



Creative Schools Fund

Grant Programs Guidelines

SY 26/27



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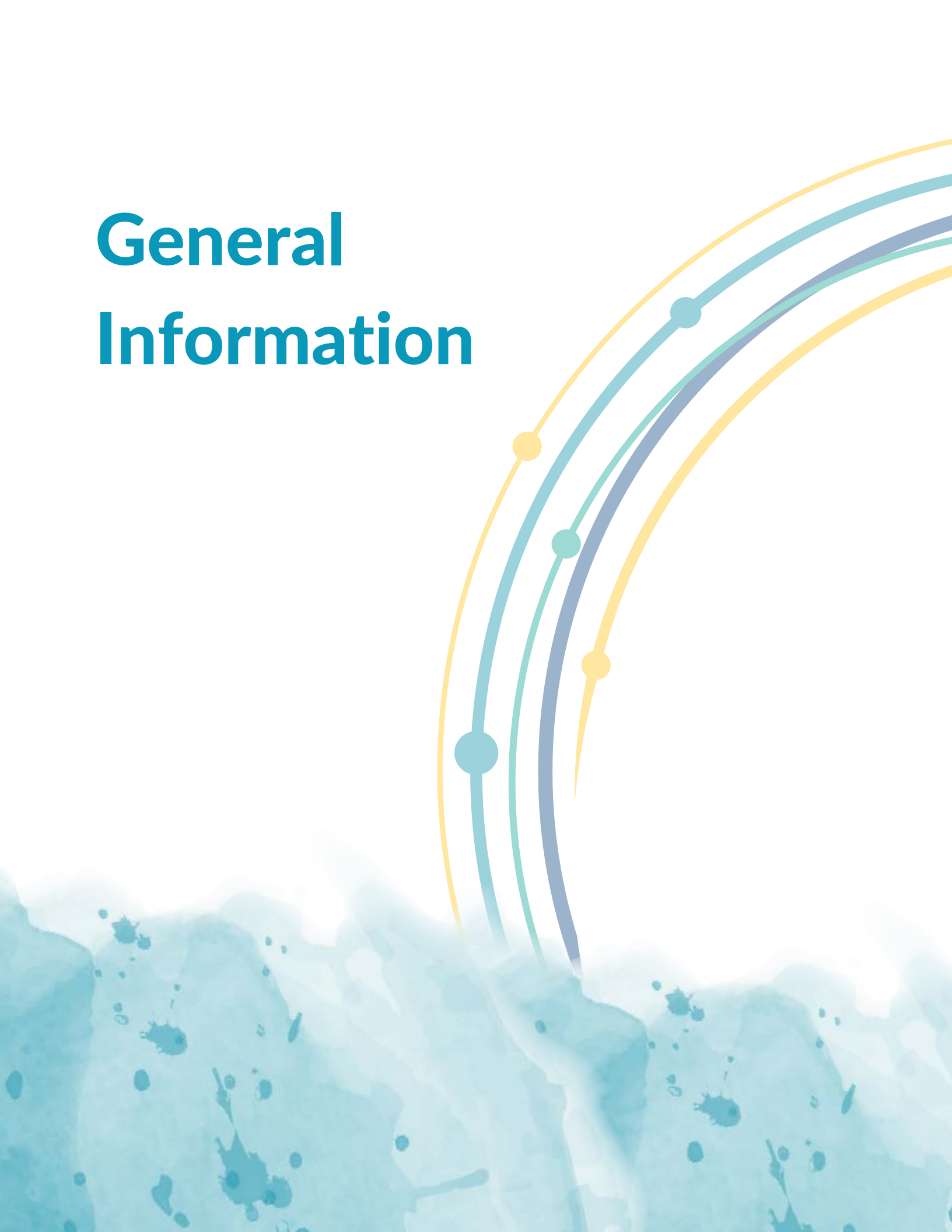
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Lollapalooza Arts Education Fund

General Information

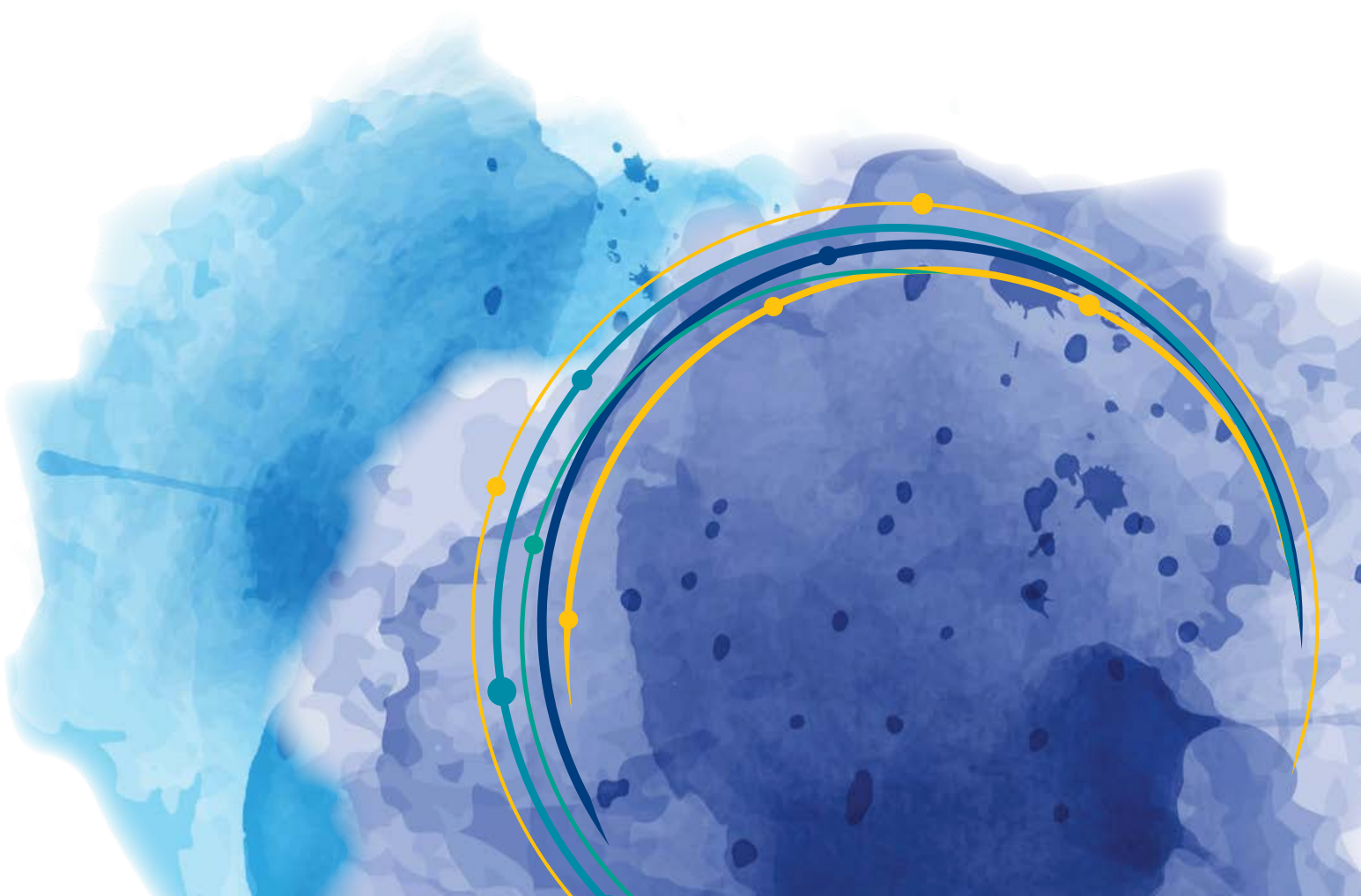


Creative Schools Fund: Overview

The goal of the Creative Schools Fund is to provide grants to support Ingenuity's mission to ensure that every student, in every grade, in every Chicago Public School, has access to high quality arts as part of a well-rounded education.

Creative Schools Fund grants go directly to schools and prioritize schools with the least systemic arts access.

Grants are allocated through a competitive annual application process.



Creative Schools Fund: Grant Strategies

The Creative Schools Fund operates within a system of supports meant to further advance arts quality and access in schools.



**\$1,000/school
for Arts Materials & Supplies**

**Funded and administered by the
CPS Department of Arts Education -**
and loaded into the budgets of all
schools that complete the Creative
Schools Survey each year.



**Competitive Grants
for Residencies and Special Projects**

Managed by Ingenuity and accessed
via a school-driven process to submit
competitive grant applications for
funding.

Creative Schools Fund: Grant Strategies (continued)

The Creative Schools Fund will offer two types of competitive grants for the SY26-27 School year.

★ **Schools can apply for and receive both grant types.** ★

Partnership Residency Grants - Up to \$10,0000

1 application per school

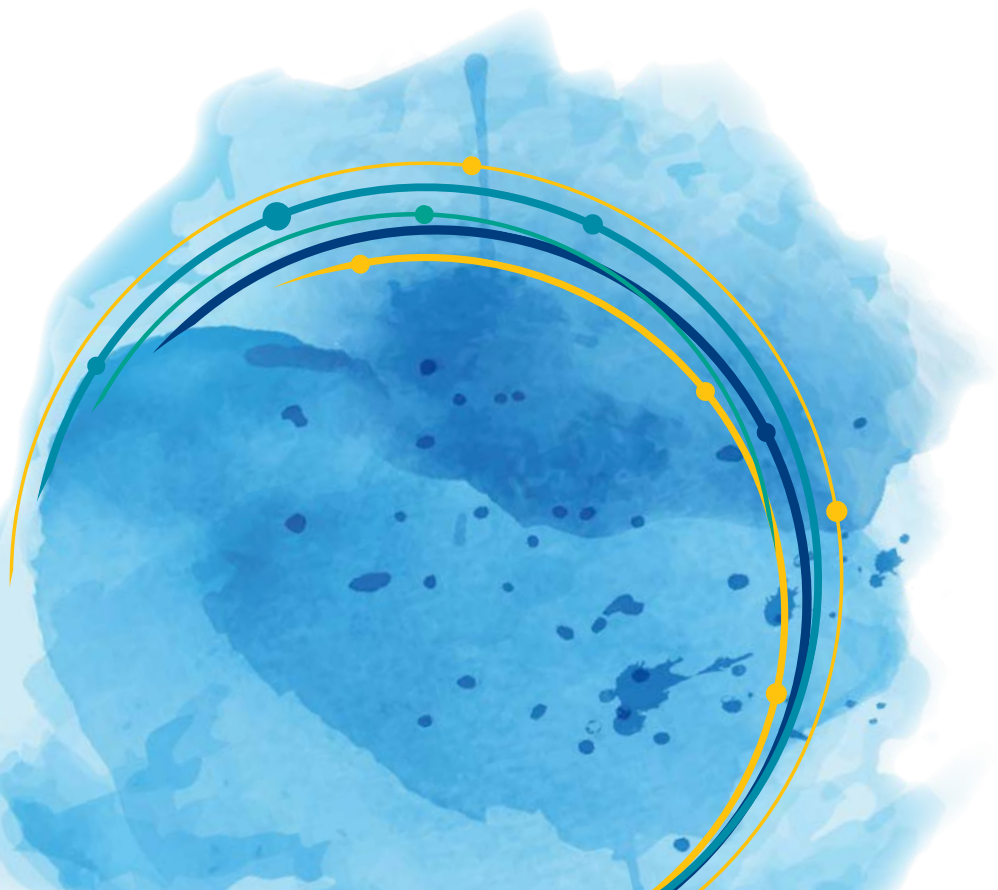
Schools must work in collaboration with an arts organization or independent teaching artist

Arts Teacher Grants - Up to \$5,000

Special Project Grants for arts teachers

1 application per arts teacher

Multiple arts teachers at a single school can apply for and receive Arts Teacher Grants.



