

THE HEINZ ENDOWMENTS

HOWARD HEINZ ENDOWMENT - VIRA I. HEINZ ENDOWMENT
**African American Men and Boys Task Force
Request for Proposals**



Access to Economic Opportunity

Educational Opportunity

Identity, Gender and Character Development

BACKGROUND ON THE HEINZ ENDOWMENTS

Founded more than four decades apart, the Howard Heinz Endowment, established in 1941, and the Vira I. Heinz Endowment, established in 1986, are the products of a deep family commitment to community and the common good that began with H. J. Heinz and continues to this day.

The Heinz Endowments is based in Pittsburgh, where we use our region as a laboratory for the development of solutions to challenges that are national in scope. Although the majority of our giving is concentrated within southwestern Pennsylvania, we work wherever necessary, including statewide and nationally, to fulfill our mission.

That mission is to help our region thrive as a whole community — economically, ecologically, educationally and culturally — while advancing the state of knowledge and practice in the fields in which we work. Our fields of emphasis include philanthropy in general and the disciplines represented by our five grant-making programs: Arts & Culture; Children, Youth & Families; Education; Environment; and Innovation Economy.

In addition to the five aforementioned program areas, the Endowments has established a number of internal working groups focused on specific cross-programmatic grant-making opportunities within the region.

OVERVIEW OF THE AFRICAN AMERICAN MEN AND BOYS TASK FORCE:

The African American Men and Boys Task Force was created in 2007 to identify and increase the educational, economic, social and leadership opportunities for African American men and boys in the Pittsburgh region. This mission uses an asset-based approach to working with the African American community to create improved life outcomes for this population.

The task force is under the leadership of Carmen A. Anderson, senior program officer in the Children, Youth & Families Program. Additionally, the team is comprised of staff from the Arts & Culture, Education, and Innovation Economy programs and the foundation's Communications Department.

The African American Men and Boys Task Force held a series of five community focus groups, followed by a community briefing for all of the participants of the focus groups. The goal of these meetings was to listen to and be directed by the community in determining priorities. To integrate ongoing community participation, an advisory board was established to serve as representatives of the community and to advise the task force on priorities, possible action, potential partners and advocacy opportunities.

Based on these conversations, and input from the advisory board members, the team narrowed the eight initial priorities to three and developed corresponding goals and an overarching communications framework. The goals are:

- **ACCESS TO ECONOMIC OPPORTUNITY** – ensure that African American boys and men in the Pittsburgh region can pursue career paths with potential for wealth creation on par with the opportunities available to other demographic groups.
- **EDUCATIONAL OPPORTUNITY** – increase academic achievement for African American boys in order that they would be prepared to succeed in college, other post-secondary education experiences or immediate careers.
- **IDENTITY, GENDER AND CHARACTER DEVELOPMENT** – develop African-centered, initiation, rites of passage programs and strengthen identity, including its gender, racial and character components, which lead to increased academic achievement, civic engagement and reduction of violence in the African American community.



COMMUNICATIONS:

The communications framework outlines strategies designed to both inform the public and encourage community action. Its primary goals include increased public recognition of the deficit framing used to discuss black males' successes and challenges, and sustained community awareness of the Endowments' commitment to improving the lives of African American men and boys in the region. Activities to promote the former would be designed to spur community efforts to eliminate deficit framing and to increase positive images of African American males. Another communications objective is deeper community understanding of the issues facing African American men and boys in the Pittsburgh region that leads to dynamic public engagement, advocacy and policy change.

GRANTS PROGRAM:

Recognizing that the condition and challenges faced by African American men and boys has historic roots, the task force has made the following Statement of Commitment:

The condition of Pittsburgh's African American men and boys is a consequence of both historical and current injustices, including enslavement, structural racism and a narrow definition of Black manhood. We respect the historical context and scope of the task, as we move to support the African American community in its continuing effort to address the challenges for men and boys. We recognize that the needed change will require active participation and support on the part of a significant number of individuals and institutions in the Pittsburgh region.

With this context in mind, it is the Endowments' intent to support this agenda for several years through innovative grant making, a communications strategy and advocating for policy and practices that will improve conditions and opportunities for boys and men. These approaches will be evaluated to document the process and monitor progress towards meeting the stated mission and goals.

The Endowments will fund programs through several mechanisms: program area specific opportunities, requests for proposals and grants made through the task force.

This request for proposals is the first funding request to the community to support efforts that increase educational, economic, social and leadership opportunities for African American men and boys in the Pittsburgh region and improve their life outcomes.

