DESIGNING YOUR ARTSSMARTS PROGRAM

GÉNIE
Arts
SMARTS

ARTSSMARTS.CA

Module One

DESIGNING YOUR ARTSSMARTS PROGRAM

FOR ORGANIZATIONS

This toolkit module allows two or more organizations representing both the arts and education sectors to follow a step by step process for designing, running, evaluating and sustaining a program based on the ArtsSmarts approach to teaching and learning, as outlined in the pages ahead.

An organization that has acquired an understanding of our approach and wants to advance its use in its community assumes the role of lead partner, and becomes the catalyst for creating a partnership with one or more other organizations. It is this partnership that collectively creates a vision of what is possible, and collaborates on developing a plan, managing a program and sharing those outcomes that will build the partnership over time, both internally and with others.

Please Note: All resource documents have been highlighted in red for ease of reference and can be found in electronic format for download from the Toolkit Resources section on the ArtsSmarts Open website (www.artssmartsopen.ca).

CHARACTERISTICS OF AN ARTSSMARTS PROGRAM

- **Empower students, artists and teachers** – students are empowered to take ownership of their own learning, to be confident in their abilities, to take pride in their achievements, and to feel that they belong in their school. Artists and educators are empowered through collaboration, sharing practices and experiences that enrich their instructional repertoires, and through supporting each other in dealing with ongoing challenges in this new way of teaching and learning.
- **Focus on student engagement** – increased student engagement leads to deeper understanding and active participation in building new knowledge, and is a key outcome of ArtsSmarts programs.
- **Focus on 21st century competencies** – we have developed a set of six core competencies that serves as key outcomes for students participating in ArtsSmarts projects. These are to be creative, expressive, active, inquisitive, collaborative, and inclusive.
- **Model and support partnerships** – teachers, artists, schools, arts and community organizations, universities and government agencies together develop new relationships, respect multiple perspectives and knowledge, and develop strategies and practices to improve teaching and learning. Each organization retains its autonomy and identity while leveraging the strengths (skills, expertise, and reputation) of those associated with the partnership.
- **Enhance professional learning for all** – opportunities for professional learning are ongoing and embedded in the program design. Programs support learning not only for students, but also for artists, teachers and organizations.
- **Act as a catalyst** – change in teaching and learning comes through shared experience-based research.
- **Demonstrate local design and flexibility** – using organic process in program development and implementation allows participants to adapt an ArtsSmarts approach to their environment and needs without the imposition of pre-made lesson plans.
- **Build capacity and sustainability** – present and future success rely on the knowledge, practices, products, and experiences developed through the planning, implementation, and evaluation of ArtsSmarts projects.
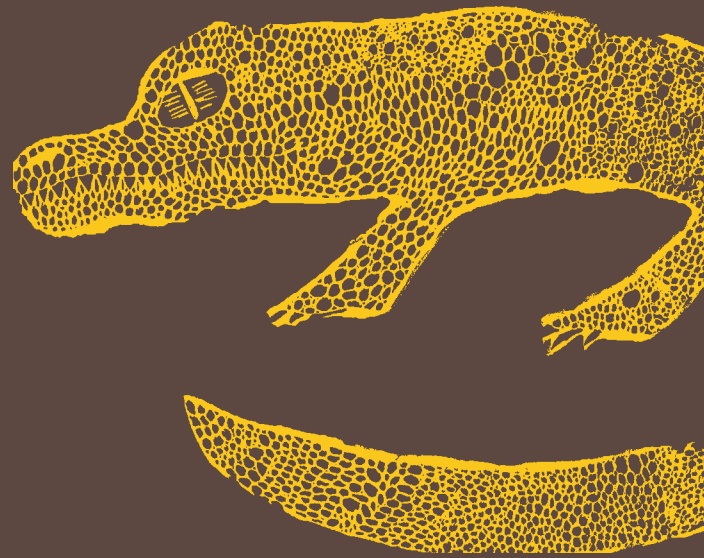
STEPS TO DESIGNING YOUR ARTSSMARTS PROGRAM:

1 MAP THE COMMUNITY

2 BUILD THE PARTNERSHIP

3 DEVELOP A PLAN

4 MANAGE THE PROGRAM

5 SHARE THE KNOWLEDGE

STEP 1
MAP THE COMMUNITY

Before initiating an ArtsSmarts program, it is helpful to have a clear sense of what the needs and priorities are for learners in your school, school districts and community, and to consider how an ArtsSmarts program will benefit them. Mapping the community will help you assess the current situation by considering factors both within and outside your own organization in order to determine existing community assets and capacity. Start by creating a list of the arts and learning programs already taking place in the schools in your community and see what is currently underway in arts organizations. This list will help you to determine what type of support is already available, if there are existing collaborations between these organizations and their programs, and who the potential partners might be.

Undertaking one or more of the following steps can help to complete your research:

- Tap into the knowledge of the key people at the school board level; these might include special needs, student achievement or engagement officers, equity or arts consultants, and researchers.
- Phone government departments that are addressing arts and/or 21st century learning as part of their mandate and find out what activities they are involved in, including what partnerships they may have created.
- Contact funding agencies such as arts councils or foundations to see if they are supporting learning programs.
- Contact private sector leaders who may have involvement or expertise in developing or supporting programs.
- Undertake a search on arts and learning through the Internet.
- Undertake a search for local arts organizations and review what learning programs they may already have in place.