Key Points

All grants seek to address goals in the Chicago Public Schools [Arts Education Plan 2.0](#) by increasing **arts access** and **quality** for Chicago Public School students.

All grants support arts courses and programming taking place during the school day.

Key Points about Partnership Residency Grants

- We will accept requests up to \$10,000.
- Grants support multi-week arts partner in-school residencies taking place during the school day.
- Residencies are co-designed by school staff and arts partners.
- Grants will support single-semester residencies.
- Each school can submit one application per year.
- There is no limit to the number of applications for arts partners.
- Based on prior year statistics, we anticipate making approximately 70 grants this year and funding 40% - 50% of applications.

Key Points about Arts Teacher Grants

- We will accept requests up to \$5,000.
- Teachers can submit proposals to support what they and their students think they need most for their school community to excel in the arts.
- Grants can support teacher-led art projects, equipment upgrades and other projects that are not supported through regular school budgets.
- Each arts teacher can submit one application per year.
- We anticipate making approximately 70 grants this year.

How to Apply

For more information, visit www.ingenuity-inc.org/creative-schools-fund/how-to-apply/

Applications for the 2026-27 Creative Schools Fund will open and guidelines outlining full program details will become available on August 17.

Applications are available on Submittable:

- [Partnership Residency Grant Application](#)
- [Arts Teacher Grant Application](#)

A Submittable account is required to apply. Submittable applications can be saved to finish later, as well as edited.

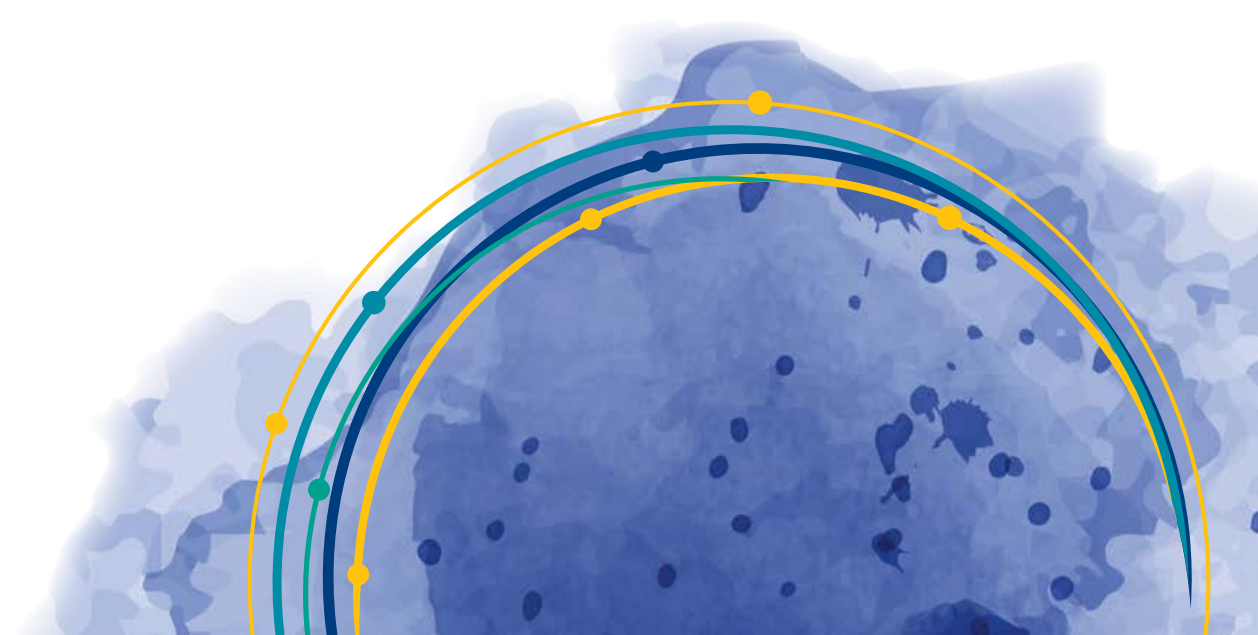
We encourage you to watch [How to use Submittable \(for applicants\)](#).
For additional support, visit the [Submitter Resource Center](#).

The deadline to apply is September 25, 2026.

Application Assistance

Contact csf@ingenuity-inc.org with any questions.

[Sign up here to schedule a one on one consultation](#) about your 2026-27 Creative Schools Fund application, or to receive feedback on your 2025-26 application(s).



Creative Schools Fund: Timeline

September 2

Creative Schools Survey opens

September 14 | 4:00 - 5:30pm | [Register](#)

CSF Information Session #3 (Zoom)

September 17, 2026 | 4:00 - 7:00pm | [Register](#)

Ingenuity Fall Summit (Malcolm X College)

Connect and identify potential Arts Partners

September 25, 2026

Creative Schools Fund - School application deadline

Creative Schools Survey deadline

October 2, 2026

Creative Schools Fund - Partner application deadline

October 2, 2026 | Due no later than 2:00pm

Deadline for arts partners to apply to CPS Request for Qualifications (RFQ) for Arts Education Services ([Specification No. 26-1355](#))

[Click her to learn more in Arts Partner eligibility criteria](#)

Late December 2026

Grant Decisions Communicated

February 2027

Funds transfer

March 2027 - June 2027

Program/Project Implementation

June 11, 2027

Grant Report Due

CSF 2026-27 Timeline (continued)

IMPLEMENTATION TIMELINE

Programs/projects can take place during Q3 and Q4 of the 2026-27 School Year.

Do not anticipate having funds available to begin programs earlier than March 2027.

For the purposes of planning timelines, schools may assume that grant funds will be loaded into school budgets by February 2027, and that schools can open purchase orders and begin programs in March 2027.



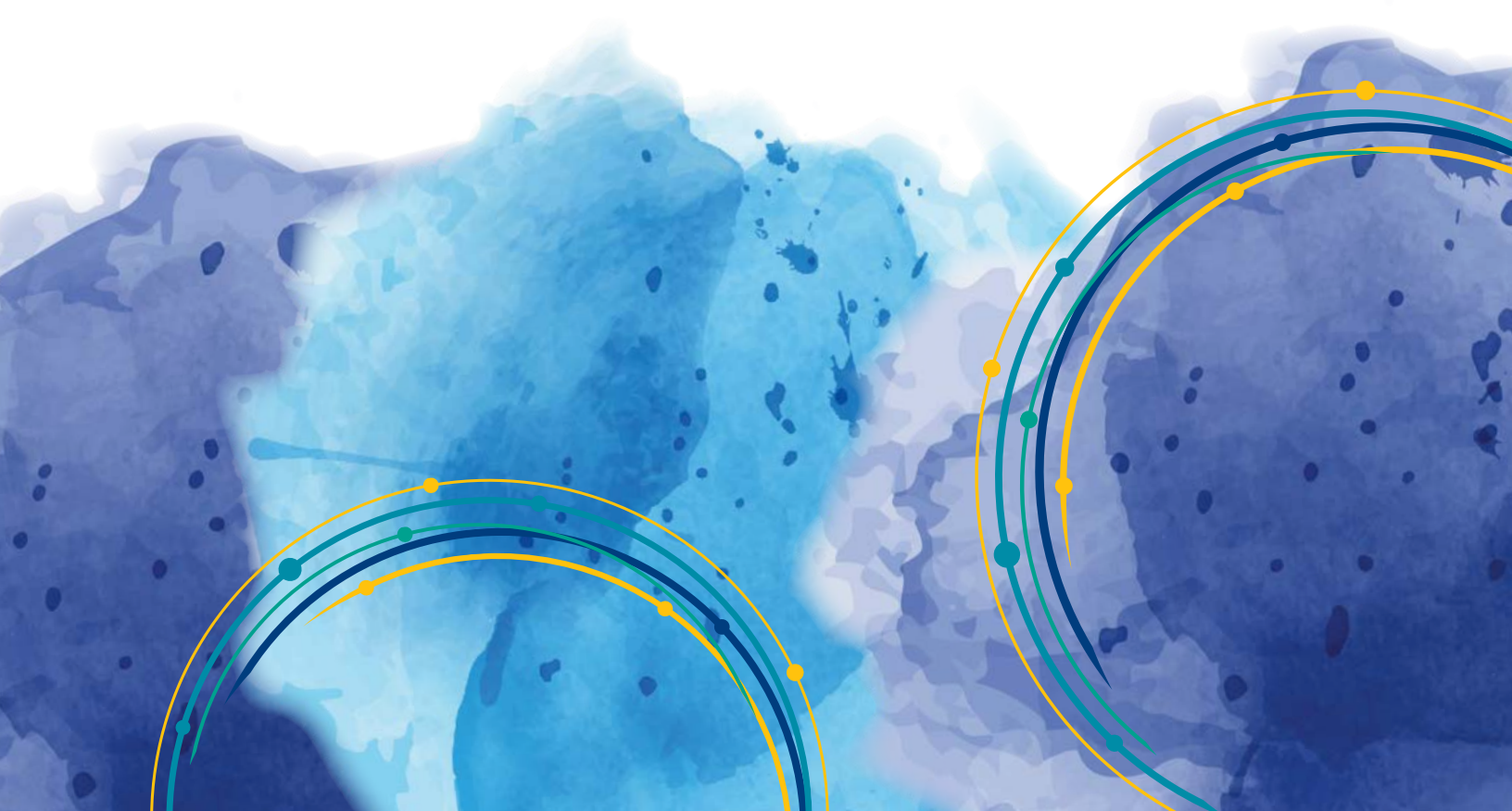
Creative Schools Fund - General Requirements

To be eligible to apply for a Creative Schools Fund grant, schools must meet the following criteria.

Schools must act as the lead applicant. Grants will be disbursed to schools through CPS central office. **Grants will not be distributed directly to teachers.**

Schools:

- Must be a district-managed or non district-managed Chicago Public School.
- [Creative Schools Survey](#) for school must be completed by the school's Arts Liaison.
- There must be a principal nominated Arts Liaison at the school.
- Schools must complete all reporting requirements for prior Creative Schools Fund grants.



Creative Schools Survey: Overview for Schools

This annual survey on artlook® collects information about your school's arts programming and offerings from the prior year.

Arts Liaisons are designated to complete the survey.

The survey deadline is September 25.