GRANT AMOUNT:

The Endowments will award two categories of grants to successful applicants:

- One-year planning grants up to \$10,000 to catalyze new efforts.
- Two-year project grants up to \$150,000 to support collaborative, community-based programs or services.

***All proposals must address one or more of the priority areas and should seek to improve the well being of boys and young men.**

***Collaboration among community-based organizations is encouraged.**

SUBMISSION PROCESS:

To apply, interested individuals or organizations should complete the Online Letter of Inquiry on the Endowments Web site, <http://www.heinz.org>.

If a full proposal is desired, program staff will request additional information, including:

- Detailed program budget with income and expenses
- List of board of directors and officers
- Copy of IRS determination letter
- Statement regarding Patriot Act compliance
- Most recent audited financial statements

Application deadline: March 1, 2010- must be received by 5 p.m.

Grant awards will be announced mid-April, 2010.

Applicants should carefully review the three priority areas and the application.

Economic Opportunity

Goal: Mentor African American boys, adolescents and young men through hands-on experiences such as mock, in-school investment banking and business ownership opportunities. Drawing upon African American entrepreneurial heritage, these experiences will teach the basic principles of financial management and anti-predatory lending in ways that value wealth creation and neighborhood revitalization.

Rationale: According to U.S. Treasury statistics, levels of savings and entrepreneurial activity are near all-time lows. Among African Americans, these rates were at higher levels in the early part of the 20th century than they are today, despite better access to information and open markets. The financial divide between blacks and whites is increasing, and among African American males, the statistics are most daunting. Yet African American history includes many culturally relevant examples of movements such as the Universal Negro Improvement Association and enclaves that supported entrepreneurial activity, such as, Tulsa's Greenwood Business District (Black Wall Street) and the Hill District's Wylie Ave, all of which attracted investment into African American neighborhoods.

Creative new concepts are needed to educate boys in the principles of personal wealth management and to develop the skills and wider business networks that will enable them either to be employable or to create jobs for themselves when they become adults. Our community conversations with African American men and boys have highlighted the value of strengthening the entrepreneurial climate; connecting elements of the career pipeline in partnership with employers; creating crime-prevention business activity; offering pre-release employment pathways for ex-offenders; and building economic assets in a culturally consistent way for families, businesses and neighborhoods. Realistic, hands-on experiences such as in-school investment models, carried out in partnership with mentors from the business community, can demonstrate how to participate in the economy as responsible consumers, investors or business owners.

The Endowments seeks to support pilot projects that can provide effective ways to strengthen economic opportunity, in partnership with African American leaders who are shaping the economic life of their communities.

Possible Project Themes:*

All themes are applicable to young adult models.

- Develop a comprehensive, integrated system by which youth banks will manage a loan review and underwriting process for youth businesses that apply.
- Create e-commerce entrepreneurial opportunities for youth to buy and sell products to access markets outside of their local economy.
- Encourage Pennsylvania lawmakers to mandate that economics and financial literacy be taught from elementary to high school.

- Facilitate teacher training opportunities led by local banks, credit unions and other financial institutions.
- Enable greater access to capital by developing credit enhancement and banker networking opportunities.
- Develop patronage models that increase market share via “buy-local” business-to-business purchasing and customer loyalty.
- Increase capacity and opportunities for African American-owned businesses to access corporate, government and foundation vendor lists to compete for contracted services.
- Increase levels of entrepreneurial activity in emerging green industry sectors and the banking systems that finance both startup and existing companies.

Strategic Questions:

1. How will the grantee maintain, throughout the project, the cultural themes, principles and history of African American entrepreneurship while aligning the curriculum with Pennsylvania Academic Standards?
2. How will the grantee enable its student participants to establish and manage their own banks and businesses, whether within or outside of the public school environment?
3. How will the initiative collect and track appropriate project evaluation data, including the effect on student performance and dropout rates as well as project-specific outcomes such as loan repayment rates and profitability of the youth-run businesses?
4. How will the grantee organization recruit student participants from a diverse range of socio-economic backgrounds?
5. How will the project attract balanced participation among the men who will serve as mentors, so that they represent a diverse range of careers, industry sectors and socio-economic backgrounds?
6. What partnerships will the grantee organization have with private-sector corporations?
7. How will the initiative work to reverse the imbalance among inner-city firms, so that there are fewer heavily service-oriented companies and more focused on manufacturing products for sales outside the region, including especially green and technology-based industry sectors?
8. How will the project explore various elements of cooperative economics to achieve its goals?

