

Back To School

Arts Partner Guide SY 24/25



B2S



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Welcome!

The Arts Partner Guide is meant to help you build and maintain relationships with Ingenuity and Chicago Public Schools. We know that in order to create collaborative, supportive, engaging, and effective arts partnerships, it's essential to have accessible resources that help you navigate new and existing processes, align your curriculum, know best partnership practices, and familiarize yourself with the many supports available for arts partners in the sector.

As we enter the 2024-25 school year, we find ourselves at yet again another inflection point — a newly elected mayor and the first ever CPS elected school board. These shifts create tremendous opportunity, for not only the growth of arts education access and equity in CPS. It also creates opportunity for the arts to be at the forefront of solutions to some of the city's largest systemic challenges — housing, safety, environment, newcomers, housing insecurity. None of this work can be done with a siloed approach, and we know that arts partners are critical in advancing and realizing a future where arts is placed on equal footing with other essential subject areas in schools.

This guide is meant to propel your work and ensure that you have the resources you need when you need them so that you can focus on crafting and delivering quality arts programs to students — and work alongside them to envision how the arts can be a catalyst for their individual and our collective ability to thrive.

With heart,

The Partnerships & Learning Team



Partnership Landscape

The State of the Arts report (SOTA) 2022-23 data highlights the resiliency of schools and arts organizations, with many rebuilding their arts offerings. However, while we see hopeful improvement in many of these metrics, we still face challenges in continuing to ensure that all students across the District have access to high-quality arts learning. Your role as an arts partner is integral to bridging this gap and elevating the arts as a right for all CPS students. We hope that the insights that Ingenuity gathers can be a valuable guide as we continue to fortify our collective efforts.

- A number of metrics have shown indications of recovery since the onset of the COVID-19 pandemic:
 - The number of schools rated Excelling increased by 6%.
 - Significant gains have been made on arts staffing in District-Managed schools.
 - The number of arts partners working in CPS has remained consistent, but schools are having more partnerships.
- Disparities persist in the delivery of high-quality arts programming. District-Managed schools were significantly more likely to be rated as Excelling than Non-District Managed schools, and Black students were less likely than their peers to attend a school that was rated as Excelling.
- There is still a significant portion of schools that do not utilize the Updated (2018) IL Arts Learning Standards, with only about 60% of elementary schools and 50% of high schools utilizing the standards.



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About Ingenuity

Since its founding in 2011, Ingenuity has served as the backbone for a city-wide vision to increase arts education access, quality, and equity in Chicago Public Schools (CPS). Ingenuity accomplishes its missions within the context of a \$9.5 billion school district, 635 individual schools that currently serve 322,000 K-12 students. Our work impacts over 1,600 community arts educators and independent teaching artists, and 300 external arts organizations that provide arts programs in schools. We align the efforts of philanthropy, partners, the City of Chicago, and Chicago Public Schools to ensure that every student, in every grade, in every CPS school has access to the arts as part of a well-rounded education. We believe our mission can be accomplished. Our Core Programs & Services Collectively, our multi-pronged and interconnected services, programs, and strategies build and maintain hope and motivation across the sector to achieve our collective goal of arts education equity in CPS.

Data & Research

Ingenuity collects, analyzes, and reports arts education data to identify levers for change, and works with the sector to find and implement solutions to ensure equitable access to the arts in CPS. These data are shared through our online artlook@Map Chicago data-mapping platform and provide real-time insights on the access to, and quality of, arts programming. Our annual State of the Arts in CPS Progress Report serves as an annual benchmarking tool, paired with quarterly Data Snapshots that provide more nuanced data and actionable insights. Finally, our Creative Schools Roadmaps provide schools with customized assessment of their Creative Schools Certification (CSC) score, a five-point measure of schools' arts access, infrastructure, and instruction. Roadmaps identify schools' unique strengths and growth opportunities while offering clear avenues and customized supports to help them improve.

Partnerships & Learning

We build public will, consensus, and commitment to the goal of arts education equity in CPS. Informed by Ingenuity's data and research, we engage and align arts education stakeholders with CPS schools, local organizations, and philanthropy to close the gap in CPS arts education. We match arts partners with CPS schools through data-informed strategies. Our learning events and initiatives build knowledge, skills, relationships, and networks to strengthen the sector's efforts to achieve arts education equity in CPS. We provide partners with personalized coaching and data-informed and research-based arts education best practices and resources.

Advocacy

We support the development of policy goals and ways to achieve them. Advocacy is woven throughout all of our strategies and is primarily driven by our data insights. We champion arts

education access and equity at local, state, and federal levels. We advocate for sustainable resources, collective coordination, and stronger policies that decrease barriers in arts education.

Investments In Arts Programs for Students

We align funding to support arts education equity in CPS. Since 2013, Ingenuity has provided almost \$18 million in grants to CPS schools through the Creative Schools Fund. Grant resources are driven by data insights and prioritize schools scoring lower on the Creative Schools Certification. Grants support teacher-designed arts learning experiences for students, teacher professional development in the arts, and improvements in arts infrastructure and resources in schools.

Strategic Plan FY23 - 25

Equity Action Plan 23 - 25



Ingenuity Staff



Mercedes Alvear (she/her)
Manager, Foundation & Corporate
Partnerships



Kalena Chevalier (she/her)
Director, Creative Schools Fund



Courtney Cintrón (she/her)
Director, Programs



Tashia Fouch (she/her)
Manager, Operations



Ayriole Frost (they/them)
Manager, Partnerships & Learning



Stephanie Held (she/her)
Manager, Communications & Storytelling



Lupe Jimenez-Pinto (she/her)
Chief of Staff



Angela Lin (she/her)
Director, Data & Research



Christine Ng (she/her)
Data Analyst



Nicole Upton (she/her)
Executive Director

Communication Channels

Ingenuity has several means of coordinating and staying in communication with arts partners about important updates, events, learning opportunities, grants and more! We work with hundreds of schools and arts partner organizations, and we know that everyone has different communication preferences and needs. So, take a look below and see what works for you!

[ING newsletter](#): where you can get up-to-date information on coming events, important announcements, data snapshots, and more!

[Arts Partner Slack Channel](#): A new initiative of Ingenuity. Arts Partners told us they are looking for more ways to connect, and we've listened! Subscribe to our Slack Workspace, Arts Partner Network, and connect with other arts partners on discipline-specific items, share resources, announce job postings, and receive timely information about the sector.

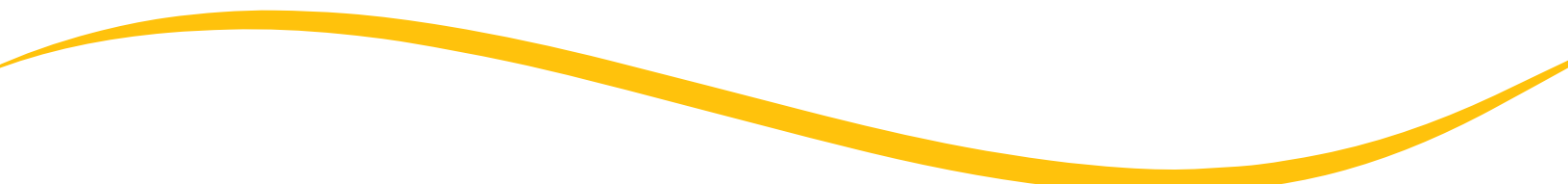
[YouTube Channel](#): Here you can find recordings of all our events, and, new this year, micro-learning shorts designed to explain a concept in 2 minutes or less.

[Eventbrite](#): This is where you can register for in-person events, including Summits, learning institutes, and our annual All Partner Meeting.

[Event Page on website](#): This is another place where you can find our events posted, and maybe even some of your own! We want to be a connector for the sector here in Chicago, so let us know about your events as well. We would love to hear from you and boost your signals.

[Update artlook contact info](#): The best way to stay connected with schools and Ingenuity is to ensure your artlook® profile is up to date! If you need assistance, or you've forgotten your login, simply email artlook@ingenuity-inc.org and someone from our Data Team will get back to you.

Follow us on social:



Annual Calendar of Events

Ingenuity hosts a number of convenings and learning events throughout the year to support your growth and connect arts partners. Check out our [events page](#) and sign up for our newsletter to stay up-to-date on all the P&L happenings throughout the year!

P&L Major Events 2024/25

Back 2 School	August 23, 2024
Fall Arts Education Summit	October 9, 2024
State of the Arts Education Convening	February 25, 2025
Arts Education Conference	April 18, 2025

Creative Schools Fund (CSF) Info Sessions

CSF Info Session #1	September 5, 2024
CSF Info Session #2	September 17, 2024
CSF Info Session #3	October 3, 2024

Institutes 2024/25

Data Tools for Arts Partner Organizations	September 10, 2024
Learning Institute #1	November 7, 2024
Learning Institute #2	January 16, 2025
Learning Institute #3	February 20, 2025
Learning Institute #4	March 20, 2025
Learning Institute #5	May 22, 2025

Communities of Practice

Session #1	November 14, 2024
Session #2	January 30, 2025
Session #3	March 6, 2025
Session #4	May 29, 2025

NEW!

Register for Events



Technical Assistance

Ingenuity has a number of arts partner consultation services that can be utilized to support and enhance your arts programs. Our offerings are customizable and designed to fit your specific needs and inquiries. Take a look at the options below and submit your inquiries in the following [Arts Partner Services Request Form](#). Don't see exactly what you're looking for on this list? Reach out to us and let us know how we can support you and your organization.

Data Services

artlook® Support

- Profile setup
- artlook Map Overview
- School matching support

Vendor Information Lookup

- Vendor number
- Vendor status
- Primary Contact in iSupplier
- Other contacts in iSupplier

Partner Impact Report PDFs

- Subset school analysis

New & Prospective Partner Orientations

Schedule a 1-on-1 meeting with Ingenuity's Partnerships & Learning team on what it means to partner with the district and the first steps in obtaining a vendor number and connecting with schools.

Office Hours

Informal monthly office hours for arts partners and CPS teachers that provide space for questions and 1-on-1 assistance on any relevant topics.

Check event page for dates and times

CPS Arts Vendor Assistance

Assistance with navigating CPS vendor procedural requirements and policies:

- TA multi-organizational background checks
- How to become an arts vendor
- Understanding attestation
- No cost service provider information
- Vendor vs volunteer

CPDUs

As an Illinois State Board of Education approved professional development provider, Ingenuity works alongside subcontracting arts organizations to ensure high-quality learning deliverables. Are you interested in securing CPDUs for your organization's PD sessions? Access the form and other directions [here](#).