After completing the survey, you and your school will receive the following benefits:

- \$1,000 in Arts Essentials
- Eligibility to apply for Creative Schools Fund competitive grants

The CPS Department of Arts Education is seeking approval to provide a \$200 stipend for eligible Arts Liaisons this year. Arts Liaisons will be contacted about the future of these stipends. Eligibility will be analyzed and stipend payments would be distributed in late Spring (May or June), if approved.

artlook®:

chicago.artlookmap.com

For any questions, email:

artlook@ingenuity-inc.org

artlook
Powered by ingenuity

School
Educator

Home
2025-26 artlook Map Profile
2024-25 Survey
FAQ

Ingenuity Home
cn@ingenuity-inc.org

artlook® Chicago is YOUR gallery for arts education data

artlook® Chicago is the only platform of its kind that combines data from Chicago-area public schools (like you!) and arts education program providers. The goal is to build direct connections between arts providers and schools to expand equitable access to quality arts education programming for EVERY student in our community.

To get started, follow the link below to complete a brief survey about your school's arts education offerings and partnerships.

If you have any questions or need assistance, please contact artlook@ingenuity-inc.org.

2025-26 artlook Map Profile
Click here to provide real-time updates about your school!

Update Now

Arts Teacher Grants

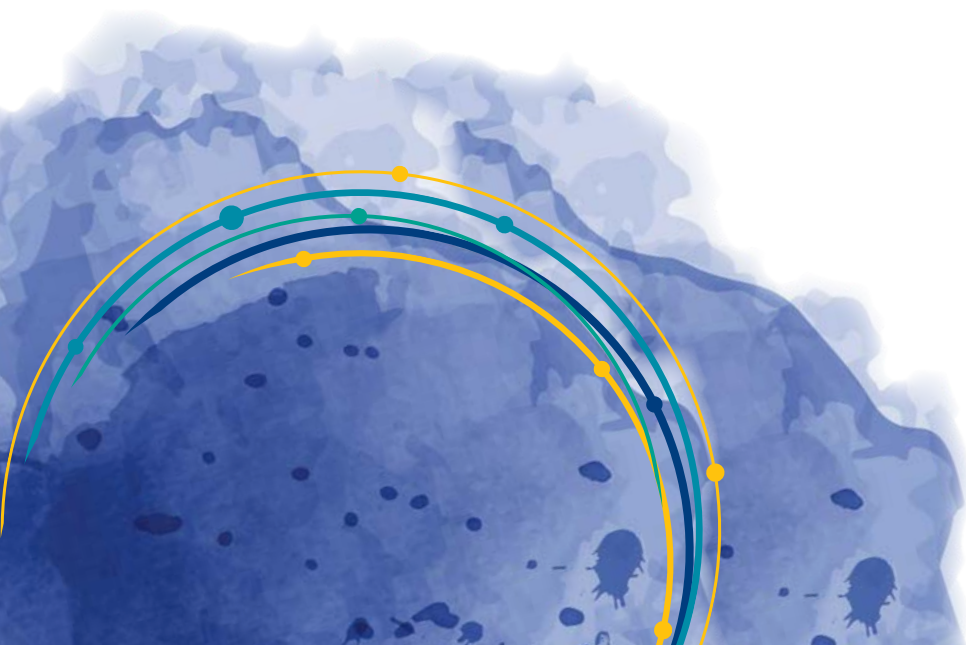


Arts Teacher Grants: Program Requirements

Objectives

Arts Teacher Grants will provide funds for materials and projects that:

- Increase arts access or quality for students
- Support schools in growing to be or maintaining an “Excelling” Creative Schools Certification
- Support schools in retaining arts teachers



Arts Teacher Grants: Program Requirements

Eligibility Requirements

Schools must meet all general eligibility requirements outlined in the previous section.

Additionally, teachers applying for an Arts Teacher Grant must be an Arts Teacher, as defined below:

- Arts Teachers that teach an arts course during the school day.

Note that district-run/district-managed schools require arts instructors to hold an ISBE certification or endorsement in one of the four state-recognized disciplines (visual arts, music, theater, and/or dance).

Charter schools, contract schools, and Pre-K-only schools do not have this requirement.

The media arts discipline does not have an ISBE certification/endorsement, but these instructors are also eligible to apply.

Grant Uses and Limitations

Grants can support special projects and general investments in arts courses including, but not limited to, the following.

Grant Uses

General investments - Grants in support of general investments in arts courses do not require a culminating event or final product to showcase at the end of the grant period.

- Materials and supply upgrades and repairs (e.g. instrument purchases and repairs)
- Specialized arts equipment upgrades (e.g. printers, printing press, speakers, etc.)
- Software purchases (Login to your CPS account to view the [CPS Ed Tech Catalog](#) to find a list of approved software vendors.)
- Curriculum resources
- Piano accompanist fees for in-school rehearsals

Special projects

- Field trips including bus transportation (Additional Field Trip resources are included on the “CPS Compliance and Field Trip Resources” page of this guideline packet.)
- In-school performances
- Culminating performances or events
- Family and community engagement (e.g. workshops, performances and other opportunities for learning and sharing amongst students and their families)
- Other special projects (e.g. a school musical, student art exhibition, etc.)

You are also welcome to apply for any combination of the above. If you are interested in applying for a project that you do not see listed here, [please sign up for an appointment](#) to discuss your idea and confirm if it is eligible.

Please note that all schools that complete the Creative Schools Survey will automatically receive \$1,000 for Arts Essentials. Only apply for an Arts Teacher Grant if you are seeking an investment of more than \$1,000 this year.

Grant Uses and Limitations (*continued*)

Grant Limitations

Grants cannot support:

- Out of school time student programming. (Grants can support culminating events taking place outside of school time if they are showcasing work created, developed or rehearsed during the school day).
- Investments or projects that have not been approved by the school's principal.
- Professional learning
- Collaborations with other schools/teachers that would require grant payments to two different schools.
- Capital and Facilities improvements (such as kiln purchase or installation, sprung floors, stage lighting, or any other equipment that will be mounted to the wall or ceiling.)
- Public art/murals (These projects can be supported through Partnership Residency grants.)
- Substitute teachers
- Fundraising activities or events, religious ceremonies or events, lobbying or campaigning for a candidate or a ballot issue.
- Food and beverages.
- Prizes, gifts, or toys.
- General office supplies for the school or main office (i.e., ink, toner, file folders, bandages, hand sanitizer, pens, copy paper, rubber bands, post-its, etc.).
- General materials, supplies, or books for non-arts based classrooms (i.e., math, literacy, science materials, calculators, and other non-arts items).

We are working on expanding the types of projects that these grants can support in the future to include professional learning and other opportunities for teachers.

CPS Compliance & Field Trip Resources

Compliance with CPS Policies:

- Supplies, materials and equipment must be purchased by the school from an approved CPS vendor. For purchase of supplies please go to CPS Marketplace with the assistance of your school clerk or administrator.
- Any services that are part of the grant project must be provided by an approved CPS vendor.

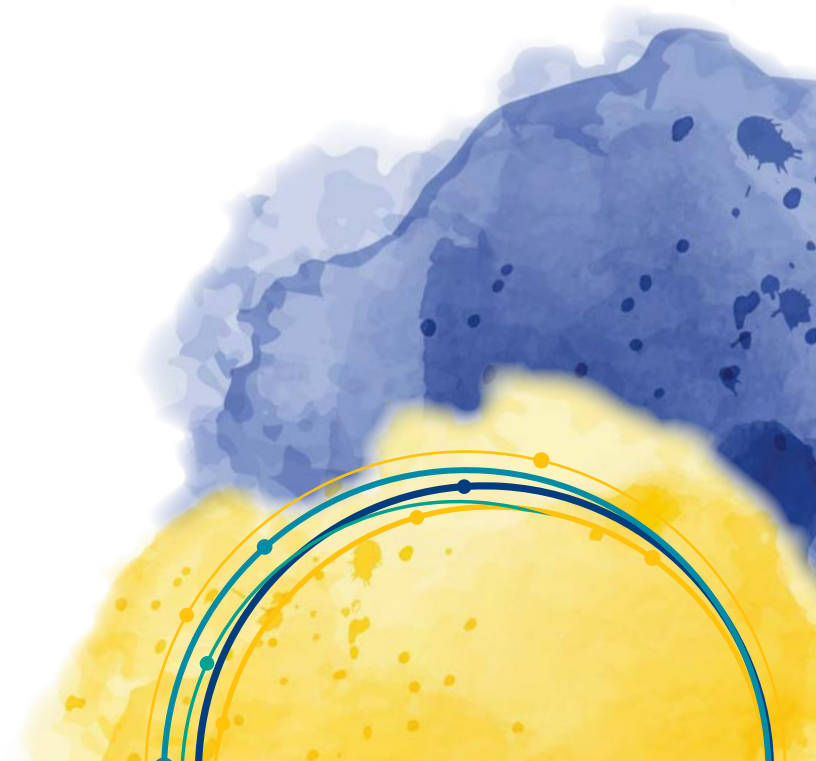
Field Trip and Bus Vendor Resources

When the total number of students traveling for a field trip or other experiential learning is ten (10) or more, schools must use a school bus or licensed carrier appearing on the Department of Risk Management's Approved Field Trip Vendor list.

Alternative allowable travel options include CTA or RTA vehicles or other public common carriers such as Greyhound, Amtrak, etc.

Following are resources to assist with planning for field trips.

- [CPS Student Travel guidelines](#)
- List of [approved bus vendors](#)
- [Board-approved field trip bus rates](#)
- Student travel [e-application guidelines](#)



Application and Review Process

The application will be administered through Submittable and will be accessible [here](#) on August 17, 2026. There will be two separate application and review processes for requests under and over \$1,000.

Requests under \$1,000:

- Grantees will be selected via a lottery process that prioritizes schools meeting the program's equity criteria.

Requests over \$1,000:

- Funding decisions will be made through a participatory grantmaking process outlined on the next page.