Desired Outcomes of the Mapping:

- An inventory of the existing local creative programming activities within arts, education, and within the community.
- A ranking of the most valued aspects of arts and learning in the community and the reasons why people place a high value on these aspects.
- An inventory of the existing financial and human resources available to support a program.
- A roster of potential partners.

KEY QUESTIONS

Key Questions to Ask When Mapping the Community

- Who do we already have?
- What do we already have?
- What are we already doing?
- What is working and where?
- What's missing?

TIPS AND HINTS

Tips & Hints for Mapping the Community

- Share your research.
- Test it against diverse perspectives.
- Collect feedback and insights.
- Identify areas of common interest.
- Involve potential partners early in the process.

STEP 2
BUILD THE PARTNERSHIP

ArtsSmarts partnerships are an important vehicle for building a culture of shared resources among diverse sectors to support and sustain your ArtsSmarts program. The basis for these partnerships is collaboration, or the belief that working together is more effective than working in isolation. This approach allows local and provincial arts organizations and other government, private sector, and community partners to develop stable, long-term relationships with schools, school districts, and ministries to effect transformative and sustainable change in public education. This section lays out a step-by-step process for building an effective and sustainable partnership within your community.

The following characteristics define ArtsSmarts partnerships:

- **Partners have shared goals that ultimately result in enhanced student learning** – different members of the partnerships may have complementary or subordinate goals, but improved student learning is the essential measure of good partnerships and a good program.
- **Individual partners' own goals are met** – successful partnerships serve each organization's interests.
- **Partners respect each other's organizational cultures** – diversity of experience, resources, and ways of working can enrich the collaborative initiative.
- **Partners assume a shared sense of ownership in the program** – while each partner's intensity of engagement will vary over time, each partner needs to feel that the program belongs to them.
- **Leadership is shared** – sometimes multiple leaders are required to assume specific aspects of large projects. Often leadership evolves to reflect changes in the program's priorities or fluctuations in the capacity of partners to take a leading role.
- **The partnership is creative** – partners think outside the box, combine existing resources in innovative ways, and create learning opportunities that did not previously exist.
- **The partnership is resilien**t – when the foundations of the partnership are built on shared values and goals, agreements are written, communications are frequent, problems are confronted, and the focus is kept upon the students' well-being.
- **Partner institutions learn and change** – in the best partnerships participating schools and agencies learn new skills, acquire new creative vocabularies, think more like artists, and are changed as a result.

Forming ArtsSmarts partnerships will benefit your organization by:

- Increasing access to funding.
- Establishing communication with diverse organizations, sectors or competitors.
- Expanding your network of professional contacts and colleagues.
- Maximizing the efficiency and effectiveness of human and financial resources within your organization.
- Improving satisfaction among your program participants.

TIPS AND HINTS

Tips & Hints on Preparing for Partnership

The merging of differing institutional cultures isn't easy. Here are some tips to keep in mind:

- Choose your partners carefully.
- Ensure that all participating organizations are clear about the purpose of the partnership and that the purpose serves each participating organization's interests.
- Acknowledge each partner's individual contribution.
- Openly express any assumptions you may have.
- Look for common ground.
- Stay open to new ideas.
- Articulate roles clearly.
- Set reasonable expectations.

STEPS TO BUILDING A PARTNERSHIP:

