

Association of Fundraising Professionals

REPORTS ON FUNDRAISING AND PHILANTHROPY

No. 1

Winter 2007

A Vision for and Brief History of Youth Philanthropy

Katherine Hahn Falk

Luana G. Nissan

Editors

Patricia O. Bjorhovde

Dwight F. Burlingame



The Association of Fundraising Professionals (AFP)

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Cathleen Williams, Editor
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Foreword

America's youth and young people around the globe are continually challenged to serve as representatives of their national identity as well as their cultural identity. Involvement of youth in philanthropy, civil society, and engagement with issues in community through service and other volunteering activities are demonstrations of a citizen's function. Young people are particularly committed to social causes and finding ways to address global issues. Young philanthropists can and do make a difference in today's world and will certainly continue to do so in the future.

Within this context of youth development and engagement, the AFP Youth in Philanthropy Summit was held at Rollins College in Winter Park, Florida, in November, 2006, with generous support from the Edyth Bush Charitable Foundation, the National 4-H Council and the AFP Foundation. The Summit was one step toward the vision to create a national collaborative space where ideas and action can be carried out regarding what some are calling a youth philanthropy movement. The word movement, to describe what is happening today, may be an over-statement, but it is not an underestimation of the energy and commitment demonstrated at the Summit, nor by the activities, efforts and accomplishments of young volunteers, donors and fundraisers across the country and the world.

As society prepares a new generation of leaders in philanthropy, action that will result from the AFP Youth in Philanthropy Summit likely will be significant. In the past 25 years, many initiatives and organizations have been responsible for developing the field. The rich history of that development is provided in this report by Luana Nissan; followed by the important record of the creation of and results from the Summit by Katherine Falk. The mapping of a strategic direction at the Summit was perhaps its most important activity. It is hoped that this report will provide important information and insights that will allow many to join in the efforts to, in fact, generate and solidify a true youth philanthropy movement that will have a long and rich history.

It was indeed a pleasure for me to be involved in this effort and to continue to represent my own personal commitment as well as the commitment of the Center on Philanthropy at Indiana University to enhancing the efforts in providing opportunities for the worldwide development of youth philanthropy.

Dwight F. Burlingame
October 9, 2007



Acknowledgements


Special thanks go to the Edyth Bush Charitable Foundation for the generous grant that made the AFP Youth in Philanthropy (YIP) Summit and this publication possible, to the National 4-H Council's in-kind support for Summit facilitator, Susan Halbert, and to the contributions of the AFP Foundation. We appreciate the efforts of Gary Goode, CFRE, AFP Foundation Board member and former Managing Director of Development of the Florida Grand Opera, and AFP Foundation president, Curtis Deane, CAE, CFRE, for introducing the summit idea to David Odahowski, Executive Director of the Edyth Bush Charitable Foundation. Mr. Odahowski and the Directors of the Edyth Bush Charitable Foundation understood the value of a gathering that would bring together national, regional and local leaders in youth philanthropy to assess the current state of the effort to involve young people in philanthropy and to consider how to work together to advance youth philanthropy and its integration into the fabric of society.

David Odahowski recommended that the Summit be held at the Rollins College Philanthropy and Nonprofit Leadership Center, Winter Park, Florida. It turned out to be the ideal site for the two and a half days of intense work. In addition, Mr. Odahowski introduced AFP to Dr. Rita Bornstein, whose Summit Keynote Address inspired both youth and adult participants alike. AFP thanks Margaret Linnane of the Rollins College PNLC and Bernadine Douglas, CFRE and the members of the AFP Central Florida Chapter, who hosted a special evening event for the attendees.

Summit participants appreciated that AFP President and CEO Paulette V. Maehara, CAE, CFRE, offered official remarks and welcomed the group, and that Lori Gusdorf, CAE, AFP's Vice President, Member & Chapter Services and Cathleen Williams, Ph.D., CAE, Vice President, Research participated fully in the Summit.