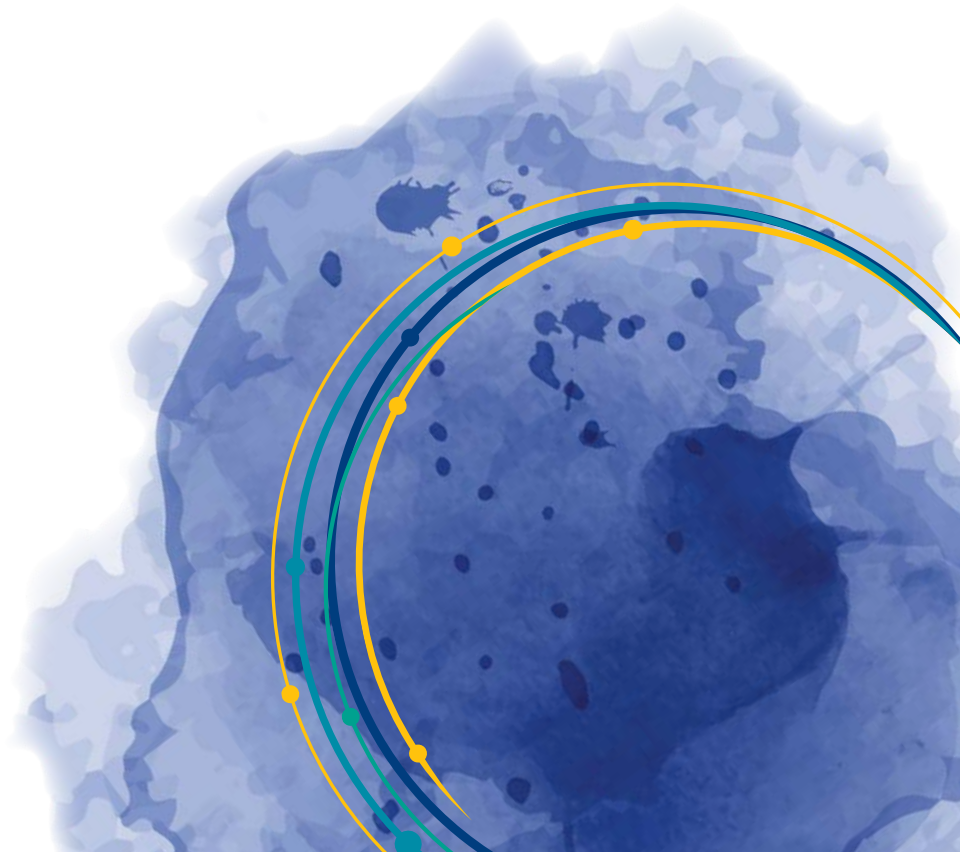


Application and Review Process (continued)

Requests over \$1,000 will be evaluated by a grant review committee composed of educators, arts practitioners, teaching artists, and community leaders.

Our goal is to build a review committee that reflects the cultural, racial, and artistic diversity of Chicago Public School students.

- Each application will be reviewed by 3 committee members.
- Committee members will evaluate each application based on established quality criteria.
- The review committee will meet to discuss applications in detail.
- Ingenuity will conduct an eligibility and equity criteria review.
- Portfolio will be presented to the Ingenuity board and review committee for final approval.



Review Criteria

Quality Review Criteria

Requests over \$1,000 will be evaluated based on the following quality criteria.

- **Alignment with Creative Schools Fund and [Arts Education Plan 2.0 Goals](#):**
Proposal indicates how investment or project will increase arts access or quality for students and/or support schools in growing to be or maintaining an “Excelling” [Creative Schools Certification](#).
- **Clarity and Feasibility:** The purpose, objectives, and expected outcomes of the investment or project are clear and laid out with a feasible plan and budget.
- **Potential Impact:** The project or investment has potential for positive changes that will be long lasting in the school.
- **Need for Support:** There is a financial need for this project that will not be covered through regular school budgets, other philanthropic support, or Arts Essentials.

Equity Criteria

Applicants meeting the following criteria will be prioritized at all requests amounts:

- **Gaps in arts access:** Prioritizing schools scoring ‘Emerging’ and ‘Developing’ on the Creative Schools Certification as listed in [artlook®](#) .
- **Gaps in resources:** Prioritizing schools with historically lower funding levels and capital and tax-increment-financing, and those not already receiving other direct philanthropic support or Creative Schools Fund grants for their arts programming and instruction this school year.
- **Student demographics:** Preferencing applicants whose student bodies experience the least systemic arts access, based on survey data and the most recent [State of the Arts](#) report.
- **Geographic breadth:** Including the majority of networks in the city.
- **Emerging and Veteran teachers:** Prioritizing support of emerging (0 - 5 years of experience) and veteran teachers (20+ years of experience) in alignment with Arts Education Plan 2.0 Priority Area 1.1 - Staffing.

Application Questions

All applicants will be asked to provide basic details about themselves, the type of project or investment they are proposing, and the grade(s), artistic discipline(s), and number of students they teach.

All applicants will be asked to respond to the following questions:

- Please describe the investment or project you are proposing for the Creative Schools Fund and how it will benefit your students and school community.
- Please provide a timeline for use of this grant if received, aligned with the CPS SY2026-27 Q3 - Q4 calendar. We project that funds will be loaded into school budgets in late February, and can be spent between March 2027 and June 11, 2027.

Applicants requesting more than \$1,000 will be asked to respond to the following additional questions:

- How will this investment or project increase arts access or quality for students, and/or support your school in growing to be or maintaining an “Excelling” [Creative Schools Certification](#)?
- How will this investment or project support students’ arts education curriculum and help your school progress towards its arts goals. Include the specific objectives for this investment and how you will measure success.
- Please describe this project or investment’s potential for positive changes that will be long lasting in the school.
- Please describe the involvement of the school Principal, Vice Principal, or other administration in planning for and/or supporting this project/investment.
- Please explain why grant funding is needed for this investment or project.

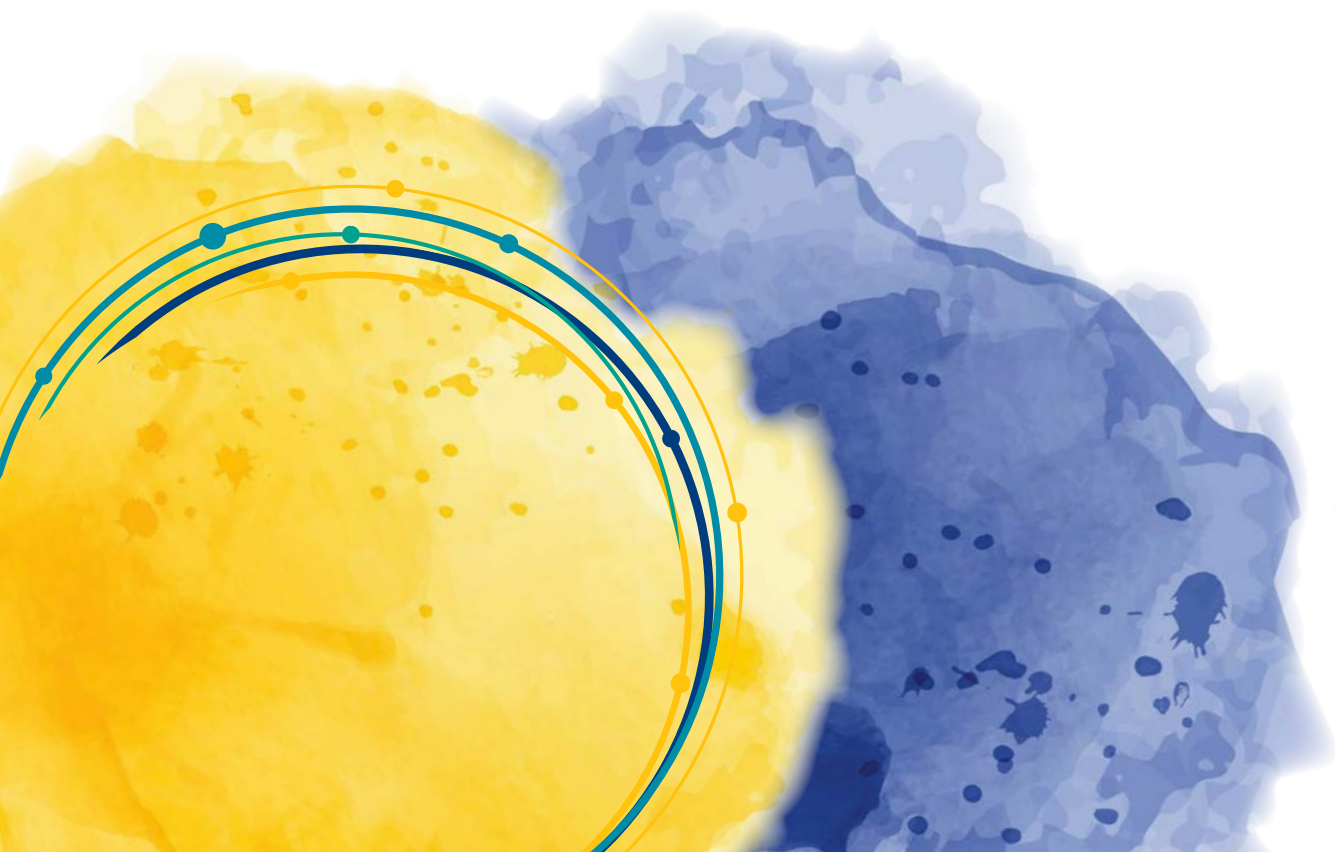
Application Questions (continued)

Applicants also have the option to include up to three supplemental materials to support their proposal. Examples of helpful materials include:

- Cost estimates or quotes for equipment purchases.
- Letters of commitment from any partners, such as arts partners hosting field trips or presenting in-school performances.
- Lesson Samples or curricular overviews related to your project.

Additionally, some project and cost types will require statements of commitment/approval, including:

- An approval letter from your school principal for any projects that include teacher extended day pay in the project budget.



Application Tips

Following are some examples of how an investment or project might address the two primary [Arts Education Plan 2.0](#) goals:

- **Goal 1: Access to Arts Education**
 - Giving students access to artistic disciplines and mediums they would not otherwise have the opportunity to explore.
- **Goal 2: High Quality Arts Education:**
 - Broadening instructional strategies
 - Strengthening curriculum alignment with arts learning standards
 - Partnering with external arts organizations and teaching artists to provide experiential learning, opportunities to attend professional performances, and student engagement in professional artistic practice
 - Expanding family and community engagement opportunities
 - Providing performance and exhibition opportunities
 - Exploring cultural traditions
 - Giving students access to high quality arts materials and equipment

Application Budget Guidelines

All applicants will also submit a project budget with their application.