Teacher PD Promotion

Do you plan to provide CPS teachers with learning and development opportunities this school year? Let us help you promote your sessions. Simply submit the [following form](#), and we will post your session information on our website and monthly newsletters.



Submit a Request Form

Partnership Best Practices

Understand and know best practices for building sustainable partnerships and successfully connecting communities, schools, and students with your arts programs.

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Partnership Best Practices

As partners working with CPS, understanding best practices begins with a collective vision for quality and how we can set up the conditions for both student and practitioner learning and growth. The following resources offer up a starting point for the various values, frameworks, approaches, and ideas around quality practices and how they can be integrated into programs.

Arts Partner Standards of Practice (APSP)

[The Arts Partner Standards of Practice \(APSP\)](#) is a diagnostic tool for organizations and teaching artists that articulates a vision for quality teaching and learning in the arts. The APSP contain elements of practice which teaching artists and organizations can use as a guide for self-evaluation. Although not mandated, various arts education stakeholders use the APSP to help determine partner readiness, capacity, and program quality.

The product of a two-year effort engaging more than 400 arts education stakeholders under the Quality Initiative, Ingenuity published the Arts Partner Standards of Practice to be used by the hundreds of arts organizations and Teaching Artists who work with CPS schools. The Standards of Practice include tools and processes to help arts organizations improve arts program outcomes. The Standards also serve to establish consensus values about how program managers define, assess, evaluate, and improve the quality of Teaching Artist instruction. Specifically, tools were created to help organizations build a common language and improve the quality of practice in two areas - organizational quality and instructional quality.

[Values of Quality](#)

[The Arts Partner Standards of Practice Guidebook](#)

[The Arts Partner Standards of Practice - Organizational Quality Framework](#)

[The Arts Partner Standards of Practice - Instructional Quality Framework](#)

Not sure where to begin? Take the following [APSP Self-Assessment](#) to help determine your high-priority learning needs and which elements of the APSP might most benefit your work.

Now available: The first of four [Ingenuity Virtual Learning modules](#) for the APSP Quality Frameworks, with media friendly updates including video content and interactive examples.



Take a look!

Other Key Standards

Standards can offer a valuable starting point for identifying key measurable goals, inform instruction, and help measure growth. Are your arts programs standards aligned? Which of the frameworks below do you utilize and why?

[CPS Framework for Teaching:](#)

Adapted from the Danielson Framework for Teaching

[Downloadable Illinois Arts Learning Standards:](#)

Access full PDF sets of standards for music, visual arts, theatre, dance, and media arts at this site, hosted by Arts Alliance Illinois.

[Skyline - Arts Scopes & Sequences:](#)

As part of the district's Curriculum Equity Initiative titled Skyline, the Department of Arts Education brought in national arts education experts from SEADAE to train a CPS arts teacher cohort in the development of comprehensive PreK-HS scopes & sequences for Dance, Music, Theatre, and Visual Arts.

[Illinois Arts Learning Standards:](#)

Social and Emotional Learning Standards: divided into levels to measure emotional development throughout schooling.

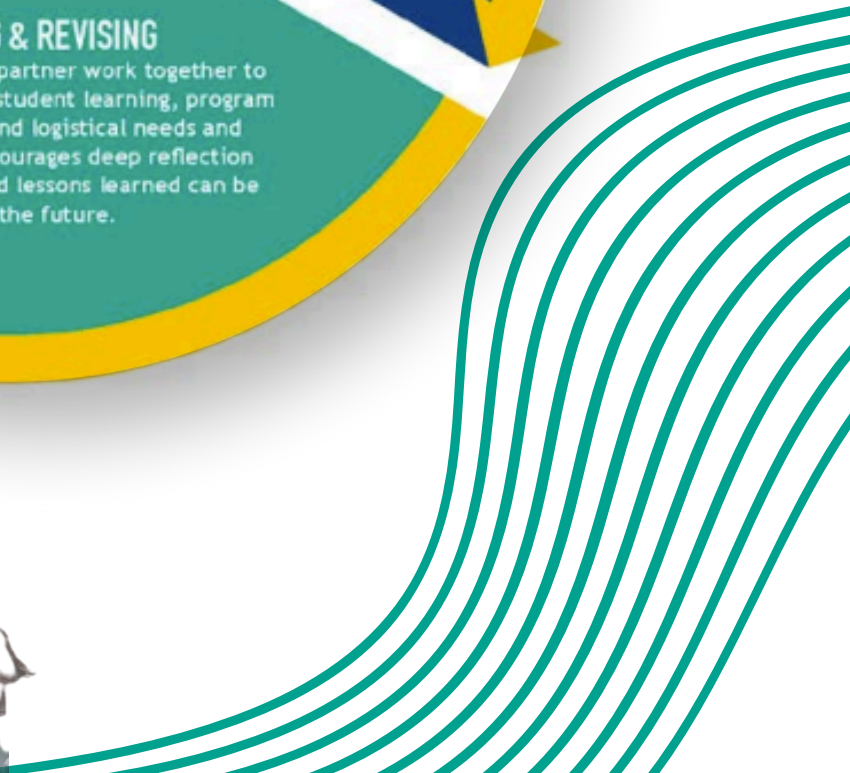
[Learning for Justice Social Justice Standards \(The Teaching Tolerance Anti-Bias Framework\)](#)

Grade specific guidelines for teaching and implementing anti-bias practices in the classroom.



Building & Sustaining Partnerships

The following **Arts Partnership Process** has been designed to help cultivate meaningful planning conversations between schools and arts partners. This collaborative and reflective conversation process can be used to build stronger partnerships and implement unique arts education programs tailored to the goals, strengths, and unique capacities of schools and arts partners.



1. Know Before You Go

Ask Yourself:

- What kind of educational programs do you offer?
- What is your mission?
- What is your story?
- What are your strengths and expertise?
- Reflect on a few of your most successful partnerships. What made them so successful? Similarly, reflect on partnerships that may have been less successful. What needed improvement?

Resources & Materials:

- artlook® Map
- Annual State of the Arts Reports
- Data Snapshots
- Program evaluations/quality outcomes

2. Have A Conversation

Ask & Share:

- Does your organizational mission and vision align with, complement, and support the school's culture and climate?
- What is the culture and climate of the classroom?
- How will you learn about the culture and climate, and what are your plans to integrate into it?
- What do you need to know about students, families, and the community?
- Are individuals within your organization culturally competent with respect to the students, families, and community?
- What types of programs can you offer? What is your capacity?
- What conditions are you looking for in a school?
- What are the school's learning priorities?
- How can this partnership support the school?

Resources & Materials:

- Virtual program brochures
- artlook® map profile link
- Pictures and video of your program in action



3. Work It Out Together

Ask & Share:

- What program will align with the school's needs?
- How can this partnership support or develop the school's plan for the arts?
- Is this partnership intended to be short-term or long-term?
- If long-term, what can you do to plan proactively for the partnership's long-term sustainability?
- What does the teacher need to communicate about existing school policies and procedures, management strategies, student expectations, etc.?
- How will students be selected to participate in this partnership? Will it be mandatory or opt-in?
- What are your shared goals? Are they measurable?
- What arts-based skills or techniques will be acquired by students in the discipline?
- What non-arts based skills might be acquired through this partnership? Do you have a clear and shared theory of how non-arts skills will transfer from the arts learning to your target setting?
- Are both parties invested in the success of the partnership? What does that investment look like?
- What will success look like? What does a successful process look like as well as a successful product? What happens if the shared definition of success is not met?
- Can the school commit to providing an adequate and consistent space for the activities of the partnership? What does an adequate space look like for the partner?
- What resources or materials are needed? Which can be provided by the school and which can be provided by the partner? Can each commit to providing consistent and high-quality resources and materials?
- How will the work of this partnership be shared? Will there be a culminating performance or exhibition? On what scale?
- What is a realistic timeline for this work? What is a realistic timeframe to plan for each individual session?
- Who will be involved from the school and from the organization? How will guardians and families be involved?
- Which arts and non-arts partnerships already exist or are being planned for the school? How can all partners working in the school communicate and collaborate?
- How and when will you communicate throughout this partnership? At what point will you check in throughout this process? Who will you contact if the plan goes off course?
- What supports do teaching artists need throughout the partnership?
- What is the plan to facilitate communication and collaboration among teaching artists, classroom teachers, and the school's arts teachers or Arts Liaisons?
- What resources does the school have available to support teaching artists in working with varying types of students such as diverse learners or students with an IEP?
- How much will this cost? What is the budget? Is the budget reasonable and adequate to support the goals of this partnership?



Resources & Materials:

- Program timelines
- Teacher rubrics, lesson plans, and other curricular materials
- Evaluation tools Standard sets (i.e. new Illinois Arts Learning Standards, CCSS, and Illinois Social Emotional Learning Standards, etc.)
- Professional development for various levels of school staff
- Memo of Understanding(i.e. a non-binding written document outlining the responsibilities of the school and its personnel and your organization and personnel)

4. Make It Happen

Ask yourself:

- To gain a better understanding of the culture of the school and classroom, how soon before the start of the partnership should you observe the culture of the school and classroom?
- How can you prepare to be in a different space on different days for the partnership?
- How can you be adaptable when changes happen to the timeline or plan?
- How do you know that students are engaged and interested?
- How do you know if you are meeting the goals of the program?
- How do you know if students are meeting the specific learning outcomes desired? What is your plan for ongoing assessment throughout the partnership?
- What should the school community, teachers, students, and their families expect? How can families best support the partnership?

Resources & Materials:

- Shared schedules
- Logistics plan: technology and classroom resources and materials
- Pre-plan materials: lesson plans, vocabulary, worksheets, etc.
- Communication and follow up schedule

5. Reflect & Evaluate

Ask & Share:

- Schedule a post mortem on the partnership to discuss the partnership process, student outcomes and shared learnings.
- What did students learn? How do we know?
- Did we meet our goals?
- What went well? What needed improvement? What will we do differently next time?
- What data supports your insights and conclusions?