I.   IDENTIFY PARTNERS

II. MAKE THE COMMITMENT

III. CREATE A VISION TOGETHER
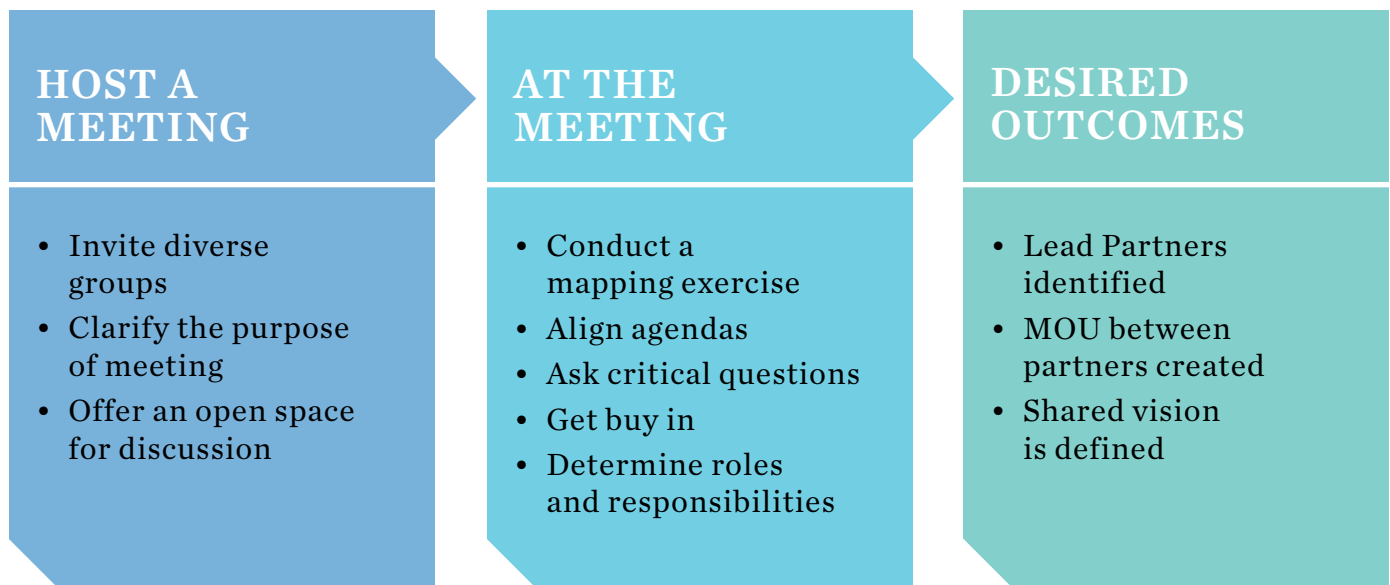
IV. ALIGN YOUR AGENDAS

V.   IDENTIFY GAPS AND BARRIERS

VI. DETERMINE ROLES AND RESPONSIBILITIES

VII. ESTABLISH A MEMORANDUM OF UNDERSTANDING

I. IDENTIFY PARTNERS

Once you have mapped your community and identified potential partners, it is time to hold one or more exploratory meetings to determine with which organizations you should build a partnership.

HOST A MEETING	AT THE MEETING	DESIRED OUTCOMES
• Invite diverse groups • Clarify the purpose of meeting • Offer an open space for discussion	• Conduct a mapping exercise • Align agendas • Ask critical questions • Get buy in • Determine roles and responsibilities	• Lead Partners identified • MOU between partners created • Shared vision is defined

In planning your meeting, consider...
- Inviting 8-15 people from different sectors who have different backgrounds, interests, and abilities.
- Including youth, artists, and educators who the partnership will effect directly.
- Picking people with a commitment to the idea of partnering and those who can make a contribution.

When thinking of the people you'd like to gather around the table, consider inviting the following representatives:

INFLUENCERS
+
IMPLEMENTERS
+
INSTRUCTIONAL LEADERS
+
BENEFICIARIES

Desired Outcomes of the Exploratory Meeting:
- Intentions, assumptions, levels of commitment, and individual goals are expressed.
- Committed partners are identified.
- Lead partner is selected.
- Dates are set for meeting and collaborating on the next steps in both defining the partnership and developing the program.

KEY QUESTIONS

Key Questions to Ask When Identifying Partners

Consider asking some of the following questions during your exploratory meeting(s):

- What is each potential partner's primary goal or reason for being part of the initiative?
- How important is this initiative to you and to your organization?
- What would be the function and structure of the partnership?
- Could we actually work together as organizations and as individuals?
- Is there a willingness to share authority, credit, and responsibility?
- Who might own which part of the endeavor?
- Is there interest in contributing resources to the partnership? If so, what type?
- What are the possible sources of funding to support the program?
- Do we need to include all the potential partners for this endeavor to happen?
- Are we missing key people or organizations?
- Who will assume the responsibility of lead partner?

Key Questions to Ask Before Committing to a Partnership

- Are you prepared to share the risks, responsibilities, and benefits of the partnership?
- Do the benefits of partnership out weigh the risks?
- Should the partnership proceed, do you have the necessary financial and human resources to contribute?
- How will you ensure that power is equally distributed?
- Do partners represent more than one sector?

Tips & Hints for Creating a Vision

- Engage a professional facilitator to lead your visioning exercise.
- Give yourself ample time for the exercise (at least 3 hours).
- Create a safe and sharing environment.
- Spend time only with the questions that are meaningful to your team.
- Pull out common themes.
- Provide everyone with an opportunity to tackle questions and share responses.

II. MAKE THE COMMITMENT

Once partners are identified through an exploratory meeting, they will need to make a commitment to working together. People become and stay involved in partnerships when they:

- Understand and support the cause/purpose of the partnership.
- Can see how they can benefit and/or help.
- Trust the motivation of all the members involved.
- Understand how their organization will participate.
- Understand how the partnership will be supported by their organization.
- Feel they have skills to contribute.
- Have the time, interest, and desire to participate.

III. CREATE A VISION TOGETHER

A shared vision provides the focus and incentive that will compel individuals and organizations to move forward on an idea together. A visioning exercise provides the starting point for a partnership to formally consider its goals and vision for a program and gives each partner an opportunity to contribute to how this program is shaped. Formulating a vision statement is the primary purpose of this shared brainstorming exercise. Working through the following questions will help you articulate your vision:

- What do we want to achieve? In the short-term? And in the long-term?
- What is our unique contribution to this work?
- Who affects the direction of our work and how will we work with them?
- What goals and objectives can we set to move us towards fulfilling this vision?
- Who are our communities and how do we work with them?
- Who are our leaders and collaborators?
- Who is going to use this vision and how?
- What is each individuals' and organizations' role in achieving this vision?
- What are our collective values that support this vision?

After having agreed on a simple statement that captures your partnership's vision, you will need to assess how close you are already to achieving this vision.

For example, the ArtsSmarts vision reads as follows:

"ArtsSmarts will transform the state of Canadian public education so that all young people are equipped with the creative capacities and competencies they need to experience ongoing success in learning and life in the 21st century".