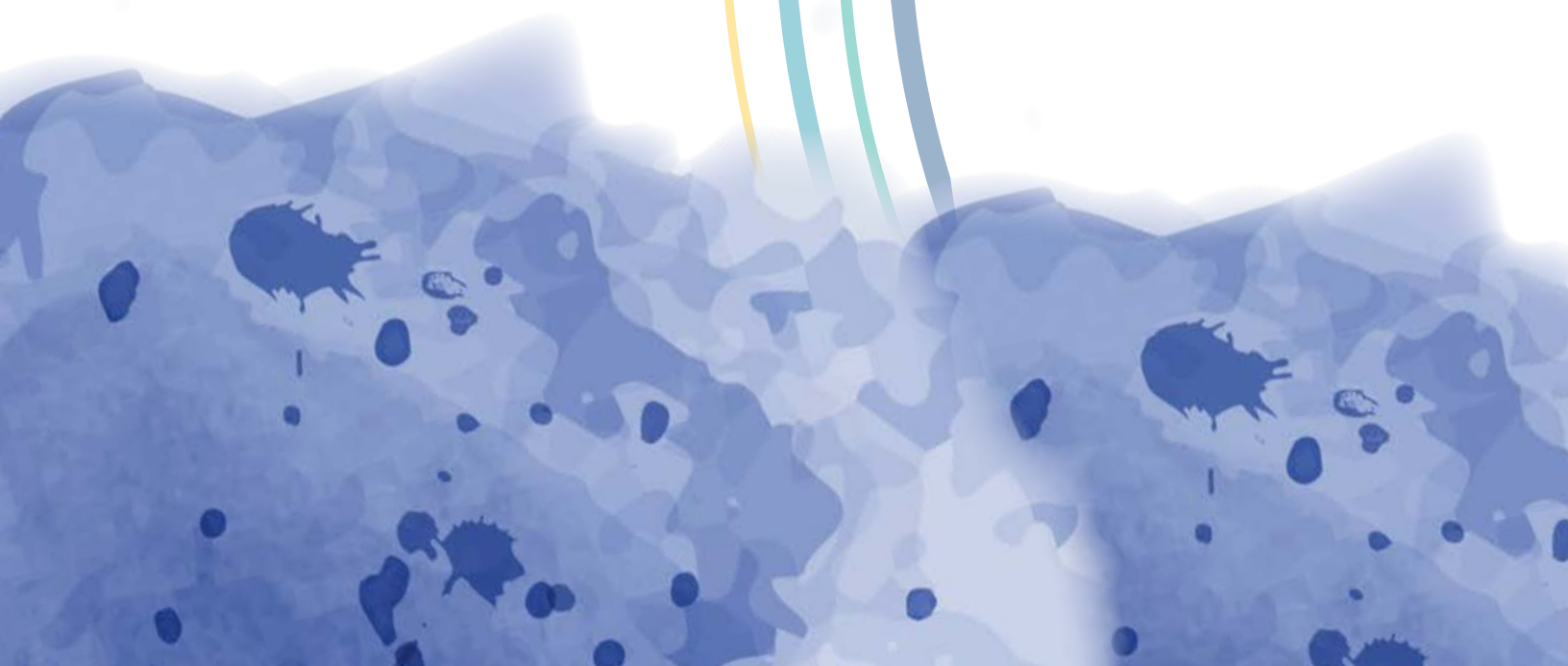
Following is the full Arts Teacher Grant budget template, which you can also access in the Submittable application. Please lay out all costs for your proposed investment/project using the following budget lines, and provide a narrative description for each budget item.

Costs aligned with these budget lines are allowable for all project types.

- **Program Supplies** - Materials and supplies for arts learning and culminating events.
- **Program Supplies** - Hardware and equipment valued at \$500 or more each
- **Commodities: Software (Non-Instructional)** - For software and Ed Tech purchases
- **Partner Services** - In-school-time arts programming provided by an arts partner, such as field trips or in-school performances
- **Bus Transportation** - For field trips and experiential arts learning
- **CPS Teacher Planning** - CPS Teacher non-instructional extended day pay at \$53.86 per hour, including 1.45% added on for benefits
- **Piano Accompanist Fees** - Musical accompanists for rehearsals and culminating events paid at \$50.00 per hour. Any amount listed here will be paid to Accompanists directly from CPS Central Office rather than being transferred to the school.

The total budget should reflect your total request amount for this grant, up to \$5,000

PARTNERSHIP RESIDENCY GRANTS



Partnership Residency Grants: Program Requirements

Eligibility Requirements

Schools must meet all general eligibility requirements outlined in the previous section to apply for a Partnership Residency Grant.

Additionally, Arts Partners must meet the following criteria:

Arts Partners:

- If working with a CPS **district managed** school(s), arts partners must have an active vendor ID number and be in good standing with CPS Procurement.
- Arts Partner must complete [supplier attestation](#) when asked by CPS Procurement.
- [artlook®](#) profiles must be up-to-date and complete.
- Arts Partner must complete all requirements for prior Creative Schools Fund grants.
- All Arts Partners must apply to the CPS Request for Qualifications (RFQ) for Arts Education Services ([Specification No. 26-1355](#)) by October 2 at 2:00pm.

Questions about the CPS RFQ for Arts Education Services should be directed to Deisy Delgado Villarreal at ddelgadovillarreal@cps.edu.

artlook Organizational Profile: Overview for Arts Partners

In order to be an eligible partner for the Creative Schools Fund, arts organizations must update their 2026-27 artlook® profile. This should take 10-15 minutes to update.

There are four sections:

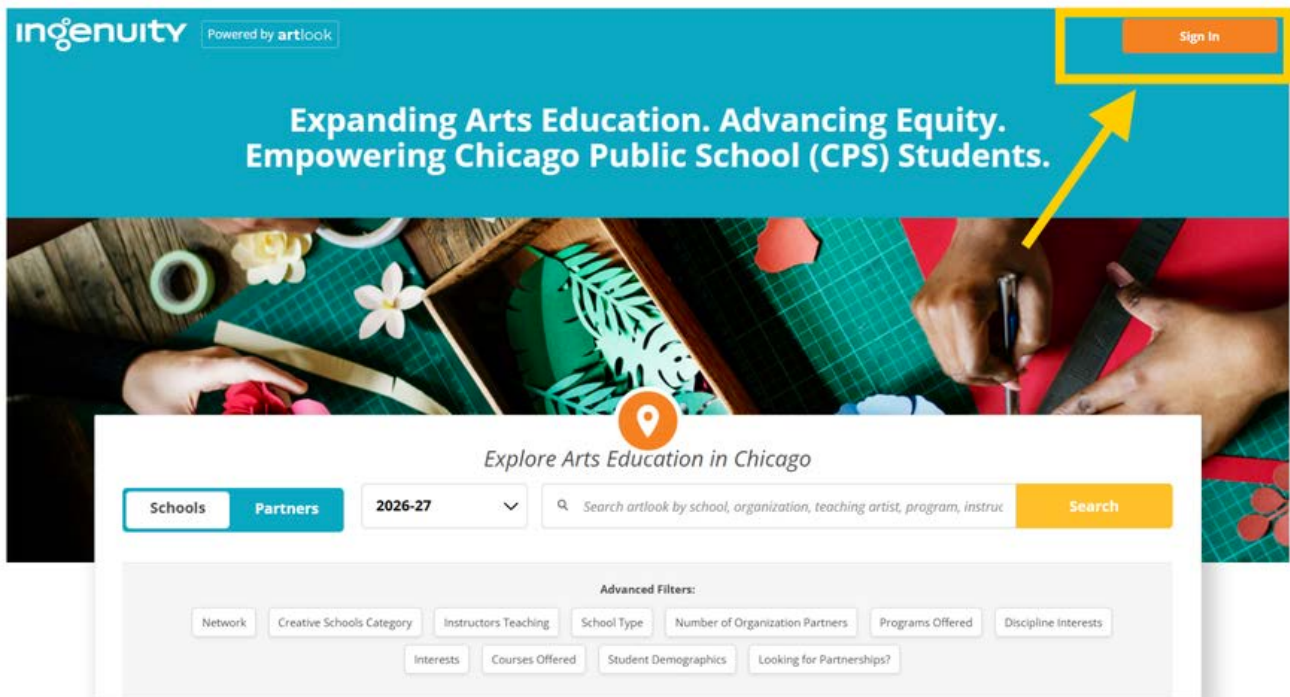
- Organization Details
- Programs
- School Partnerships
- Contact Info

artlook®:

chicago.artlookmap.com

For any questions, email:

artlook@ingenuity-inc.org



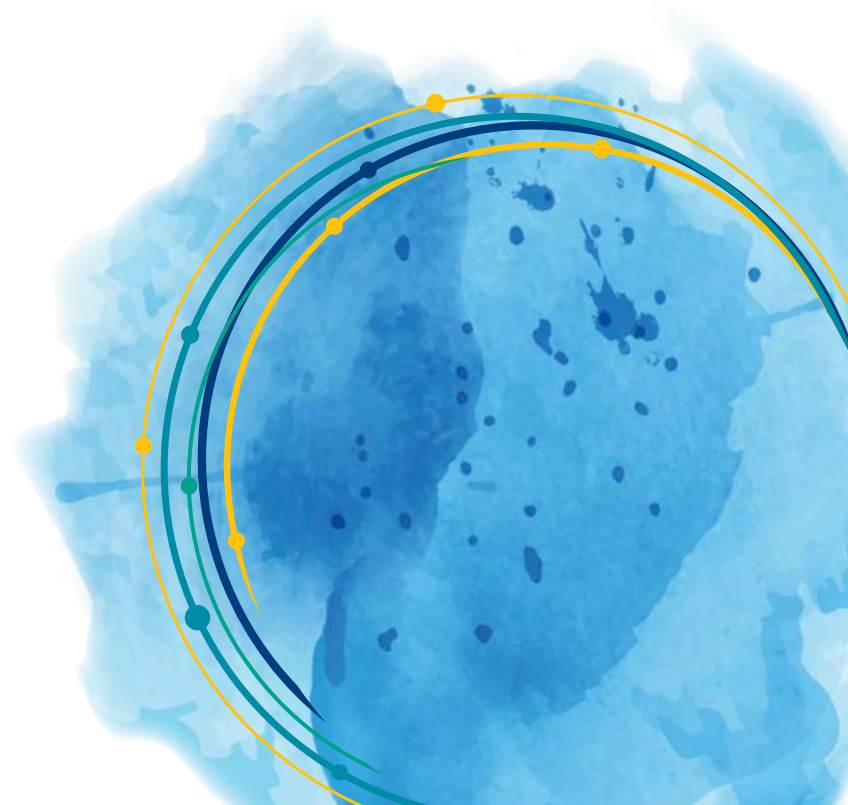
Grant Uses and Limitations

Grant Uses

Creative Schools Fund Partnership Residency grants are intended to support multi-week in-school arts residencies that are co-designed by schools and arts partners.

There are many types of school staff/arts partner collaborations that can be supported by the Creative Schools Fund, including, but not limited to:

- Arts Teachers collaborating with arts partners that work within their same artistic discipline and can engage students in new mediums and instructional strategies.
- Arts Teachers collaborating with arts partners that work within different artistic disciplines to fill discipline gaps in the school or to create multi-disciplinary offerings.
- Classroom or Content Area teachers collaborating with arts partners on arts integration projects.
- Physical Education teachers collaborating with arts partners to bring dance as an option for PE.



Grant Uses and Limitations (*continued*)

Grant Uses (continued)

There are many ways that Partnership Residency Grants can be used to strengthen schools' arts programming. These grants can include an opportunity to:

- Design and lead a program your students have always wanted, but has been outside your budget until now
- Support access to new arts disciplines in your school or do a deep dive into a pre-existing arts discipline
- Supplement CPS arts teacher instruction with new mediums, instructional strategies and cultural traditions
- Engage students in professional artistic practice
- Expand arts teaching and learning capacity in your school by adding professional arts education learning opportunities for arts and non-arts teachers
- Engage families in arts programming at your school

In-school residencies supported by the Creative Schools Fund may include the following:

- Workshop series
- Teacher professional development
- Field trips (including bus fees)
- Resource development
- The creation of murals or public art in conjunction with the residency and in alignment with [CPS public art guidelines](#)

Grant Uses and Limitations (*continued*)

Eligible Expenses

In addition to paying fees to their arts partners, schools may also use grants to cover the following costs associated with their partnership:

- Teacher non-instructional extended day pay, including 1.45% added on for benefits.
- Materials and supplies for arts learning (e.g., art supplies, costumes).
- Supplies to support culminating school performances, exhibitions, and events.
- Hardware and equipment (e.g. printers, printing press, speakers, etc.).

