



Traveling After School Program: Grant Proposal to Expand the New Urban Arts After School Program to Surrounding Providence County High Schools

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On behalf of New Urban Arts
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Rhode Island Foundation
One Union Station
Providence, RI, 02903

Dear Rhode Island Foundation,

I am honored to present this proposal on behalf of New Urban Arts in requesting a grant of \$40,000 to expand the after school arts program. The purpose of this proposal is to implement a one year Traveling After School Program through New Urban Arts (NUA) to two high schools in Providence County, Woonsocket High School and Central Falls High School, and expand the presence of arts in these schools. New Urban Arts strives to provide the space, materials, and guidance to high school students who may not have access to these resources on a day-to-day basis.

The Traveling After School Program will be a free program that would further expand the current Artist Mentor volunteer program to two part-time paid positions, whose position will be titled Traveling Mentors. The \$40,000 grant would fund the salaries of the two mentors, art supplies, and bus transportation for field trips to the main NUA location in Providence. The grant will account for one year of the program, as this program will be run to gauge interest and success. This project will expand NUA's impact of providing high-quality art resources to students outside of the Providence area, and will also recruit more students to participate in the program, especially in towns with higher rates of low-income families and students of color. By bringing students to the main facility twice a year, NUA can recruit new members and volunteer staff while students are able to connect to other students and have access to other materials not offered in the Traveling After School Program.

We are requesting our grant from the Rhode Island Foundation as we hold similar values in expanding the arts in Rhode Island. We are intrigued by your \$30,000 Rhode Island Arts Expansion Program, as well as your other grants geared specifically towards the arts. Given your focus on Rhode Island nonprofits and the expansion of arts programs, we believe your foundation best fits the values and goals of NUA as well as the financial need for the project.

I would love to discuss any aspect of the project that may be unclear or of interest that the proposal may bring up. I can be reached by email at emmagill@umass.edu with any questions or comments.

Thank you for your consideration.

Best regards,
Emma Gill

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Statement of Problem

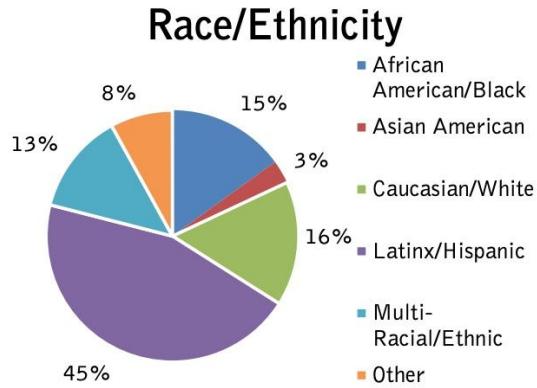
New Urban Arts is a Providence-based nonprofit with a mission to provide the space and resources for Providence-area high schoolers to pursue creative opportunities. Founded in 1997, their program focuses on building teens' self confidence and agency through developing their artistic skills. With the help of full-time Artist Mentors, as well as fifteen designated Volunteer Artist Mentors, the students are able to develop their skills in studio art, music, fashion, literary arts, and more. NUA also offers homework help alongside tutors with their current after school program. The NUA facility, located on Westminster Street in Providence, is home to an array of creative work from Providence high school students (New Urban Arts). New Urban Arts serves as a free and positive resource for high school students in the Providence area looking to enrich their creative skills and find community within a creative space. Many of these students come from low-income families who cannot afford other art programs outside of school. Currently, NUA is only open to students who attend high school in Providence; however, there are other towns in Providence county that have similar, if not higher, rates of poverty where students would benefit from such a program.



https://500px.com/photo/132132465/providence-ri-by-lawrence-shore?utm_medium=pinterest&utm_campaign=nativeshare&utm_content=website_source=500px