For further reading on vision setting see Peter Senge's *The Fifth Discipline Fieldbook* (Crown Business, 1994).

KEY QUESTIONS

Key Questions to Help You Assess Your Position in Relation to Your Vision

- What is our partnership's role in creating and achieving this vision?

- What forces are currently affecting our ability to achieve this vision? What changes are we going through?

- Who or what influences what we value?

- What aspects of our partnership empower people to act towards the vision? What aspects might hinder people in achieving the vision?

- What do we know? What don't we know? And what do we need to know?

Key Questions to Ask When Aligning Your Agendas

- What does each of us hope to get out of this partnership for ourselves and our organizations?

- Where are the commonalities between these hopes and expectations? Where are the differences?

- What language will help express our common expectations in a unified manner? What words and phrases can we use?

- How critical are the divergent hopes and expectations to our selves and our organizations? Is it important that the partnership address them? If yes, how will we address these concerns?

- How do we take these common hopes and expectations and translate them into a set of desired outcomes for the partnership?

TIPS AND HINTS

Tips & Hints for Aligning Your Agendas

- Engage a professional facilitator to assist you with this task.

- Create a safe and sharing environment.

- Provide everyone with an opportunity to tackle questions and share responses.

- Keep focused on the task and the issues – avoid making the discussion personal.

- Keep the vision in mind as you move through this task. Let it help guide the discussion.

- Recognize that the partnership and the program won't solve every problem for every partner – some agenda items will be better served outside the partnership.

IV. ALIGN YOUR AGENDAS

Once you have created a frame for what an ArtsSmarts program will look like in your community, it is time to start work on aligning the various agendas present in your partnership. Some useful steps to achieve this task are to:

- Discuss individual partner hopes and expectations for the partnership.
- Determine where partner agendas overlap and diverge.
- Unify overlapping agenda items by using common language.
- Identify strategies to address concerns and divergent agenda items.
- Agree on what agenda items will remain part of the partnership and which will remain outside the partnership.
- Articulate desired outcomes.

V. IDENTIFY GAPS AND BARRIERS

The next step in building the partnership is to identify any potential limitations and roadblocks as well as solutions for how these can be bridged.

Steps to be taken here are to:
- Prioritize gaps and barriers.
- Determine potential interventions based on existing resources.
- Brainstorm how to coordinate and distribute resources and responsibilities.
- Determine what to let go.

VI. DETERMINE ROLES AND RESPONSIBILITIES

Effective ArtsSmarts programs and partnerships require a structure and process with clear roles and responsibilities. When you are discussing roles and responsibilities, it may be helpful to determine the various levels of engagement that your partners will have in the program.

The table below identifies four key levels of engagement.

RESPONSIBLE	Those who do the work to achieve the goals set out for the program.
ACCOUNTABLE	Those who are ultimately answerable for the program; usually those with fiduciary responsibility.
CONSULTED	Those whose opinions are sought and with whom there is two-way communication; typically subject matter experts.
INFORMED	Those who are kept up-to-date on progress, often only on completion of the program deliverables, and with whom there is only one-way communication.

KEY QUESTIONS

Key Questions a Lead Partner Should Ask Themself to Prepare for their Role

• What strengths do I and others bring to the role?

• What challenges may be faced in carrying out this responsibility? Can I respond to them? How?

• What is needed to prepare for a program?

• What are the expectations of the partnership in terms of delivering results?

• Is my organization willing to accept fiduciary responsibility for an ArtsSmarts program? If so, are there adequate financial and administrative systems and supports in place? If not, what other possibilities are there in my community?

The Role of the Lead Partner:
Although all partners should take ownership of the program, the Lead Partner's role is to lay the groundwork and communicate with others to build a common vision for action. The Lead Partner must be capable of:

• Holding fiduciary responsibility and being accountable to funders.
• Coordinating the partners and resources that are needed to plan and implement an ArtsSmarts program.
• Operating across the range of competencies outlined in the Memorandum of Understanding (MOU – described in the next step).
• Helping individuals keep focused on the big picture.
• Remaining positive and not getting discouraged by potential setbacks and the unexpected.
• Identifying and building on community capacity.
• Making difficult, strategic decisions when necessary.
• Timing actions so that they support and reinforce rather than compete.
• Keeping community members motivated and connected.
• Ensuring community ownership remains strong by communicating and celebrating results.
• Letting go as interest, energy, and awareness is generated and others step forward to take on more of the work.
• Making sure that the program belongs to the whole partnership, not to just one individual or organization.
• Collecting assessments and related documentation to evaluate programs across the partnership.

