Best Practices in Youth Philanthropy

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*Coalition of
Community
Foundations
for Youth*

Contents

*The views expressed in this report are those of the authors
and the Coalition of Community Foundations for Youth.*

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Foreword

Imagine a society that values young people for their present worth, not their future value. Envision communities where young people routinely make and inform decisions of consequence — to neighborhoods, to schools, to the environment, that address issues such as race and violence — in short, decisions in aid of the greater good. This vision is a reality, but it exists in pockets of opportunities available for miniscule numbers of youth. It is not nearly enough. It is not the norm…but it could be.

This document — which we hope you will use, not merely consign to your estimable list of good intentions — was inspired by the 1999 White House Conference on Philanthropy. Youth and adults extolled the virtues of involving youth in philanthropy to an enthusiastic audience that included the President and First Lady. The White House and several national foundations sponsored a series of follow-up meetings, culminating in a request to the Coalition of Community Foundations for Youth, a national organization of 200 community foundations, to organize next steps. We believe this document is a step in the right direction, but what *you* do with it will determine if it in fact has traction.

In advocating for youth philanthropy, the Coalition is motivated by two values:

- Philanthropy as a means of mobilizing society's assets for the betterment of all is enhanced by providing authentic opportunities for youth voice and influence; and
- Young people are a current — not a deferred — source of insight and knowledge about issues affecting community well being. Youth philanthropy contributes to community now as well as in the future.

What makes youth philanthropy effective? This document probes the lessons learned from a decade of experience to extract what qualities youth philanthropy programs have in common. It does not advance any single model or prescribe a set of activities. Rather, the aim is to provide a framework for understanding the principles that underlie sound practice and sound program design decisions. By looking at what's best and what's promising, we hope to stir new, renewed and deeper commitment to the investments needed to support quality youth philanthropy opportunities.

This document is the product of many months of visits to youth philanthropy sites; interviews with youth grantmakers, their adult advisors and others; input from a wonderful group of advisors; review of program guides, curricula and other materials (the best of which are assembled in the *Resource* section); and analysis. The Coalition thanks study authors Pam Garza and Pam Stevens and all those who contributed their time so generously and enthusiastically to this project.

The Coalition is deeply grateful to the Ewing Marion Kauffman, Charles Stewart Mott, and David and Lucile Packard foundations for their financial support of this project.

We are honored to be part of the youth philanthropy movement, and join the White House Conference organizers and participants in the hope that resources such as this will galvanize the expansion of youth philanthropy.

Cindy Sesler Ballard
Executive Director
Coalition of Community Foundations for Youth
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It was our pleasure to work and talk with many remarkable people during the course of this project. The information they shared was invaluable and their enthusiasm for youth philanthropy infectious.

We extend particular thanks to the members of the Working Consortium who advised this project. Their dedication to building the field of youth philanthropy shaped the direction of this report. Without their generous contribution of time, insight and materials, this report would not have been possible. The members include:

Kevin Armshaw, program coordinator, Building Communities Together; Marilyn Bassett, former executive director, Center for Youth as Resources; Robert S. Collier, president, Council of Michigan Foundations and Coalition of Community Foundations for Youth board member; Jerry Finn, consultant, Community Partnerships with Youth; Marvin King, former project coordinator, Michigan Community Foundations' Youth Project; Amy Fox McNulty, project associate, Formative Evaluation Research Associates; George Rice, executive director, Center for Youth as Resources; Matt Rosen, director of youth philanthropy, Youth Leadership Institute; Karin E. Tice, partner, Formative Evaluation Research Associates; Janet Wakefield, co-director, Community Partnerships with Youth; and Shepherd Zeldin, assistant professor, University of Wisconsin-Madison.

Our greatest pleasure came from the opportunity to meet scores of youth grantmakers and their adult advisors. Our thanks and deepest admiration to:

- Young people and adults involved in youth philanthropy in Indiana, including representatives from the Youth Philanthropy Initiative of Indiana, the Center for Youth as Resources' Midwest Program Development Office, and Youth as Resources programs in Indianapolis and Boone, Hamilton and Marion counties.

- Members of the Ewing Marion Kauffman Foundation's Youth Advisory Board, in Kansas City, along with Bridget Hardgree, program associate, and Lynn Leonard, senior program officer.

- Youth advisory council staff and youth participants in Ann Arbor, Battle Creek, Grand Rapids and Kalamazoo, Michigan.

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Pam Garza
Pam Stevens

Report Overview

The purpose of this best practices report is to identify, assemble and interpret the lessons learned from the rich reservoir of practice and the emerging body of research in youth philanthropy. It documents the best practices from a variety of youth philanthropy program models and provides examples, tips, and questions that can help inform decisions about strategies, structures, and activities for existing and new programs.

These best practices reflect the best knowledge available from experience, theory, research, evaluation and judgment. They are derived from interviews with leading practitioners and researchers in the youth philanthropy field, observation of youth philanthropy programs, and review of research, manuals, tool kits and other materials.

"Best" does not mean that there is only one way to achieve a desired result. Indeed, this project transcends any one model and identifies the common threads that run through quality programs. It focuses on the principles that guide best practices — shedding light on the reasoning behind each youth philanthropy program decision.

This document was designed to help users look at the big picture when planning a new program or thinking about changing an existing program. It can also be used to gauge a program's quality by comparing it to other experienced programs. While this report contains practical information for program providers, it is not a step-by-step guide to setting up and implementing a youth philanthropy program. Excellent tools, including "how to" manuals, can be found in the *Resources* section of this report, along with information about youth philanthropy organizations and Internet resources.

The report is divided into three parts:

Best Practices in Youth Philanthropy describes the benefits of youth philanthropy and identifies five categories of best practices that are essential to effective youth philanthropy programs:

- Building structure and capacity
- Youth-adult partnerships
- Building skills and knowledge
- Connecting to the community
- Planning for sustainability

Each best practice discussion includes descriptions of practices, examples, and suggestions from existing programs.

Program Development Questions offers a list of questions for strengthening or designing a youth philanthropy program.

Selected Resources includes a sampling of youth philanthropy program manuals, curricula, and other publications as well as descriptions of the major youth philanthropy initiatives and resources for obtaining more information, technical assistance and training.

Realizing Positive Change:
An Introduction to Youth Philanthropy

Youth philanthropy means different things to different people — from personal giving and volunteering, to fundraising activity, to organized grantmaking — all approaches demonstrating a generous impulse by young people to help their neighbors. For purposes of this publication, we define youth philanthropy as "those programs and initiatives in which youth develop knowledge of and participate in the formal practice of philanthropy, specifically grantmaking."[2]

Since the emergence of youth philanthropy in the mid-1980s, more than 250 youth philanthropy programs have been identified in the United States and several other countries (e.g., Canada, New Zealand, Poland), and new programs are on the drawing board in countless communities.[3] The benefits of these programs are just beginning to be documented — but it is becoming clear that youth philanthropy can make philanthropic values, principles and traditions come alive for youth and communities.

Philanthropy in the United States has a long and varied history, a history made up in part by the traditions of many cultures and belief systems that encourage their members to share their money, time, and services to improve the quality of life for all. People in this country routinely give their money to causes and organizations of importance to them, such as religious institutions, cultural organizations, and individuals. Mutual aid groups, voluntary associations, nonprofit organizations, community foundations, united funds, and other philanthropic organizations provide an array of options for channeling individual resources to address important issues and help other people. Young people, too, are part of the culture of giving and serving — whether they are donating their allowance to buy coats for homeless people or volunteering to read books to elderly residents at a local church.

Underlying the best of youth philanthropy is a set of common values about encouraging, respecting and recognizing the contribution of young people and the responsibility of all citizens to contribute to the social health of the communities

"Being a member of the YAC [Youth Alliance Committee] has given me the opportunity to become an active member of the community through grantmaking. It has also allowed me to come into contact with dynamic youth who are determined to make a positive impact on their community."[1]

Michigan youth grantmaker, speaking at the 1999 White House Conference on Philanthropy

"The only thing required is a willingness to see young people as full citizens, and the courage to put aside old assumptions and to fully explore how young people can reach their full potential through helping communities reach their full potential."[4]

Minnesota youth activist

"Before the project, we felt that people didn't see youth as making a difference. As the project took off, it seemed as if people's attitude about the youth changed and many adults wanted to help us out."[5]

California youth philanthropy grantee

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B E S T   P R A C T I C E S   I N   Y O U T H   P H I L A N T H R O P Y
Realizing Positive Change: An Introduction to Youth Philanthropy

in which they live. What distinguishes youth philanthropy from other forms of charitable activity is that young people participate at a *decision-making level* — identifying community priorities, making grant decisions. But youth philanthropy is about more than giving away money. It integrates *philanthropic tradition and values* with the principles of *youth development* — young people capably and actively involved in their own social, emotional, intellectual and physical development — and *community development* — human and capital assets harnessed to make life better for community residents — to create new options for developing young people and enhancing community life.[7]

"Philanthropy is no longer the exclusive province of the blue-blooded and gray-haired. Teenagers are moving into the nonprofit world's boardrooms as grant-makers, making difficult decisions, often asking tougher questions than their adult counterparts."[6]
Syndicated columnist Neal Peirce

Why youth philanthropy?

Youth philanthropy programs provide authentic opportunities for young people to develop skills and knowledge that will make them better students and citizens in the present and increase the chances that they will continue to play active roles in the community in the future. Youth philanthropy programs promise to have a lasting effect on the young people and adults involved in them. They push

Youth Development Framework

According to a framework prepared by the Youth Development Institute of the Fund for the City of New York, all young people need five conditions for a healthy adolescence and successful adulthood:[8]

- a one-to-one caring relationship with an adult
- a safe environment
- engaging activities
- opportunities for contribution
- opportunities to make decisions with real consequences

organizations, community residents, and decision-makers to change the way they perceive and interact with youth — providing a view of youth as positive contributors and caring members of the community.

This project has found that exemplary youth philanthropy programs set goals that will lead to change at multiple levels, specifically:

- Promote positive youth development by engaging young people in meaningful activities that build their skills and capacity
- Build the interpersonal connections between youth from different backgrounds and experiences, and between youth and adults
- Enhance the operations of community organizations and institutions in the human services, philanthropic, education, and government sectors by engaging youth voice
- Strengthen communities by utilizing the strengths and resources found in the community
- Help communities view young people in a positive light

Evidence from over a decade of research has begun to identify and document youth philanthropy's benefits, outcomes and impacts. A comprehensive study of the Michigan Community Foundations' Youth Project[9] over a ten year period found positive outcomes at the individual, organizational, community and regional levels:[10]

- Youth philanthropy is an effective means of youth development. Youth develop skills, knowledge, confidence and leadership abilities. They start to perceive of themselves as leaders who can make a difference in their communities.
- Youth continue to volunteer their time, donate money to charitable

causes and serve in leadership positions at higher rates than the general population long after they stop serving on the Youth Advisory Committees.

- Many grantees are starting to change the way their organizations involve youth in their work. Youth are required to develop and implement the grants received from youth grantmakers.

- At the State level youth grantmakers worked to pass a new law allowing youth ages 16 and older to be voting members on nonprofit boards.

" We now know we can maximize the development of our youth as civic and community change leaders only if we foster and expect their fullest participation in the social problem solving occurring in communities. "[11]

Forum for Youth Investment

What investments are required to achieve such results? This project has found that a number of best practices are common to quality youth philanthropy models and programs. By following the best practices outlined in this publication, youth philanthropy efforts can implement high-quality youth development programs, engage young people and adults in making a positive impact on their organizations and communities, and combine their efforts with others to make a difference in the larger nonprofit sector.

I.

Build Structure and Capacity

Successful youth philanthropy programs are supported by organizations and structures that have the capacity to effectively engage young people in leadership and grantmaking.

Best Practice: Create organizational structures to support a youth philanthropy program

Best Practice: Build a youth-friendly environment

Best Practice: Develop a grantmaking program that builds on community assets to make lasting change

Organizations must have the supports, systems, and attitudes in place to successfully implement a youth philanthropy program.[12] This may require changing the behaviors and expectations of adults within the organization or changing the current way of doing business. Many types of organizations are capable of successfully providing homes to youth philanthropy programs. According to the Michigan Community Foundations' Youth Project data base, community foundations, national foundations, private and public high schools, youth-serving organizations, United Ways, 4-H, Urban League chapters, and city governments are among the many homes for youth philanthropy, with the majority located at community foundations.[13]

Whatever the organization, diligent *preparation* and *commitment* are needed to build capacity and secure the knowledge and skills necessary to lead a successful program.