Providence has and continues to pride itself on its art culture, and much of its socio-economic success is due to the revitalization of art in the city. Providence began as a leading force in the textile industry during the Industrial Revolution, and now has become home to prestigious art staples such as the Providence Performing Arts Center (PPAC), Waterfire, and Rhode Island School of Design (RISD). Much of this is due to governmental support for art programs during the 1980s and 1990s, a time referred to as the Providence Renaissance. During this time, mayor Vincent A. Cianci worked towards rebuilding Providence through building physical spaces for the arts, such as the Civic Center (now the Amica Mutual Pavilion) in 1972 and the rebuilding of PPAC in 1984 (Kay 28-29). After his re-election in 1994, Cianci implemented the Downcity Arts District, a part of Providence that gave tax incentives for artists living there as well as any development of old buildings into lofts and workspaces for artists (Kay 33). Alongside the rising economic status for the city during this time, the implementation of art buildings in Providence assisted in its reputation as the creative capital of Rhode Island.

Today, these art buildings still remain an imperative part of Providence's culture, and many more programs have been encouraged within the last few decades, one of which being New Urban Arts (NUA). One of NUA's main philosophies is to provide this type of space for students who may not have access to high-quality art programs in their school life. Specifically, NUA focuses on providing for students who come from low-income areas and communities of color.



<https://newurbanarts.org/wp-content/uploads/2021/11/NEW-URBAN-ARTS-Program-Report-20-21-FINAL.pdf>

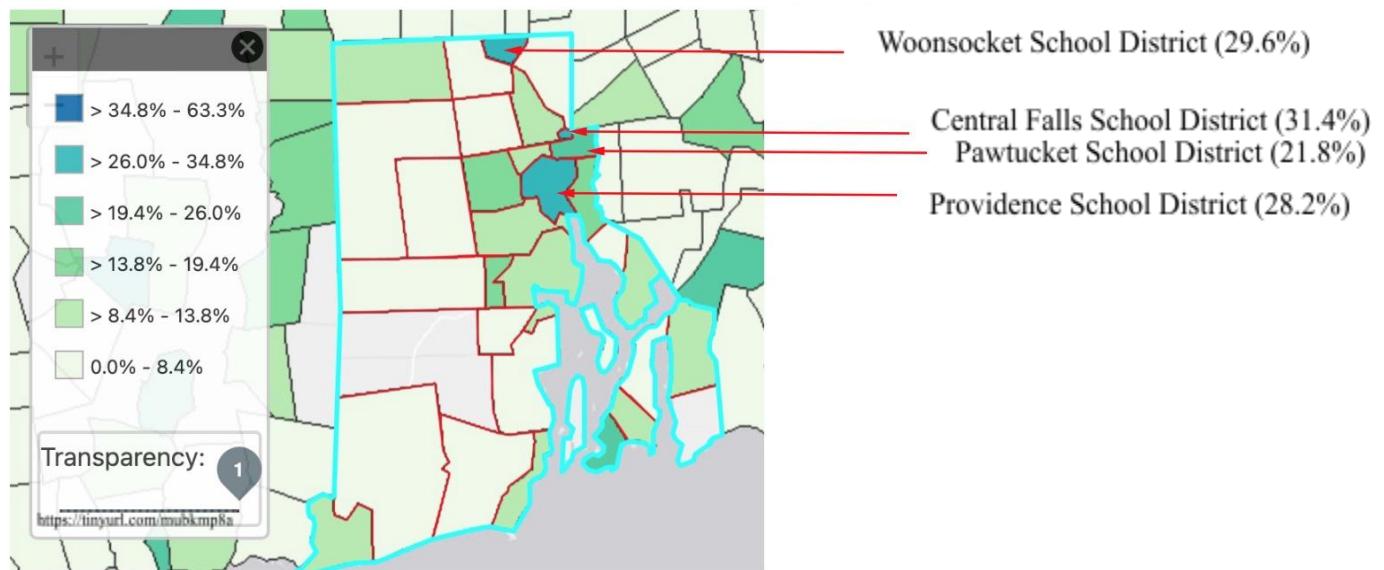
Multi-Racial/Ethnic, and 8% as other (New Urban Arts). As shown by the recent data, there is a need to provide resources and safe spaces for minority students and those of low-income families in Rhode Island. Given the high rate of students from low-income families currently utilizing the programs at NUA, it is imperative that this new proposed program follow suit of past programs and also be completely free to students. Therefore, it is ideal that the Traveling Arts Program be funded by grants.