Remember…
• You do not have to be the source of all knowledge, skills and abilities.
• You do have to take initiative while being open to the ideas and talents of others.
• This leadership role may change over time.
• All partners should take ownership for the program.
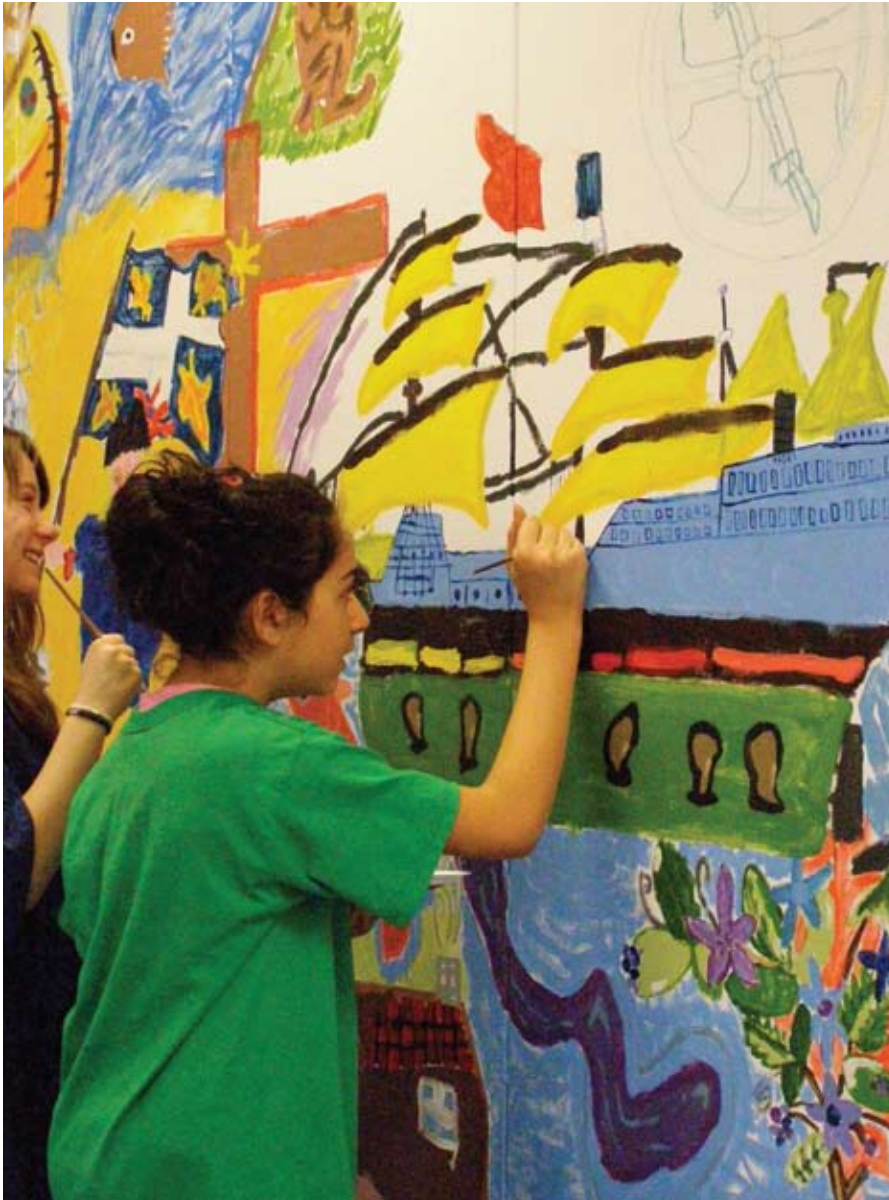
VII. ESTABLISH A MEMORANDUM OF UNDERSTANDING (MOU)

The development of a Memorandum of Understanding (MOU) is a significant step in the partnership's development. It states the commitment of the parties to work together.

The most important sections of any MOU include:

- Rights and responsibilities of the partners.
- Naming of a lead partner, if any.
- Process for making major decisions.
- Criteria for including additional partners.

STEP 3
DEVELOP A PROGRAM PLAN

Now that you have established a solid partnership, with one or more other organizations, created a vision for the program, and signed a Memorandum of Understanding, you are ready to develop a realistic plan for action. A program plan clearly identifies and charts the relationships among needs and program activities, expected outcomes, and expected impacts (goals), and will help guide the set-up, implementation, and evaluation of the program.

Your program plan is your path towards achieving a long-term impact. The program's scope and scale is the framework that determines the program activities. Together they constitute the steps that should lead you to your ultimate goal. The short-term outcomes are check points along the way that help you measure your success towards achieving your vision.

I. DETERMINE YOUR NEEDS

Although the primary goal of all ArtsSmarts programs is to improve student learning, you will be designing your program according to the needs of both the learners in your community and those of your partners. The mapping exercise at the beginning of this module should have helped you determine common needs, hopes, and expectations within your community and partner organizations. Once the partnership has agreed upon these needs, hopes, and expectations and their priority, you can begin addressing them through program activities. These activities will lead you to achieve your outcomes and ultimately create the desired long-term impact.

For example, an existing ArtsSmarts partnership in Ontario is operating in an area with a high immigrant population, where issues of equity and inclusion are on the agendas of various organizations and within the school community. This partnership therefore decided to focus their program and support on student-led and artist-teacher facilitated inquiries concerning race and cultural diversity. The partnership is composed of the municipality, the school board, various arts institutions and organizations, as well as a multicultural centre.

II. IDENTIFY YOUR LONG-TERM GOALS

The goal of all ArtsSmarts programs is to improve student engagement and the acquisition of 21st century skills. In addition to this over-arching goal, you will need to identify the desired long-term impacts of your specific program. Ideally, your program should be striving to resolve, mitigate or bring greater understanding to issues identified in your mapping exercise, way back at Step 1 of this module.