Best Practice:
Create organizational structures to support a youth philanthropy program

A good home
Each organization that decides to create a youth philanthropy program brings strengths and challenges to this job. Youth philanthropy programs excel when their host organizations exercise their strengths on the programs' behalf and recognize areas where they need to seek help.

For example, community foundations can provide a youth philanthropy program with expertise in grants administration, access to funds, convening capacity, and knowledge about a range of program interests. However, traditionally, community foundations have not had experience staffing youth programs or recruiting young people. Youth development organizations, while enjoying a solid track record of working with youth and helping them develop leadership skills, may not know how to solicit and evaluate proposals, or manage, distribute and administer grant funds.

One promising approach to building on strengths in different settings has been to

Summary of Host Organization Responsibilities

The responsibilities of the organization include the following activities:

Hiring new staff or assigning current staff to work with the program

Supervising all phases of the program

Recruiting and training youth participants and adult volunteers

Developing partnerships with local organizations and institutions to market the program

Convening youth in the program on a regular basis, including providing meeting space and administrative support for program activities

Providing financial support for program activities and/or leadership for fund development activities

Handling financial management and grantmaking, including making grant payments, investing funds, and reporting to funding sources on the use of the money

Participating in grantmaking networks, training, or other activities to support skill development for participants and strengthen program operations

Publicizing youth philanthropy to its constituencies

Promoting opportunities for youth voice within the organization and the community

develop partnerships between two or more organizations to share responsibility for program management and implementation. In East Palo Alto, CA, for example, the Community Foundation Silicon Valley and New Perspectives, a local youth-serving organization, jointly implement the Youth in Philanthropy Program in that community. The foundation is responsible for such tasks as handling intake of grant applications and financial management; New Perspectives recruits youth participants and assists them in running the meetings, conducting outreach activities, and developing skill-building activities.

Formal operating partnerships are by no means a prerequisite to successful youth philanthropy programs. They are but one creative solution to program demands that cross disciplines. In all cases, host organizations need to review their ability to support the essential elements of a youth philanthropy program.

Building blocks

Youth philanthropy programs by definition need to implement:

A governing board. A cadre of young people, usually adolescents, and one or more adult staff and volunteers form a governing board — also known as a youth advisory committee (YAC), youth advisory council, and youth board. Board make-up can be all youth, supported by adult advisors, or youth with a minority of adults as members. The approach taken should accomplish two things: promote youth leadership and decision-making, and

expand opportunities for young people and adults to work together.

The youth board's primary responsibility is making decisions about the use of grant funds. In some programs, the board or youth advisory committee is responsible for the final decisions on grants; in others, the committee makes recommendations to the board of the host organization for final approval. It carries out this task by assessing community assets and needs; establishing funding priorities and procedures; advertising the availability of grants; and evaluating grant proposals, including interviewing applicants or making site visits. Other activities performed by the board include assessing funded projects, recruiting new members, and marketing the program. Young people may serve on the board or advisory committee for one or more years (in some instances, all four years of high school). Longer terms permit greater continuity and the opportunity for experienced youth grantmakers to mentor new grantmakers. Shorter terms allow a greater number of young people to have the opportunity to serve.

A grantmaking program. Each youth philanthropy program adopts a set of rules and procedures to guide its grantmaking process. This includes setting grantmaking priorities, developing a grants budget, establishing grant guidelines and eligibility[14], making grant recommendations and creating procedures for post-grant evaluations. Annual grant budgets and the grant award amounts vary from program to program, largely dependent on fundraising capacity. Grant awards vary from as little as $100 to as much as $10,000.

The right staff

Youth philanthropy programs need to be staffed. Programs further benefit from the presence of at least one additional adult advisor. Choosing the right adult staff to

work with the program is crucial to its success. The host organization may need to hire new staff, reassign its current staff, and possibly recruit adult volunteers to work with the youth board to design and manage the program. Many youth philanthropy programs have successfully engaged young people in recruitment, interviewing and selection of staff.

The role of the staff person is to coordinate with the host organization, manage the program, and support youth in their roles as grantmakers and decision-makers. Each youth philanthropy program needs to develop its own division of labor between staff and youth around the many tasks that need to be performed. However, to maximize a program's youth development potential, the role of staff should be to help young people to develop the skills and capacity to assume program responsibilities, not to do for young people.

Best Practice:
Build a youth-friendly environment

Perhaps the most important capacity issue is *attitude*. For a youth philanthropy programs to be successful, its host organization needs to believe in the value of youth in decision-making and be willing to provide the resources, make the accommodations, and exercise its influence to facilitate successful programs.

The host organization must be committed to promoting youth decision-making within its own organization. This commitment is demonstrated in two ways. First, the organization is willing to make appropriate adjustments in organizational routines and procedures. Second, adults in the organization — staff, trustees, and volunteers — must be open to learning to work with youth in positions as decision-makers.

A recent study found that positive outcomes accrue to youth-serving organizations that have engaged youth in significant leadership roles: increased clarity of the organization's mission; improved responsiveness to youth that leads to improved programming; and increased credibility in the community and with funders.[16] These benefits of youth voice in decision-making can lead to important changes in how an organization operates as a whole, not just within its youth philanthropy program.

The impact is systemic. According to the program director of a community foundation that operates a youth philanthropy program, "Adding youth voices can change the culture of foundations [and] enhance their reputation for listening to the community."[17]

Policies and procedures

Beyond embracing youth-friendly attitudes, the host organization needs to look critically at its policies and

Characteristics of an effective adult advisor:

Ongoing assessments of youth philanthropy programs in Michigan have identified several characteristics of an effective adult advisor:[15]

- Have group facilitation skills
- Be patient
- Be flexible
- Be able to think on one's feet
- Have an understanding of and willingness to work with young people
- Be willing to learn about philanthropy, volunteerism and the grantmaking process

- Have the ability to encourage and motivate others
- Have an open mind and be willing to learn from youth
- Have good communication skills
- Have good personal boundaries
- Relate well to youth and be willing to learn their language
- Be a good role model

procedures to accommodate working with young people. Long-established routines may no longer make sense in light of this new way of doing business. Here are examples of how organizations have made themselves more youth-friendly:

- Change building security hours to hold meetings at night or on Saturdays when youth are not in school

- Change current procedures for considering grant recommendations. For example, if a youth philanthropy program's grantmaking priorities include support for youth-led projects in area high schools, the host organization may want to adjust its grant review schedule to consider grant recommendations monthly or by semester during the school year

- Get approval to use administrative funds to pay for food (one of the essentials of any youth program!)

Introducing the concept

An early challenge in many settings is educating staff and trustees about the benefits of involving youth as grantmakers and leaders. The best preparation is to expose adults at all levels within the organization to youth serving in capacities traditionally reserved for adults. This first-hand experience can set the stage for organization-wide ownership and belief in the potential and value of youth philanthropy. Conducting training led by youth and adults, inviting youth as observers and participants in larger organizational meetings, and holding receptions for youth and adults to share their stories and backgrounds are useful techniques for bringing together the two groups.

"I would have to say that the best thing about being a board member is the experience of being such a large part of my community. That act of providing youth like myself with opportunities is incredibly rewarding. It is amazing to go on site visits and see what our hard work has created."[19]

California youth grantmaker

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Responding to youth voice

The Ewing Marion Kauffman Foundation illustrates how one organization has adjusted its policies over time as a result of a youth philanthropy program. Initially, the Kansas City-based private foundation recruited participants for its youth grantmaking board primarily from the urban area. To gain a wider perspective on youth needs across Kansas City, the target area expanded to include the outlying areas around Kansas City. However, grantmaking was restricted to organizations or projects in the urban area — a requirement applied to all of the foundation's local grantmaking activities. When the young people began to make grants, they realized that meeting the needs of youth and the community would not be successful without attention to Greater Kansas City. Therefore, youth board members advocated for involving suburban and rural youth as grantseekers. As a result of the youth board's persuasive rationale, the geographic boundaries of its grantmaking now include outlying areas.[18]

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Best Practice:
Develop a grantmaking program that builds on community assets to make lasting change

Tying priorities to program goals

Like traditional philanthropy, youth philanthropy programs pursue a range of program priorities, according to the overall program goals of each. For example, a program that has embraced youth development and youth service goals might focus grants on youth issues and programs and encourage proposals for projects that are youth-initiated and youth-led.

I. Build Structure and Capacity

Youth philanthropy programs also vary in their *types* of grants. Some youth use their financial resources and influence to advocate for system improvements, such as public transit policies and fare structures affecting students. Others focus on project or direct-service grants, such as funding after-school activities for children and peer mediation programs.

Identifying community issues

Whatever the fundamental direction, effective youth philanthropy programs develop grant priorities and make grant decisions based on an understanding of available community resources and assets as well as important community issues. This information is used to develop program goals and carry out a relevant grantmaking process that emphasizes lasting change in the community. Further, by engaging others in the inquiry process, youth philanthropy provides a conduit for engaging others — youth and adults — in community improvement.

Assessing and prioritizing community issues are essential to good grantmaking and to the ability to develop responsive community projects. Involvement in a community assessment process also helps youth develop research and analytical skills. Youth Leadership Institute[21], a San Francisco-based youth development and youth philanthropy program provider and training organization, suggests using the following basic questions when considering the problems or needs of a community:[22]

- What seems to be the issue or problem?

- Who is most affected by the issue?

- How widespread is the issue or problem?

- How do people in the community react to the issue or problem?

Some youth philanthropy programs capitalize on existing information. Sources such as the United Way, city and county government planning offices, and local foundations can provide helpful information.

Other programs conduct their own community assessment process. One way to find out about assets and issues is to use a "community mapping" or "asset mapping" process, which trains youth to collect, analyze and graphically display information about local resources. The resulting "map" of strengths and assets helps participants to better understand the community.[23] Whatever process is chosen, it needs to include mechanisms such as youth surveys or focus groups to provide an opportunity to include youth opinions about community priorities and issues.

After collecting community information, the board or committee analyzes that information as a group and comes to consensus on the most important areas in which to concentrate its grantmaking strategies.

The community assessment and priority setting process is undertaken at the beginning of the project and at regular intervals. This allows the grantmaking strategies to be assessed in light of new information about community assets and needs, and as the youth and adults benefit from their experiences in reviewing grant applications over time.

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Proactive grantmaking in Ann Arbor

Concerned with the lack of organized activities for teens in the area, the Youth Council of the Ann Arbor Area Community Foundation helped fund a collaborative, community-wide needs assessment. The Youth Council formed an

> "Writing the grant helped me realize that I have the right to express what I feel about our school system… when I first started writing I felt a little scared but when I finished the application I was relieved and confident about what I had accomplished. I went home and wrote about the experience in my journal as one of the biggest deals in my life."[20]
>
> *California youth grantseeker*

Making Grants to Influence Community Change

Encourage applications from throughout the community by publishing and broadly disseminating grant guidelines at public libraries, community centers, schools, youth-serving organizations, faith-based institutions, youth events, media outlets and web sites; and making presentations at community gatherings and orientation sessions for potential grantseekers.

Encourage other youth to take leadership in identifying community assets and addressing community problems. One way to accomplish this is to give priority to youth-led projects that will involve many other youth.

Analyze proposals to ascertain whether the tasks and activities provide logical approaches to addressing the determined need.

Analyze budgets to consider how funds will be used and whether the requested amount is appropriate given the scope of activity.

Develop multiple ways of analyzing the project, such as conducting interviews or site visits.