Resources & Materials:

- Program evaluations
- Student and school surveys
- Student reflections, journal entries, pieces of writing, portfolios, works of art, etc.
- Share data that supports the success of the partnership with your Local School Council (LSC)
- Evaluate student participation and determine if the inclusion of an arts program had a positive impact on overall student attendance or other indicators

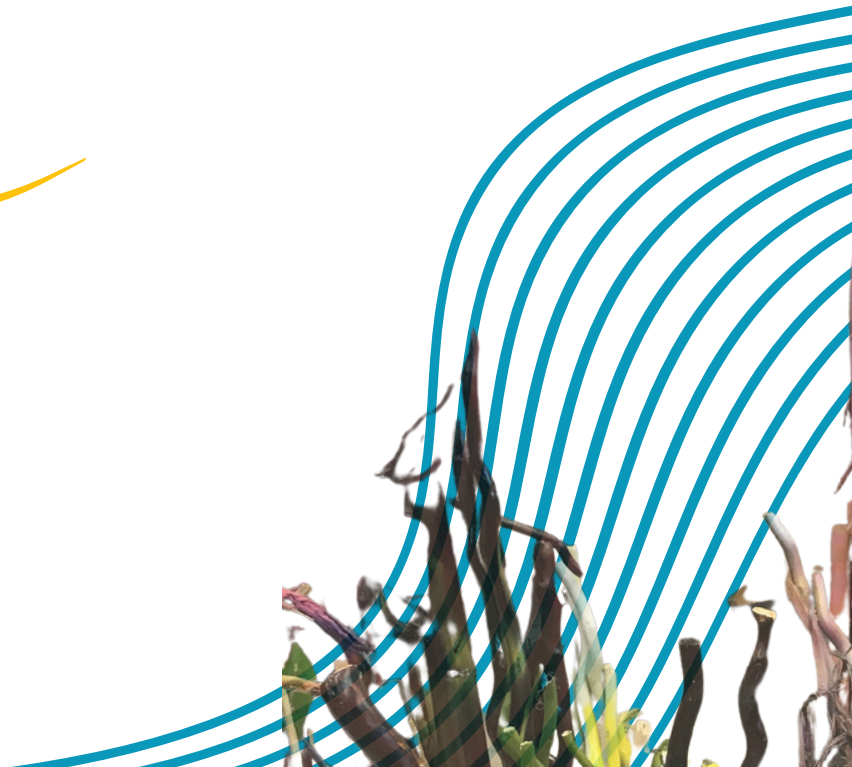
6. Troubleshooting & Conflict Resolution

Consider:

- **Be proactive and plan ahead:** If there are topics that you think might lead to a conflict or a disagreement, see if you can address them ahead of time.
 - Be sure that program details including dates, spaces, materials, the division of tasks, and programmatic goals and outcomes are clearly outlined for all to reference. This document will ideally create clarity and be a source of support.
 - Be sure that all parties involved know who to contact when an issue arises. For example, knowing who the school engineer is for addressing a space safety issue, or who the clerk is for ensuring a bus order has happened correctly could relieve stress in a pinch. Consider creating a list of contacts and what their responsibilities in the school are to streamline communication.
 - Make sure that there are touchpoints throughout the duration of the program in case changes need to be made. One suggestion is at the 30%, 60%, and 90% marks.
- **Don't rush to judgment:** Be flexible and try to understand the context.
 - Consider the challenges or the barriers that may have led to the current circumstance. Is it a capacity issue? Has communication been clear? How is the health and wellbeing of those involved?
 - Determine how you might be able to pivot and adapt your program to be more suitable to the needs and realities of the school, students, and teachers involved. Come up with a scaled program or a contingency plan that can be implemented if things don't go according to plan.
- **Have active listening sessions**
 - Address conflict expediently by listening to all parties involved.
 - Seek a mutual solution.
 - Make sure you reflect after the programming is finished and outline any lessons learned for both your organization and the host school.

Resources & Materials:

- Memo of understanding
- Logistics plan
- Communication
- [CPS Mandated Reporter information](#)
- Resources from [The Management Center](#)





Partnership Process Notes



Partnership Process Notes



artlook® *Overview*

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Learn about Ingenuity's online data platform that allows you to search for and connect with CPS schools, understand your programmatic reach, and expand your impact in arts education access.

artlook® Overview

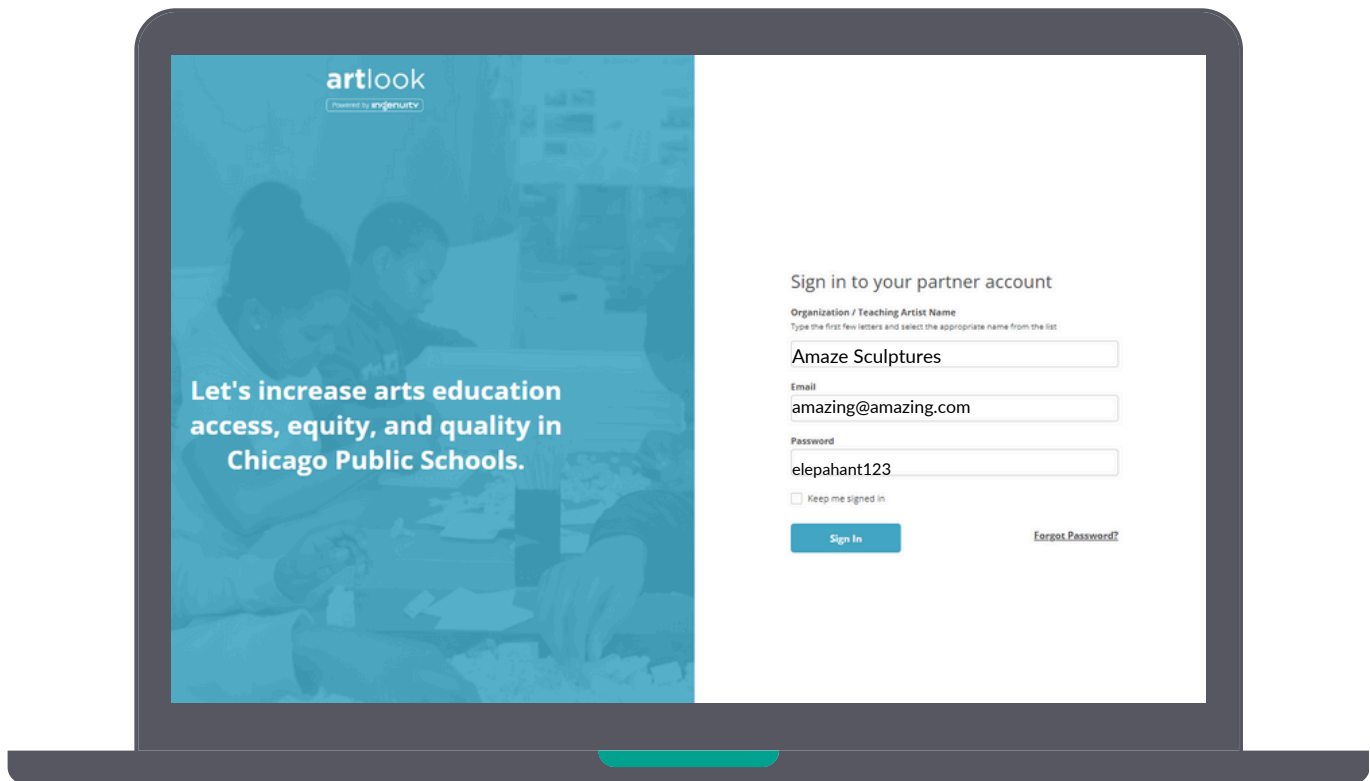
[artlook®](#) is an online platform that helps schools and arts organizations share information and connect to one another in order to increase and improve school partnerships and understand their programmatic reach and impact. Through artlook®, both schools and arts organizations can:

- Share up-to-date information about the arts programs and partnerships they currently have to offer students
- Showcase and search for schools' individual needs and interests for arts-related programming to guide arts partnerships in the future
- Search and locate other schools and/or arts organizations for collaborations

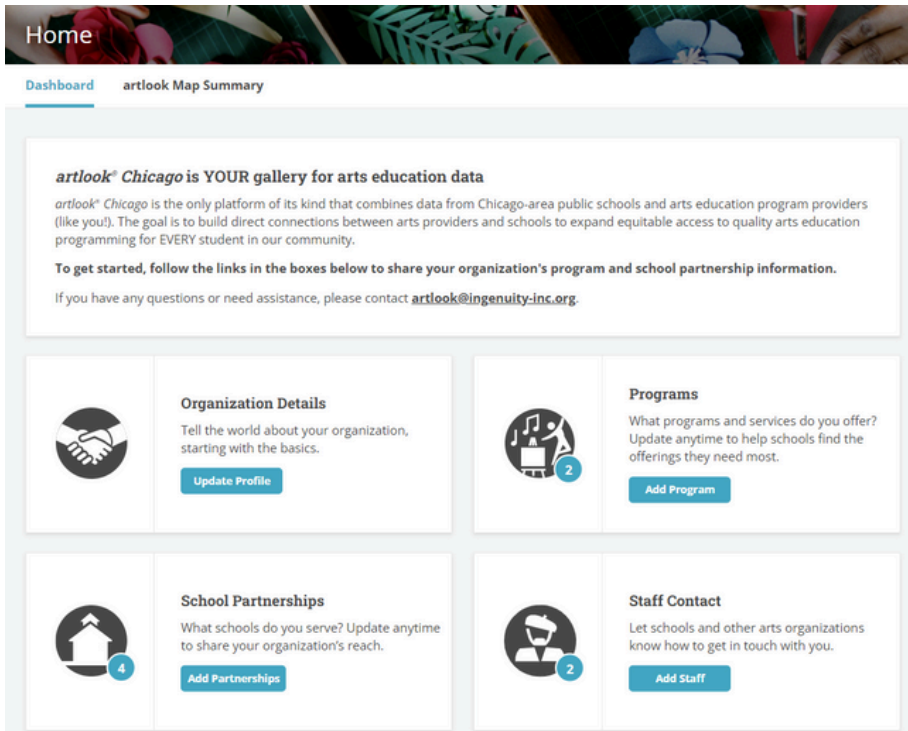
Accessing & Updating Your artlook® Account

It's super important to keep your artlook® profile up-to-date! It allows schools to find you on the map and know exactly what programs you're offering and whether you're currently looking for additional partners. An updated profile also allows you to get an accurate understanding of your program reach and overall school portfolio analysis. AND it allows Ingenuity to stay in touch with you!