New Urban Arts currently works exclusively with Providence high schools; however, there are other high schools in Providence County that are in towns affected by high rates of families in poverty. As of 2021, the national rate of child poverty is 16.9%, which is 4% higher than the national average of poverty across all age groups (Benson). According to the U.S. Census 2021 report for Small Area Income and Poverty Estimates (SAIPE), there are four towns in Providence County that are above the national average for child poverty: Central Falls (31.4%), Pawtucket (21.8%), Providence (28.2%), and Woonsocket (29.6%). Given these rates, all of which are significantly higher than the national average, it can be concluded that there are schools outside of the city of Providence that could benefit from these art programs. Therefore,

According to the NUA Program Report for 2020-2021, 88% of enrolled students qualified for free lunch, 65% lived in areas of Providence where the average poverty rate for families is around 35%, 48% identified as LGBTQ+. 84% were students of color, with 45% identifying as Latinx/Hispanic, 15% African American/Black, 3% as Asian American, 13% as

the two schools that will be focused on for the Traveling After School Program are Central Falls High School and Woonsocket High School.

Map of Students Ages 5 to 17 in Families in Poverty By R.I. School District



Not only does NUA serve to support students from low-income families, they also serve as a valuable resource for teenage sociocultural growth. An essential aspect of adolescent development is the curation of creative thinking skills inside and outside the classroom. A study conducted by Judith Burton and her team found that schools that provided an extensive arts program throughout a student's academic career express an increase in creative thinking abilities than schools who do not implement these programs as intensively. Extensive art programs promote flexibility, creativity, and "interpretation of socio-cultural meaning" in a student's life that can "extend to other subject domains...as pupils organize different kinds of meaning, insight, and understanding" (Burton et al. 45). The implementation of creativity, fine art skills, and culture in a student's education is an important way to develop a student's learning and sociocultural development through self expression. A program such as NUA is actively

supporting the development of Providence teenagers with its facility and program, and should be expanded to other students in need as well.

Bringing an extensive art program to high schools in low-income family towns would greatly benefit the students in providing creative resources and promoting their sociocultural development, and we hope to achieve this with the Traveling After School Program through New Urban Arts.

Statement of Request

We are requesting \$40,000 from the Rhode Island Foundation to fund the expansion of the current New Urban Arts Program to create a one year Traveling After School Program to provide high-quality art resources to students outside of the Providence area who may not have access to them otherwise. More specifically, we would like to implement this after school program at Woonsocket High School and Central Falls High School. The grant will fund the salaries of the two part-time Traveling Mentors, art supplies for each location, and the fare to rent a bus twice a year to bring the students on a field trip to the main NUA facility in Providence.

This new program will further expand the impact that NUA already makes with its current programs. NUA provides the space, resources, and guidance for students to express themselves artistically. This creative expression allows for greater socio-cultural development for students, especially as the program is geared towards students from low-income families and who otherwise might not have the opportunity to pursue art programs. The Traveling After School Program would bring these resources to students at Woonsocket High School and Central Falls High School that still face a similar lack of access to art programs outside of school, hence

one of the main parts of the budget being allotted to supplies. As NUA strives to build community for teenagers in an empowering and creative way, implementing a Traveling After School program will help in achieving that goal for students outside of Providence public high schools.

Description of Proposed Work

There are three main tasks that we hope to achieve in implementing the Traveling After School Program with the help of this grant.

I. Create a high-quality after school art curriculum facilitated by two part-time mentors to provide artistic instruction and guidance for the students.

Since this is a trial year-long session, we would like to limit the program to 20 students per school. This will allow for there to be enough supplies for students to work freely and the mentor to reasonably assist students at an individual level. Since this program will be run by NUA and not through the school itself, there will be an application specifically for the Traveling After School Program that will resemble the application for current NUA programs. This program will be open to students of all skill levels, so no experience or portfolio will be required to apply. We will require applications at the beginning of the school year and ask students to remain in the program for the entire year.