Evaluate how grants were used to make community change through post-grant site visits and use the results to make adjustments in grantmaking priorities

Periodically bring funded groups together to discuss what they have learned and share strategies for addressing common issues

informal advisory group, which included representatives from the police department, United Way, Chamber of Commerce, religious community, University of Michigan, Junior League, Hands-On Museum, and community foundation staff. The assessment clearly indicated a need for a place where youth could go for activities. The Youth Council determined that the next step was to research how other communities funded and organized teen centers or other ways to provide a central location for youth activities. After discussions, surveys, public meetings, and volunteer work on the part of the Youth Council, the long-awaited teen center opened its doors, fueled by broad community support, a $25,000 Youth Council challenge grant, and more than $50,000 in matching funds. The youth center, now called the Neutral Zone, continues to expand its innovative and vibrant teen-driven offerings and programs. As of 2001, the Neutral Zone offered more than 20 programs and resources, including mentoring, arts and writing classes, community service projects, leadership opportunities, business and career programs, and race and cultural awareness programs. Daily, it hosts up to 70 teens after school, and more than 200 youth during weekend events. The 28 teens on the Teen Advisory Council remain the heart and voice of the center and drive the efforts to create and improve programs and resources.[24]

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Putting goals into practice in Indiana

When the Paul Ogle Foundation made a $150,000 grant in 2001 to create and endow youth philanthropy councils in Clark, Floyd, and Harrison counties through the Community Foundation of Southern Indiana, it did so to encourage young people to learn about philanthropic tradition and to involve them in a meaningful way in their communities. These fundamental youth development and youth-adult partnership goals have been carried out in all aspects of the youth councils' grantmaking policies, priorities and procedures. They are reflected in the programs' common grant application form. They are incorporated into grant priorities, specifically those for projects that provide opportunities for youth to give back to the community; that are designed and carried out by young people with meaningful adult interaction; that bring together diverse groups; and that promote marketable skills. Several of the criteria included in the proposal scoring sheet employed by the youth boards rate proposals according to youth development principles, such as:

- *Does the project promote healthy development of young people and provide youth a safe environment?*

- *Does the project provide opportunities for young people to give back to the community in meaningful ways?*

- *Does the project involve youth and adults in project planning, grant writing, and implementation?*

- *Does the project bring together diverse people and organizations in proposal and project development?*

- *Does the project develop skills in young people?*

- *Does the project promote positive relationships between youth and adults?[25]*

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See the *Resources* section (page 35 of this report) for several excellent manuals, guides and websites that describe youth philanthropy models, program design, structures and activities. Also included are guides to proactive grantmaking and youth-initiated projects.

> Where does your organization stand?

Explore **Build Structure and Capacity** further by reviewing program development questions on page 32.

II. Develop Youth-Adult Partnerships

Successful youth philanthropy programs form partnerships between youth and adults in which young people have significant decision-making roles.

Best Practice: Engage youth as decision-makers

Best Practice: Connect adults as partners

Youth-adult partnerships view people of all ages as resources, based on the assumption that both young people and adults bring intellect, unique experiences, and perspectives to the table. Successful programs create a balance of power between adults and youth, and allow them to learn from each other and appreciate what each brings to the partnership.

Best Practice:
Engage youth as decision-makers

Involving youth in philanthropy means making a conscious decision to engage youth as decision-makers — including decisions about grantmaking priorities, organizations to fund, the appropriate amount of funding, and how to evaluate the results of the funding. Such decision-making responsibility by young people provides them with the kinds of essential youth development opportunities and supports that are consistently shown to help young people achieve mastery, compassion, and health.[28]

Youth philanthropy has the potential to increase youth's knowledge of how the community works, deepen their social skills, ignite their passion for giving, and cultivate their capacity to make a difference. By providing quality experiences for youth, youth philanthropy enables them to develop the skills, knowledge, and attitudes to meet their own personal, academic, vocational, and social goals. It engages young people in the civic life of their communities, helping them to make important connections to their schools, community organizations, employers, and other supportive adults.

Youth philanthropy aims to engage young people in the 'real' action of community building with adults. This dynamic process fosters healthy relationships across generations with reciprocal commitments to share information, experience and resources. The resulting networks establish a pervasive sense of community membership, community pride and trust between youth and adults.

Both adults and youth bring crucial resources to the partnership. Those involved in youth philanthropy point out the enthusiasm, fresh outlook, risk-taking, and determination that many young people bring. As discussed in other parts of this publication, youth become committed

"[Being a youth grantmaker] strengthened my leadership skills, introduced me to grantmaking, educated me on issues affecting teens in my community and got me volunteering."[27]
Michigan youth grantmaker

"Our staff and trustees couldn't have really imagined the full impact this program would have on the larger organization, but we soon found out that the young people weren't satisfied with a role only on the youth advisory committee. They were interested in how the larger organization worked. Now we have youth on the foundation board and the board committees, and have helped other organizations, such as Junior Achievement and the local arts council, add youth members to their boards. It has made all of our work better."[26]
Michigan community foundation program officer

"We developed new connections with adults because they have skills we don't have. I think adults thought of things that we never thought of and we had ideas that the adults never thought. So, it was a nice combination."[29]

Building Community Together youth grantmaker

"Youth take the responsibilities seriously – that surprises adults. I was impressed with the thoughtfulness of the questions asked when I attended their meetings. I think an important lesson is that youth can do that and maybe can do it better than we do because they don't have the years of experiences and biases that guide us."[30]

Building Community Together adult advisor

to bringing about significant change through their grantmaking; are often more effective fund raisers than adults; become effective leaders in other community organizations; and are strong spokespeople on behalf of youth and community issues on the program, organizational, community and national level.

Youth-adult partnerships require intentional preparation and comprehensive support. See the discussion about youth-adult partnerships in Part IV: Build Skills and Knowledge.

Best Practice:
Connect adults as partners

Successful youth philanthropy programs engage adult partners who believe in the potential of youth. Adults provide valuable information and create opportunities for young people, while learning from and alongside them. Adult partners consistently consider ways to position youth in active leadership roles. Adults can open doors that have been historically closed to young people, advocate on their behalf, challenge them to succeed, and prepare them to interact as equals with adults in a variety of public settings.

Working in partnership with youth requires changes in attitudes and behaviors on the part of many adults. Adults may need to challenge their stereotypes about the capabilities of youth and model leadership that is collaborative rather than authoritative.

Adults benefit from the kind of shared decision-making inherent in quality youth philanthropy programs. According to a recent study, which looked at youth philanthropy, youth on boards, youth court, and other youth in decision-making models, positive outcomes for adults include:[31]

- Adults are energized and feel increased commitment to the organization.
- Adults feel more connected to the community.
- Adults' perceptions of youth competency improve.
- Adults improve their competency working in partnership with youth.

> Where does your organization stand?
Explore **Develop Youth-Adult Partnerships** further by reviewing program development questions on page 32.

TIPS

Building decision-making partnership between youth and adults
Consider the following for building working partnerships between youth and adults:

Include sufficient time in training and orientation to address how partnerships work and continue these dialogues as part of supervision and coaching.

Emphasize building an environment where both youth and adults feel comfortable discussing difficult issues.

Find ways for youth to assume a variety of leadership roles, e.g., facilitate meetings, review proposals, conduct training, make presentations, and visit potential grantees.

Involve youth and adults in reflection about how the partnerships are working and make necessary changes.

Provide opportunities for youth and adults to examine their respective roles within the group and organize their roles to take advantage of individual skills and knowledge.

Listen with an open mind to fresh ideas and approaches.

Use consensus-building to make important decisions.

III.

Create Connections

Successful youth philanthropy programs open avenues for connections between youth and their peers, youth and adults, and youth and other community organizations.

Best Practice: Involve youth from different cultures and backgrounds

Best Practice: Expand and promote leadership roles for youth in the community

Best Practice: Develop partnerships with community organizations

"My experience with YAC taught me the value of diversity, something I have tried to integrate in all organizations I have since been a part of."[32]

Michigan youth advisory committee alumna

Youth philanthropy programs are by the nature of their work involved with different community organizations. Successful programs enlist their connections for many purposes — to recruit a diverse group of young people to participate as grantmakers and grantseekers, to extend leadership opportunities for youth to other organizations, to create partnerships that make the best use of community resources. Key to these activities are the connections between youth and their peers and youth and other caring adults in the community.

Best Practice:
Involve youth from different cultures and backgrounds

Youth and adults involved in youth philanthropy programs are enriched by the opportunity to interact with people from a broad range of backgrounds, perspectives and cultures. And youth philanthropy programs are more sensitive and responsive to community issues when they involve a cross-section of the community. Successful programs are intentional about setting recruitment goals and adopting recruitment strategies that reach a broad range of young people.

The youth interviewed for this report credit youth philanthropy with giving them the opportunity to interact with people who may be different in some ways from themselves.[33]

However, having a diverse group does not ensure that diverse viewpoints will be represented. Adults and youth will likely need help in learning how to work in diverse settings if they are to tap the rich potential diversity offers in terms of more informed decision-making and alternative ways of exploring issues and ideas. This requires a willingness to engage in frank conversation that examines assumptions and stereotypes. The skills needed to participate in such discussions and activities should be addressed as part of the ongoing training and coaching for youth and adults.

Programs need to develop goals for involving diverse young people and regularly review who is currently involved in the program. The Center for Youth as Resources[34] recommends using existing demographic data from the local chamber of commerce, city government or United Way to help set goals for participation of diverse individuals and then compare the actual make-up of the group to determine whether the youth

and adult participants reflect the community as a whole.

Sometimes the logistics of a program unintentionally create barriers to participation. Meeting locations need to be accessible by public transportation or transportation should be arranged for youth who need it. Meeting times need to consider other youth commitments, such as part time jobs. For example, one youth philanthropy program that met during the school day suffered from a very limited pool of potential participants because in that school only students in the honors program were eligible to be excused from class to attend.

★   ★   ★

A commitment to diversity in Kalamazoo

An illustration for being accountable for recruitment goals comes from the

Kalamazoo Youth United Way. Many of the youth advisory committees in Michigan have adopted this activity to determine where additional recruitment is needed. A few times each year, members of the Youth Advisory Council take the time to assess the program's accomplishments, revise strategies, and plan for the next year of work. A regular topic on the agenda is how to recruit new youth to participate. This is especially important at the end of the school year as current participants graduate or move on to other endeavors. To increase the likelihood that the group will mirror the diversity in the community, the youth advisory council uses an exercise to help determine its recruitment goals for the program. First, a list is made of different groups or types of young people. This list might include:

- *high school seniors, juniors, sophomores and freshmen*
- *middle school youth*
- *honor roll students*
- *youth who are not in school*
- *youth who attend public schools*
- *youth who attend private schools*
- *youth who have part time jobs*
- *youth who are African-American*
- *youth who are white*
- *youth who are Latino/a student council members*
- *"jocks," "nerds" or other types of school cliques*
- *youth involved in other extracurricular programs*

Then the current youth participants put check marks by the categories in which they fit. After this is done, the students talk about other characteristics or categories that they can think of (e.g., college-bound youth, youth in vocational training) and add check marks if they fit into the additional groups. Once this exercise is completed, the youth examine the list to determine which groups are not

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TIPS

Recruiting Youth Grantmakers and Grant Applicants

The methods youth philanthropy programs employ to recruit young people — whether as grantmaking board members or as applicants — greatly affect their success in attracting a diverse group of young people. Consider the following strategies for recruiting and involving youth as grantmakers or grantseekers:

Go beyond the traditional networks of school principals and counselors to find interested youth. Talk with teachers and aides who work with youth from targeted groups

Increase contact with other programs and agencies such as homeless shelters, after school youth agencies, religious organizations, sports programs, and public housing projects

Ask organizations in neighborhoods of the target population to announce the program during youth activities or other meetings

Hold a meeting at a community center to talk youth-to-youth about the benefits of participation

Ask youth grantmakers or grantseekers to revise materials to make them more interesting to target groups or to create different types of materials to appeal to different audiences

Make calls or distribute fliers to faith-based groups, community development organizations, community centers and housing projects

Write articles for the local newspapers or produce public service announcements for radio stations popular with young people

represented in the current group and develop strategies for reaching more and different types of young people.

★ ★ ★

Best Practice:
Expand and promote leadership roles for youth in the community

Youth philanthropy is an effective portal to broader youth leadership opportunities in the community. The skills youth learn as grantmakers and board members can easily extend to leadership in other civic capacities with multiple benefits — adding youth voice more broadly in the community; expanding young people's networks and sense of community; increasing the visibility of youth as contributing members of society; and providing youth additional opportunities to hone their skills. Quality youth philanthropy programs promote such opportunities. Research indicates that more than 70% of nonprofits surveyed in Ann Arbor, MI, felt that the Youth Council's grantmaking and leadership efforts helped them to see new opportunities for involving youth in their own organizations.[35] Adult allies can accelerate the shift in community attitudes about youth by opening doors to important institutions and increasing the visibility of youth as leaders.