1. [Click here to go to artlook®](#) and log in using the 'Partners Login' at the top right.
 - If your account cannot be found, please email artlook@ingenuity-inc.org
 - you don't have your password, click "Forgot password?". If you do not receive a password reset email, please email artlook@ingenuity-inc.org
 - Once you have set a password, you can log in at <https://chicago.artlookmap.com/partner-portal/sign-in>

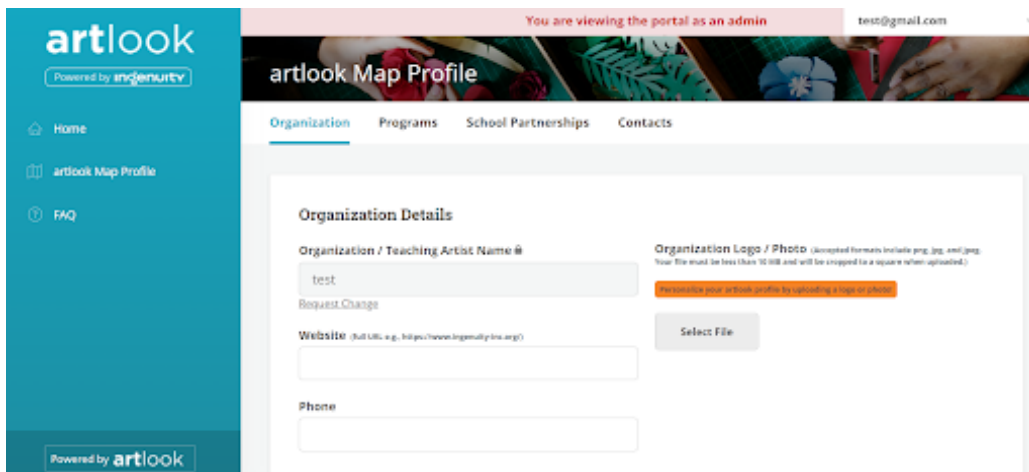


2. There are four sections for updating your artlook Map Profile: Organization Details, Programs, School Partnerships, and Contacts.



3. For organizational details, you will need to enter:

- Organization name, website, phone number, organization logo/photo, description, address, artistic disciplines
- BIPOC characteristics for your organization's leadership structure, student-facing personnel, mission, and students served



4. For Programs, you will need to enter:

For each program, you can add the name, grades served, description, program approaches to arts instruction, program types, intended outcomes, how often teaching artists or program staff who identify as BIPOC directly deliver the program, and arts subdisciplines.

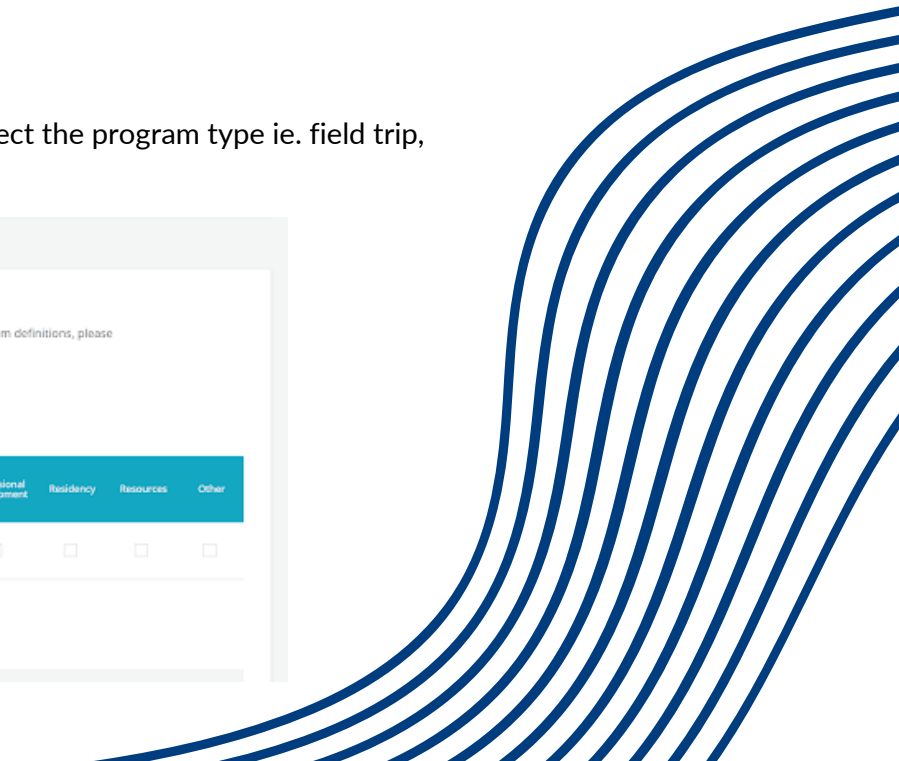
**Please note that suggested matches will not work without listing subdisciplines.

5. Contacts:

- Education Contact
- Executive Director
- This information allows us to get in touch with you! Only the Education Contact will show up on the Map.

6. School Partnerships:

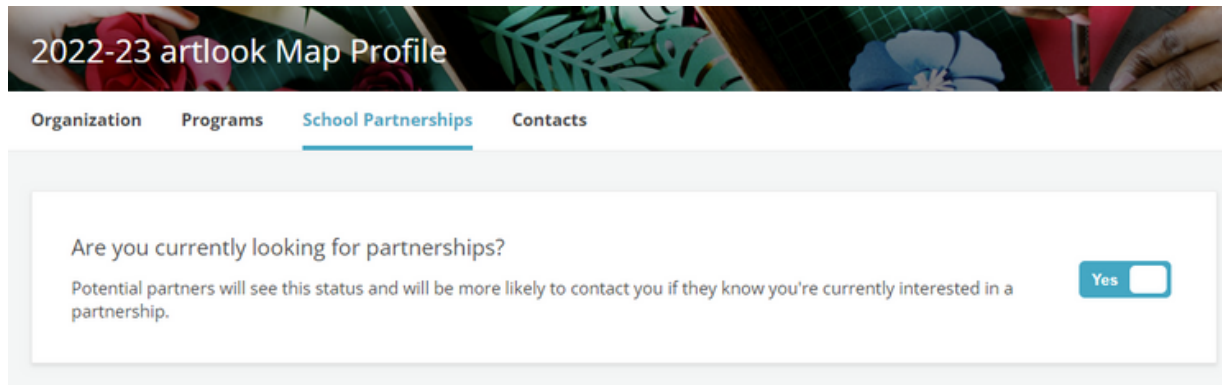
- For each school partnership, you can select the program type ie. field trip, performance, residency, etc.



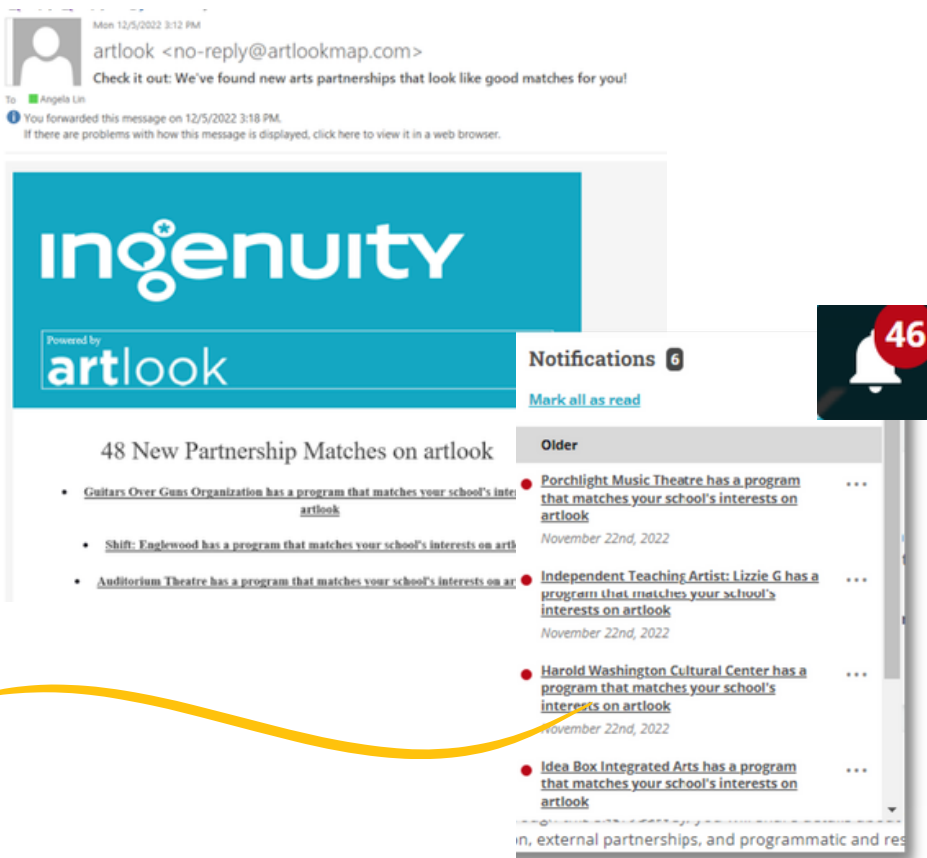
7. The new partnership status toggle will:

- Let schools and partners “effectively” raise their hand and say, “I’m looking for a partner!”
- Allow you to receive suggested school matches via notifications

Partner Portal > School Partnerships > “Are you currently looking for partnerships?”



8. Then... wait for the email and in-app notifications the next day!

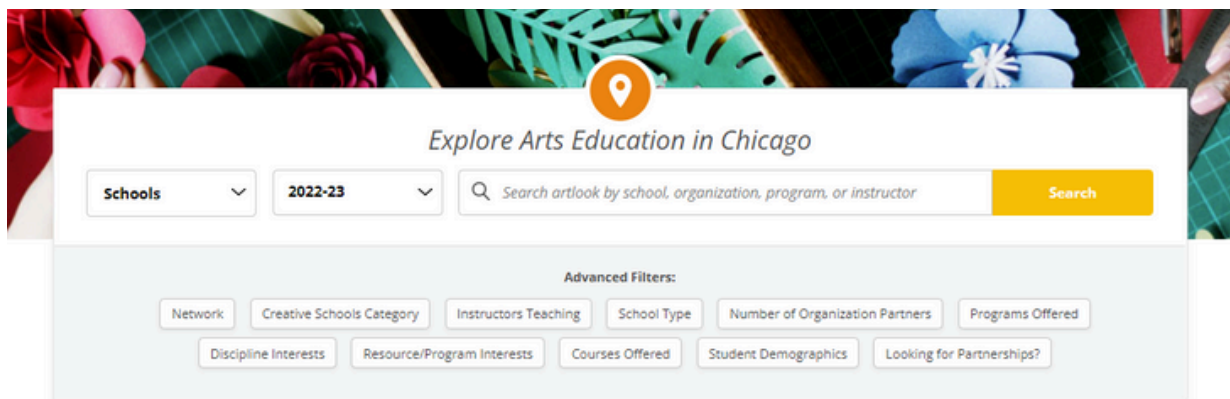


Using artlook® to find School Partners

Arts partners can browse [artlook® Map](#) to find detailed information about potential school partners. With the platform, you can find information about every CPS school, including a school's contact information, arts offerings, resources, program interests, and existing school partners. Each school has a designated arts liaison contact.