Keep in mind that your outcomes should be S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely).

Examples of S.M.A.R.T. outcomes include:
• 50% Increase in student engagement within three years.
• 30 % reduction of incidences of disruptive behaviour within three years.
• 15 % reduction in dropout rates within three years.
• 20% increase in community participation in school activity within three years.
• 50% increase in teacher-artist team comfort levels with addressing disruptive behavioral issues in the classroom by the end of the program.

III. SET SHORT-TERM OUTCOMES

Now that you have articulated your long-term goals, you will need to identify short-term outcomes (or milestones) to be achieved during the unfolding of an ArtsSmarts program. These milestones should be designed to help you maintain and evaluate your progress towards the long-term program goals, and will help determine how you can adapt your program plan accordingly as you go. Once you have identified these milestones, you can plan the activities that will lead you there.

For example, if one of your long-term goals is to increase community participation in school activity, a milestone might include a fixed attendance target for a school exhibition and performance of student work created within an ArtsSmarts program, and a series of steady increases year over year until you reach your desired target rate of participation.

IV. DETERMINE THE SCOPE AND SCALE OF PROGRAM ACTIVITY

The scope and scale of your program will be determined by a number of factors, including the intensity of need in your community, the expression of your long-term goals, the resources available to the partnership, the make-up of your partnership, and where your partnership falls on the ArtsSmarts Program Scale. The broader your level of questioning, the broader your scope and scale will be. In the initial phases of a partnership, program activity may be limited to a few pilot projects in select schools. As partners become familiar working within the ArtsSmarts approach, the scope and scale of their projects grow and programs expand to more than one school district in a community, engaging entire schools, and involving multiple artists in multi-year programming.
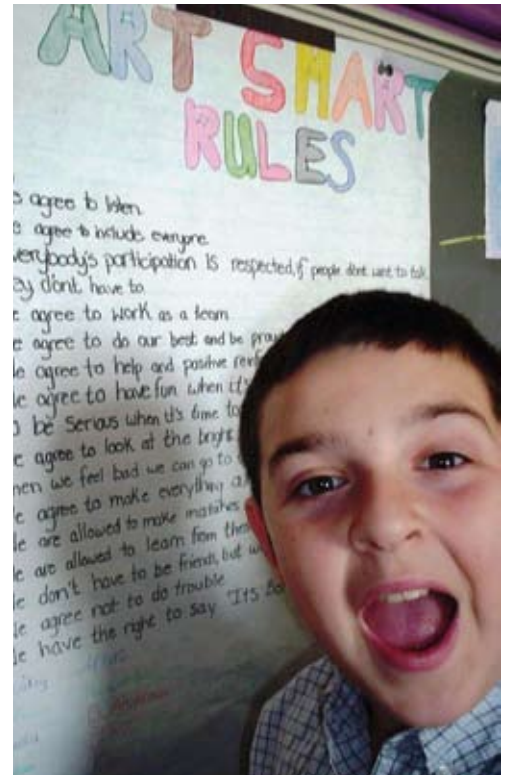
ARTSSMARTS PROGRAM SCALE

Pilot projects in selected schools

Open call to arts, education and community

Organizations apply for support to carry out projects in a few schools

Program expands to more than one school district in a community

Open call to arts education and community organizations

System-wide program that is integrated into school district improvement plans

Program is managed within the ministry of education or culture as one of the strategies to improve student learning

Program is an adopted approach to learning for arts organizations

Program is an adopted strategy for 21st century teaching and learning

KEY QUESTIONS

Key Questions to Consider When Determining Scope and Scale

- What is the level and intensity of need for our program?

- What are our long-term goals and how do they address this need? Are our vision and long-term goals expressed in a broad manner, or are they targeted and focused?

- What resources (time, funds, people, expertize) can our partners bring at this time to meet this need?

- How aligned are we in our partnership agenda and vision? Do we need time to test our partnership on a smaller program? Or are we confident we can work together successfully on a larger program?

- How far does our partnership reach? Can we reasonably cover the areas that we want to address? Or do we need to scale back our ambitions? Do we need to look at adding another partner to help us extend our scope or scale up?

Example 1
The lead partner and initiator of an ArtsSmarts program is a local arts organization, whose program scope is focused on under-serviced schools. In consideration of its available resources, partner interests and time constraints, the organization has chosen to limit the scale of the program to implementation at only a few under-serviced schools in its region. Alternately, the partnership could increase the scale of the program by working with one or more school boards, with whom they would collaborate on professional learning and research leading to program development for implementation by the boards at a larger number of under-serviced schools.

Example 2
The lead partner is a school board, whose program scope is students in grades 7 to 12, who are at risk for dropping out of school. In this case the school board may want to scale up the program over time, starting with one or two schools to test and develop a successful program. In subsequent years, it may implement the program in all the alternative high schools in the board.

Example 3
Programs led by provincial arts organizations or ministries have the capacity to be broader in scope and scale. For example, in Nova Scotia, the Art Gallery of Nova Scotia (AGNS) works in partnership with the Nova Scotia Department of Tourism, Culture & Heritage, the Nova Scotia Department of Education and the Office of African Nova Scotian Affairs under the name ArtsSmarts Nova Scotia. The program scope is primarily rural residents who have not had sufficient opportunities to access the activities of their provincial gallery. The scale is province-wide, facilitated by a network of regional partners.