Numerous AFP Youth in Philanthropy Task Force members worked tirelessly. Nancy Swanson, CFRE brought vision and exemplary leadership to the Summit Organizing Committee, along with co-chair, John Montgomery (Monty) Hogewood, CFRE. Monty's experience and perspective provided many important solutions. Dwight Burlingame, Ph.D, CFRE, took a leadership role, offered valuable contacts, sage suggestions, dedicated effort and influence that were key to the Summit's success. Jerry Finn and Lauren Herbstritt provided outreach and perspective. Linda Lysakowski, ACFRE, chair of the Strategic Initiatives Committee for the AFP Foundation, was an early and determined advocate. Patricia O. Bjorhovde, CFRE, AFP YIP Coordinator, deserves special recognition for organizing and coordinating all the details for such a major event, on top of her job as AFP's Director, Chapter Services for the western U. S. She served as liaison between the Summit Organizing Committee and all of the outside groups that made the Summit such a success. Pat has been a long-time advocate for youth philanthropy and is a past chair of the AFP YIP Task Force. Michael Nielsen, AFP Director, Public Affairs, handled publicity for





the Summit and Reed Stockman of the AFP Fundraising Resource Center, took the initiative to set up the Youth in Philanthropy blog on AFP's website. He provided invaluable resources for AFP's YIP history.

Luana G. Nissan has been dedicated to furthering youth philanthropy and its development as a youth philanthropy specialist, and as the co-author author of a seminal book on the topic. She brings a wealth of knowledge about the field that informed and strengthened this report. I am grateful for her invaluable perspective, ideas and suggestions.

On a more personal note, I want to thank my husband, Nils, and daughter, Emily, for reading the paper and making important comments. I also want to thank Sue Millar Perry, Amy Whitney, Nancy Burgas and Christopher Bursk for taking the time and trouble to read and offer helpful suggestions. Thank you to my family, my children, Eric and Lily, and my mother for their support of the process with patience and love.

Sincere thanks to all who contributed to the success of the AFP Youth in Philanthropy Summit and who continue to work to further youth philanthropy and develop a strong and growing movement.

Katherine Hahn Falk, CFRE
Chair, AFP Youth in Philanthropy Task Force, 2004-2006

I am thankful to Katherine Falk for her commitment to creating cross-institutional dialogue and work in the field of youth philanthropy. She is fierce in her respect for others, and in her zeal for engaging youth in philanthropy. As a long-time advocate in her state of New Jersey and at the international level through the Association of Fundraising Professionals, she models the power of one individual to promote the agenda of youth philanthropy.

My gratitude to Dr. Dwight F. Burlingame of the Center on Philanthropy at Indiana University for being an advocate for youth philanthropy in a major university—a setting focused on the education of the young adults before them, but usually disinterested in the childhood experiences which shape those adults. Dr. Burlingame's commitment to the range of philanthropy education—K-12 to graduate education to professional development for nonprofit practitioners—spans national and international initiatives and takes “youth philanthropy” to another level of discussion and exposure.

We are fortunate for the Edyth Bush Charitable Foundation and Executive Director David Odahowski's generous support of a national gathering like the 2006 AFP Youth In Philanthropy Summit. The foundation's grant also allows us to bring this Summit's report and a historical background on the field to readers unable to attend the Summit but committed to this national dialogue.

Also, I would like to add a word of thanks to The Japan Foundation Center for Global Partnership, whose generosity made possible a project and research from which the enclosed summary arose. The paper entitled *The Growth of Youth Philanthropy in the United States* is available as a working paper of the Center



on Philanthropy. The Center's Collaborative Initiatives on Promoting Youth Philanthropy Education through a Global Network between the United States and Japan project also includes an exchange between educators, community organization leaders, and young people in these two countries. A handful of collaborations like this are building the case for an international exploration and exchange of youth philanthropy practice.

A final word of thanks goes to Pat Bjorhovde for her sensitive and informed editing of this report. We benefit from her interest in youth philanthropy and her knowledge of research in the field.

I hope this paper and ensuing events catalyzed by the 2006 AFP Youth In Philanthropy Summit will raise a broader awareness of the need for a collective national voice and action to bring youth engagement in philanthropy broadly into our schools, youth and community organizations, places of worship, and homes. Only together as a collective can we make youth philanthropy a part of the average young person's experience and a part of American culture and lexicon.