To search for potential school partners:

1. [Click here to go to artlook®](#) and search the public facing map. There's no need to sign in!
2. Use the drop down labeled "School" to begin searching, select a school year (the default is the current school year). If you're looking up information for a specific school, type in its name. If not, leave the search bar blank.
3. If there are additional constraints you'd like to include, you can use the "Advanced Filters" at the bottom of the page. For example, you may be looking for partners of a certain discipline such as Music, or looking to partner with an organization that serves grades K-8
Tip: Under the "Advanced Filters", click "Looking for Partnerships?" and select "Yes."
This toggle indicates that an arts partner is currently looking for partnerships!
4. Click the "Search" button!
5. Look through your results and click on any profiles of arts organizations you're interested in.
6. On each profile, you can find information about the organization's programmatic offerings.
7. If there is an arts organization you'd like to connect with, you can email the "Primary Contact" that's listed.



artlook Video Overview

Need additional support? Click on the button to for a video overview.

Data Reports & Publications

Unpack the latest arts education data and what it means for you and the schools and students that you serve. Learn how you and other stakeholders can leverage current data to inform programmatic decisions.

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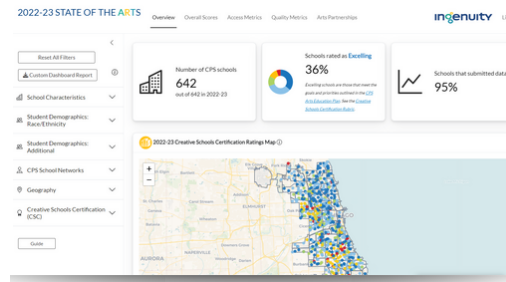
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Data Reports and Publications

State of the Arts Report & Dashboard

Over the past eleven years, [The State of the Arts in Chicago Public Schools \(SOTA\)](#) has presented data that tracks student access to arts education in Chicago Public Schools while also identifying areas for improvement and opportunities for growth. The data for these annual reports come from CPS administrative sources, from CPS schools via the annual Creative Schools Survey, and directly from arts partner organizations that support CPS students. You can use the report and dashboard to understand the landscape of arts education across the sector.

Read the
2022-23
SOTA



View the
SOTA
Dashboard!

Data Snapshots

The [Data Snapshot](#) is an analysis by Ingenuity's Data & Research team that takes a closer look at information collected from the Creative School Survey and other sources. Data Snapshots don't replace Ingenuity's [State of the Arts in Chicago Public Schools](#) reports; instead, they're complementary, expanding the story behind the data, allowing us and the arts education sector to utilize the information in the construction of plans and ideas to further advance equitable access to arts education in Chicago Public Schools (CPS).

Data Snapshots provide an opportunity to delve deeper into research questions and further explore how to translate understandings into action. Each Snapshot focuses on one specific topic.

[View the latest Snapshots:](#)

- TA Pay and Residency Costs
- Arts Partners Before and After the Pandemic
- BIPOC Representation and Arts Partners

Arts Partner Programs

With hundreds of arts partners serving Chicago Public Schools annually, there are a large diversity of arts partner programs with various models and compositions. Learn about the types of programs and delivery methods that work best for you and your organization.

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Arts Programs

Program Types

Resources

your organization provides lesson plans, learning materials, videos, etc. for teachers to use independently in their classrooms



Workshop

your organization provides workshops to teachers either on-site at their school or at your venue



Field trips

your organization hosts students from a school at a performance, exhibition, learning event, etc.



Residencies

your organization provides Teaching Artists embedded into the school to collaborate with cooperating teachers on an intensive lesson unit, with several engagements with students over days, weeks, or months



Virtual/Online

Your organization offers any one of the other program types virtually or asynchronously online ie. virtual field trips, online resources, etc.



Learning & Development for Teachers

Your organization provides learning and development opportunities for CPS teachers that could include: workshops or residencies.



Residency models

Enhancing current school offerings

In this type of residency, you may be working with a cooperating teacher in the same discipline as your organization to provide expertise on a particular subject within that discipline (i.e., a sculpture unit with a visual arts teacher, or a mariachi unit with a music teacher). This is ideal for filling a knowledge gap within the arts teacher's discipline to broaden the scope of current offerings.

Filling a gap

In this type of residency, you may be providing an arts discipline that does not already exist within the school. For instance, a dance residency at a school that has only visual arts and theater, or an improv residency at a school that only has music and dance. Here, you may be teaching students the basics of your discipline.

Arts integration (*with other subjects*)

In this type of residency, your organization would co-create a unit along with a cooperating teacher, usually not an arts teacher, to enhance or address a particular subject. For example, perhaps a music unit that aligns with a particular math concept, or a theater unit that incorporates learnings in a social studies unit.

Arts integration (*arts only focus*)

This type of residency is similar to the above, but integrates two different arts disciplines. Here, you may work with an arts cooperating teacher of a different discipline to address parallel concepts; i.e., portraiture and composing music or songwriting, or African drumming and African dance.

Out-of-school time

In this type of residency, you may have a long-term relationship with a school community because of an afterschool program. Students opt in to the programming, and can often go more in-depth in a discipline or explore more than one application for their discipline; i.e., an afterschool music program where students learn one instrument or sing one voice part, or a visual arts program where students explore several different media.



Data Snapshot

Check out Ingenuity's latest Data Snapshot for insights on Chicago's arts residency landscape!

Program Financing Models

Below are examples of financing models; some programs may use one or many of these options. When partnering with a school, consider: sliding scale, emerging/developing, transparent conversations, etc.

Organization Funded

Your organization foots the bill for all aspects of the program from your operations budget.

School Funded

The school pays your organization a fee for your services from their dedicated arts budget.

Shared Cost

Your organization and the school each cover a certain percentage of the program cost ie. 50/50 or 75/25.

Grant Funded

The school or the organization receives a grant from a foundation or other grant opportunity. OR the school receives Ingenuity's Creative Schools Fund (CSF) to pay for the implementation of the particular program.

Considerations

Know the budget: Make sure you have a full understanding of the budget for your program and what costs are entailed. Make sure you also understand what the arts partner budget of the school is and whether they believe they will have funding that will extend beyond the current year or program,

Sliding scale: If the school is paying for some or all of the programming, make sure you are providing an equitable approach to program cost. A sliding scale can be a useful tool. For instance, if the school has a smaller arts budget, if they're developing or emerging in the arts, or if they've never worked with an arts partner before - you may want to extend a program cost that's lower on your scale. If your school partner is already well resourced in the arts with a healthy arts budget and many access options - then you may want to provide a cost amount that is higher up on your scale.



Funding Resources

Learn about the Creative Schools Fund and other sources of funding available to arts partners to support program implementation.



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Funding Resources

Creative Schools Fund

The Creative Schools Fund operates within a system of supports, all meant to further advance arts quality and access in CPS schools. As the largest direct investment supporting arts education in Chicago Public Schools, grants prioritize those schools with the least systemic arts access. Projects bring immediate arts programs to students – and fuel sustainable, long term increases to arts education access for every student, in every grade.

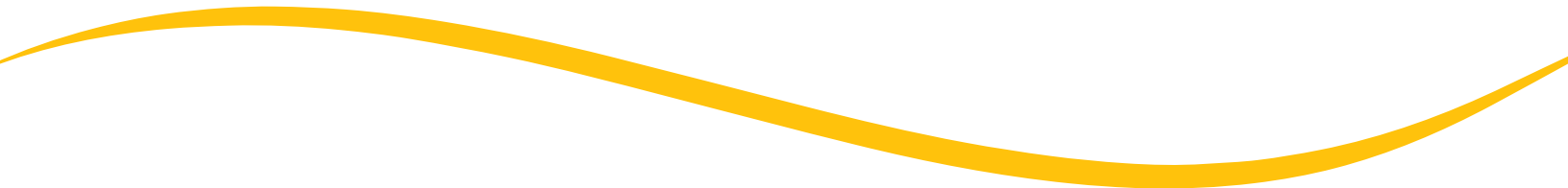
The Creative Schools Fund has invested over \$18M directly into Chicago Public Schools over ten years.

CSF Grant Types

CSF grants support various components of arts education within schools through different grant types - partnerships grants, minutes of instruction, dedicated arts spaces, and disciplines and depth. Arts organizations play a significant role in the partnerships grants and can work with schools to craft a unique arts learning experience.



Title	Description
Partnerships Grants <i>Fall Application Cycle</i>	<ul style="list-style-type: none"> Arts residencies and student learning experiences, including student programming, field trips, and teacher professional learning Requires partnership with an arts organization or TA
Minutes of Instruction: Elementary Schools <i>Winter Application Cycle</i>	<ul style="list-style-type: none"> Work to revise Master Schedules so Elementary Schools can come closer to 120 minutes of weekly arts instruction, current district benchmark Implemented with the support of a scheduling consultancy, managed and supported by CPS Department of Arts Ed
Dedicated Arts Spaces <i>Winter Application Cycle</i>	<ul style="list-style-type: none"> Efforts to improve and expand arts spaces in the school, with a focus on increasing arts access Often capital projects Can include arts partner/vendor ex. support to leverage new spaces through training, PL
Disciplines & Depth: High Schools <i>Winter Application Cycle</i>	<ul style="list-style-type: none"> High School efforts to expand the number of disciplines in a school, or depth of those disciplines Can be curriculum consultancy, teacher skills development, planning, and supplies Can include arts partner/vendor for PL, curricula and skill building



Creative Schools Fund Grants (CSF) Continued

The Arts Partner Opportunity

The Creative Schools Fund can support an arts partner to:

- **Forge new partnerships** among schools with the least systemic arts access to help bring the arts into public schools
- **Co-design a program** with an arts teacher or administration
- **Support a school** to think creatively about how partnerships can help support increased arts access for students, long term
- Tap into **greater vendor funds** to expand successful programs, explore opportunities for scope and sequence over sequential years, build a community of practice
- Access more **sustainable sources of revenue** for arts education activities

Applying for a Grant with a School? Take a look at the timeline below!

- Application Opens: September 9, 2024
- Deadline to submit application for schools: October 18, 2024
- Deadline to submit application for partners: October 28, 2024
- Information Session: September 5, 2024, 4-5:30pm (will be recorded)
- Information Session will be held on October 17, 2024, 4-5:30pm

Register for an upcoming CSF Info Session!