Youth grantmakers are assuming roles in community organizations, civic groups, municipal policy boards, and within their schools. For example,

- A number of youth who have been appointed to the Indiana Youth Commission for Service and Leadership are there as a result of their involvement in youth philanthropy programs, such as Youth as Resources. Youth Commissioners are appointed by the Governor of Indiana to connect youth in each of 50 senate districts. Youth Commissioners actively plan service projects on the state and local level as well as serve as conduits of information to the governor on issues facing young people. Youth commissioners began as reviewers of AmeriCorps grants but, as adults came to appreciate what youth could contribute, their role has broadened to include fundraising, service, and legislative advocacy.

- The Center for Youth As Resources (CYAR) includes young people and adults on its national board. "Being a national board member," a youth co-chair explained, "is about using your experiences on the local level to help build policy and procedures on the national level and to inform those at the national level of problems that may be occurring at local sites."[36] CYAR's newsletter, *Outlook,* regularly publishes articles and columns written by young people.

- In Michigan, young people participating on youth advisory councils were advocating to join their sponsoring organizations' boards of trustees when they discovered that state law prevented anyone under the age of 21 from serving on nonprofit boards. Youth successfully lobbied for a change in state law to permit board membership by youth as

Expanding Opportunities for Youth Leadership and Visibility

Participate in community meetings and planning bodies. Young people can speak at community forums, municipal meetings, and other venues to share their opinions and expertise. Host organizations can look for opportunities to engage youth in their broader work (e.g., advisory committees, community planning process).

Provide training for other youth, educators, or community groups. Youth can help others learn about youth-adult partnerships, decision-making, consensus building, fundraising or other skills they are using and learning as grantmakers.

Create events or products that highlight youth leadership for the media, such as press releases and public service announcements. Youth can also meet with the editorial board of a local newspaper and speak on radio talk shows or news programs.

Write articles for the host organization's or grantee organizations' newsletters and websites.

Make presentations to their boards of directors on their grantmaking and its impact.

Review proposals for other youth-related grantmaking in the community.

young as 16. Since then, many Michigan community foundations have added young people from their youth advisory councils to their boards and committees. Some have hired youth as interns. The Council of Michigan Foundations, a statewide association of grantmakers and home to the Michigan Community Foundations' Youth Project, has also provided ongoing roles for young people who have served on youth councils. Many college-age youth council alumni have been hired by the Council to provide training and technical assistance to other youth philanthropy efforts around the state and nationally, and they are routinely recommended to serve as representatives on state-level commissions and panels.

"I guess they're shocked! It took them all that time to get where they are and here we are, just kids, and already making presentations to the Chamber. Presentations that are real, important and from a perspective that they never thought of…"[37]

Missouri youth grantmaker after speaking before the annual Chamber of Commerce banquet

Youth grantmaker participation in other leadership settings offers benefits back to the youth philanthropy program. Young grantmakers become knowledgeable about community resources, including information sources and potential grantmaking partners.

When promoting expanded opportunities for youth leadership, advocates should be mindful that new youth-adult partnerships require the same kinds of support and training described in this report to support youth philanthropy.

Youth philanthropy is an effective portal to broader youth leadership opportunities in the community.

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Promoting youth leadership in Baltimore

The Youth as Resources program at the Baltimore Community Foundation actively supports youth leadership opportunities in other initiatives. With the growth of the eight-year old YAR program, area youth and adults have been exposed to youth-led philanthropy and community problem solving. As a result, outreach and leadership opportunities have increased and YAR youth board members are in great demand as proposal reviewers and to train both their peers and adults on how to successfully engage youth in community development. During 2001-2002, youth board members facilitated 36 workshops and seminars. In addition, YAR has been contracted by the Family League of Baltimore to provide youth development technical assistance in eleven after-school program sites. For several years, YAR youth have participated in the grant review process for an out-of-school time grants initiative and for a neighborhood small grants program. In 2002, YAR board members helped review proposals for a new academic enrichment and social support initiative for middle school youth and their families and will also provide youth development technical assistance for the initiative.[38]

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Best Practice:
Develop partnerships with community organizations

Youth philanthropy programs are strengthened when they establish working relationships with other community organizations. The multi-state Building

Partnerships

Partnerships — informal and formal — complement the strengths of participating organization while addressing gaps in their skills, networks and knowledge. Here are examples of ways in which youth philanthropy programs and community organizations are enhancing their day to day work through partnerships with local organizations:

Obtain training for adults and youth. A youth services provider can help a grantmaking organization learn how to work with youth as decision-making partners. A foundation or regional association of grantmakers can provide training in grantmaking to a school-based youth philanthropy program.

Secure grant administration and money management services. A community foundation or bank's trust department can assist a youth philanthropy program by managing its grantmaking funds.

Recruit youth and adults to serve on the youth philanthropy board. Partnerships between a host foundation and multiple youth-serving organizations increase access to a range of young people and adults who enjoy working with youth.

Attract grantseekers. Ongoing connections with schools, religious institutions and nonprofits spread the word about the program to potential grantseekers. The deeper the connections with the community, the more likely grants will be sought by a broader group of organizations.

Develop access to funding sources, opinion leaders, and media outlets. A youth philanthropy program can utilize their partners' networks to reach new audiences.

Provide strategic partners for addressing grantmaking priorities. A youth philanthropy program that has identified low-cost housing as a priority can work cooperatively with a community development corporation to develop grant strategies, reach out to potential grant applicants, and provide service opportunities for neighborhood youth.

Collect data about community needs. A youth philanthropy program can work with the local planning agency or United Way to identify available information that can be used in community assessment.

Receive services and in-kind donations. A local business or nonprofit might design logos or print a brochure for the youth philanthropy program.

Promote youth leadership in partner organizations. When other organizations see firsthand the benefits of youth in leadership positions, they will be more likely to try it with additional support or training from the youth philanthropy program.

Community Together[39] (BCT) initiative associated with University of Wisconsin Extension begins its work in each community by developing local coalitions. BCT is finding that broad-based coalitions tap into the strengths of a variety of organizations and greatly increase the likelihood of successful implementation. These formal coalitions assure access to community resources, facilitate community buy-in to the mission, and avoid turf issues.[40]

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Partnering with AmeriCorps

A partnership between AmeriCorps and Youth as Resources (YAR) programs, through the Center for Youth as Resources, has extended the reach of some local YAR programs and has given AmeriCorps members an opportunity to work in youth philanthropy programs. YAR has provided AmeriCorps volunteers extensive experience with youth-adult partnerships, youth grantmaking, and youth-led service projects, and has introduced new skills in leadership, organization and communication. In turn, AmeriCorps volunteers, whose participation is supported with federal funding, have provided valued support for local YAR program activities.

Other benefits of the AmeriCorps-YAR partnership include:

- *AmeriCorps members model the service ethic to YAR program participants;*

- *AmeriCorps and YAR together link community development and youth development in a unique way;*

- *AmeriCorps' collaboration attracts notice and local funding streams to build program sustainability;*

- *Experience with YAR educates AmeriCorps members in the*

effectiveness of youth-adult partnerships and youth-led service.[41]

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Connecting youth philanthropy and school-based initiatives

Through a partnership between the School District of Philadelphia and Youth as Resources, programs were established in nine District high schools to promote service learning.[42] Each is managed by a board of directors composed of a minimum of 16 students and charged with distributing $4,000 in mini-grants to student-led, designed, and implemented service-learning projects from neighboring schools. Board members review grant proposals, interview applicants, award grants and monitor funded projects. The student-led service projects address a real school or community need through academic learning and through direct service or advocacy/organizing efforts. Students, working within their classroom, identify a need, issue or problem, define a strategy, and implement a service project. Students also engage in evaluation, reflection and celebration. Students participating on the grantmaking boards and in YAR-funded classroom initiated projects may use their experiences to meet the district's mandatory service-learning requirements.[43]

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> Where does your organization stand?

IV.

Develop Skills and Knowledge

Successful youth philanthropy programs build the skills and knowledge of youth and adults to design, implement and manage the program.

Best Practice: Provide program training and ongoing support

Best Practice:

Provide program training and ongoing support

Training for adults and youth is a critical factor in the success of youth philanthropy programs. Training develops the knowledge, skills and confidence necessary for young people to assume grantmaking and leadership roles, for adults to support youth, and for adults and youth to share decision-making. Such preparation builds a foundation for active youth board members and adult volunteers who are committed for the long run. Further, skill-building, whether through formal training, ongoing coaching or experiential learning through service on a grantmaking board, is also fundamental to achieving youth philanthropy's youth development goals.

High-quality youth philanthropy programs prepare youth and adults for their roles beginning at recruitment and continuing throughout their involvement in the program. Youth and adults need to learn, at a minimum, the basics of grantmaking, an understanding of community's resources and needs, decision-making skills, techniques for working in groups, and the fundamentals of effective youth-adult partnerships. Effectiveness is enhanced when youth share responsibility for designing, conducting and evaluating

"[Youth philanthropy] taught me how to write and carry out a proposal... to be more confident interacting with people. And that when I have a goal I must work hard to achieve it."[44]
California youth grant applicant

training and when youth and adults serve as coaches for one another.

Learning about philanthropy and grantmaking

Helping participants understand the purpose and operation of philanthropy is an early priority. An orientation to philanthropy's history and values, the different types of philanthropic organizations, and the ethics of grantmaking helps participants recognize their new leadership roles and responsibilities and appreciate our society's philanthropy traditions.

Training in grantmaking skills provides analytical tools that participants can carry into other areas. Topics include understanding the grants process, researching community assets and needs, budget analysis, assessing work plans, presenting recommendations, evaluation, and the interpersonal skills to work effectively with grantseekers.

Learning how to seek grants

Many youth philanthropy programs find it beneficial to extend training opportunities to those *seeking* grants. Orientations and proposal writing workshops for potential applicants improve the quality of proposals and increase the number of applicants. More advanced training also teaches applicants how to identify community issues and design, budget and manage projects to address them. Some youth philanthropy

programs train youth workers and teachers in grantseeking skills, essentially "training the trainers." A few programs offer workbooks or other written tools describing a step-by-step process for youth grantseekers to follow.

Learning about board service and youth-adult partnerships

For most participants — adults and youth — youth philanthropy presents their first experience working in a setting where young people and adults share decision-making authority. Effective youth-adult partnerships require a conscious investment in training to develop working relationships and to combat the effects of negative stereotypes about young people.[45]

Attention must also be given to the more traditional aspects of board service. These topics include understanding board responsibilities and procedures; group process techniques such as consensus building; working with diverse groups and active listening; making presentations, facilitating discussions, running meetings, planning projects; and fund development and grant writing.

Training resources

Youth philanthropy programs can tap into many existing resources to prepare participants. Host organizations and partner community organizations can share their expertise. Former youth members are invaluable in leading portions of training, and existing members can act as coaches and mentors.

Youth philanthropy programs greatly benefit when they are linked to regional or national youth philanthropy networks. These networks may provide conferences, networking opportunities, newsletters, training, technical assistance, and other resources to effectively prepare youth and adults.

For example, the Michigan Community Foundations' Youth Project (MCFYP) provides access to materials and layers of training and technical assistance to youth philanthropy programs in Michigan. Trainers meet with trustees, staff and volunteers at participating community foundations to explain the requirements for youth philanthropy programs. MCFYP also holds annual meetings for adult advisors to promote information sharing and knowledge transfer as well as leadership institutes for youth participants to promote skill development and cross-group networking. In addition, MCFYP matches new adult advisors with more experienced advisors to serve as mentors during their first year with the programs.

Without adequate preparation neither youth nor adults will be able to adequately implement or manage youth philanthropy programs. Preparation begins as early as recruitment and a comprehensive approach includes training, mentoring, coaching, practice, specific feedback and consistent reflection on performance and results. Preparation remains a constant process as new learning opportunities continue with each new group and set of grants.

See the *Resources* section of this report for a

> Training develops the knowledge, skills and confidence necessary for young people to assume grantmaking and leadership roles, for adults to support youth, and for adults and youth to share decision-making.

sampling of useful training resource organizations, curricula and other materials. Topics include youth-adult partnerships, youth on boards and in other leadership roles, philanthropy, grantmaking, and grantseeking.