ArtsSmarts has developed the Program Planning and Documentation Guide to help you work through your plan. To help you articulate your long-term impact, gauge where you are now and where you want to be in program planning, use the Organizational Planning and Evaluation Rubric.

STEP 4
MANAGING THE PROGRAM

Once you have developed your program plan, set out the goals, and determined your scale and scope of work, you are ready to undertake the program operation and management.

I. IDENTIFY AN ARTSSMARTS PROGRAM COORDINATOR

Successful ArtsSmarts programs dedicate a person from one of the partnership organizations to be responsible for coordinating the ArtsSmarts program. If no existing staff person within the partnership members is identified as having the skill set and time to take on this role, a new person must be hired, usually on a part-time basis to start. This person is ideally a creative professional with:

• Three years of experience working in the cultural sector.
• A deep understanding of arts-based learning, reflective practice, inquiry-based learning and the notion of students as co-constructors of learning.
• Experience teaching and learning across the curriculum.
• Extensive knowledge of the local creative and cultural sector.
• Experience developing long-term partnerships.

Role of the ArtsSmarts Coordinator:
The ArtsSmarts Program Coordinator administrates and manages the partnership and program plan, and functions as a resource and catalyst for multiple ArtsSmarts projects. He/she is responsible for:

• Managing budgets and funding proposals.
• Managing the selection of projects.
• Liaising between artists-teacher teams and the program.
• Coordinating training sessions for the use of ArtsSmarts research and assessment tools.
• Soliciting and compiling student evaluations and other data.
• Reporting to their partnership, and sharing documentation and research with the ArtsSmarts national office and larger ArtsSmarts network.
• Attending and presenting research at the annual ArtsSmarts Knowledge Exchange.
• Advising schools interested in designing projects.
• Seeking out collaboration and engaging dynamically in partnerships with a wide range of creative partners.
• Introducing new and possibly contentious ideas that push teachers and artists out of their comfort zone to challenge and question established practices.
• Identifying and coordinating professional development opportunities for teachers and artists.
• Encouraging the active involvement of teachers in the use of a broad range of research tools.
• Leading and influencing practice as part of a national networked learning community.

STEPS TO SETTING UP THE PROGRAM OPERATIONS AND MANAGEMENT:

I. **IDENTIFY AN ARTSSMARTS PROGRAM COORDINATOR**

II. **SECURE FUNDING**

III. **CREATE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

IV. **EVALUATE IMPACT**

II. SECURE FUNDING

Most funding for ArtsSmarts programs is found locally, beginning with resources available through the various program partners. Provincial ministries can be a source of funding through initiatives aimed at school improvement, stay-in-school strategies, and violence prevention. School boards have their own foundations that might be able to provide funding. Funds from government, private foundations, local businesses and corporations, and other community organizations may also be available. Return to the results of your community mapping for ideas and inspiration of where to seek funds.

You might consider approaching School Districts as well as Parent Advisory Committees at individual schools to inquire about funding opportunities. Additional sources of funding might include the Curriculum Foundation, the Lowe's Toolbox for Education as well as your local Arts Council; Rotary, Lions, Kiwanis or women's club; Chamber of Commerce or Awesome Foundation. Visit their websites for application details.

There are many models of funding programs; each differ according to community and partnership resources. You will need to identify and implement a program funding model that works for your partnership – both at the start-up phase, and as you move towards long-term sustainability.

What You Should Include in Your Application for Funding:
- The ArtsSmarts mission and vision.
- Organization/school name.
- Contact person's name with telephone number and email address.
- Organization/school address, telephone number, email address, and website address.
- Project Description – about 2 pages; if it is requested, keep to the required word count:
  - Brief description of the project.
  - Project timeline.
  - Number of students, teachers, and artists involved.
  - Grade level of students.
  - Discipline(s) artist(s) will be working in.
  - Description of a past ArtsSmarts project, Big (inquiry) Question, curriculum connections, and/or student/teacher/artist testimonials.
  - Description of barriers to learning in your organization.
  - Identify if your school is in a designated at-risk community or priority neighbourhood.
  - Project costs, other sources of support, and contingency plans if you do not receive the requested funding.
  - Plans for managing the budget.

Our friends at Art Reach Toronto have done a good job at describing effective fundraising. Visit http://www.artreachtoronto.ca/toolkits/the-goal-toolkits/fundraising-101/ for further information.

III. CREATE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

ArtsSmarts programs support learning for artists, educators, and organizations. While the very nature of the ArtsSmarts approach requires teachers and artists to reflect upon and expand their understanding of teaching and learning, your professional development program should prepare artist-teacher teams to address the needs, hopes, expectations, and long-term goals specific to your partnership.

The following ArtsSmarts partnerships have developed particularly successful professional development programs:

Example 1
The Newfoundland and Labrador Arts Council identified artist learning as one of its desired long-term program impacts. To meet this goal, an artist mentorship program was developed, whereby artists wanting to participate in an ArtsSmarts project can shadow a senior artist with at least five years' ArtsSmarts experience.