NUA has received overwhelmingly positive feedback and awards over the years, as detailed in the Qualification of Personnel section. Therefore, their curriculum is an ideal one to translate into the Traveling After School Program. However, there is potential for issues with the logistics of this new program. In 2014, there was a study conducted on three different after school art programs to measure their impact on students, and the results yielded in both success

and failures. We would like to model the program after NUA's current program while recognizing the faults that may arise, and we will use this study as an example. There were three major failings of the study's after school programs: space and storage, scheduling, and conflicting priorities between artist mentors and school administration.

The programs used a classroom to host the after school program, but many students expressed that they didn't have proper space to work and often had to work on the floor or in the hallways (Quinn and Kahne 20-21). To assure that there will be space to accommodate the program, a member of NUA will meet with the administration of each school to discuss spaces where the students can work comfortably, and that it will occur in the same room every session. There was also no space to store the supplies or the art pieces the students were working on (Quinn and Kahne 22). With this in mind, we would like to dedicate a portion of the art supplies budget to portfolio folders for each student to store their work as well as a storage bin that the mentor can carry to and from each class. This would require the students to be responsible for bringing their portfolio to school for every session.

Another issue that arose was the time of the program conflicting with other popular extracurriculars, such as sports and band practice (Quinn and Kahne 23). To accommodate this conflict, there will be no strict attendance to be part of the club, and the student will have to indicate any potential schedule conflicts when applying for the program. If we find that they will not be able to attend most sessions, they will not be entered into the program.

Finally, one of the main issues that the study emphasized was the conflict of interest between the art mentors and school administration. On one hand, the mentors wanted the students to freely express themselves and not limit their creativity, which often left the space messy. Administration, on the other hand, wanted to promote a safe and regular space for the

students, and reprimanded mentors for making any kind of mess in the space (Quinn and Kahne 24-25). While it is reasonable to keep the space tidy after sessions, and there will be dedicated cleaning time at the end of every session, conflict with administration became a major stressor for the program. To mitigate any potential issues, NUA will meet with the administration of each school to discuss expectations for how the program will run and compromise any issues that may arise.

II. Purchase art supplies to be used exclusively for the program, specifically painting and drawing tools, and establishing a way to store materials and projects.

The Traveling After School Program will focus on drawing and painting, as these are elementary but popular mediums for beginner art classes. The materials we will need to purchase are acrylic paint, paint brushes, paint palettes, canvases, drawing paper, drawing pencils, colored pencils, and erasers. As discussed in the previous section, we will also give each student a portfolio to store their work, which they will bring to and from school each day. Each mentor will also receive a storage bin to carry shared materials. Most of the materials will be shared, such as the paints, brushes, pencils, colored pencils, and erasers. Because these items will be shared, we can buy them in bulk sizes. The rest of the items will be distributed to each student for individual use. We will also have to buy these materials in bulk, but we will have to purchase more and therefore will probably be the most expensive items.

A. Paints, Paint Brushes, Canvases, and Paint Palettes

We will buy half-gallon containers of acrylic paint in each of the primary colors, green, white, and black. These colors come in an average paint set, and will allow for the students to learn color theory and mixing colors. To preserve any unused paint, students will use plastic

paint palettes with covers to save any paint they have already poured or mixed. When they are done with a project, they can clean the palette and begin the process again. They will also be advised to pay attention to how much paint they are pouring and judge if it is an appropriate amount for their project.

The paint brushes will be bought in bulk and shared between all the students. Each student will be responsible for washing the brushes properly after every use to extend the lifespan of the brushes. The brushes will be returned at the end of every session, unless given permission to borrow the brushes to work on any projects at home at the discretion of the mentor.

Finally, each student will be given two 16" x 24" canvases to complete a painting project of their choosing. The size allows for a large working space to complete any project the student may decide to do. Due to their size, each student will receive these canvases at the beginning of the year to save on storage space.