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An investment in training

The Ewing Marion Kauffman Foundation conducts three tracks of training for its Youth Advisory Board: one for new members, one for continuing members, and one for retiring members. All members attend a two-day orientation retreat each year, which is the first occasion that the 30-member board will come together for the year. The orientation includes background on the foundation's history and operations; the vision, mission, values and beliefs of the foundation; outcomes; youth development; the concepts of giving back and philanthropy versus charity; the grantmaking process including grantmaking strategies, request

for proposal process, review of proposals; the role of site visits; youth leadership; and team building. Youth actively lead portions of the orientation and continuing members are assigned as mentors to new members to support them throughout the year. New members go through the most comprehensive preparation during the year, while continuing members receive further preparation in youth leadership and presentation, media, and networking skills. Retiring members get support in creating a personal vision statement and assistance in deciding on future leadership activities such as serving on a board of directors of a community-based organization.[46]

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> Where does your organization stand?

Explore **Develop Skills and Knowledge** further by reviewing program development questions on page 33.

V.

Plan for Sustainability

Successful youth philanthropy programs develop mechanisms and resources to increase program stability and longevity.

Best Practice: Develop sufficient and sustainable sources of funding

Best Practice: Involve youth in fund development

Best Practice: Assess program activities and outcomes on a regular basis

Best Practice: Communicate program accomplishments

"In designing the Michigan Community Foundations' Youth Project, the Kellogg Foundation wanted to make sure that the community foundations in Michigan would have the skills and resources necessary for a long-term commitment to the youth philanthropy programs. Our strategy had two key components: helping establish endowed funds that would support the programs in perpetuity, and enhancing the capacity of the statewide grantmakers' organization to provide technical assistance and training to local groups. With these in place, we were confident that the work would continue long beyond the Foundation's financial support."[47]

Joel Orosz, former Program Director, Volunteerism and Philanthropy, W.K. Kellogg Foundation, and Professor, Dorothy Johnson Center on Philanthropy, Grand Valley State University (MI)

Sustainability is developed by creating ongoing funding sources, evaluating program effectiveness, and ensuring that lessons learned are used both to implement programs that have lasting benefit and to influence other youth philanthropy and related efforts. It requires institutional commitment to implement best practices and a strong level of support from community members — youth, adults, and organizations — to maintain the quality and relevance of the program over time.

Best Practice:
Develop sufficient and sustainable sources of funding

Reliable and sufficient funding is an ongoing objective for most nonprofit organizations and institutions. Youth philanthropy programs have been funded by public and private sources via grants, individual gifts, and fundraising activities. Most funding sources are time-limited. The development of endowment funds has become the chief strategy for

gaining financial security for youth philanthropy programs. Endowments are permanent investments of money where the earnings or some portion of the earnings are designated for specified priority areas, organizations or programs. They are administered by community foundations, financial services institutions, such as banks, or managed and invested directly by nonprofit organizations. In order to preserve the endowment, most endowed youth philanthropy programs place a limit on the annual amount that can be used for grantmaking and program expenses, typically an amount equal to four to six percent of the endowment's total value.

Youth philanthropy endowments have been created from different sources of funding, including challenge grants from private foundations, matching federal funds, and donations from individual donors. The strategic use of "matching funds" has leveraged other funds and created community buy-in for many programs. The most widespread effort to date to establish sustainable youth philanthropy programs is the Michigan Community Foundations' Youth Project. During the late 1980s and 1990s, the W.K. Kellogg Foundation offered challenge grants to create and expand community foundations across the state. To qualify for a Kellogg grant of up to $1 million dollars

for a youth endowment fund, a community foundation needed to raise up to $2 million dollars for unrestricted or field of interest endowment. Communities throughout Michigan found that donors responded to both the idea of a permanent youth fund as well as a challenge grant that leveraged local giving. Today, the 86 Michigan community foundation-based permanent youth funds have endowments ranging from $250,000 to $2.5 million, which support youth grantmaking and youth philanthropy program training and operations.

Another source of endowment funds are individual donors, particularly those interested in connecting young people to the experience of philanthropy. The Freeborn Fund for Youth Philanthropy was established at the Fairfield County Community Foundation by a resident of Stamford, CT, to "help young people understand philanthropy and build their social conscience."[48] In addition to providing a regular source of funding for grantmaking, the placement of this endowment at a community foundation created a partnership whereby the program can receive technical assistance from foundation staff to support program operations.

Youth philanthropy programs also have the opportunity to increase their grantmaking resources and extend their influence by collaborating with other funders, participating in larger initiatives and dipping into public funding streams. In Michigan, for example, the state Department of Civil Rights provided matching grants to youth philanthropy programs to fund projects that

promote civil rights and diversity, and Blue Cross Blue Shield of Michigan Foundation provided matching grants for youth advisory committees to support anti-smoking campaigns for youth.

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Incorporating youth philanthropy into larger initiatives

The sustainability strategy for Youth as Resources (YAR) programs operating in central Minnesota is to utilize local resources, identify the gifts of local residents and encourage intergenerational decision-making. More than five years ago, the Initiative Foundation developed the Healthy Community Partnership (HCP) program — a multi-year training and assistance project designed to help build the capacity of local citizens to respond to change in a positive and strategic fashion. The Initiative Foundation suggested the YAR model to its HCP partners as a proactive approach to meeting goals around youth development and youth philanthropy. The Foundation, which focuses on 14 counties in the middle of the state, provided the early funding to establish nine YAR programs in partnership with area schools and youth-serving organizations. The Foundation's strategy to include YAR's model for youth philanthropy into this larger partnership helped to increase direct funding of the programs and expand their fund development strategies to reach other foundations, local service organizations and individual donors. Impressed with the results from the initial YAR programs, the Foundation secured additional support from other

> ## Young people's eagerness to fundraise demonstrates youth support for youth philanthropy and gives funders a first-hand look at youth competency and commitment.

grantmakers, such as the Points of Lights Foundation and the Bush Foundation, to add to the YAR grant pools and to support training and technical assistance. According to Linda Kaufmann, Grants Specialist at the Initiative Foundation, the YAR model continues to be adopted by communities participating in the Healthy Communities Partnership program as well as by other foundation grantees because of its "fit" as an asset-based youth development/youth service approach.[49]

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Best Practice:
Involve youth in fund development

Youth philanthropy programs can successfully channel youth enthusiasm, spontaneity and creativity into fund development. Youth participate in fundraising in a variety of ways. They make presentations to business leaders and foundation officials, write proposals, organize events, and help raise matching funds. Funders and adult sponsors find that youth are often more persuasive at raising funds than adults. Youth speak from the heart about their cause, can explain first-hand how grantmakers and grantees benefit, and by their very presence, make the case for why such programs are in the best interest of the potential donor. Young people's eagerness to fundraise demonstrates youth support for youth philanthropy and gives funders a first-hand look at youth competency and commitment.

Indiana Youth as Resources (YAR) developed a National Philanthropy Day Campaign Tool Kit for youth philanthropy programs to use with their partners to build the endowments through youth-led, school-based campaigns. The Indiana Youth Philanthropy Initiative launched the first "Dollar Drive - National Philanthropy Day Campaign" just prior to National Philanthropy Day in November 2001.

YAR participants in several communities around the state enlisted friends and fellow students to donate one dollar during the drive. Thousands of young people contributed and five community foundations matched the funds raised by the campaign.

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A personal touch to asset development

"Kids are fearless," is how Cecilia Patterson, coordinator of the Arkansas Community Foundation's statewide youth philanthropy initiative, sums up the fundraising success of the Youth Advisory Council (YAC) of the St. Francis County Community Foundation (Forrest City, AR). In 2002, as part of a statewide youth philanthropy initiative funded by the W.K. Kellogg Foundation, the YAC was eligible to receive a $10,000 matching grant if it could raise $10,000 for its grants program. While others might have been deterred by a perceived lack of resources in this Mississippi Delta county, the YAC members believed there was an extended community of friends and relations who would support them. YAC members embarked on a letter writing campaign, aimed at soliciting contributions from people who had moved out of the county — family, former neighbors and friends. Each YAC member committed to writing at least five people. Their personal letters described the youth philanthropy program and were accompanied by a photo of the YAC members — each member identified by name. The appeal yielded 25 contributions totaling $4,300. Many donors enclosed notes expressing admiration for their young acquaintances. Encouraged, the young people sent a second round of letters — 20 apiece — to people they know who live in the area. Anticipating success, the YAC members gathered for an "envelope-opening party"

and were not disappointed. To date, the in-county campaign has raised $7,000 from 82 donors — putting the YAC over its $10,000 goal.[50]

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Evaluation

At whichever level the evaluation is focused, the essential steps to conducting an evaluation are:

Identify objectives, outcomes and indicators of success. Objectives are what you plan to do, outcomes are what actually happened, and indicators help you measure the outcomes. For example, one program objective may be to reach diverse groups of youth to participate as grantmakers. The program must first define "diverse groups." Does it intend to include youth from every high school? Youth of different ages? Youth from different ethnic or cultural groups? Youth who have different academic performance (i.e., not just the honor roll students)? A program will want to clearly define their hoped for outcomens — what they hope will occur. In the example, a hoped for outcome might be increased awareness of sensitivity to diverse groups of youth in an area. Finally, programs will need to identify outcome indicators. Indicators are data sources and measures that help programs know the extent to which their outcomes have been achieved. Long-term and community level impacts can be documented by collaborating with other youth development efforts to document change.

Develop measurement tools. A wide range of qualitative and quantitative methods and tools can be used to document and evaluate program success and challenges. In the example above, the program may want to compare the characteristics of its youth participants to the larger youth population in the community. To do this, it may develop a matrix that can be used to collect information about youth participants (like that found in the Kalamazoo example in section II. Create Connections) and compare that to school district or census data. This matrix can then be used to compare the changes in youth characteristics from year to year and determine improvements in diversity over time.

Analyze the information collected. The program participants and others should review the information collected to determine what has been learned, raise questions about the findings and generate ideas about using the findings to make program improvements.

Share findings. The program should prepare a written report on the evaluation findings to share with participants, funders, potential supporters, and other constituents. The program may want to distribute the report to other youth philanthropy programs and youth-serving organizations, schools, local media outlets, and grantmaking groups (e.g., regional associations of grantmakers, Council on Foundation affinity groups, Coalition of Community Foundations for Youth).

Best Practice:
Assess program activities and outcomes on a regular basis

Even as the field of youth philanthropy is still developing sophisticated ways to measure its long-term impact on youth, organizations, and the community, individual programs can benefit when they document their processes and outcomes and evaluate whether they are meeting their goals. One of the purposes of this report is to help youth philanthropy programs articulate those goals. This section describes basic concepts of program evaluation, but is not intended to be a primer on how to conduct an evaluation.[51]

Evaluation activities benefit youth philanthropy programs and participants in several ways:

- First, as self-assessment, collecting and analyzing program information help surface what is working and what is not working in a program. This information is used to help program staff and participants make decisions on how to modify the program to better meet its goals.

- Second, evaluation results help to make a case to funders, program sponsors, and other decision-makers about the value of the program to its participants and the community. The results can confirm that the project's activities have been carried out and its objectives achieved.

- Third, evaluation can be used to strengthen grantmaking strategies. Conducting community needs/asset assessments, obtaining feedback from grantees and having systems and tools in place to evaluate program outcomes and grantmaking all serve to strengthen grantmaking and other leadership strategies.

- Fourth, the lessons learned from evaluation can help others strengthen

their programs or influence them to start youth philanthropy programs.[52]

Evaluation is essentially a way for programs to compare their goals to actual outcomes. Successful evaluations are clear about what they hope to find out, have defined and measurable outcomes, and routinely include feedback and participation by major stakeholders, especially youth.

In planning an evaluation, youth philanthropy programs should consider how best to assess whether program goals have been met; what information is currently available and what additional information will have to be collected; and endeavor to minimize the burden on staff, participants and others being asked to participate in evaluation activities. The evaluation can be designed to assess the outcomes for individuals, at the program level, the organization, and the community. It may seek answers to such questions as:

- Individuals: To what extent did the participants increase their skills and knowledge?

- Program: To what degree did the program meet its goals in such areas as recruiting a diverse group of participants and making grants?

- Organization: How effectively did the organization develop the necessary structures to effectively implement the program?

- Community: To what extent did the program's activities result in changes in the availability of community resources?

Local universities or research organizations can lend evaluation expertise and guidance, provide training and even manage the evaluation. Whoever is responsible for managing the evaluation, programs benefit when youth and adult participants are involved in design, implementation and interpretation. Youth can help design survey questions, administer surveys, and review the data. Their involvement in the evaluation should be designed to provide an avenue for building their skills and knowledge through active learning and reflection.

