

William Penn Foundation

Request for Proposals

**Out-of-School
Community-based
Arts Education
Programs**

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Introduction

The William Penn Foundation (WPF) has a long history of investing in efforts to create a vibrant, dynamic, and accessible arts and culture sector that positively impacts the lives of residents of the Philadelphia region. The Foundation’s Arts and Culture program was created to expand access to diverse, inclusive, and high-quality arts and culture experiences. A full description of the Arts and Culture program, its goals, and all its objectives can be found on the Foundation’s website. This specific Request for Proposals (RFP) was created to help organizations to advance the following objective:

Provide access to high-quality, hands-on arts education programs (in-school and in community settings, during the school day and during out-of-school time) that are designed to actively engage and benefit school-aged young people.

The Foundation recognizes that there are many ways that organizations and communities can contribute to advancing this objective. With that understanding, there are few limitations on the program design or applicants' approach to arts education. A program may focus on any or multiple arts disciplines as long as it is designed to advance opportunities for youth across the Philadelphia region to have access to equitable, inclusive, and high-quality, hands-on arts learning led by skilled teaching artists and arts educators.

Two Arts Education RFPs are scheduled and will shape two different Learning Communities (see page 9 for more on Learning Communities). This RFP is for out-of-school programs offered in community settings. A second RFP will be released in December for programs only offered during the school year through in-school partnerships. See the table on page 12 for a description of the differences between these two opportunities.

Regardless of the approach, all applicants should describe a compelling explanation for how their proposed work will advance the objective above. This RFP seeks project proposals that will advance this objective and make tangible improvements in the quality of life for residents of Philadelphia. The specific criteria that will be used to assess all proposals can be found on pages 7-8 of this document.

Why is the Foundation using a Request for Proposals to advance this objective?

The Foundation has chosen to advance this objective using a Request for Proposals for several reasons. First, we believe that stakeholders across the region have a great deal of expertise and experience that can be supported to make progress on an objective that we heard was important to communities in our region. We want to hear about the impactful projects that are underway or could get underway and need funding. Second, we want to be as transparent as possible about the opportunity for non-profit organizations in the region to secure funding for work to advance this objective. Third, we heard from applicants and grantees in the past that our grant application process was overly burdensome, had unpredictable timelines, and did not provide sufficient information about the funding availability or the criteria used in selecting grantees. Fourth, we heard that applicants wanted an opportunity to show Foundation staff their work, not just tell them about it. The RFP process, including site visits as described below, is part of our effort to address all this important feedback and to align with the Foundation's grantmaking values (as detailed on our website).

This RFP seeks project proposals that will advance this objective and support out-of-school arts education opportunities in community-settings for young people across the Philadelphia region to participate in equitable, inclusive, and high-quality arts education.

Background

Studies have demonstrated that arts education allows young people of all ages to connect to their own creativity, to stretch their imaginations, and express their personalities. It also develops social-emotional and critical thinking skills¹ and helps youth build empathy and connections to others and the world around them.² Thoughtfully designed and delivered arts education can act as a safe space, allowing young people to share personal stories, process conflict and trauma, and develop interpersonal and cultural awareness. These opportunities can also help older youth gain skills needed in post-secondary education and the workplace.³

Inequities in opportunities

19% of Black parents and 10% of Hispanic parents report their children were taught art or music outside of school, compared to 31% of White parents.

15% of parents with family incomes of less than \$50k report outside of school music or art compared to 39% of families with incomes of \$100k and over.⁴



¹ Daniel H. Bowen, Jay P. Greene, and Brian Kisida. (January 2014). "Learning to Think Critically: A Visual Art Experiment," *Educational Researcher* 43 (1), pp. 37–44.

² Jay P. Greene, Brian Kisida, and Daniel H. Bowen. (Winter 2021). "The Educational Value of Field Trips," *Education Next* 14 (1)

³ Kylie Peppler, Maggie Dah, and Mizuko Ito. (2023). *The Connected Arts Learning Framework: An expanded view of the purposes and possibilities for arts learning*. The Wallace Foundation.