B. Drawing Paper, Drawing Pencils, Colored Pencils, and Erasers

The major element of the program's curriculum will be on drawing, as these items are less expensive than painting. We will purchase 100 pieces of 16" x 24" of drawing paper for each class. Similar to the canvas, this size will allow for an array of projects. The paper can also be cut up into smaller pieces for sketching and planning projects. The students will be given the paper to store in their portfolio and can be used at their discretion.

The drawing pencils and colored pencils will be bought in bulk, and can often be bought by the hundreds. The erasers can also be bought in bulk, but not as many will be needed. Therefore, these items will be shared, unless students are given permission to borrow these items to work on projects at home. The specific packs we have chosen will be distributed between the two classes, and stored in the mentor's storage bin.

C. Portfolios and Supply Bins

Each student will receive a 20" x 26" portfolio to store their supplies and current projects. The portfolio comes with handles for easy transportation, as each student will need to bring their portfolio to the program and bring them home afterwards. Each mentor will also receive a large storage bin to store shared supplies that they can store in their vehicle or home when not in use.

III. Provide transportation for field trips twice a year to the main NUA facility in Providence.

One final element of the program that we would like to implement is a field trip once a semester to the main NUA location on Westminster Street in Providence, totaling two trips per school year. This will allow for students to interact with other staff members, meet students from other schools, and utilize the materials that are not offered through the Traveling After School Program. This will also serve as an incentive for students to interact further with NUA, as it may attract new members to their Summer Art Internship program. This could also recruit more students for the current volunteer program that NUA offers, especially for high school juniors and seniors looking to add volunteer experience to their college applications.

The field trips will total 3 hours including traveling to and from the schools. It is about a 40 minute round trip from Woonsocket High School to NUA and about a 30 minute round trip from Central Falls High School to NUA. The remaining time will be spent touring the NUA facility as well as group activities for students to socialize and use the supplies that the Traveling After School Program may not provide.

Funds will be allotted to renting the bus, as outlined in section III of the Budget section. The students will also have to fill out permission slips, signed by their parent or guardian, to attend the field trips.

Description of Available Facilities

The schools we have chosen to participate in this program are Woonsocket High School and Central Falls High School due to the high rate of students in low-income families in these school districts. The mentor will be responsible for their own transportation to the school. The students participating will have to take the late bus home, and will receive a reusable late bus pass at the beginning of the year. If students stay later than 4pm, they will have to find a ride.

I. Woonsocket High School



<https://pach.com/ode-island/woonsocket/woonsocket-high-school-principals-office-the-principals/>

Woonsocket High School has art rooms that can be used to host the program, which will provide ample space for students to work. They currently host a Visual Arts Pathway that allows students to focus on visual art and have it shown as a specialization on their high school diploma (Woonsocket High School). Therefore, they

provide the space and materials to support art in their school.

II. Central Falls High School

Central Falls High School also has an art room to use for the program. Upon discussing with the administration this space may be used for other purposes throughout the year. However, the administration granted the Traveling After School Program to have higher priority in having this space from 2pm-4pm.



<https://www.classmates.com/places/school/Central-Falls-High-School/13995>

Qualifications of Personnel

New Urban Arts provides excellent arts programs for high school students, and has shown great success over the years. NUA has been recognized and awarded prestigious awards for their programs, including the Coming Up Taller Award from the President's Committee on the Arts and Humanities, which NUA described as “the nation’s highest honor for out-of-school art programs” (New Urban Arts). NUA has also received positive feedback from its 6,000 participants over the years, with 96% of students saying they would recommend the program to friends, and 100% of students saying they feel valued (New Urban Arts). Given their reputation among the community and nationally, they are qualified to host a high-quality after school art program. Therefore, expanding their specific program outside of the Providence area would be beneficial for all students involved.

