data relevant to the school side of the picture of arts education in your community. However, obtaining administrative data is an iterative process, so it is perfectly acceptable to start with a smaller request and build new data fields and levels of robustness across the years.

One final note: while it is up to you to obtain the data in a “defined data structure,” Ingenuity will provide support with cleaning large data files and ingesting into your *artlook*[®] database.

School Data

School-specific data illuminates the state of arts education in schools beyond what is possible with administrative data alone. Some of the relevant pieces of data that each community could gather from individual schools to incorporate into *artlook*[®] include:

- Arts integration
- School schedule; physical space dedicated to art; arts programs offered
- Partnerships; student, parent, and community engagement in the arts
- District funding for the arts, external funding sources
- Arts partner support desired (types of programs, resources and disciplines)
- Contact information for key personnel (Arts Liaison / survey respondent)

During the Discovery Phase, we will work with each community to determine which pieces of information are important – and realistic – to collect from the school level.

Partner Data

The third type of data incorporated into *artlook*[®] is gathered directly from arts organizations that provide arts-related resources, programs and support to schools. Some such data collected by these partner organizations include:

- Organization details – name, website, mission statement and location
- Arts disciplines addressed by school programs
- Program details – name, grades served, description, outcomes, type (e.g., field trip or residency), detailed arts discipline addressed by program
- School partners and program types of partnerships
- Contact information for key personnel

We will work with each community to develop the arts partner survey questions and data collection plan appropriate for their needs.

Certification

One of the decisions that each community will make during the Discovery process is whether it would like to apply a school certification schema to its community's version of *artlook*[®]. (To meet the goals and needs of the Chicago arts education landscape, we developed the Creative Schools Certification; we can imagine that a similar certification would be a wonderful fit for some communities -- but it is by no means a required component of *artlook*[®]). We look forward to investigating the suitability of such a certification with each community.

What is the Creative Schools Certification (as applied in Chicago)? The CSC is a summary measure of the quantity of arts education available in each school, and therefore acts as a decision-making roadmap for principals and teachers working to expand the arts in their schools. At the core of a CSC is a scoring rubric that was crafted with input from CPS leaders, principals, instructors, community arts partners, higher education officials and philanthropic leaders. It was also approved by the 40-member CPS Arts Education Plan advisory committee. The rubric is based on data collected through *artlook*[®], with each school being scored along a five-category continuum based on the data they submit.

VII. Toolkit Summary

As mentioned above, Ingenuity will be compiling many materials along the way to bring more specificity and support to communities throughout each step in the *artlook*[®] planning, implementation and reporting process. We'll refer to these materials as a *Toolkit*, and we envision it as being a set of living documents that will be shared with AGC communities through an online platform (such as a Google Drive folder or an Ingenuity-housed website). While these Toolkit contents are still in development (and will be shared with the communities as they are available), the list and descriptions below can provide a provisional sense of the Toolkit's possible organizational structure and the types of materials and resources contained therein.

Potential Toolkit Contents:

- **Administrative materials**, e.g.:
 - Statement of Work (an outline of the roles, responsibilities and services provided to/by/between the Kennedy Center, Ingenuity, and individual AGC communities)
 - Community-specific timelines
- **Core messages** and descriptions about *artlook*[®], e.g.:
 - Universal/boilerplate language that communities can use for a multitude of purposes (generating support from stakeholders, compiling data-sharing agreement materials, etc.)
 - Sample screenshots to demonstrate the look-and-feel (based on Chicago's existing *artlook*[®] platform)
 - Explanation about how *artlook*[®] is distinct from other data collection efforts
- **Funding solicitation support** materials, e.g.:
 - Customizable PowerPoint slides
 - E-mail templates
- **Stakeholder engagement** & support materials, e.g.:
 - Custom messages and approaches targeted to distinct stakeholders (district administrators, principals, teachers, elected officials, funders, arts partners, etc.)
 - Guiding questions related to data
- **Administrative data collection** materials, e.g.:
 - List of specific data fields required (and additional fields that are ideal)
 - Tips & guidance for the administrative data-request process

- E-mail templates/examples for data requests
- Boilerplate language requesting a data-sharing agreement
- Support materials for IRB processes
- **Data-driven decision-making** case studies & tools, e.g.:
 - Written case study about *artlook*® in Chicago
 - Advocacy / change practice and policy
 - Sample snapshot of data tables available

And any other relevant materials and supportive content