⁴ Iyengar, Sunil; "A Decade of Arts Engagement: Findings from the Survey of Public Participation in the Arts, 2002-2012." (2015). p. 66

Opportunity Overview

The William Penn Foundation (WPF) would like to support efforts that provide young people with hands-on arts education led by skilled teaching artists. Programs must exclusively serve children between ages 5 and 18. In particular, we are most interested in prioritizing support for projects that are culturally relevant and make it possible for youth to engage as leaders and drivers of their own learning experiences.

We are requesting proposals for 1-3-year projects to connect young people in the greater Philadelphia region with out-of-school arts education opportunities within their communities. The arts education opportunities should be driven by the young people's own creativity and interests and support their personal development and growth. These programs will primarily connect to youth outside of school time and offer opportunities to pursue arts learning at any point during the year, including the summer. It is not required that the youth will participate year-round, but that the opportunity to engage with arts learning outside of school partnership is available to them year-round. After reviewing proposals, WPF will conduct site visits and gather additional information from a limited number of organizations.

Organizations that propose projects in partnership with other applicants will be considered on their individual merits. However, the Foundation recognizes that making significant progress on the objective is difficult and believes that the most competitive proposals are likely to be those that include robust partnerships that leverage complementary strengths, resources, and expertise.

Furthermore, the Foundation recognizes that there are many different tactics or approaches that could be used to advance the objective stated above. All proposals that meet the review criteria are encouraged.

WPF has a total of \$3 million available to advance this objective at this time. There is no minimum or maximum that organizations may request, however, the most competitive inquiries will have total grant requests under \$600,000. The grant amount requested should be proportionate with the contribution that the project will make to the overall objective.

Eligibility

Applicants must be recognized by the Internal Revenue Service as 501(c)3 public charities or operate under a public charity fiduciary. Applicants must have a history of offering at least 2 consecutive years of arts education programs in the Philadelphia region. Eligible organizations include:

- **Arts education organizations:** community art schools, community youth arts organizations, creative youth development organizations, and arts and education collaboratives that work to make high-quality arts education accessible for Philadelphia youth.
- **Arts and culture organizations:** arts and culture organizations with dedicated high-quality arts education program committed to advancing arts access for Philadelphia youth.

The majority of our funding will be awarded to projects in the City of Philadelphia. However, projects in Bucks, Chester, Delaware, and Montgomery counties, and the City of Camden, NJ will also be considered.

Please note:





The Foundation will not fund a program/project that is currently supported through a William Penn Foundation grant.

Definition of Terms

<p>Culturally relevant</p>	<p>An approach to program design that considers the beneficiaries of the experience and seeks to generate programming/experiences that ensure the young person’s interest is incorporated. The program design process typically begins with engaging stakeholders as co-creators to learn more about their background, cultures, and interests. (In some fields it is referred to as culturally responsive).</p>
<p>Socio-emotional learning (SEL) (also referred to as social-emotional development)</p>	<p>The process through which children and adults understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, and establish and maintain positive relationships among other skills and capacities related to self-awareness and self-control that can positively impact both life and school outcomes.</p>
<p>Out-of-school programming</p>	<p>This term is used to define programs that are available throughout a calendar year and are not tied to in-school partnerships during the school day. It does not require that the youth participate for the entire year, but that the offerings are continuously available to them and in a community-based setting. Models of these types of programs are creative youth development programs and skill building/arts instruction in accessible locations in a community.</p>

Review Criteria

Proposals will be judged on the following criteria. **Applicants should address these criteria in their narrative responses to the application questions.**

Arts Education Practice			
Absent	Emergent	Developing	Strong
Instructors not teaching artists and/or no hands-on art making for youth.	Limited opportunities for youth to make art, led by novice teaching artists, and/or using untested lesson plans.	Youth producing some original work with support from teaching artists.	Program is a “community of creators” where youth make art with active, well-structured mentorship from experienced teaching artists.
			