Luana G. Nissan

Youth, philanthropy and education consultant


About the Authors

Katherine Hahn Falk, CFRE

Principal, Falk Associates

Katherine Falk believes passionately in the ability of young people to give their time, talent and treasure for the common good and in the responsibility of adults to encourage and nurture their efforts. Active since 1991, she is a pioneer in the youth philanthropy field. Ms. Falk was a founding member of the international Association of Fundraising Professional's Youth in Philanthropy (YIP) Task Force, was its chair from 2004 through 2006, and was an architect of the 2006 AFP Youth in Philanthropy Summit. She chairs New Jersey's innovative, award-winning Youth In Philanthropy (YIP) program and worked on a special two-year project that resulted in the infusion of philanthropy into New Jersey Department of Education Core Curriculum Content Standards. Ms. Falk received the Decade of Leadership Excellence Award in 2004 from AFP-NJ Chapter for her work with Youth In Philanthropy and the President's Award for Outstanding Service to the Fund Raising Profession in 1997 and 2000. She is a published author and has presented internationally on youth philanthropy.

A Certified Fundraising Professional, Ms. Falk is Principal of Falk Associates, Nonprofit Development Consultants. She works with organizations in the United States and abroad for the arts, community development, education, health care and



social services. Major focus areas of her consulting practice include creation of organized development programs, strategic plans, major gift acquisition and capital campaign planning and management. She has served on several boards, including the AFP-NJ Chapter board of directors, and is an active volunteer.

Luana G. Nissan

Research Services, Indianapolis

As an independent consultant, Luana Nissan serves as a researcher, writer and editor in the area of philanthropy. Specializing in youth philanthropy, she has developed extensive educational resources for the Learning to Give project and serves as an advisor in the area of service learning for an Indianapolis private high school. She also conducts grant research and proposal writing for clients ranging from universities to mid-size nonprofits. Ms. Nissan's research encompasses the history of youth philanthropy, youth development related to giving and service, K-12 philanthropy education, and cross-institutional collaboration.

Previously, Ms. Nissan served as project director for Habits of the Heart, a collaborative youth philanthropy project focused on creating materials for congregations, youth organizations and schools. She also was a research assistant on Transmitting the Philanthropic Tradition to Youth, a project of the Center on Philanthropy at Indiana University. The Transmitting project conducted the first literature review of how children learn philanthropic behaviors and amassed a collection of curriculum materials encouraging service, giving, and prosocial behaviors. She has served on the National 4-H Council's youth fundraising curriculum development team.

Ms. Nissan entered the philanthropic sector with a decade of retail and management experience. She earned bachelor's degrees in Education from Indiana University and Rhetoric from the University of Illinois at Urbana-Champaign.

Executive Summary

Youth Philanthropy in the United States

Within the historical beginning of the American colonies, sociologist Robert Bellah and his colleagues observe, lie the roots of community-based philanthropy. Certainly, woven into this tapestry are the religious traditions, spiritual beliefs and cultural practices of those first settlers, the Native peoples who welcomed them and the long succession of immigrants to come. To this day, our children live and learn these traditions, as they interplay with the context of society (e.g., socioeconomic status, regional practices, community composition) and of their families (e.g., family size, composition, and practices). These complex factors, coupled with the birth personality and genetic makeup of a child affect their engagement in the practices of philanthropy.

From the founding of the colonies, character education of some form has been an intended goal of our educational institutions. “In 1918, the National Education Association’s Commission on the Reorganization of Secondary Education identified ‘ethical character’ and ‘citizenship’ among what came to be known as the seven cardinal principles of education.”¹ Some of the nation’s first character-building nonprofit organizations were youth groups that taught the ethics and responsibility of service to others, helping, and improving the world.

Yet, the 20th century brought a shift in American culture—a focus on individual rights and freedoms rather than communal identity and civic responsibility. There was great concern that the younger generation was morally adrift, particularly those children disengaged from conscientious families and effective youth organizations and congregations. But there was also a groundswell of good work that provided a foundation for a small revolution in thinking about the role of young people in society—the backdrop for the emergence of youth philanthropy across the U. S.

¹ Judith Saks 1996, page 1.





A Coming Together of Forces

Institutions and Individuals Make Service and Philanthropy a Cultural Focus in the 1980s and 1990s

Over the span of two decades, the three sectors of American society engaged in a national dialogue to advance the role of service and volunteerism in society and to promote an understanding of and engagement in the many forms of philanthropy. Working both independently and collaboratively, key institutions and leaders within each sector made young people a central focus of discussion, funding, research and program development.