Register



Other Program Funding Sources

All granting funding sources can be separated into two categories: general operating grants or program-specific grants. General operating grants are designed to provide unrestricted funding for the mission of an organization, while programmatic grants are designed to fund a specific program or project. In the sections below, the examples can be for either case and depend on the exact criteria provided by the grantor.

Government Grants

Government grants provide funding from local, state and national sources to advance particular sectors of the corresponding economy. They are funded by government budgets based on revenue the government receives through taxes and other sources. These grants typically have complex eligibility criteria, application processes, and reporting requirements, and may also have limits on the number of times one organization can apply for funding in a particular time span. They also have program managers who will work with you to ensure that you understand all the requirements, and often there are informational sessions where you can receive instructions on how to proceed and ask questions to program staff.

Below are examples of government grants for organizations and individuals with a focus on the arts and arts education:

DCASE [Neighborhood Access Program](#)

DCASE [City Arts Program](#)

DCASE [Chicago Presents Program](#)

IACA [Creative Catalyst Grant](#)

IACA [General Operating Funds](#)

NEA [Challenge America](#) & NEH [Cultural & Community Resilience](#)



Program Funding Sources Continued

Foundation Grants

Foundations are organizations that are specifically designed to grant funds to nonprofits in order to advance particular areas of need or interest. They are funded by individuals, families, or cohorts of such. They typically have program managers who provide grant guidelines, host informational sessions, and answer questions about the granting process, as well as make recommendations to the governing body on which applications should be granted funds. When looking for foundations, consider:

- Eligibility of your organization
- Grant deadlines
- Alignment of foundation with your mission, vision, and values
- Reporting requirements

Below are several examples of foundations that specifically support the arts and/or arts education:

[Arts Work Fund](#)

[Bloomberg Philanthropies](#)

[D'Addario Foundation](#)

[Driehaus Foundation](#)

[Field Foundation](#)

[The Joyce Foundation](#)

[Lloyd A. Fry Foundation](#)

[MacArthur Foundation](#)

[Paul M. Angell Foundation](#)

[Polk Bros Foundation](#)

[Springboard Foundation](#)



Program Funding Sources Continued

Corporate sponsorships

Many corporations seek to engage with the community and give back by providing merchandise, funds, or other resources to nonprofit organizations. The following are some local* and national corporations that have philanthropic arms. Also consider working with businesses in your neighborhood or the neighborhoods in which you operate for discounts, space, merch, and other avenues for collaboration.

- Bank of America
- Invenergy
- Lagunitas*
- Morton Salt
- Coca Cola
- McDonalds*
- Home Depot
- Red Bull
- Hyper-local businesses



TA Pay Models & Support

Teaching Artists are the connection between organizations and CPS students. Often working with several organizations, TAs provide the avenue for access and quality instruction and have the most sustained contact with students for an arts organization. Ensuring that TAs are properly compensated is a major value of the arts education sector in Chicagoland, and given the most recent economic fluctuations, Ingenuity invites all organizations to consider the recommendations below.

Year-round stipends

Creating a model that provides sustained income for TAs can help retain your teaching staff and ensure financial stability. This model can also provide flexibility in scheduling while creating a predictable cash flow for your organization.

One hourly rate

Paying your TAs one hourly rate, whether for prep time, staff meetings, or direct classroom instruction shows value for their time and effort. This can also cut down on administrative work for program managers and cut down on confusion or disputes.

Signal boost your TAs' projects:

Support comes in all shapes and sizes! If your TAs have exhibitions, performances, awards, or other exciting things happening in their artistic lives, utilizing your network to boost attendance or reach can literally put money in their pockets.

Provide use of resources:

Do you have space that is not utilized during certain times? Equipment? Access to recording? Opening up these spaces for your TAs can provide extra resources for their artistic projects that may otherwise cost them funds.

Pay for learning opportunities: Ingenuity provides stipends for TAs for our learning sessions, be sure your TAs take advantage!

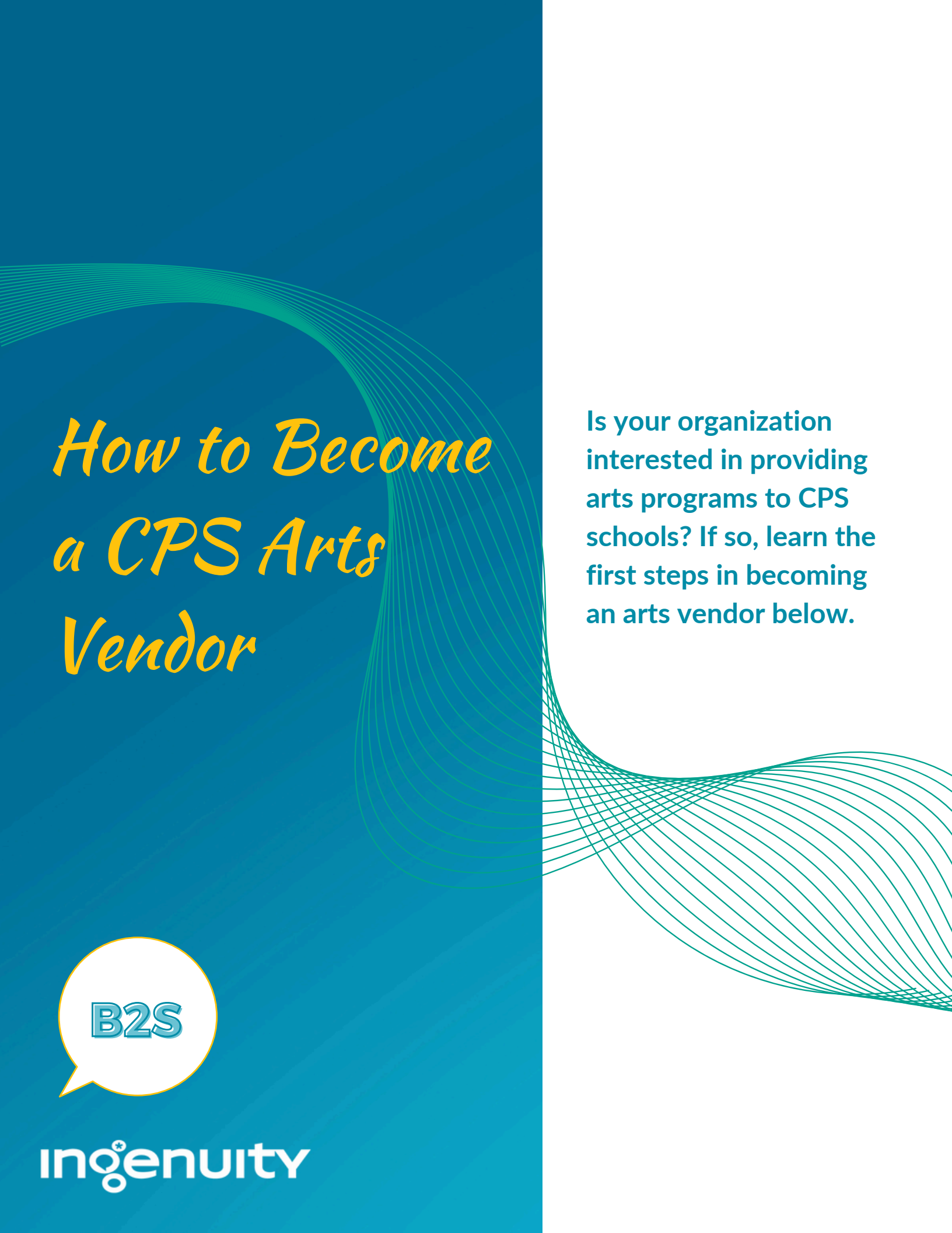
Cover transportation costs:

TAs often traverse the city multiple times in a day, and those trips to and from different schools can quickly add up. Consider reimbursing TAs for transportation costs or providing a weekly transportation stipend.



Data Snapshot

Check out Ingenuity's latest Data Snapshot for insights on Chicago's TA pay landscape!



How to Become a CPS Arts Vendor

Is your organization interested in providing arts programs to CPS schools? If so, learn the first steps in becoming an arts vendor below.



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How to Become a CPS Vendor

Are you (or your organization) interested in working in Chicago Public Schools? Here are some key steps and questions that need to be answered in order to pursue successful partnerships within CPS.

Step 1: Obtain a CPS Vendor Number

All partners who work with CPS schools must have an active vendor number from the CPS Department of Procurement.

To obtain a vendor number:

- You must first identify a school or schools to work with. Prospective partners can browse Ingenuity's [artlook® Chicago Map](#) to find detailed information on schools' arts-related data, their existing arts partners, and the types of partnerships they are seeking. Each school has a designated [Arts Liaison](#) who can be contacted regarding partnerships.
- Next, a school principal or network chief will need to sponsor you as a vendor and submit a sponsorship request form to CPS Procurement.
- Once your sponsorship is approved, you will receive a Supplier Application from the CPS Department of Procurement. Complete the application and provide the necessary documents for Procurement's review. Be sure to plan ahead, as the sponsorship and review process can take some time.
- If you are looking for additional information about vendorship, please visit the [CPS Department of Procurement page](#).

Step 2: Get a Background Check if Needed

CPS runs periodic background checks on all adults working and volunteering in schools as part of their [Protecting Chicago's Children Plan of Action](#). Below are the criteria for determining if a vendor requires a cleared background check in order to perform work at a school:

Background check required:

- Regular contact with children (as defined in their job requirements) in an unsupervised environment (e.g., classroom instruction, recess support, after school programs)
- Licensees leasing CPS space (even when school is not in session) more than ten times per year.

Background check not required:

- Delivery personnel (e.g., UPS, USPS, Fedex).
- Outside venues (e.g., museums, restaurants, hotels, public transportation providers) with presence of background checked chaperones.
- Construction workers outside of the building who do not use school facilities (e.g., restrooms) when students are present.
- Any vendors whose work duties for CPS occur when students are not present in the building.
- Vendors (e.g., plumbers) who are in building on an intermittent basis under the direct supervision of a background-checked employee (e.g., building engineer) for the duration of the work within the school.

Any Principal can require that any vendor who enters their school have a cleared background check, even if the rubric suggests that one is not required. To start the background process, please have the vendor employee ask their Vendor supervisor to complete the Employee Roster.

Step 3: Ensure your curriculum, instruction, and assessment align to the Illinois Arts Learning Standards, the CPS Instructional Core Vision, and the CPS Instructional Priorities.

All partners are strongly encouraged to demonstrably align their in-school and out-of-school programming and their professional learning offerings for CPS educators with the [Illinois Arts Learning Standards](#), the [Instructional Core Vision](#), and the Instructional Priorities.