Grant Limitations

Grants cannot be used for:

- Out of school time student programming. (Student instruction and programming may only take place during school hours.)
- Pull out programs or special offerings for select students (Small group/sectional work with an arts partner during art class is allowable as long as each small group is supervised by an ISBE-licensed CPS employee.)
- To fill or create break time or prep time for CPS arts teachers
- Capital and Facilities improvements (such as kiln installation, sprung floors, stage lighting, or any other equipment that will be mounted to the wall or ceiling.)
- Substitute teachers
- Fundraising activities or events, religious ceremonies or events, lobbying or campaigning for a candidate or a ballot issue.
- Food and beverages.
- Prizes, gifts, or toys.
- General office supplies for the school or main office (i.e., ink, toner, file folders, bandages, hand sanitizer, pens, copy paper, rubber bands, post-its, etc.).
- General materials, supplies, or books for non-arts based classrooms (i.e., math, literacy, science materials, calculators, and other non-arts items).

Grant Uses and Limitations (*continued*)

Compliance with CPS Policies:

- Arts Partner must be supervised and working in collaboration with an ISBE-licensed CPS employee at all times.
- Arts partners cannot replace certified or endorsed arts teachers in classrooms, or reduce their hours.
- Arts Partner organizations or staff are not allowed to serve as the teacher of record for credit-bearing courses within gradebook, nor can they award letter grades. This can only be done by a licensed teacher who has the matching license or endorsement in that specific artistic discipline.
- Supplies must be purchased by the school from an approved CPS vendor unless proprietary to the Arts Partner. For purchase of supplies, school staff should go to CPS Marketplace with the assistance of your school clerk or administrator. Any costs for supplies that are proprietary to the Arts Partner must be included in the Arts Partner fee.
- Any arts partner software or technology platforms that include unique log-ins for teachers and/or students must be part of the Chicago Public Schools Ed Tech Catalog. CPS teachers can login to the [CPS Learn Platform](#) to find a list of approved software vendors.



Grant Uses and Limitations (*continued*)

Mural Guidelines

If your project includes a mural or public art, please be prepared to follow the step by step process outlined in the [Installing Public art at your School: A Guide](#) if your project is selected for funding:

- Vendors leading mural projects must be on the pre-qualified [CPS Public Artist Pool](#) for public art installations.
- Art Installation must be executed following the [CPS Design Guidelines](#) for a painted mural or a mosaic.
- Murals are required to be installed on a panelized system instead of being painted directly onto the wall regardless of if the mural is an interior or exterior artwork.
- When final content and location is available, it must be submitted for confirmation of final approval by the CPS Departments of Arts Education, Communications, and Capital Construction and Planning before installation.
- Once all of the previous steps have been completed and approved by all departments involved, a contract between CPS and the artist will be routed through DocuSign for signature. No installation work shall begin until you have received a copy of the fully executed Art Installation and Project Services Form - Exhibit C between CPS and the artist/vendor.



Applicant and Implementation Roles

Role of the Arts Liaison

Grant-Seeking

As the person in the school responsible for strategic planning for the arts, the Arts Liaison will work with their school administration to determine when, and whether, to submit an application.

The Arts Liaison will:

- ensure participation in the Fall 2026 Creative Schools Survey - mandatory for any schools that wish to receive CSF funding
- coordinate with the administration and teaching teams to select a program and partner and compile the application
- invite & secure reference application content from partner (see next page)
- act as primary point of contact through the application and grant periods

Grant Implementation

If an application is selected for funding, the Arts Liaison will be notified. Funds will be loaded into school budgets by CPS.

For the program period, the Arts Liaison will ensure the following:

- planning coordination between arts partner and school staff
- participation in grant report and/or site visit, as applicable
- compliance with CPS policies, as outlined in the [Implementation Guide](#)
- communication with school admin/school clerk to properly spend grant funds, including opening POs and receipting invoices
- communication regarding any grant changes with Ingenuity & CPS

Principals may submit nominations for Arts Liaisons [via this short form](#).

Applicant and Implementation Roles (continued)

Role of the Arts Partner

Grant-Seeking

Partners will submit content for a Partner Application - a separate form with questions for Arts Partners. This content is required for an application to be considered complete.

- Partners are also asked to verify that their artlook profiles are up to date by visiting chicago.artlookmap.com.
- For successful implementation, we also ask that partners also check to be sure their profile is up to date in the [CPS iSupplier Portal](#), including an accurate primary contact who can respond to procurement requests.

Grant Implementation

Arts partners will work closely with school staff to program plans.

Through grant implementation, partners are asked to follow the policies represented in the CSF Implementation Guide, including:

- Quoting the school for their services represented in the grant
- **Waiting for a school-issued Purchase Order prior to launching grant activities. Arts Partner cannot begin their work in a school prior to a school-issued Purchase Order being opened.**
- Invoicing promptly for the period of service, with invoices representing only services that have been provided
- Assigning Teaching Artist(s) with completed background checks
- Conducting the activities proposed for the partnership in the grant application with fidelity and in full
- Ensuring CPS ITS approval for any software or computer based programs used by teachers or students
-
- Complying with all other CPS vendor policies and protocols

****Some of these processes may be different with non-district managed schools, so be sure to check in about their procedures before beginning any programming.**

Payment Processes

Grant funds will be distributed to selected schools through Chicago Public Schools (CPS)' Central Office to support arts programming from March through June, 2027.

All arts partner payments will be made as reimbursements for services provided to schools.

Please be aware that fees paid through Creative Schools Fund grants are taxable income for for-profit businesses and independent teaching artists.

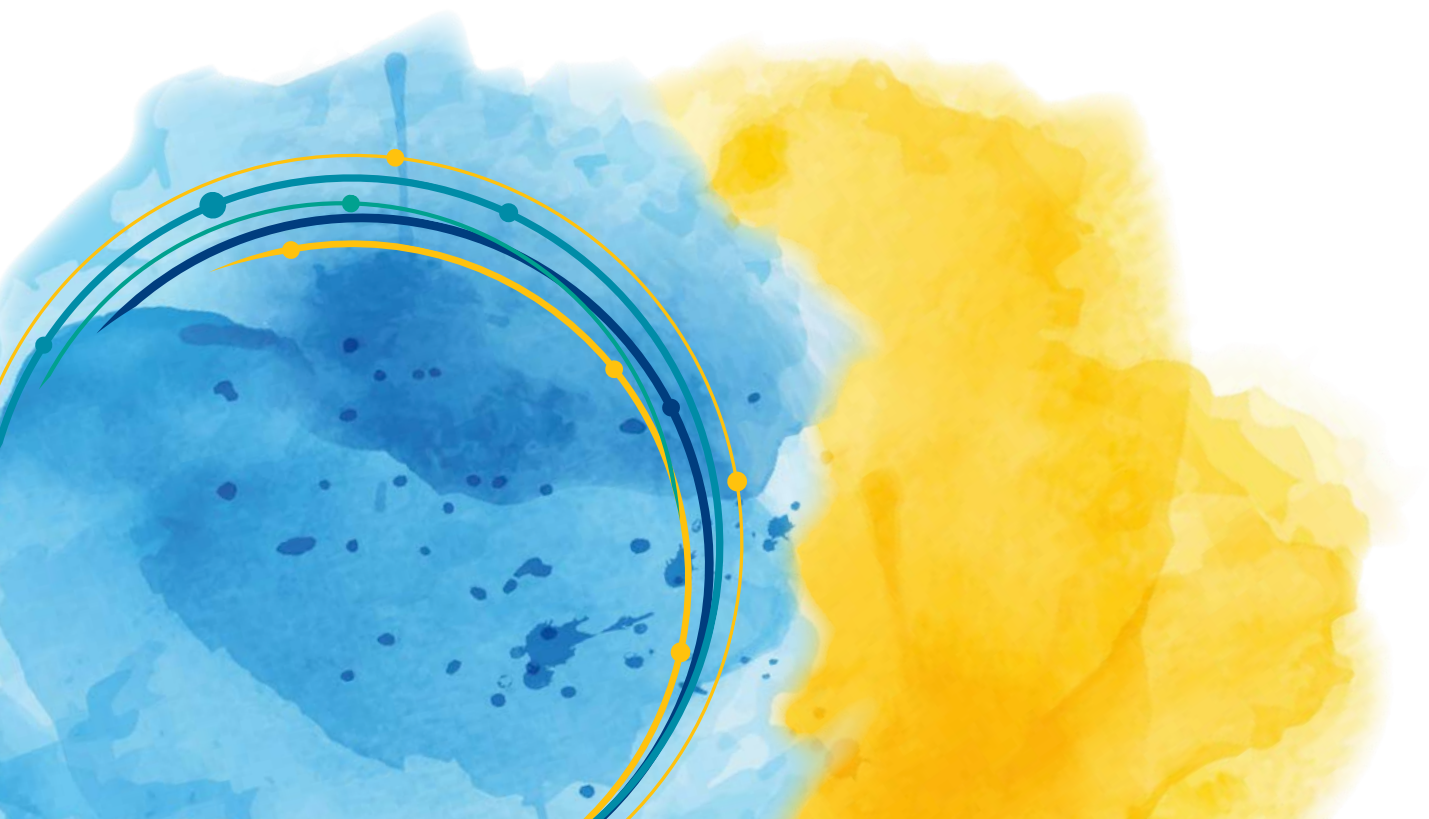
The following steps must be adhered to in order to process payments to Arts Partners

- CPS Department of Arts Education will notify schools when funds are available in the school budget.
- Arts Partner must supply a quote to the school for the services to be provided.
- School must use the quote to open a Purchase Order (PO) for the total amount to be paid to the Arts Partner.
- **Services CANNOT begin until a PO is generated. Vendors working in a school without an open PO risk not being paid for services.**
- Following program implementation, Arts Partner must invoice the school for services provided.
- School must receipt the PO within Oracle once services are delivered.
- Schools must repay any amount not used for the purposes of the grant.

Roles and Responsibilities

Please consider who from the school and arts partner organization may play a role in this project.

Arts Partner	School
• Teaching Artist • Program Manager • Finance Lead • Program/Administrative Support • CEO	• Arts Liaison • Other Arts Teacher(s) • Classroom or Content Area Teacher(s) • PE Teacher(s) • Clerk/Administrative/Finance Lead • Leadership (Principal)



Roles and Responsibilities

Planning Checklist

As you begin planning your program, we encourage you to think through the following roles and responsibilities that may be part of an in-school arts residency program, and who may be the primary lead for each action listed below. The examples below are not exhaustive, and your project may include additional responsibilities.

Project Team Roles

- **Arts Liaison:** On-site arts leader and champion in the school community.
- **CPS Teacher Lead:** Lead school-based educator
- **CPS Staff (Classroom):** School staff present during instruction.
- **Arts Partner Teaching Artist:** External artist collaborating with CPS staff in classroom
- **Lead Program Instructor:** Lead facilitator responsible for direct classroom instruction.