The evaluation conducted in 1999-2000 by the Ann Arbor Area Community Foundation Youth Council illustrates a combined approach to evaluation and assessment. The study's purpose was to measure the ten-year old program's successes and identify areas where there's room for improvement. The evaluation was conducted by Formative Evaluation Research Associates (FERA), the evaluation partner for the Michigan Community Foundations' Youth Project (MCFYP), and engaged youth and adults in the study's design, implementation and interpretation. The study examined the council's impact on current and past members, on youth involvement in other organizations, and on the community. The techniques used in the study included surveys of past and present Youth Council members and grantees; interviews; and analysis of grant history data. An important part of the process was a session during which the study's youth-adult steering committee interpreted the findings and developed recommendations for improvement.[53]

In its larger-scale evaluation for MCFYP, FERA assessed performance and evaluated program operations for youth philanthropy sites from 1991-97. Throughout the evaluation, FERA provided feedback to project staff for purposes of program improvement, documented project outcomes, and worked with project stakeholders to interpret data and identify lessons learned. An evaluation report, which has become a tool for increasing knowledge around the country about how youth philanthropy works, describes the challenges and lessons learned within the youth advisory councils, changes in community and statewide funding, and changes in how

Communicating program results

Prepare an annual report on grantmaking that describes the different projects supported in the year and highlights one or two of these to demonstrate the change that resulted.

Create a brochure about accomplishments that can serve multiple purposes such as helping to recruit youth for the program, encouraging organizations to apply for funds, and informing current and potential funders.

Make presentations to local gatherings of youth workers and educators, offer training to interested organizations, and share materials or curricula to other local youth-serving organizations

Issue press releases or hold press conferences to announce program grants. A program may be able to make its grant announcements at the Chamber of Commerce or Rotary Club meetings, or perhaps at a local community center.

Write editorials and produce public service announcements for local media outlets such as TV (including local news stations and public television), radio stations, and newspapers.

Post information to list serves or web sites connected to youth-serving groups or other related organizations such as youth advocacy groups and youth leadership programs. One place to start is with the organizations listed in the appendices to this document.

Develop a mailing list of influential people and send them information about the program on a regular basis.

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nonprofit organizations involve youth. Evaluation findings have had value beyond guiding ongoing improvement of program operations. The findings have been used to design training and conference sessions and included by local programs in their requests for funding. FERA is also conducting a longitudinal study of 250 youth grantmakers over thirteen years (1993-2006) to determine the impact the experience has on them in their college, university and work environments.[54]

In 1999, Youth as Resources of Central Indiana used a technique called "stakeholder assessment," developed by Rutgers University professor Jon Van Til, which focused on program development, structure, and process. Using material from program files, such as proposals, evaluation reports, and board minutes, and focus groups with board, staff, youth participants, parents, adult leaders, grantees, and organizational supporters, each issue was analyzed in its historical context, its present context, and its likely future course. Recommendations were made regarding issues and challenges facing the organization, aimed at assuring its continuing service to the Central Indiana community.

Best Practice:
Communicate program accomplishments

Youth philanthropy programs that communicate their accomplishments and assessment findings can increase their local visibility and contribute to the field's knowledge about what works.

Youth philanthropy programs employ a variety of communication strategies aimed at reaching targeted audiences. Tapping into its partnerships and connections in the community can greatly enhance a program's ability to reach the media, policymakers, and other stakeholders. Young people often make the most effective spokespeople if adequately trained on how to make presentations and to write articles for publication.

Communication efforts not only have the potential to benefit youth philanthropy programs directly, they increase the community's awareness of young people's positive contributions to society.

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Sharing lessons learned from Michigan

As a statewide investment in youth philanthropy, the Michigan Community Foundations' Youth Project has offered an uncommon opportunity to build youth philanthropy at scale and learn from that experience. With support from the W.K. Kellogg Foundation, youth grantmakers from community foundation youth advisory committees in Michigan have presented at regional and national conferences, such as the Council on Foundations, Grantmakers for Children, Youth and Families, and the 1999 White House Conference on Philanthropy. As a result, community foundations from Washington, D.C., to Vancouver, British Columbia, have initiated youth philanthropy programs in their communities.

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> Where does your organization stand?

Summary

Youth philanthropy is an exciting community-building opportunity. We hope the ideas, best practices and stories included in this report have helped readers recognize what's "best" in their own programs and provoked thinking that will help as young people and adults begin or refine youth philanthropy work.

Youth philanthropy holds the promise of young people working in partnership with adults to lead and support change. By following the practices outlined in this report, youth philanthropy efforts can implement high-quality youth development programs AND engage youth and adults in ways that yield positive outcomes for their organizations and communities to make a sustainable difference.

Program Development Questions

The following questions are offered as a tool to stimulate thinking and discussion around program planning for new and existing youth philanthropy programs.

I.Build Structure and Capacity

Successful youth philanthropy programs are supported by organizations and structures that have the capacity to effectively engage young people in leadership and grantmaking.

1. How does a youth philanthropy program fit with the mission and goals of our organization? Are we knowledgeable about and committed to youth development?

2. What skills and capacities does our organization already have to support a youth philanthropy program?

3. What attitudes, policies and practices need to be reconsidered to help us become a youth-friendly organization? Is the organization open to this kind of change?

4. What kinds of opportunities exist in our organization to expand youth leadership and decision-making opportunities beyond the youth philanthropy program?

5. How will trustees or the board of directors of the organization be connected with the youth in the program?

6. Have we reviewed various youth philanthropy models, manuals and tool kits and conducted other research needed to start a youth philanthropy program? How should youth be engaged in researching and selecting youth philanthropy models and resources? What should our decision-making process be for selecting program structures, strategies and activities?

7. How can young people participate in selecting youth philanthropy staff?

8. What process will we use to prioritize community issues?

9. How will youth determine community assets and needs, including identifying and accessing existing information?

10. Do our grant priorities and guidelines reflect the program's overall goals for young people and the community?

II.Develop Youth-Adult Partnerships

Successful youth philanthropy programs form partnerships between youth and adults in which young people have significant decision-making roles.

1. Can youth in decision-making roles fit comfortably with the organization's mission and culture?

2. Who makes final decisions (youth, youth and adults, adults) on different parts of the process (recruitment, criteria for grants, review process, prioritizing issues, awarding grants, assessment of results)?

3. What skills and knowledge do the adults bring to working with youth as partners? What skills and knowledge do youth have in these types of partnerships?

4. How can youth-adult partnerships be incorporated into program recruitment, design, implementation and evaluation?

5. What are we doing in an ongoing way to support effective youth-adult partnerships?

III. Create Connections

Successful youth philanthropy programs open avenues for connections between youth and their peers, youth and adults, and youth and other community organizations.

1. What are our program's goals for including diverse youth?

2. Are we successfully recruiting members from different parts of the city, different ethnic groups, and different income groups? What contacts do we have or can we develop to help us recruit a diverse group of young people?

3. What is the process for monitoring the success of implementation of goals set for including a broad variety of youth?

4. What efforts have been initiated to help youth take on leadership roles in the community?

5. How are adults outside of the youth philanthropy program prepared to work with youth as decision-makers and leaders?

6. How does our organization connect the youth philanthropy being program to other organizations in the community?

7. What organizations are important to connect with and for what purposes?

8. What strategies do we have in place to recognize youth for their contributions?

IV. Develop Skills and Knowledge

Successful youth philanthropy programs build the skills and knowledge of youth and adults to design, implement and manage the program.

1. What are our training needs? Who needs trained and in what skill and content areas?

2. Who can provide this training for us? Do we have the expertise internally? Which among our partner organizations can help us with training? What about national resources?

3. How have training and ongoing support for youth and adults been built in as an integral part of our youth philanthropy program?

4. How does this training and support extend to youth and adults in funded projects or who are potential grantees?

5. How can youth take a leadership role in training and preparing other youth and adults?

6. What mechanisms can we use to ensure that all new participants gain an understanding of philanthropy?

7. What opportunities for deeper analysis and reflection are provided to participants over the life of their participation?

8. What ongoing supervision and support are provided for participants during the program?

V. Plan For Sustainability

Successful youth philanthropy programs develop mechanisms and resources to increase program stability and longevity.

1. What are our current sources of support for the program? Do these include both short term funding and long term funding (e.g., endowment, renewable grant) and a mix of sources (e.g., local grants, contributions from individuals, events, public funds)?

2. What are the fund development strategies for the program? Can current funding be used to create an endowment or as a match for funding from other foundations or public funding streams (e.g., Corporation for National Service, Office of Juvenile Justice and Delinquency Prevention)?

3. How will young people be involved in raising funds that can support the program? What roles should youth have in making presentations to potential donors?

4. How will we identify potential donors and funding sources?

5. Should youth participants be expected to contribute some of their own money to the grant pool?

6. How can we ensure the long-term existence of the program within our organization? For example, if there were a change in leadership or staffing, how would the youth philanthropy program survive?

7. Who are the champions for our program and how can they use their connections and influence in the larger community to generate long-term support for the program?

8. What questions will need to be answered to ascertain whether the program has met its goals or not? What resources (human and financial) will it take to find out what we need to know?

9. Based on the goals of our program, what changes do we hope to accomplish for: youth who participate in the grantmaking process; youth who receive grants; our organization; the organizations that receive grants?

10. How will we ensure that youth are active participants in all facets of the evaluation process?

11. What institutions or individuals in the community are available to help us design and carry out assessment and evaluation?

12. What activities are planned to raise the visibility of our program in our organization and in related institutions?

13. What have we learned from the program that will be useful to other organizations and institutions in our community? Who are the most likely audiences for this information, e.g., funders, youth, parents, elected officials and other policymakers?

14. What mechanisms are best to reach these different audiences? What existing communication vehicles can we use?

15. How can we utilize our youth and adult participants, trustees or staff of the sponsoring organizations, or other partners to speak on our behalf?

Selected Resources on Youth Philanthropy

This section includes valuable resources available to assist youth philanthropy program development. Included are references to reports, toolkits and curricula as well as descriptions of several of the major youth philanthropy initiatives. These descriptions were provided by the organizations or taken directly from existing written materials. For further information, please contact the organization or its web site.

A. Publications

All This in Just One Decade: The Ann Arbor Area Community Foundation Youth Council 1989-1999
Ann Arbor Area Community Foundation
201 South Main Street, Suite 801
Ann Arbor, Michigan 48104
(713) 663-0401
www.aaacf.org

A lively summary of an evaluation of the Youth Council's impact, based on surveys and interviews of current and former members, grantees and community leaders conducted by the Youth Council to mark its tenth anniversary. The brochure describes the impact the Youth Council has had in the areas of youth grantmaking, youth leadership and youth involvement within the community.

At the Table: Youth Voices in Decision Making Discussion Guide
Innovation Center for Community and Youth Development
7100 Connecticut Avenue
Chevy Chase, MD 20815
Phone (301) 961-2837
info@theinnovationcenter.org
www.theinnovationcenter.org

This guide offers "food for thought" to stimulate discussions among young people and adults about the benefits and challenges associated with young people sharing decision-making with adults. The guide can be used with a two-part video of the same name. At the Table was jointly produced by the Center for Youth as Resources, Community Partnerships with Youth, Inc., the Innovation Center (then a division of National 4-H Council), Youth Leadership Institute, and Youth on Board.

Building Community Together Tool Kit
Kevin Armshaw and Susan C. Gould
431 Lowell Hall
610 Langdon Street
University of Wisconsin-Madison
Madison, WI 53703
608-265-0529

The University of Wisconsin Extension's multi-state Building Community Together (BCT) initiative has created this resource compendium as a start-up kit for the BCT model of youth philanthropy. The first section of the tool kit provides an overall description of the initiative, introduces program components and the grantmaking process, and provides suggestions regarding individual roles and responsibilities. Section two contains specifically designed workbooks that reinforce understanding of the roles and responsibilities that are necessary to be successful in the grant making process. Finally, the resource section of the tool kit is a comprehensive compilation of many well-tested ideas and strategies from organizations and initiatives that are dedicated to community service, positive community youth development and the promotion of successful youth-adult partnerships. The tool kit is not so much a "how to" manual as it is a collection of tools and blueprints so that local communities can tailor youth philanthropy to fit their specific circumstances and needs. The tool kit is available upon request for a small fee to cover production and shipping. The tool kit is slated to be placed on the web in conjunction with the philanthropic fundraising curriculum in development in partnership with South Dakota State University in early 2003.