Knowledge of How to Engage Youth Participants			
Absent	Emergent	Developing	Strong
No understanding of youth it seeks to benefit, history of working with them, or models for learning about them.	Limited to some exposure to, or history of, working with youth it seeks to benefit.	Has experience (at least two years of past programming) and a tested model for learning about the young people it seeks to engage and benefit to shape program’s relevance for them.	All aspects of program design reflect experience (at least five years of programming) and deep understanding of the young people it seeks to engage and benefit.
			
Orientation to Racial Equity and Economic Inclusion			
Absent	Emergent	Developing	Strong
Lacks plan for how to actively reach students of color or economically disadvantaged students.	Has limited plans for how to engage students of color or economically disadvantaged students.	Making substantial or transformational change for how it reaches and supports students of color and economically disadvantaged students.	Embedded practices throughout the program that enable meaningful connection to, and supports for, students of color and economically disadvantaged students.
			
Youth-Centered Practice			
Absent	Emergent	Developing	Strong
No evidence of program design giving students any sense of agency.	Engages with youth for input on only a few pre-determined activities.	Youth participants are asked to give input on multiple elements and activities throughout program.	Program is youth-informed or deeply youth-centered, imparting agency to youth as active drivers of the program’s learning and outcomes.
			

Additional expectations:

Artistic Discipline	Programs should teach dance, design, folk and traditional arts, creative writing/spoken word, media arts, music, opera, theater arts, visual arts, or any combination of these artistic disciplines.
Partnerships	Program models with intentional collaborations to identify youth participants and connect youth to partner resources, will be most competitive.
Defined Youth Outcomes	Proposal clearly describes how program model achieves the desired impact (skills and interest in the arts, social-emotional development) for youth.
Recruitment of Youth	Proposal clearly describes existing outreach strategies to engage youth participants and addresses youths' ability to access programs.
Reach	Programs designed to serve upwards of 50 youth each year will be most competitive.
Dosage	Dosage and frequency as appropriate for stage of youth development and learning. Range may include afterschool 2-5 days/week, 4-10 hours/week; Summer 4-5 days/week, 4-8 hours/day.
Duration	Multi-week sessions, with year-round opportunities to participate.
Budget	The requested budget should be reasonable for the proposed activities and the stated results and allocate adequate resources for paying teaching artists and artists involved in the project.

Learning and Evaluation

Grantees will be expected to complete a brief written report each year describing how they have made progress toward the objective above and what they have learned during the year.

In addition, organizations funded as a result of this RFP will be convened in a Learning Community to build networks among those advancing a common objective, to share learning and best practices, and to identify ways in which progress could be enhanced. Grantees will help to determine the frequency, content, and specific goals of the Learning Community. The overhead funding included with any awarded grants is, in part, meant to help subsidize staff participation in the Learning Community.



Webinar

Interested organizations are invited to participate in an informational webinar on **Tuesday September 24, 2024, at 10 AM EST.**

Register for the webinar at <https://lu.ma/williampennfoundation>

Budget

Project budgets may cover up to three years of funding. Organizations are encouraged to build on their existing programs, using WPF funding to supplement or enhance those efforts. Individual scholarships are not eligible for funding through this RFP. Budgets should be designed to enable the program to reach any interested youth.

Project budgets should be all-inclusive, including any fees to partner organizations or consultants. This information can be provided in the proposal narrative.

Except in rare circumstances, total funding from WPF should not exceed 25% of an organization's total operating budget.

All aspects of project development and execution, program design, tools and materials, community/partner engagement, staffing, implementation, and evaluation (as needed) are eligible for funding.

Application Process

Before you apply, please review your responses to the four questions below. If you can confidently answer “yes” to all the questions, this funding opportunity may be relevant to you. If you respond “no” to any of the questions, this opportunity is not a good match for your program, and you should not apply.

	YES	NO
Is your program serving children from the cities of Philadelphia or Camden or Bucks, Chester, Delaware, or Montgomery counties?	<input type="checkbox"/>	<input type="checkbox"/>
Does your program for which you are applying exclusively serve children between ages 5- to 18-years old?	<input type="checkbox"/>	<input type="checkbox"/>
Does your program predominantly serve children from low-income households (75% or more)?	<input type="checkbox"/>	<input type="checkbox"/>
Does your program provide arts education throughout the year during out-of-school hours?	<input type="checkbox"/>	<input type="checkbox"/>

Please also review all the criteria on pages 7-8 and make sure that your program aligns with those.