Example 2
The Durham District School Board in Ontario trains teachers on how to develop and propose ArtsSmarts projects, and provides dedicated sessions for teachers to deliver their proposal, evaluate the progress of their project, and reflect upon its outcomes when it is completed.

Visit the ArtsSmarts Open website to learn more about specific professional development opportunities available online. This site will provide training, instruction and tools for artists, teachers, and students.

KEY QUESTIONS

Key Questions to Ask When Creating Professional Development

- How will you introduce the ArtsSmarts approach to artist-teacher teams?
- How will you prepare artist-teacher teams for collaboration?
- What do artists need to know about working in classrooms?
- What do teachers need to know about working with artists?
- How can professional development opportunities be extended to families as a means of engaging them in their children's learning?

IV. EVALUATE IMPACT

ArtsSmarts is committed to generating experience-based research through ongoing collaborative inquiries, in an effort to test and refine our approach to learning. The inroads made by ArtsSmarts to date can, in part, be attributed to its continuous and rigorous attention to documenting and reflecting upon the impact made by programs across Canada. In turn, this collection of evidence provides a foundation for factual case-making to support policy changes and practice acceptance by decision-makers and, ultimately, the general public. Effective partnerships measure their results with program evaluation and student assessment.

The Benefits of Evaluation:
- Evaluation allows you to clarify the links between participants, program activities, and intended outcomes.
- Results from an evaluation can be used to justify program expenditures, maintain the commitment of existing funding sources, and leverage additional resources from the community.
- The information you collect can help you determine which program operation strategies are most effective and to identify areas where improvement is needed.
- Information on program outcomes and results can be shared with your colleagues, network partners, and other agencies in order to help promote and advance effective practices and programs, as well as to advance useful evaluation methods.
- Documented results help sustain partner efforts. It allows you to revisit the agreed-upon program plan and vision, to see how and if the work undertaken has helped to achieve the goals and priorities laid out. Knowledge and learning gleaned from the evaluation process should inform the next steps in the program and should be incorporated into the program activity planning for the subsequent year.

KEY QUESTIONS

Key Questions to Ask When Evaluating Impact

Program assessment goes beyond project evaluation. Use the list of key questions below, to help you evaluate how you are doing:

- Do we need to recruit new partners or do we need new or additional resources, skills, or connections?

- Should we scale back or scale up?

- How stable is our funding?

- Do we need more staff?

- Has our plan for making major decisions been effective?

- Has communication between partners, with project participants, and the larger ArtsSmarts network been effective?

- Are we meeting our objectives and, if not, how will we need to revise our program plan to meet them?

- Is there a need to revise our goals or objectives?

Referring back to the Program Planning and Documentation Guide and the Organizational Planning and Evaluation Rubric can help you through an evaluation of the program.

ArtsSmarts Reporting Requirements

Each year ArtsSmarts collects key statistics from our partners to paint a picture of our combined impact across Canada. This information is critical to communicating our combined success. The information you provide will be shared across the partner network, appear on the ArtsSmarts website and other communications materials, and will be used in a variety of reports and materials to help generate support for ArtsSmarts in your local community.

ArtsSmarts requests the following information from partners. While we prefer electronic submission, paper based submission is also accepted.

- **Partner Report** – to be completed by the lead partner by the end of each school year.
- **Student Behaviour Checklist** – to be completed by participating teachers before and after an ArtsSmarts project.
- **Student Experience Sampling Questionnaire** – to be completed by students within the first two weeks of the project, midway through the project and within the last two weeks of the project.

Additionally, we ask that lead partners to send us any supporting documentation they may have complied during the school following the submission of the Partner Report. This could include photo, audio or video documentation of projects; project descriptions; and testimonials from artists, teachers, and students.

STEP 5
SHARE THE KNOWLEDGE

ArtsSmarts seeks to establish new links between partners, resources, professional growth opportunities, and special project opportunities. Your programs and partnerships play a crucial role in contributing to the creation and development of new knowledge on the ArtsSmarts approach as a whole, and also inform the direction and leadership of ArtsSmarts at the national level.

As a partnership developing a program, we require your input and effort to:
• Share practice-based learning.
• Identify emerging trends and innovations.
• Make links between partners and programs with common interests.
• Engage in discussion with the national network, the ArtsSmarts organization, and its stakeholder groups.

There are many ways for you to contribute to and learn from the ArtsSmarts network:
• Post successful lesson plans and showcase exemplary projects on the ArtsSmarts Open website.
• Work with another ArtsSmarts partnership.
• Present at the annual Knowledge Exchange.
• Present your ArtsSmarts learning at other conferences.
• Publish your ArtsSmarts projects in educational journals.
• Contribute to the ArtsSmarts research agenda by publishing reports.

For examples of research reports written to date visit the Resources section on the ArtsSmarts Open website.

RESOURCES

- Example Memorandum of Understanding
- Organizational Planning and Evaluation Rubric
- Program Planning and Documentation Guide
- Student Behaviour Checklist
- Student Experience Sampling Questionnaire

CANADA is so multicultural

Things are totally different here than what we see in movies. I was totally surprised that... FAITH in OURSELVES

We had to meet new people so I've become more CONFIDENT

HOPE and the PROMISE asing personal power

there are always certain thi like the Battle of I remember the

ARTSSMARTS.CA