* This list only represents a few examples of what can be instituted. Endowments staff invites prospective grantees to consider other opportunities for projects and programs that could lead to greater economic opportunity for African American boys and young men.

Educational Opportunity

Goals: Increase academic achievement and education opportunity for African American boys and young men in order that they would be prepared to succeed in college, other post-secondary education experiences or immediate careers.

Rationale: Either through a policy of benign neglect or ignorance, urban schools have failed to prepare African American boys for academic success. Where this incongruity is most visible is in the achievement gap and graduation rates of older African American boys. However, too often defective seeds have already been sown in the pre-school and early years of learning for these children, leaving them open to an inferior harvest. Although it is true that public schools have been given the responsibility and authority to educate students, they have done so with an unevenness of pedagogy and resources, creating a nation of haves and have nots. A national education discourse conceived by President Barack Obama and Secretary of Education Arne Duncan is emerging that is determined to address this notion of educational inequity through rethinking schooling, its inefficient practices and policies.

While this school reform dialogue should remain one that, in part, addresses the technical aspects of education (i.e., curriculum, instruction, assessment), it also must incorporate a community voice engaging the assets of community and faith-based organizations, students, parents, families and proven research to promote achievement for African American boys. By including and validating this voice in the larger school reform conversation, systemic and sustainable interventions can ultimately and significantly improve the education and life outcomes for our African American boys and young men.

The Endowments African American Men and Boys Task Force seeks to provide grants to support the development and implementation of community-based efforts that support increased academic achievement and education opportunity for African American boys and young men. This RFP is purposely broad to be inclusive of many community voices and to stimulate thought that will result in equitable, empowering and collaborative initiatives.

Possible projects:

- Increasing African American parent/family engagement in education to cultivate community leadership in education reform efforts.
- Enhancing community-based culturally responsive* academic tutoring and mentoring programs that address both academic and social/behavioral aspects.
- Integrating nutrition, physical fitness and healthy lifestyles (including mental health, stress, and personal trauma issues and supports) with the intellectual development and academic achievement of African American boys and young men.

- Designing school- and community-based activities/experiences for students that validate their leadership competencies, ideas and civic engagement.
- Providing increased exposure and access to college/career experiences (college tours, internships, etc.).

*For more information about Culturally Responsive Education/Pedagogy, please refer to the Endowments “Cultural Responsiveness, Racial Identity and Academic Success: A Review of Literature” document on the Web site.

Strategic Questions:

1. How does this project/program motivate, inspire or provide opportunities for young African American boys to increase academic achievement and access viable post-secondary opportunities and counter stereotypes about achievement?
2. How will this project equip, support or engage parents/families in creating a vision of academic achievement for their sons?
3. How does this project align cultural affirmation and achievement?
4. What are the opportunities for this project/program to be taken to scale and affect schools and districts engaged in reform?

Identity, Gender and Character Development

Goals and Strategies: Develop African-centered rites of passage models that strengthen identity, including its racial, cultural, gender and character components. These programs will support young men in developing a “critical consciousness,” which is a capacity to better understand their social and historical condition and thus increase their motivation to learn in academic settings, decrease their likelihood to engage in fratricidal violence, and increase their constructive engagement with their families and communities.

Rationale: Long regarded by sections of the African American community as a critical strategy to be employed in the effort to restore Black people to their traditional greatness, African-centered thought and practice essentially states that African Americans should rely on the history, beliefs, symbols, language and other aspects of their culture to build their sense of individual and collective self-determination and remove from themselves the constricting force of internalized racism.

Among even larger segments of the Black community, there has been a consistent comment that there is a serious need to develop processes that facilitate a deeper progression for Black boys into Black manhood.

From these two strands of thought, and under the leadership of our advisory committee, the Endowments is requesting proposals from service providers, community organizations and social service agencies that would outline plans to develop African-centered rites of passage programs.

Possible Projects:

- Engaging Black boys in processes with clear stages of progression that allow them to experience their own capacity to succeed. These processes would involve deep experiences with African American history and culture through reading, multimedia, the arts, travel and should include a connection to entrepreneurship and/or the world of work.

Strategic Questions:

1. How will the project explicitly address social oppression, situating community problems and targets of primary prevention within historical context?
2. How will you acknowledge students as agents for social change?
3. How will you employ African and African American cultural resources for healing and social transformation?
4. By detailing past programming germane to this initiative, please demonstrate your organization’s beliefs, values and practices as evidence of leadership, commitment, and organizational capacity to implement rites of passage programming for African American boys.