If you answered “yes” to all of the questions just above and meet the stated criteria, the application process begins by completing a proposal on our online submission system at <https://wpf.my.site.com/grantee>. Submit your application by **October 25, 2024**. A WPF team will review all proposals and will notify applicants if they have been selected to move forward in the review process. **To review the application questions and to download a working copy of the application to draft responses, please [click here](#).**

Selected applicants will take part in a site visit with WPF staff so that the Foundation can learn more about applicants’ work. Site visits will be approximately two hours in duration. We ask that organizations use this time to introduce key staff working on the proposed project, to show WPF staff where the work will take place, and to elevate the voices of the potential beneficiaries of the proposed project. Based on a combination of the written materials and the learning from the site visit, a **final slate of programs** will be recommended to the WPF Board for consideration of their proposals.

This request or any subsequent response does not commit William Penn Foundation or the responding organization to any future funding or engagement.

Timeline

September 18, 2024

Proposal submission period opens

September 24, 2024

Informational Webinar (see page 9)

October 25, 2024

Proposals due by 5:00PM EST

November 6-8, 2024

Select applicants notified that their proposals have been chosen for further consideration and a site visit. Other applicants will be notified that their proposals are not advancing in the process.

November 11–November 27, 2024

Site visits conducted by WPF staff with selected applicants.

January 31, 2025

WPF Board review selected proposals

February 2025

Project implementation can begin

If you have any questions, contact Senior Program Officer Hillary Murray at hmurray@williampennfoundation.org

Two Arts Education Program Model RFPs

	<u>Out-of-School Programs</u>	<u>In-School Partnerships</u>
RFP Schedule and Timing	RFP release: Sept. 18 Applications due: Oct. 25 Board decision: late Jan. 2025	RFP release: Dec. 9 Applications due: Jan. 31, 2025 Board decision: late April 2025
Artistic Discipline	Dance, Design, Folk and Traditional Arts, Creative Writing/Spoken Word, Media Arts, Music, Opera, Theater Arts, Visual Arts.	Same
Program Operation	Arts instruction and mentorship takes place in community sites during out-of-school, including afterschool, school vacations, and summers. Standalone field trips and ticketed performances are not eligible.	Arts instruction and mentorship takes place in schools in partnership with classroom teachers and specialists, including arts integration and enrichment during the school day, and extended day or afterschool. Standalone field trips and ticketed performances are not eligible.
Defined Youth Outcomes	Proposal clearly describes how program model achieves the desired impact (skills and interest in the arts, social-emotional development) for youth.	Same
Recruitment of Youth	Community-based outreach and networks, word of mouth and school/agency referrals.	School-based access
Program timing	Out-of-school	School year, school day and/or extended day or afterschool.
Accessibility	Accessible community-based locations including youth arts centers, arts organizations, community centers and neighborhood schools and may include off-site field trips as part of program. Takes place during convenient times for youth and families.	Accessible neighborhood schools serving students from low-income households (75% or more) and may include off-site field trips as part of program. Program is integrated into the school day, and/or extended day or afterschool.
Ages served	Grades K-12, ages 5- to 18	Same
Reach	Programs designed to serve at least 50 youth each year will be most competitive.	Programs designed to serve at least 100 students each year will be most competitive.
Dosage	Dosage and frequency as appropriate for stage of youth development and learning. Range may include afterschool 2-5 days/week, 4-8 hours/week; summer 4-5 days/week, 4-8 hours/day.	Dosage and frequency as appropriate for stage of youth development and learning, and school requirements. Range may include in-school 1-4 days/week, 1-4 hours/week
Duration	Multi-week sessions, with year-round opportunities to participate.	Multi-week sessions, within school year.
Start Date	Grant funded work can start February 2025	Grant funded work can start May 2025, programming begins in 2025-2026 school year.
Budget	The requested budget is reasonable for the proposed activities and the stated results and allocates adequate resources for paying teaching artists and artists involved in the project.	Same