Changing the Face of Giving:
An Assessment of Youth Philanthropy
Youth Leadership Institute
The Irvine Foundation
One Market, Steuart Tower, Suite 2500
San Francisco, CA 94105

(415) 777-2244
www.irvine.org

This study, commissioned by the Irvine Foundation and prepared by the Youth Leadership Institute, examines youth philanthropy as it is now being practiced and recommends future directions. The guide is written specifically for foundations, program designers, youth development practitioners, policymakers, and other public or private parties interested in supporting youth philanthropy or involving youth as philanthropic partners. It discusses the challenge of involving youth directly in grantmaking decisions, how youth members are recruited, how grant-seekers are contacted, how needs are assessed, and how grant decisions are made. This publication is available both in print and electronically from www.irvine.org.

Developing Communities in Partnership with Youth: A Manual for Starting and Maintaining Youth as Resources Programs
Center for Youth as Resources
1000 Connecticut Avenue, NW, Suite 1204
Washington, DC 20036
(202) 261-4131
www.yar.org

This manual is a practical, user-friendly guide for current and potential Youth as Resources (YAR) program managers and other community-based, youth-adult partnership programs interested in applying parts of the YAR model to their programs. Sections include: Starting a YAR Program; Fundraising for YAR; Getting the Community Ready; Developing an Effective Board; Project and Program Development; Connections to the Community; Certification Process; and resources available from the Center for Youth as Resources (CYAR). Examples and sample forms are included to provide a place to begin for those who are just starting a program.

Empowering Youth: Lessons Learned from the Michigan Community Foundations' Youth Project 1991-1997
Karin E. Tice, Ph.D., Formative Evaluation Research Associates
Michigan Community Foundations' Youth Project
Council of Michigan Foundations

One South Harbor Avenue, Suite 3
P.O. Box 599
Grand Haven, MI 49417
(616) 842-7080
www.mcfyp.org

This comprehensive, 57-page report presents evaluation findings (1991-1997) from the Michigan Community Foundations' Youth Project. Written for lay audiences, it describes and illustrates all facets of the Michigan youth philanthropy model, documents outcomes, and interprets data to identify lessons learned. Topics include: Youth Advisory Committees; Youth Making a Difference; Changing How Non-Profits Involve Youth; The Effects of a Youth Advisory Councils on Youth; and Recommendations to Funders. This document can be viewed on line.

Learning to Give
Dr. Kathryn A. Agard
630 Harvey Street
Muskegon, MI 49442
(231) 767-8600
www.learningtogive.org

Frustrated by the lack of curriculum to inspire youth to volunteer, the Council of Michigan Foundations teamed up with more than 45 teachers across the state to develop lessons for children about philanthropy. The Learning to Give Project offers lessons for all grades and has been field-tested in multiple sites. (This project was formerly called the K-12 Education in Philanthropy Project.)

Learning to Give seeks to perpetuate a civil society by educating children about the independent sector (knowledge); developing behavior and philanthropic experience (skills); and stimulating private voluntary citizen action for the common good (behavior). Materials appropriate for classroom use are available from the web site.

Planning for Action: A Youth Initiated Projects Manual
Youth Leadership Institute
246 First Street, Suite 400
San Francisco, CA 94105
(415) 836-9160
info@yli.org
www.yli.org

The purpose of this workbook is to support youth in planning and developing youth-led project

proposals and to ground their efforts in a community development and community-organizing framework. The guide provides activities to lead youth through key components of a grantseeker's steps to success: working as a group; choosing a project; developing a plan; applying for grants; implementing projects; and the role of adults. The resource provides tools for adults to support youth as leaders and project developers.

Proactive Grantmaking: YACs in Action
Michigan Community Foundations' Youth Project
Council of Michigan Foundations
One South Harbor Avenue, Suite 3
P.O. Box 599
Grand Haven, MI 49417
(616) 842-7080
www.mcfyp.org

This training document helps youth grantmakers and their adult allies understand the purposes, characteristics, elements and benefits of proactive grantmaking. It walks users through the proactive grantmaking process and offers, tips, discussion questions, and a glossary of related topics. It is available online at www.mcfyp.org

School Reform Partnerships Project
Workbook for Student Grantseekers
Youth Leadership Institute
246 First Street, Suite 400
San Francisco, CA 94105
(415) 836-9160
info@yli.org
www.yli.org

The workbook was written to help students understand what school reform is and what student-led groups are doing to reform their schools, and to assist students in designing projects and preparing proposals as part of the School Reform Partnerships Project (SRPP). The School Reform Partnerships Project was developed to increase youth voice and action in their schools. This workbook is expected to be available for distribution by summer 2002.

Staff Outreach Manual: Youth Initiated Projects
Youth Leadership Institute
246 First Street, Suite 400
San Francisco, CA 94105

(415) 836-9160
(415) 836-0071 (fax)
info@yli.org
www.yli.org

This guide provides step-by-step procedures for outreach. It focuses on approaches designed to include those groups (grantseekers) not normally reached through mainstream vehicles, such as: youth from communities or organizations that do not have a significant presence in the youth services field; youth in isolated and/or tough neighborhoods; youth living in public housing; and youth with disabilities. This manual is under development and is expected to be available for national distribution the end of summer 2002.

Student Service and Philanthropy Project
A Resource Guide for Establishing a Student-Run Foundation
Linda M. Frank, Executive Director
Student Service and Philanthropy Project
310 West End Avenue
New York, NY 10023
(212) 877-1775

Published by the Surdna Foundation, this activity guide was written for the teacher acting in the capacity of a coach, helping students run their foundation. Activities are divided in units including: Setting up a Foundation; Creating Projects; and Leadership and Reflection.

Youth as Philanthropists
Developing Habits of Giving and Serving
Community Partnerships with Youth, Inc.
550 East Jefferson, Suite 306
Franklin, IN 46131
(317) 736-7947
www.cpyinc.org

This training manual was developed to assist young people in understanding what constitutes philanthropy. It consists of four sections: What in the World is Philanthropy? The History of Philanthropy; Developing Habits of Giving and Serving; and Taking Philanthropic Action. The curriculum includes sections that define philanthropy, look at the history of philanthropy in the United States, and help youth explore their values and how values impact grantmaking.

Youth As Trustees: A Trusteeship Curriculum
Anne Hoover, et al
Community Partnerships with Youth, Inc.
550 East Jefferson, Suite 306
Franklin, IN 46131
(317) 736-7947
www.cpyinc.org

This curriculum focuses on helping youth understand trusteeship, the action involved, and the commitment needed. Its purpose is to empower youth to serve as trustees and to demonstrate this belief through community service. The curriculum covers: instilling a lifelong commitment to service; board member skills; and developing a personal plan for community involvement. An instructor's guide accompanies the curriculum.

B. Major Youth Philanthropy Initiatives and Resource Organizations

Alternatives, Inc.
Kathy Johnson, Executive Director
2013 Cunningham Drive, Suite 104
Hampton, VA 23666
(757) 838-2330
www.altinc.org

Alternatives, Inc. is a source of information, training and technical assistance on successful youth-adult partnerships and youth leadership as well as other areas of youth development. It is best known as the organization that has supported the high level of youth involvement in government, schools and neighborhoods in Hampton, VA, a national model for youth civic engagement.

Building Community Together (BCT)
Kevin Armshaw, Project Coordinator
431 Lowell Hall
610 Langdon Street
University of Wisconsin - Extension
Madison, WI 53706
(608) 265-0529

Building Community Together (BCT) is a multi-state youth philanthropy initiative of the University of Wisconsin Extension promoting youth leadership and youth/adult partnerships that impact local communities through service projects that address important issues and build community pride. Embracing the principles of community youth development, BCT promotes youth leadership and youth/adult partnerships as integral expressions of community decision-making. The intention is to build community pride, enhance adult/youth relationships and foster the development of future community leaders. Specifically, BCT utilizes the formation of a Community Advisory Board, a Youth Board, and a Fiscal Agent to demonstrate the power of healthy youth/adult partnerships to impact local communities through service initiatives that build community pride and enhance social capital.

Common Cents New York
Teddy Gross, Executive Director
104 West 88th Street
NY 10024
212-579-0579
www.commoncents.org.

Common Cents New York was founded in 1991 to create opportunities for young people to develop and express their need to contribute to their communities. Students work with teachers at all grade levels creating real-world, student-centered projects that contribute to the well-being of others, promote learning and growth, and enhance the status of youth in society. Common Sense has three signature programs: The Penny Harvest, Philanthropy Roundtables, and Community Action Projects. The listed materials provide additional information about the design and implementation of these programs.

The Common Cents Penny Harvest Handbook: How to Meet and Best the 25 Sack Challenge
The 2001 Roundtable Handbook
Common Cents 2000 Grants Report
The Penny Express newsletter

Community Partnerships with Youth, Inc.
Janet Wakefield, Co-director
550 East Jefferson, Suite 306
Franklin, IN 46131
(317) 736-7947
www.cpyinc.org

Community Partnerships with Youth, Inc. (CPY) is a national training and resource development

organization dedicated to promoting active citizenship through youth-adult partnerships. It was an important partner in the development of youth philanthropy in Indiana. It offers tools and curricula to train youth in areas such as youth as philanthropists and youth as community trustees. Among CPY's materials are a curriculum on philanthropy for middle and high school youth; The Word for Me is Philanthropy, designed to be presented by high school age youth for the seven to eleven year olds; and a children's book entitled What If Everybody Gave?

Formative Evaluation Research Associates

Karin Tice, Partner
1810 Cooley Avenue
Ann Arbor, MI 48103
(734) 994-9060
www.feraonline.com

Formative Evaluation Research Associates (FERA) is the assessment and evaluation provider for the Michigan Community Foundations' Youth Project. A description of the MCFYP evaluation project along with general information about evaluation benefits, types and processes are available at FERA's website.

Innovation Center for Community and Youth Development

Wendy Wheeler, President
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2837
info@theinnovationcenter.org
www.theinnovationcenter.org

The Innovation Center for Community and Youth Development offers training, consultation and materials on a broad array of youth and community development topics, including youth governance and involvement, youth-adult partnerships, community assessments, action planning, and evaluation. Tool kits, curricula, reports, videos and other publications are available through the website. Formerly a division of the National 4-H Council, the Innovation Center is now an independent organization that operates as a project of the Tides Center.

Michigan Community Foundations' Youth Project (MCFYP)

Council of Michigan Foundations
Robert Collier, President and CEO
One South Harbor Avenue, Suite 3
Grand Haven, Michigan 49417
(616) 842-7080
cmf@cmif.org
www.mcfyp.org

The Michigan Community Foundations' Youth Project (MCFYP), funded by the W.K. Kellogg Foundation and operated by the Council of Michigan Foundations, is a statewide program to build community foundation capacity, to establish youth as philanthropists, and to build permanent and growing funds within each community to meet local youth needs. MCFYP was created in the late 1980s and 1990s, when the W.K. Kellogg Foundation offered challenge grants to create and expand community foundations across the state. To qualify for a Kellogg grant of up to $1 million dollars for a youth endowment fund, a community foundation needed to raise up to $2 million dollars for unrestricted or field of interest endowment. Communities throughout Michigan found that donors responded to both the idea of a permanent youth fund as well as a challenge grant that leveraged local giving. Today, the 86 Michigan community foundation-based permanent youth funds have endowments ranging from $250,000 to $2.5 million.

MCFYP's website provides a wealth of information for youth philanthropy program designers and participants, including a resource manual with sample forms for operating a youth grantmaking committee.

Youth as Resources

The Center for Youth as Resources National Office
George Rice, Executive Director
1000 Connecticut Ave., NW, Suite 1204
Washington, DC 20036
(202) 261-4131
www.cyar.org

The concept of Youth as Resources (YAR) — that every youth is a valuable community resource and should be recognized as such - and the youth development program model reflecting this philosophy were developed by the National Crime Prevention Council (NCPC) in 1986/87 and the first YAR

programs tested in three Indiana communities, with the support of the Lilly Endowment Inc. Within a few years, the YAR model spread beyond Indiana's borders. In 1995, NCPC established the Center for Youth as Resources (CYAR) to promote the YAR philosophy and program. Today YAR programs are active in 86 communities in 23 states; a local YAR program also is thriving in New Zealand. Supporters of local YAR programs include national, community, and private foundations, businesses, and others who have enabled more than 300,000 young people to serve on grant making boards and/or design and conduct volunteer projects benefiting hundreds of thousands of people.