The Traveling After School Program will be hiring two Traveling Mentors to run the program at their respective school. The Traveling Artist Mentor position will be part-time and paid, and part of this grant will be dedicated to the salaries of these two mentors. The average salary of a part-time art teacher in Providence is currently \$44,859, or around \$21 per hour (ZipRecruiter). Given the needed qualifications and impact of inflation over the last two years, the hourly wage of a NUA Traveling Artist Mentor will be posted at \$25 per hour. The after school program will run for 2 hours Monday through Friday, totaling 10 hours of instruction time for the mentors. 3 hours worth of pay will be provided to compensate for any preparation work required. NUA will be providing the curriculum and resources for the mentors, so it is anticipated that preparation will be minimal. In addition, Traveling Artist Mentors will be paid at the same rate for any orientation and training that will be required for the position. As stated previously, NUA requires monthly training as well as a two day orientation that will be paid. The

once-a-month training will be 2 hours, day-long orientations will be 6 hours long. There will also be two 3 hour field trips per school year, totaling an extra 42 hours that will need to be paid. With 13 hours a week at \$25 an hour, as well as the additional 42 hours of work, the minimum salary of a Traveling Artist Mentor will be \$17,950.

To assure that hired Traveling Mentors compliment the values of NUA, and to create consistency with the rest of the program, the Traveling Mentors will be hired based on the requirements and qualifications for current Volunteer Artist Mentors. According to their 2022 Mentor Application, the current position requirements are as follows:

- Submit five samples of art in preferred medium(s).
- Engage a group of high school students.
- Build relationships with young people through creative practice and community building.
- Create a safe environment for students to develop their creative practice. (New Urban Arts)

From these requirements, it would be ideal that the Traveling Mentor have experience in art as well as experience with instructing high school students. For this program specifically, the Traveling Mentor would have to show proficiency in painting and drawing.

New Urban Arts also requires further participation in the program outside of working hours, which would be beneficial in garnering the community building that the program strives for. This includes a year-long professional development program, including a two-day orientation in the Fall, monthly meetings and training, as well as an art retreat in February (New Urban Arts). Due to its integral part of succeeding in the position, the two-day orientation and the monthly meetings will be required and paid at \$25 per hour, and the retreat will be optional and

unpaid. However, it will be highly encouraged to attend the retreat for mentors who feel even more connected with the NUA community.

Given the prerequisite qualifications, as well as the training and focus on community building, an active and motivated employee will thrive in this setting and will be qualified to hold such a position.

Criteria for Judging Success

The 2014 Quinn and Kahne study on the success after school art programs described the qualifications for a high-quality art program as students having “[a] close involvement with an admirable, capable adult; challenging “real” and valuable work toward a production (or product) of high quality; a safe environment; support, monitoring ,and positive and purposeful interactions with peers” (Quinn and Kahne 18). Using these qualities as a guideline, we can assess the success of the program by conducting surveys that speak to these terms.

New Urban Arts currently conducts surveys at the end of every year to receive student feedback about the program for that year, and the questions align with the values highlighted in a successful art program. They conduct multiple surveys to gauge student engagement and how students feel they have grown over the year, and the Traveling After School Program will follow that precedent.

In terms of gauging engagement, they record the enrollment and attendance throughout the year; specifically, how many students are attending once or more per week on average, students attending 30/60 sessions throughout the year, average daily attendance, and average monthly attendance (New Urban Arts). Considering the attendance policy will not be strict for the art program, implementing a similar record for the Traveling After School Program will be

beneficial in seeing engagement. As for student demographics, NUA records the schools students attend as well as their grade level, race, gender, sexuality, and income level (New Urban Arts). While this is not an integral part of judging the success of the program, we will record these demographics to assess the diversity in the program.