Project Responsibilities

Curriculum & Instruction

- Develop program goals
- Assess progress towards program goals
- Develop curriculum
- Develop lesson plans
- Review and approve curriculum and lesson plans
- Manage planning schedule
- Participate in planning meetings
- Provide instructional support in classroom
- Assess student learning
- Provide professional development for teachers
- Participate in professional development
- Manage mid-point and post-program meeting schedule
- Participate in mid-point and post-program meeting

Logistics & Communication

- Manage classroom schedule
- Share real-time school staffing or schedule updates
- Share real-time arts partner staffing or schedule updates
- Coordinate field trip logistics/schedule (if applicable)
- Coordinate assembly/culminating events logistics/schedule (if applicable)

Administration

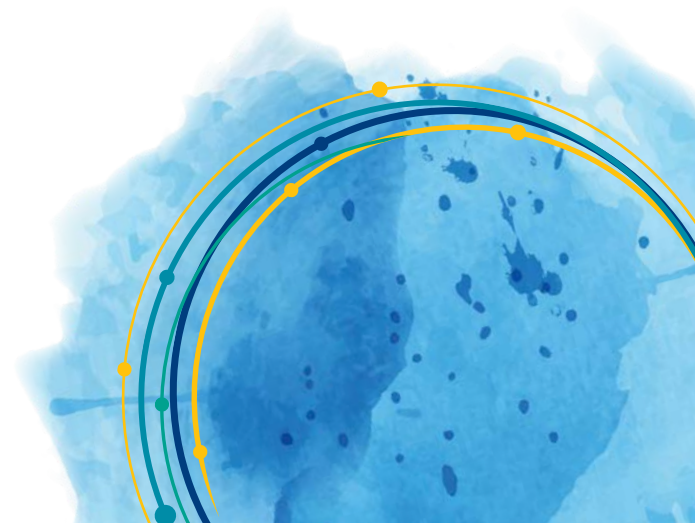
- Prepare Arts Partner price quote/invoice
- Open and receipt POs in Oracle

Partnership Tips

Although Ingenuity cannot provide partner referrals, we can provide assistance on best practices for finding a partner match, and ways to look for a partner using the artlook® public facing map.

Here's some things to consider when looking for a partner:

- Mission and values alignment
- Previous partnership experience
- Scheduling alignments
- Programming alignments
- Shared communities
- Established relationships among arts partner and school staff



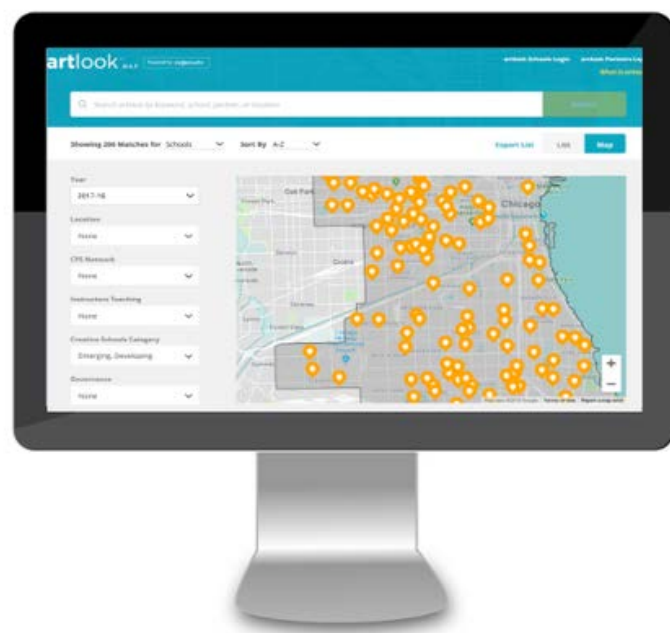
artlook® Overview

artlook® allows schools and arts organizations to:

- Search and locate other schools and/or arts organizations for collaborations
- Review schools' Creative Schools Certification (CSC) ratings, arts courses and teachers, and individual school Roadmaps, which outline a school's performance on each CSC metric, alongside comparisons to other schools within its CPS network and across the district.
- Understand the landscape of arts education across CPS
- Share and find up-to-date information about the arts programs and partnerships

There are three components of artlook:

- Public-facing map (chicago.artlookmap.com)
- School portal
- Partner portal



Finding a Partner: What to Consider

Here's some questions that schools and arts partners should discuss before finalizing partnership plans:

- Does the organization/arts partner's mission and vision align with, complement, and support the school's culture, climate and priorities?
- What is the school population and culture?
- What are the school's learning and instructional priorities?
- How can this partnership support the school?
- Are the arts partner's teaching artists culturally competent (self-aware and responsive to students and community, with lived experience and cultural knowledge aligned with respect to the school's students, families, and community)?
- What type of arts programming does the school want/need?
- What types of programs can the arts partner offer?
- What is the arts partner's capacity?
- What spaces are available?
- What are the schedule options for the program?

Steps for Partnership Success

Following are some more things to consider as you build out your partnership. Please reference Ingenuity's [Arts Partner Standards of Practice](#) (APSP) for additional resources on building strong partnerships.

Who is involved?

- Arts Partner point person, Teaching Artists
- Arts Liaison, other school staff (Teachers, Principal, Assistant Principal)

Things to Consider

- How much out of school planning time do you need to allot and budget for?
- Roles and responsibilities
- Logistics: (i.e. timeline/ schedule/space)
- Payment structure
- Planning and coordination
- How can this partnership support or develop the school's plan for the arts?
- 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?
- How will the work of this partnership be shared?
- Will there be a culminating performance or exhibition?
- What supports do teaching artists need throughout the partnership?

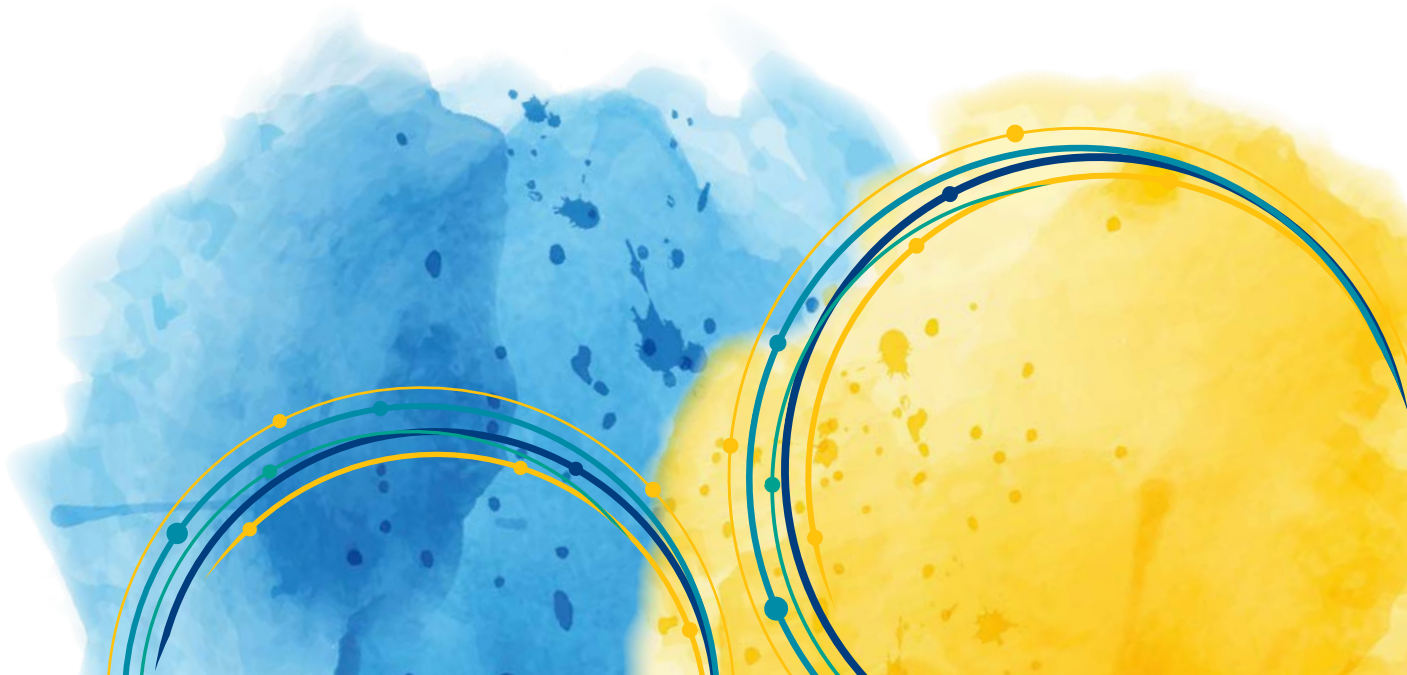
Steps for Partnership Success (continued)

How will you know if you're successful?

- Develop a shared mission for the work.
- What are the values and set of goals specific to this partnership?

Program Schedule Planning:

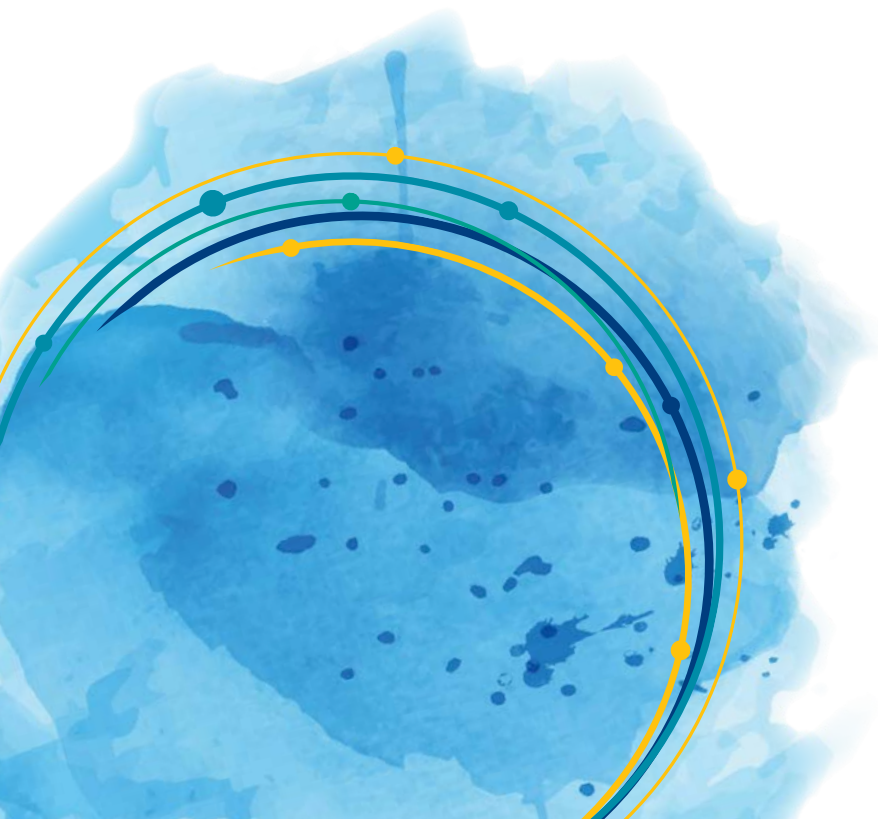
- Residencies can vary in length, but be realistic with the number of program weeks.
- Most successful residencies are 6 - 12 weeks in length with at least 45 minutes of instruction/programming each week.
- Funds will not be loaded into school budgets until mid February at the earliest.
- We recommend beginning programming in early March.
- There are roughly 14 school weeks from the start of March to the end of the school year, but you should leave some room for cancellations, delays, and unforeseen events.