The Center for Youth as Resources (CYAR) serves as the national umbrella organization for Youth as Resources (YAR), and, as such, promotes the YAR philosophy and program. Community-based YAR programs, which are locally funded, are governed by boards composed of youth and adults and provide grants for youth-initiated, youth-led community projects. Through instructional materials, technical assistance and training conducted by experienced youth and adults, CYAR helps local YAR programs start, develop and expand. The national CYAR board of directors is composed of youth and adults who work with staff to promote the philosophy that youth are valuable community resources, and to advocate youth involvement in local, state, and national policy arenas.

Youth Leadership Institute
Matt Rosen, Director of Youth Philanthropy
246 First Street, Suite 400
San Francisco, CA 94105
(415) 836-9160
info@yli.org
www.yli.org

Youth Leadership Institute is community-based organization that joins with young people to build communities that respect, honor and support youth. YLI is available to assist nonprofit organizations, foundations, and public institutions establish youth philanthropy programs and develop related curricula.

In 1987, YLI began playing a training and capacity-building role for the Marin County Youth Commission's Youth Grants Board. In 1991, YLI assumed programmatic control for the board. Expanding this effort, YLI founded Youth Initiated

Projects in San Francisco in 1997. YLI now supports six youth philanthropy groups in the Bay Area and is working with local partners to establish several new programs in southern and northern California. YLI's models seek to change the face of philanthropy by attracting, training, and supporting traditionally marginalized youth to serve as grantmakers.

Youth on Board
Karen S. Young, Co-director
58 Day Street, 3rd floor
P.O. Box 440322
Somerville, MA 02144
(617) 623-9900 x1242
YouthonBoard@aol.com

Youth on Board provides workshops, training, consultation, and publications to help young people and adults share decision-making authority and build relationships based on mutual respect. Topics include roles and responsibilities of board members, legal issues, philanthropy, nonprofit organizational development, recruitment, and effective youth-adult partnerships.

Notes

1 Rosaria "Chayo" Long-Mendez, member of the Battle Creek Community Foundation Youth Alliance Committee, quoted in *The White House Conference on Philanthropy,* October 22, 1999, p. 13.

2 Youth Leadership Institute, *Changing the Face of Giving: An Assessment of Youth Philanthropy* (The James Irvine Foundation, 2001).

3 Youth Grantmakers National Data Base, Michigan Community Foundations' Youth Project website, www.mcfyp.org.

4 Adam Kendall, "Beyond Youth Development," *Community Partnerships with Youth Empowerment News,* Spring 2000, p. 1.

5 Youth grantee, Youth Initiated Projects, Youth Leadership Institute, unpublished survey responses.

6 Neal Peirce, "Kids Know Best What Other Kids Need," *Sunday Gazette* (Schenectady, NY), 29 August 1999.

7 Many excellent resources are available about youth development and community youth development. Sources include the Academy for Educational Development/Center for Youth Development and Policy Research (www.aed.org), CYD Journal (www.cydjournal.org), Forum from Youth Investment (www.forumforyouthinvestment.org), John W. Gardner Center for Youth and Their Communities (gardnercenter.stanford.edu), Innovation Center for Youth Development (www.theinnovationcenter.org), Search Institute (www.searchinstitute.org), and Youth Development Institute of the Fund for the City of New York (www.cfny.org).

8 Youth Development Institute, Fund for the City of New York website, www.fcny.org.

9 Learn more about the Michigan Community Foundations' Youth Project in the *Resources* section of this report.

10 Karin E. Tice, *Empowering Youth: Lessons Learned from the Michigan Community Foundations' Youth Project 1991-1997* (Grand Haven, MI: Council of Michigan Foundations, 1998). This monograph is being revised and will be available in its updated version from the Council of Michigan Foundations (www.cmif.org).

11 Merita Irby et al., *Youth Action — Youth Contributing to Communities, Communities Supporting Youth,* The Community and Youth Development Series, vol. 6 (Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation, 2001), p. 9.

12 Throughout this publication, we refer to youth philanthropy programs as a generic term that encompasses programs, projects, and initiatives as well as a way that an organization operates to include young people in its grantmaking activities.

13 Youth Grantmakers National Data Base.

14 Especially in smaller communities, the role of grantmaker is sometimes interchangeable with grantseeker, since many funded projects involve members of the program's governing board. Where the groups are not distinct, programs need to adopt policies to avoid conflicts of interest. For example, youth may abstain from voting on projects in which they are involved, although they may be allowed to present facts about the project as part of the grant review process.

15 Tice, *Empowering Youth.*

16 Shepherd Zeldin, et al., *Youth In Decision-Making, A Study on the Impacts of Youth on Adults and Organizations* (Chevy Chase, MD: Innovation Center for Community and Youth Development, National 4-H Council, 2000).

17 Barbara Oates, program director, Vancouver Foundation, quoted in *Changing the Face of Giving,* p. 10.

18 Lynn Leonard, senior program officer, Ewing Marion Kauffman Foundation, interview and personal communication, April 2001 and June 2002.

19 Youth board member, Youth Initiated Projects, Youth Leadership Institute, unpublished survey responses.

20 Youth leader, Literacy for Environmental Justice, as quoted in the organization's newsletter, 2000.

21 Learn more about the Youth Leadership Institute in the *Resources* section of this report.

22 Youth Leadership Institute, *Planning for Action: A Youth Initiated Projects Manual* (San Francisco: Youth Leadership Institute, 2001).

23 There are different approaches to identifying or "mapping" community assets that youth philanthropy programs can draw upon. Among them: Academy for Educational Development, Center for Youth Development Youth Asset Mapping (www.aed.org); Innovation Center's Charting Community Connections (www.theinnovationcenter.org); Institute of Cultural Affair's community mapping process (www.ica-usa.org); John Kretzmann and John McKnight's publication, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets;* National Network for Youth's Community Youth

Development initiatives (www.nn4y.org); and the Youth Engaged in Leadership and Learning tool available from the John W. Gardner Center for Youth and Their Communities (gardnercenter.stanford.edu).

[24] Interviews with Ann Arbor Area Community Foundation Youth Council members and Neutral Zone staff, April 2001.

[25] Jerry K. Finn, youth consultant, personal communication, July 2002 and Community Foundation of Southern Indiana website, www.cfsouthernindiana.com.

[26] Claralyn Ruger, program officer, Battle Creek Community Foundation, interview, April 2001.

[27] Tice, *Empowering Youth*, p. 33.

[28] S. Zeldin and L. Price, "Creating Supportive Communities for Adolescent Development: Challenges to Scholars," *Journal of Adolescent Research*, Vol. 10, 1995, pp.6-15.

[29] Kevin Armshaw, Building Community Together coordinator, University of Wisconsin-Extension, interview and unpublished notes provided to authors, March 2002.

[30] Kevin Armshaw, notes, March 2002.

[31] Zeldin, *Youth In Decision-Making.*

[32] Tice, *Empowering Youth,* p. 35.

[33] Interviews by authors of youth participants of Indiana Youth as Resources programs and members of the Ann Arbor Area Community Foundation Youth Council, April 2001.

[34] Learn more about the Center for Youth as Resources in the *Resources* section of this report.

[35] Amy Fox McNulty and Karen E. Tice, *Engaging Youth in Grantmaking and Leadership: A Ten Year Impact Study,* report to the Ann Arbor Area Community Foundation by Formative Evaluation Research Associates.

[36] "CYAR Board Elects Youth Co-Chair," *Outlook, The YAR Newsletter,* Center For Youth as Resources, Washington DC, Summer 1999.

[37] Armshaw, notes, March 2002.

[38] Danista Hunte, Baltimore Community Foundation program officer, and Julie Reeder, Baltimore Youth as Resources coordinator, personal communication, May and June 2002.

[39] See the *Resources* section of this report for more information about Building Community Together.

[40] Armshaw interview, March 2002.

[41] "AmeriCorps Members Help YAR Programs Get Things Done," *Outlook, The YAR Newsletter,* Center for Youth as Resources, Washington, D.C., Winter/Spring 2000.

[42] Service-learning is defined as "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities." From National Commission on Service-Learning, *Learning in Deed,* n.d., p. 3.

[43] "The School District of Philadelphia, Youth as Resources/ Youth Grantmaking Initiative, Partners in Philanthropy," unpublished factsheet, and personal communication with Carrie Morgan, YAR Philadelphia, July 2002.

[44] Youth grantee, Youth Initiated Projects, Youth Leadership Institute, unpublished survey results.

[45] Some youth development advocates use the term *adultism,* i.e., the behaviors and attitudes that flow from negative stereotypes adults hold about youth. From BEST Initiative, Alternatives, Inc., "Advancing Youth Development Curriculum," 2000.

[46] Leonard, interview and personal communication.

[47] Joel Orosz, former program director, Volunteerism and Philanthropy Division, W.K. Kellogg Foundation, telephone interview, June 10, 2001.

[48] *Fairfield County Community Foundation: Guiding donors to critical issues they care about,* annual report 2001, p. 6.

[49] Linda Kaufmann, grants specialist, The Initiative Foundation, phone interview December 2001 and personal communication July 2002.

[50] Cecilia Patterson, youth coordinator, Arkansas Community Foundation, interview, July 2002.

[51] There are a number of materials that describe evaluation techniques and methodologies. Two useful products are *The Evaluation Handbook* (1995) and the *Logic Model Development Guide* (2000), both by the W.K. Kellogg Foundation. Contact www.wkkf.org for copies. In addition, the Center for Youth as Resources' *Developing Communities in Partnership with Youth* program manual contains an "Outcomes Evaluation Kit" that can be adapted for other programs. Karen E. Tice of Formative Evaluation Research Associates contributed to the Assessment Best Practice.

[52] "Potential Benefits of Evaluation," a worksheet developed by Formative Evaluation Research Associates, Ann Arbor, MI, available at website, www.feraonline.com.

[53] McNulty, *Engaging Youth in Grantmaking*, p. 17.

[54] Tice, *Empowering Youth*.

About the Authors

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Pam Stevens is an independent consultant who works with national foundations and state and regional organizations to develop strategies to improve the learning opportunities available to young people across the country. She is the former Program Director for the Youth Development Program of the Edna McConnell Clark Foundation where she designed and implemented the Foundation's new grantmaking strategies to strengthen the youth development field.

Prior to that role, Ms. Stevens was a Program Officer at the DeWitt Wallace-Reader's Digest Fund. She managed programs that develop the professional capacity of youth workers and those that build community-wide systems to improve after school programs for low-income children.

Ms. Stevens' previous experience includes the Manpower Demonstration Research Corporation, where she assisted community-based organizations in developing comprehensive education and vocational programs for young parents and managing a teen mothers program in Houston, Texas.

Pam Garza

Pam Garza brings more than 25 years experience in youth development including program management, training, technical assistance provision, materials development, management consultation and evaluation. As a consultant, she has designed and implemented training and written curriculum in topics including youth development, youth/adult partnerships, community youth development, adult learning, and experiential education. Recent clients have included The Ford Foundation, DeWitt Wallace — Readers Digest Fund, National Network for Youth, Chapin Hall Center for Youth at the University of Chicago, National 4-H Council, and the National Training Institute for Community Youth Work of the Academy for Educational Development.

Ms. Garza had a long association with Girls, Incorporated, where as Director of Training she was responsible for planning, developing and managing professional development for the national youth development organization. She also served as the organization's national Director of Program Implementation and directed local Girls Inc. programs.

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About the Coalition of Community Foundations for Youth

Launched in 1991 to build the leadership capacity of community foundations on issues affecting children, youth, and families, the Coalition has grown into an alliance of 200 community foundations. The Coalition serves the community foundation field through three interlocking spheres of activity:

Learning

- providing training on the diverse roles community foundations can play in improving child, youth, and family well-being
- enabling community foundations to access leading researchers, practitioners, organizations, and materials
- responding to needs identified by community foundations
- documenting and disseminating innovative ideas, lessons learned, and best practices

Leveraging

- accessing national resources for community foundations of all sizes and at every stage of development
- enabling community foundations to leverage new sources of local human, social, and financial capital

Linking

- connecting compatible community and national foundation objectives
- connecting community foundations to each other to address common interests and concerns
- creating momentum by connecting local priorities to complementary policies, work, and other activity at the national level
- facilitating the level of relationships, trust, and collaboration necessary to enable diverse segments and sectors of the community to pursue goals directed toward the common good

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