In seeing student growth, they ask the students if they agree or disagree to a series of questions on a range of topics. Below is a graphic of the questions as well as the response rate for students who strongly agreed or agreed with the statements:

Student Survey Responses	2021	2020	2019	2018	2017
Number of students completing survey:	17	22	19	74	108
<i>Percentage of students strongly agreeing or agreeing with the following statements:</i>					
I am more open to trying new things.	88%	100%	100%	97%	98%
I have developed more confidence.	88%	95%	100%	90%	99%
I have developed a way of creating that expresses who I am.	94%	95%	100%	93%	99%
I have built strong and trusting relationships with my peers and adults.	94%	95%	95%	95%	94%
I have improved as an artist.	76%	91%	89%	89%	93%
I have developed a better idea of what I want to do in the future.	76%	90%	74%	81%	90%
At New Urban Arts, I feel safe and supported.	100%	98%	100%	95%	99%
Overall I rate New Urban Arts' programs outstanding.	76%	86%	84%	74%	86%
I would recommend New Urban Arts to a friend.*	94%	100%	-	-	-

*This question was only introduced in 2020.

<https://newurbanarts.org/wp-content/uploads/2021/11/NEW-URBAN-ARTS-Program-Report-20-21-FINAL.pdf>

As shown by the graphic, the topic of the statements range from student self confidence, connection to others, and their growth in their art skills. They also asked open response questions such as “Do you like working with an artist mentor? Why?” and “What does New Urban Arts

mean to you?” (New Urban Arts). These questions allow for students to speak about the community they have created at NUA as well as detail the guidance they received. As these questions produce answers that will gauge success based on the terms of Quinn and Kahne, we will implement these questions into an end-of-the-year survey for the Traveling After School Program.

For this program specifically, we will also survey the mentors at the end of each semester to gain feedback about their classroom environment and any issues in the logistics of the program overall. More urgent logistical matters can be addressed in a weekly reporting that is required for the mentors to complete on Friday of every week. By gaining the mentor's perspective as well as the students, with a focus on gauging student success in all realms of the program, will provide a significant resource for judging the success of the program.

Budget

I. Traveling Artist Mentor Salaries

The majority of this grant will go towards the salaries of the two Traveling Artist Mentors that will be in charge of the after school program. We are hiring these mentors at a rate of \$25 per hour. The detailed breakdown of the hours they will work and the data that influenced the hourly rate can be found in the Qualification of Personnel section of this grant proposal. Given that we plan to hire two mentors, and to account for the 42 additional hours of work on top of the weekly 13 hours, we ask that \$35,900 of the grant be dedicated to paying the salaries of these workers.

II. Art Supplies



As indicated in the Art Supply section of the Description of Proposed Work, the program will have its own supplies, and will focus on painting and drawing. Therefore, the main materials that will need to be purchased are acrylic paint, paint brushes, paint palettes, canvases, drawing paper, drawing pencils, colored pencils, and erasers. There will also need to be storage options for the supplies and student work, so each student will receive a portfolio and each mentor will receive a storage bin to transport shared supplies such as paint and paint brushes. The rationale for choosing these items are outlined in the Description of Proposed Work section of this proposal.

We will buy our supplies from Blick, an art supply seller and brand that provides sets of supplies at discounted prices, ideal for a classroom setting. Specifically, we will be purchasing our supplies through the BLICK store located on Wickenden Street in Providence, which has been family owned since 1911, to support a local business. They are open to working to art organizations and “support a variety of events right here in Providence, RI” (BLICK). Given their dedication to supporting the community, we found this store an ideal fit to supply the inventory for our program.

Outlined below is an itemized list of all of the supplies—including the appropriate size, quantity, and price to accommodate 40 students.