In SY20-21, the CPS Office of Teaching and Learning released an Instructional Core Vision along with a set of six Instructional Priorities and currently engages all subject area teachers and school leaders in professional learning cycles aligned to these Priorities.

Step 4: Do you have a clear vision of quality to guide your organization, your staff (teaching artists and administrators), your programs, and your partnerships?

[Ingenuity's Arts Partner Standards of Practice](#) are diagnostic tools for arts organizations and teaching artists to articulate their vision for quality teaching and learning in the arts. The APSP contain focus areas, elements and characteristics of practice which teaching artists and organizations can use as a guide for self-evaluation. Many arts education stakeholders use the APSP to help determine partner readiness, capacity, and program quality.

Step 5: Open a Purchase Order or Complete a No Cost Service Agreement

Before starting any work with CPS you must have an open Purchase Order (PO) with a school

- Once a PO is open you may begin work
- Once the work is complete you may invoice for services delivered
 - All invoices should include your Vendor #, PO #, and Invoice #
 - Email the invoice to cpsinvoice@cps.edu with your Vendor #, PO #, and Invoice # in the subject line
 - Make sure the school receipts services once rendered
 - Email artsvendors@cps.edu with questions about this process

No-Cost Service Agreements

After ensuring an active Vendor Number, Arts Partners that provide in-school, no-cost services must complete the Arts No Cost Service Provider Agreement 2022-2023 through DocuSign before services begin. This agreement will be available before the start of the school year.

The agreement should be completed for each individual service provided at each school an Arts Partner works with for all no-cost services. Please be sure to have the name and email of the school principal ready before starting to complete the agreement in DocuSign.

For questions or assistance with this form agreement please email: artsvendors@cps.edu

Ingenuity Learning Programs & Convenings

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Ingenuity develops and hosts a number of learning programs and events on an annual basis to support arts partners in their own growth and development in delivery high quality and equity-centered programs to schools. Discover the programs that Ingenuity will offer this school year below!

Ingenuity Learning Programs

Utilizing annual survey data and direct arts partner feedback, we design learning programs that include virtual and in-person training series, workshops, institutes, panel discussions, and resources that touch on high-need learning areas.

Learning Institutes



Ingenuity's Learning Institutes offer specialized online professional development sessions tailored for arts educators in Chicago. These sessions are designed to enhance teaching practices, foster creativity, and support the professional growth of educators in the arts.

Key Features:

- **Expert-Led Workshops:** Learn from experienced arts professionals and educators who bring practical insights and innovative strategies to the virtual classroom.
- **Resource-Rich Content:** Gain access to a wealth of resources, including lesson plans, teaching materials, and best practice guides tailored to the arts education field.
- **Community Building:** Connect with a network of fellow arts educators in Chicago, share experiences, and build lasting professional relationships.

You can learn more and register for these institutes on our [event page](#).

Learning Institute calendar of events

November - Empowering Artistic Growth: Best Practices in Standards Aligned Arts Education

January - Understanding School Community: Building Stronger Arts Education Partnerships

February - Unveiling Personal Biases: A Pathway to Accessibility

March - Cultivating Inclusive Arts Education: Strategies for Culturally Responsive Teaching

May - Amplifying Student Voices: Enhancing Arts Education Assessment



Watch Past Institutes



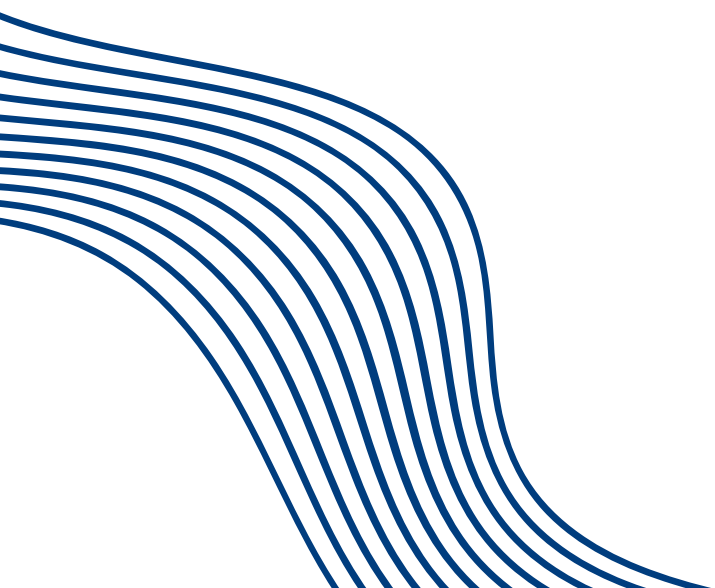
Watch Learning Institutes
from previous school years

Communities of Practice

Join us for a series of Arts Partner Community of Practice meetings! Co-hosted by Ingenuity and ArtsEd Chi, Arts Partner COPs are designed to unite stakeholders from arts partner organizations like yours. These gatherings provide a unique platform to tackle pressing challenges and seize new opportunities in arts education. Drawing from insights gained at Ingenuity's virtual institutes, we'll collaborate to implement practical tools and strategies that can elevate our collective impact. Beyond enriching discussions, these meetings offer a valuable networking space to connect with peers, share best practices, and inspire innovative approaches in arts education.

In these sessions, participants will:

- Engage in knowledge-sharing among stakeholders.
- Gain support for implementing institute practices effectively.
- Foster community building and enhance connections within the arts education sector.
- Collaborate with collective problem solving to address challenges collaboratively.
- Support their continued learning and development as teaching artists (TAs) and/or administrators.



Ingenuity Virtual Learning (IVL)

Ingenuity's new [Virtual Learning \(IVL\)](#) platform allows you to access interactive, social, and media-rich arts learning courses and resources. We hope that these virtual offerings provide arts organizations and teaching artists with an opportunity to supplement live and in-person trainings and workshops with materials that can be accessed independently; fitting your specific learning needs and schedule. Below you can see a list of current and upcoming offerings.

Arts Partner Standards of Practice

Developed collaboratively with the arts education sector, the Arts Partner Standards of Practice (APSP) frameworks offer a cohesive vision and definition for excellence in arts education, providing arts organizations and teaching artists with a shared language for discussing and advocating for quality.



The virtual course comprises four modules. The first APSP module, available now, focuses on 'Building Capacity for Quality.' An integrated teaching approach that successfully combines both artistic and educational practices in the classroom is one of the most essential elements of quality.

Produced by: Ingenuity

NEW!

Afrocentric Social Emotional Learning Through the Arts

This framework aims to break new ground by leveraging arts education as a way to support Pan-Africanism, through the individual storytelling of Black teaching artists and the most relevant research-based pedagogical approaches.

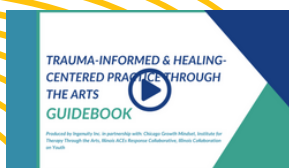


This theoretical framework will provide Pan-African educators (and all educators) with the knowledge and tools needed to explore their own cultural identities through art, in order to reach, connect with, and equip Black learners to become confident stakeholders in their own lives, communities, and the world at large.

Produced by: Black Teaching Artist Lab in collaboration with Ingenuity

Trauma-Informed & Healing-Centered Practice Through the Arts

This Guidebook was designed to provide arts partner organizations and teaching artists with sector-wide assistance, thought partnership, and capacity building in understanding, implementing, and advancing trauma-informed and healing-centered approaches and competencies into organizational and programmatic practice. Through a series of video trainings, guiding questions, recommendations, assessments, and a myriad of additional tools and resources, this course guidebook will share replicable strategies for sustained practice, change, and transformation for healing in and through the arts.



Produced by: Illinois ACEs Response Collaborative, Illinois Collaboration on Youth, Chicago Growth Mindset, and Institute for Therapy Through the Arts in collaboration with Ingenuity

Technical Institutes

Our technical institutes are held to assist new organizations (or those who need a refresher) to get oriented using the artlook® platform and the various ways it can help you maximize your work. From information about how to set up your profile, align and connect with schools, understand your impact reports, and more, these sessions are great for learning how our data tools can work for you.

Technical Institutes Schedule:

artlook for Arts Partners 1	August 24, 2023
Partnership Practices & Data	November 29, 2023
artlook for Arts Partners 2	February 6, 2024

You can learn more and register for these institutes on our [event page](#).

Resource Library

For additional resources to support your learning, check out Ingenuity's [Resource Library!](#)



In-Person Convenings

In addition to smaller pop-up convenings and events, Ingenuity hosts two major event convenings annually - The Fall Summit and the All Partner Meeting. Bringing people together is part of what we do to support arts education stakeholders in connecting and building the relationships that fuel arts education access and equity in CPS.

Exact dates for these events are forthcoming, but check our [event page](#) soon for more information.

Fall Summit

The Arts Education Summit is a social and collaborative networking event that highlights community arts partner programs and facilitates partnerships with schools via connection tools and a 25k drawing. If you're looking to connect with school teachers and principals in-person, this is the time! This year's event will take place in October (exact date tbd).

All Partner Meeting

The All Partner Meeting is an annual moment for the arts education sector to come together, reflect, and align on sector priorities and opportunities informed by the latest arts education data.



Important CPS Vendor Links

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Ingenuity has compiled some of the most relevant CPS vendor links that you may need access to. Although this list is not exhaustive, we hope that it offers up a helpful starting point in navigating some of the processes that you may encounter as a vendor.

Important Links

CPS Vendor Resource Links

[Attestation Process FAQ](#) - Frequently asked questions regarding the process for vendors to update business information.

[CPS Background Check Process](#) - Requirements and facets of CPS background checks.

[CPS Supplier Portal FAQ](#) - Frequently asked questions about account information and troubleshooting for the CPS supplier portal.

[CPS Vendor Insurance Policy](#) - Detailed explanations of CPS insurance requirements for vendors and how to register this information

[CPS Vendor vs Volunteer](#) - Information clarifying the difference between CPS vendors and volunteers, along with their criteria and steps to become approved.

[How to Become a Vendor](#) - Information directly from CPS explaining the two ways of becoming a vendor: contract and sponsorship.

[Procurement Policies](#) - CPS statements of procurement policies, including the code of ethics, debarment, indebtedness, and minority and women-owned business policies.

[Purchase Order Inquiries](#) - A direct link to fill out a CPS customer service request for assistance with purchase orders or payments.

[Vendor FAQ](#) - Frequently asked questions on a range of topics related to becoming a vendor, payment and reactivation, and insurance and safety.

[Volunteers](#) - Information about the role of external volunteers and an explanation of the differences between a level one and level two volunteer.