Application and Review Process

Funding decisions for all Partnership Residency Grants are made through a participatory grantmaking process. Each year we work with a review committee made up of educators, arts practitioners, teaching artists, and community leaders. Our goal is to build a review committee that reflects the cultural, racial, geographic and artistic diversity of Chicago Public School students.

- Each application will be reviewed by 3 committee members.
- Committee members will evaluate each application based on established quality criteria.
- The review committee will meet to discuss applications in detail.
- Ingenuity will conduct an eligibility and equity criteria review.
- Portfolio will be presented to the Ingenuity board and review committee for final approval.



Review Criteria

Quality Review Criteria

All Partnership Residency applications will be evaluated based on the following quality criteria.

- **Program Clarity and Feasibility:** The purpose, objectives, methodology, and expected outcomes of the proposed program are clear and laid out with a feasible plan.
- **Alignment with Creative Schools Fund and Arts Education Plan 2.0 Goals:** Proposal indicates how arts partner residency will increase arts access or quality for students.
- **Program Quality:**
 - Program demonstrates potential for meaningful learning and/or growth for students aligned with Illinois Arts Learning Standards and/or Social Emotional Learning Standards.
 - Proposal outlines appropriate planning and space for arts instruction
 - Program exhibits instructional quality including clear curricular goals and objectives with aligned and responsive assessments
 - Proposal indicates a comprehensive understanding of school community and student body with program plans that are culturally responsive and responsive to school needs, goals and student voice
- **Role Clarity:** A clear definition and understanding of the assets, responsibilities, duties, and contributions expected from each partner involved.
- **School-Partner Fit:** A strong alignment between a school and its external partner(s) in terms of shared goals, values, resources, and capabilities, facilitating effective collaboration and mutual benefit.

Review Process Criteria (continued)

Equity Criteria

Applicants meeting the following criteria will be prioritized:

- **Gaps in arts access:** Prioritizing schools scoring 'Emerging' and 'Developing' on the Creative Schools Certification as listed in [artlook®](#).
- **Gaps in resources:** Prioritizing schools with historically lower funding levels and capital and tax-increment-financing, and those not already receiving other direct philanthropic support for their arts programming and instruction this school year.
- **Student demographics:** Preferencing applicants whose student bodies experience the least systemic arts access, based on survey data and the most recent [State of the Arts](#) report.
- **Geographic breadth:** Including the majority of networks in the city.
- **Partner diversity:** Prioritizing a diversity of programs and arts organizations including budget sizes, arts disciplines, BIPOC characteristics, and number of partnerships.



Application Overview

The application will be administered through Submittable and will be accessible [here](#) on August 17, 2026.

There are 4 primary sections in the application:

- Applicant Contact Information
- Grant Proposal Overview
- Budget
- Partner Application (**Included as Reference Form)

We recommend that you draft your application narrative using this [template](#) that can be shared between the school and the arts partner prior to inputting the information in the Submittable application.

We also recommend that you create a shared folder with information from your discovery conversations, and all of the program details that you entered in your application, including the program budget. Make sure that the folder is accessible to both the school and the arts partner..

Application Overview (continued)

School Application Questions

- Please describe the grant program or project you are proposing for the Creative Schools Fund. Include the specific goals for this program and how you will measure success.
- Please describe how this program will increase arts access or quality for students, and help your school progress towards its arts goals.
- Please describe how and why you selected the arts partner for this project including values that you share.
- Please describe the students that will participate in this grant program (consider, for example: student learning style, student demographics, neighborhood and/or family cultural/ethnic/linguistic context) and how you envision this program and partner addressing their assets and priorities.
- What school staff will be involved in this program? List and describe each individual's role in planning and implementation.
- What teacher or school staff member will work with the arts partner in the classroom?
- Please describe the involvement of the school Principal, Vice Principal, or other administration members in developing and/or supporting this program.
- What role will the arts partner play in planning and implementation?
- What grades will participate in this program?
- How many total students will participate in this program?
- How many weeks will students participate in programming?
- How many minutes of instruction will students receive, on average, each week in this partnership program?
- Where in the school will this program take place?
- Will your program include Professional Development for CPS teachers led by your arts partner?

Application Overview (continued)

Partner Application Questions

- If you are applying as an organization, **what staff from your organization will be involved** in this program? List and describe each individual's role in planning and implementation.
- Please describe how you are **building relationships** within this school and community.
- Based on your conversations with school staff, how do you envision this program being culturally responsive and addressing the **assets, priorities and values of the school, community and students**. Please share any culturally responsive resources or frameworks that you use.
- Please describe how you will incorporate **student voice** throughout this program's planning and implementation. Please share any methods or practices you use to incorporate student voice.
- Describe one anchor [Illinois Arts Learning Standard](#) that your program curriculum will address? What are the key learning goals and objectives for this program and how do they align with this standard? How will you assess whether students are meeting these goals?
- Arts partners will also have an opportunity to list any additional Illinois Arts Learning Standards, Social Emotional Learning standards, and instructional approaches that their program curriculum will utilize or address.
- Arts Partners must submit a **sample lesson plan** with a curricular overview with their application. The sample lesson plan can be for the proposed program, or an example from a prior partnership.

Application Overview (continued)

Budget

The Creative Schools Fund budget template is divided into two sections. Arts partners must review and agree to the budget breakdown submitted through the application. The total budget should reflect your total request amount for this grant, up to \$10,000.

Please note that all standard or general supplies must be budgeted under School Costs.

1. Arts Partner Costs: The entirety of the fee paid to the Arts Partner should be listed in this section and this section should be based on a quote from the arts partner. This fee should include all costs that the arts partner will incur to execute this in-school residency, including, but not limited to:

- Fees paid to teaching artist for program execution
- Fees paid to teaching artists for program planning
- Administrative costs including appropriate portions of program manager salaries; costs of maintaining materials, software and equipment that are proprietary to the arts partner, such as workbooks or curricular resources designed specifically for this course; and other overhead costs.

2. School Costs: These line items include other costs that the school will incur to execute this in-school residency such as all standard or general supplies, equipment, bus transportation and CPS Teacher non-instructional extended day pay for planning. Any expenses listed under “School Costs” should not be paid to the arts partner, with the exception of arts partner fees for field trips.

Application Overview (continued)

Budget (continued)

Following is the full Creative Schools Fund budget template, which you can also access in the Submittable application. Please lay out all costs for your proposed project using the following budget lines, and provide a narrative description for each budget item.

Arts Partner Fee

- **Partner Services** - In-school-time arts programming provided by an arts partner
- **Partner Services** - Consulting support for professional development; curriculum development; and/or arts integration

Other Program Costs

- **CPS Teacher Planning** - CPS Teacher non-instructional extended day pay at \$53.86 per hour, including 1.45% added on for benefits
- **Field Trips and Experiential Arts Learning**, Including bus transportation
- **Program Supplies** - Materials and supplies for arts learning and culminating events
- **Program Supplies** - Hardware and equipment valued at \$500 or more each (e.g. printers, printing press, speakers, etc.)

The total budget should reflect your total request amount for this grant, up to \$10,000.

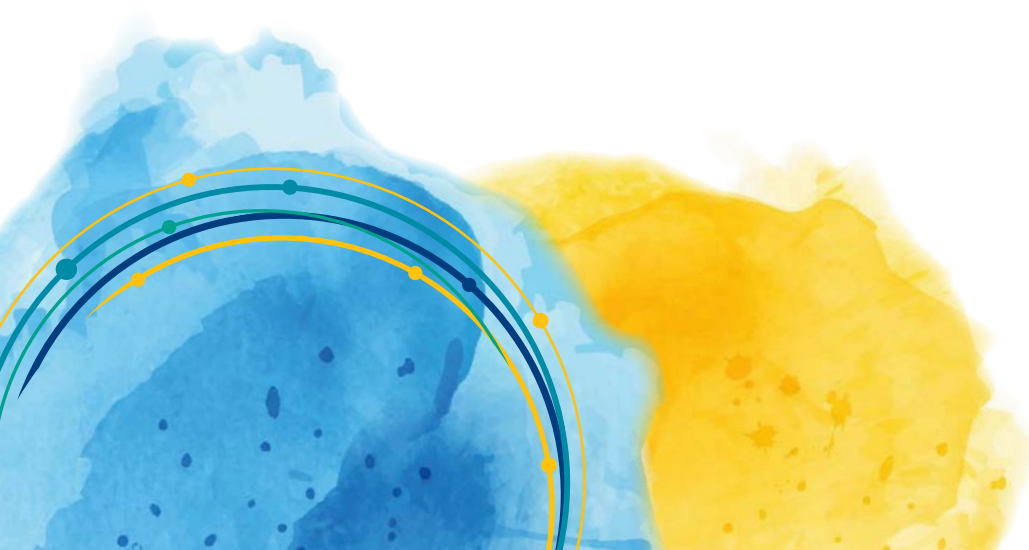
Application Overview (continued)

Teacher Planning Recommendations

Most Creative Schools Fund residency programs will require planning time for CPS teachers and teaching artists that takes place outside of the school day.

Following is a breakdown for a minimum recommendation of non-instructional extended day pay to plan on for CPS teachers.

Recommended Teacher Out of School Planning Time			
Activity	Hours	Pay	TOTAL
One Planning Meeting for Grant Proposal	2.00	\$53.86	\$107.72
Time to Prepare and Submit CSF Proposal	4.00	\$53.86	\$215.44
Two Program Planning Meeting - After Grant Awarded	2.00	\$53.86	\$107.72
One Meeting following initial 1 - 2 classes	1.00	\$53.86	\$53.86
One Program Mid-Point Meeting	1.00	\$53.86	\$53.86
One Post-Program Meeting	1.00	\$53.86	\$53.86
		TOTAL	\$592.46



LOLLAPALOOZA ARTS EDUCATION FUND

Ingenuity is honored to partner with Lollapalooza to provide grants through the Lollapalooza Arts Education Fund, continuing a shared commitment to expanding access to arts education for Chicago Public Schools students.

Approximately 50 Creative Schools Fund grantees will be selected to be part of the SY27 Lollapalooza Arts Education Fund (LAEF) portfolio based on the following criteria:

- Schools meeting the most equity criteria.
- Schools located in Wards that are underrepresented in prior years' LAEF portfolios.
- Schools with grant requests that include equipment and instrument purchases that will be used by the school in the long-term.

In addition to a financial grant, these schools will receive special recognition such as a Lollapalooza Arts Education Fund banner to display at the school.

We are grateful for Lollapalooza's commitment to arts education!



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