Art Supplies Cost			
Item	Quantity	Individual Price	Total Cost
<u>Blick Acrylic Paint, Half Gallon, Red</u>	2	\$18.75	\$37.50
<u>Blick Acrylic Paint, Half Gallon, Yellow</u>	2	\$18.75	\$37.50
<u>Blick Acrylic Paint, Half Gallon, Blue</u>	2	\$18.75	\$37.50
<u>Blick Acrylic Paint, Half Gallon, Green</u>	2	\$18.75	\$37.50
<u>Blick Acrylic Paint, Half Gallon, White</u>	2	\$18.75	\$37.50
<u>Blick Acrylic Paint, Half Gallon, Black</u>	2	\$18.75	\$37.50
<u>Short Handle Acrylic Brushes, 12 pack</u>	10	\$9.33	\$93.30
<u>Wide Acrylic Brushes – 3 Pack</u>	10	\$4.19	\$41.90
<u>Paint Palettes with Covers</u>	40	\$2.31*	\$92.40
<u>Super Value Canvases, 16"x20", 40 pack</u>	2	\$143.95	\$287.90
<u>Drawing Paper, 16"x20"</u>	200	\$1.04*	\$208.00
<u>Drawing Pencils, 144 pack</u>	1	\$77.02	\$77.02
<u>Crayola Colored Pencils, 462 pack</u>	1	\$143.93	\$143.93
<u>Erasers, 12 pack</u>	4	\$5.50	\$22.00
<u>Portfolio with handles, 20" x 26"</u>	40	\$8.47*	\$338.80
<u>Supply Chest</u>	2	\$47.02	\$94.04
TOTAL			\$1,624.29

*Individual price when bought in bulk

All of the supplies will cost \$1,624.29. To account for any potential price changes, we will round up and ask for \$1,700 for this portion of the grant.

III. Bus Rental for Two Field Trips

As indicated in the Description of Propose Work, the field trips will take about 3 hours total, including travel time. The rate of renting a mini school bus, seating 23-27 people, ranges from \$101 to \$145 (Manning). Taking the average of this range, the hourly rate of a bus ride can be estimated to cost \$123 per hour. For two three-hour trips, this will cost about \$738, and will total to \$1,476 for both schools. To account for any additional costs, we will round up and ask for \$1,500 for this portion of the grant.

IV. Total Cost

Total Cost	
Traveling Artist Mentor Salaries	\$35,900
Art Supplies	\$1,700
Bus Rental for Two Field Trips	\$1,500
TOTAL	\$39,100

With all of the goals we would like to achieve with this program, we ask for \$40,000 to pay for mentor salaries, art supplies, and bus rentals. The cost of all of these elements amounts to \$39,100. The remaining \$900 will be applied to any unexpected costs, and anything remaining at the end of the year will be donated to the main New Urban Arts program.

Summary

On behalf of New Urban Arts, I am requesting \$40,000 from the Rhode Island Foundation to create a one-year trial run of the Traveling After School Program to further spread NUA's positive influence to other high schools outside of Providence. Providence is known for its history of developing art culture in the city, and has resulted in a robust art culture throughout the city, including New Urban Arts. We would like to spread this love for art outside the city, and we will start with providing for students.

There are three main objectives we would like to implement into the program that will foster community building and creative expression, two essential values at NUA:

- Creating a high-quality after school art curriculum facilitated by two part-time mentors to provide artistic instruction and guidance for the students.
- Purchase art supplies to be used exclusively for the program, specifically painting and drawing tools, and establishing a way to store materials and projects.
- Provide transportation for field trips twice a year to the main NUA facility in Providence.

These objects will provide excellent mentorship in a structured environment, give students free art supplies, and grant the opportunity to meet new students and create a deeper connection to NUA with a field trip. All of these opportunities are essential for teenagers making their way in the world.

Research has shown that there is an array of positive impacts of high-quality art education in adolescent development, including broadening their social, cultural, and learning skills. New Urban Arts specifically has a positive impact on these realms, as shown by the student responses to their yearly surveys. If this program can impact these current students in a positive way, implementing the program at other schools will also positively impact too.

NUA believes in providing for students from low-income families in the Providence area, and promotes creating space and providing materials for students to grow creatively. There are many school districts that have high rates of low-income families, two of which are higher than that of Providence. For this reason, we would like to implement this program specifically at Woonsocket High School and Central Falls High School. Due to the financial situations of these students, it is imperative that every aspect of this program remains free of cost on the student. Therefore, this grant is a necessary aspect for this project to launch.

This grant will open the doors for students to express themselves in a creative way, create healthy connections to peers and mentors, and develop skills to be on their own in the adult world. As many of these students may not have this opportunity outside of school, the Traveling After School Program will provide those resources and guidance that they may not otherwise have.



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