CPS Health and Safety Links

[Vaccination](#): Information on accessing various required vaccinations, including the COVID-19 vaccine.

[Health Screener Instruction](#): Guidelines for daily health screening required for any students, staff, parents, or other visitors to enter a CPS school.

[Office of Student Protections and Title IX](#): Learn how to report instances of abuse, discrimination, harassment, and retaliation, involving students.

[Submitting/Filing a Report with OSP](#): Use this link to report one of the following allegations, which are prohibited by Title IX and CPS policy:

- sex/gender-based discrimination,
- sex/gender-based harassment,
- sexual misconduct (grooming, inappropriate touching, sexual electronic communication, sexual bullying, sexual exploitation, and exposure/voyeurism/masturbation), or retaliation.

[CPS Mandated Reporting Policy](#): Responsibilities of mandated reporters

[DCFS Manual for Mandated Reporting](#)

[Mandated Reporter Training](#): Online training to understand the responsibility of being a mandated reporter and signs to watch for when working with students.



Additional CPS Vendor Resources

[CPS Policy Handbook](#)

[CPS Executive Leadership](#) - Who's who at CPS

[CPS Equity Framework](#) - Detailed information regarding the CPS Office of Equity and how to apply this guidance in schools.

[CPS Healing Centered Framework](#) - CPS' approach to addressing student needs through the lens of trauma and healing.

[CPS Diverse Learners Policy & Procedures Manual](#)

Updated CPS procedures and guidelines for students referred for or currently receiving specialized services, issued by the Office of Diverse Learner Supports and Services (ODLSS) Available in multiple languages.

[CPS Student Travel Policy](#)

Establishes requirements for student travel and trips to ensure the safety and well-being of students and chaperones and establishes a uniform set of procedures that govern the travel approval process.



Frequently Asked Questions

Take a look below at some of the most commonly asked arts partner questions. Don't see your question reflected? Send us an email and let us know how we can support your inquiry.

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Frequently Asked Questions

How can I determine my organization's vendor status?

Active vendor numbers deactivate after 15 months of no activity. For example, a Purchase Order (PO) was generated on 01-June-2016, if a PO has not been generated within the 15-month period (by 01-June-2017), the vendor number will deactivate.

If your vendor number has expired you will need to be sponsored for reactivation by a principal at a school you plan to partner with.

If you are looking for your vendor number please complete the [Procurement Customer Service Request Form](#) with the name your vendor number would be under or the Tax ID number, this is the most efficient way for CPS to search for your number. They will help you find your vendor number and let you know if it is still active.

Please review the [Arts Partner Quick Start Guide](#) for more information on sponsorship.

Do I need to complete the vendor contract each year?

Beginning in August 2020, the CPS Department of Procurement started requiring Suppliers to complete an annual attestation to ensure the District has the most current business information and documentation for each Supplier. This ensures that, each year, CPS' records accurately reflect our Suppliers' business offerings and appropriate point(s) of contact. The Supplier Attestation also requires vendors to update their insurance certificates and may require them to complete background checks for their employees.

CPS Procurement has created a list of frequently asked attestation questions ([FAQ](#)) to assist you.

What if schools don't pay for my services? Do I still need to be a vendor? How does that work?

If you are a No Cost Services Provider, you still need to be a vendor with the district.

- You will need to complete the Arts No Cost Service Agreement before you begin any services in schools. Failure to do so could result in debarment and/or other penalties consistent with the Agreement, the Board rules and policies, and applicable laws.
- Once the new No Cost Agreement is ready you will be able to locate the link to the contract on the CPS Arts [website here](#). ***Please do not use last year's agreement.*

Is it possible for teachers to register vendors?

All partners must have an active CPS vendor number. To obtain a CPS vendor number, you must be sponsored by a school principal. The school will ask you a few questions before submitting a sponsorship form to the Department of Procurement. Once your sponsorship is reviewed by Procurement, you will receive a Supplier Application. Complete that application and provide the necessary documents.

Be sure to plan ahead, as the review process can take some time (and it is only step 1 in the process)!

If you 1) do not know what your vendor number is or 2) think that you may have an inactive vendor number, please complete the Procurement Customer Service Request Form with the name that your vendor number would be under or your Tax ID number.

Is there district wide protocol for having non-education staff members visit schools?

They would need to [become volunteers](#) or a volunteer organization.

Purchase Orders Policy

Before you start any work with CPS, you must submit a quote to the school you are working with and they will open a purchase order (PO). Under no circumstance should work ever begin before a PO is opened.

When your work is complete, you may invoice for the services delivered. All invoices must be emailed to cpsinvoice@cps.edu with your purchase order number in the subject line of the email, and your vendor number, PO number, and invoice number on the invoice itself. Make sure the school receipts for services once they are rendered.

If you have questions about the invoicing process you can email artsvendors@cps.edu. Again always include your vendor #, PO #, and Invoice # on all your documents. If you have questions about payment email accountspayable@cps.edu.

Has anything changed with COVID policies?

CPS COVID protocols haven't changed much since last year and are largely dependent on individual school communities. CPS still has the same guidelines around masking and vaccination.

Masking: In March of 2022, all CPS schools moved to a mask-optional model. While CPS will continue to encourage the use of masks, families and employees now have a choice about whether or not to wear a mask at school, outside on school property, on a school bus, or in the office. This model has been deemed safe by federal, state, and local public health authorities for areas where community transmission of COVID-19 is low, like Chicago.

There are certain situations when students and staff will still be required to wear a mask:

- When visiting with the school nurse or other medical professionals in school
- When an individual is exhibiting COVID-19 symptoms, including students visiting the school's Care Room
- When an individual is exposed to someone with COVID-19, they must wear a mask for 10 days indoors after the date of exposure
- When an individual is returning from five days of learning or working from home, they must wear a mask indoors for the next five days upon returning to school
- At the direction of CDPH (Chicago Department of Public Health), an entire class may be required to wear masks
- CPS may require masks again in the future if community transmission reaches a moderate or high level.
- Wearing a mask can be a very personal decision. CPS has called on all students and staff to respect each other's choices when it comes to wearing a mask in school. Families' choices for their children will be supported by CPS staff

Vaccination Status: All vendor personnel with any direct contact with students must submit proof of full vaccination to their employer, unless they have received a religious or medical accommodation from their employer consistent with legal standards. CPS Procurement handles systems-level vendor communications around vaccination. They have communicated that vendors are to attest that all their employees have been vaccinated in the iSupplier portal. There is currently no request/mandate for vendor staff to produce their vaccination card upon arrival at a given school.

Simplified Vaccine Schedule

The Food and Drug Administration (FDA) and Centers for Disease Control (CDC) recently took some important action to simplify the vaccination schedule and ensure further protection against COVID-19. One of the biggest changes is that those who have not yet been vaccinated now only need one dose of the updated vaccine — also known as the “bivalent booster” — to be fully protected. CPS offers the updated COVID-19 vaccine formula at all CPS-run vaccination events.

[Visit this page](#) from our partners at the Chicago Department of Public Health to make sure you are up-to-date on your COVID-19 vaccinations.

Out of school Time (OST) agreements

For any organization that has an active vendor number, they may complete an [OST Agreement](#) for each school they are working with to provide OST programs. Using an OST agreement, schools cannot pay for more than \$10k worth of services with a partner in a given year.

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All agreements are completed in DocuSign- it's a fairly easy process. Here's what you'll need:

- The name and email of the principal at your school
- Your organization's vendor number
- Your school partner's address
- Your pricing structure (if you are charging the school for your services)
- A schedule of your programs (this can be as simple as a one-page document that includes the dates and times when your programs will occur)

Strategic Source Vendors: Complete the [OST Task Order](#) and send a copy to partnerservices@cps.edu

If you have any questions, email partnerservices@cps.edu

Are there any updates on TA background checks?

On behalf of Ingenuity, CPS Safety & Security, and the CPS Department of Arts, we are pleased to share that we have coordinated to update the CPS background check process, as it pertains to teaching artists, to reduce duplicative processes. Through this update, we will be publicizing a list of approved teaching artists this August that have been cleared to work with any CPS arts vendor without requiring additional background checks for each organization they work for. All approved teaching artists on this forthcoming list cleared a background check with an approved CPS arts vendor in June 2020 or later.

In addition to saving these teaching artists time and energy in obtaining multiple clearances for each individual organization they work for, this process collectively saves arts organizations thousands of dollars in costs incurred through duplicative background checks.

Approvals:

If you are a CPS arts vendor interested in sponsoring TAs for the multi-organization background check approval process this fall, please note that a new application cycle will be open from **August 2023 - September 2023**. Please check back soon for an application link.

Eligibility:

- Arts organizations should have an active vendor number with CPS
- Arts organizations should be planning on delivering programs in SY23-24
- Ideally, TAs should have been background checked by an arts organization in **June 2020** or later. This will expedite the process.

What is Faith's Law and what does it mean for you?

Effective July 1, 2023, Illinois state law (Illinois School Code ([105 ILCS 5/22-94](#), also known as the "Faith's Law" trailer bill)) will require, in pertinent part, that an employment review history be conducted for all contractors of a school performing work that involves direct contact with students.

Vendors must ensure Faith's Law is being adhered to. Vendors cannot hire an applicant for a position involving direct contact with CPS students who does not disclose the requisite information to the questions posed via the [ISBE disclosure form](#).

Further, at CPS, vendors cannot hire an applicant for a position involving direct contact with CPS students where there has been a "yes" to any of the questions asked on the ISBE disclosure form, or where the vendor has confirmed a "yes" to one of the questions asked on the [former employer ISBE form](#) after verifying with any of the applicant's applicable former employers.

The employment history review must be performed either at the time of the initial hiring of an employee or prior to the assignment of an existing employee to perform work for CPS in a position involving direct contact with students. The results of an employment history review remain valid as long as the employee remains employed by the same vendor, even if assigned to perform work for other schools.


Last, vendors must maintain records documenting their employment history review for all their employees who have contact with CPS students and, upon request, must provide CPS access to the records.

In the immediate term, CPS will ask all vendors to acknowledge compliance by signing an attestation statement when logging into the iSupplier Portal.

If you have any questions regarding the implementation of Faith's Law within your business, please consult with your internal legal counsel.

Need Additional Support?

Do you need more individualized help navigating any of the above processes? Ingenuity is here to help! Ingenuity hosts a number of office hours sessions that are designed to allow people to drop in with your specific questions, or to get live assistance with navigating artlook® and other resources. You can also schedule technical assistance meetings with Ingenuity staff for a more in-depth approach to your individual needs.





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