At the local level, public schools reengaged in the practice of character education, and service learning gained popularity and support. At the national level, legislation and federal funding helped the field of youth service develop after 1993 when The National and Community Service Trust Act was signed into law by President Bill Clinton. The Act created the Corporation for National and Community Service and its AmeriCorps and Learn and Serve America programs.

In the research community, scholars moved from the earlier youth deficit model (i.e., what's wrong with kids today?) to healthy youth development models. In youth and community organizations, a new way of viewing young people was born—as assets and partners.

As the business sector and its savvy young entrepreneurs experimented with venture philanthropy and social entrepreneurship, many CEOs and board chairs of Fortune 500 companies joined the Committee Encouraging Corporate Philanthropy (CECP) or formed corporate foundations. State Farm and Prudential insurance companies established recognition awards to celebrate excellence in volunteerism and service learning. A number of the country's wealthiest donors, such as Bill Gates and Eli Broad, made children's needs a priority. Gates worked through libraries and schools, providing rural and urban communities access to technology. Broad invested in public school reform.

The nonprofit sector and academic institutions made immeasurable progress in advancing professionalism by establishing formal degree programs in nonprofit management and practitioner education. The sector also began to focus on the predicted intergenerational wealth transfer and family foundations sought expertise on how to train their heirs to gain philanthropic values and behaviors. Community foundations, youth organizations, and other nonprofit groups explored new programs and best practices to address these needs. Their initiatives sought different approaches to an intentional focus on philanthropy with youth. Youth-adult partnerships, involving youth on boards, and youth-on-youth grantmaking arose as powerful strategies enticing young people to lead and to have their voices heard. Amid the cultural shifts were key foundations invested in the health of young people (such as Annie E. Casey Foundation) and in the new concepts of youth philanthropy led by the W.K. Kellogg Foundation).



The result of this long history of growth in youth service, character education, and our many forms of youth philanthropy is a panorama of local and national programs, states permeated with young engaged philanthropists with effective practices to share, and nascent initiatives popping up across communities. The momentum of the work of these many groups and individuals has been nourished by the optimism and ideas of young people ready to engage in good work. Meanwhile, America serves as a global model. Individuals from public institutions, foundations and NGOs in other countries increasingly seek to learn from this varied and rich landscape of American youth philanthropy, wondering how they too might engage their youth in community and the social fabric of their countries or in building a new charitable sector distinctive yet similar to the thriving U. S. nonprofit sector.

The Youth in Philanthropy Summit


On November 12, 2006, the AFP Youth in Philanthropy Summit, brought together 44 representatives from leading U.S. and Canadian initiatives invested in youth philanthropy programming and research. For the first time, leaders representing five interest groups: K-12 programs, collegiate programs, youth philanthropists, youth grantmakers and youth-serving organizations, came together for two and a half days to consider how to collaborate in their youth philanthropy programming and education.

Many of the Summit's participating organizations have fully developed, sophisticated youth philanthropy programs. As a result of their efforts, there is increased knowledge and practice of philanthropy among youth and their adult teachers and leaders, and positive long-term results are being achieved. Others are newer to the field, including the youth participants. The combination of levels and different kinds of experiences created an important synergy. It helped to achieve the Summit's purpose to chart a course for future national and international collaboration in order to engage more young people in philanthropy.

Summary of Summit Discussions

Summit participants discussed the context in which the Youth in Philanthropy Summit was taking place:

- There is a strong history of organized youth philanthropy in our country that dates back to the beginning of the 20th century. It has developed, grown and picked up momentum in the past twenty years.
- More and more nonprofit organizations, and their funders, introduce and involve youth in philanthropy. However, many, if not most, are working in their own silos and are unaware of similar efforts, even in their own geographic areas.
- While civic engagement is a unifying goal, there is a vast range of experience, expertise and direct involvement of organizations that promote youth



philanthropy. Even the word philanthropy has different meanings among the groups working in the field, from those that promote youth grantmaking to those that focus on service learning.

- Until recently, youth were not taken seriously and were viewed merely as the next generation. They were thought of as the future, rather than being recognized as a mighty force in their own right today—a force that contributes significant volunteer time and philanthropic support to the nonprofit sector.
- The quantity and quality of information available for both youth and adults has increased significantly, yet public awareness is minimal, and trained educators are needed. Youth are eager to give, but it is often difficult for them to find out where and how to help. The younger participants expressed frustration that educators and counselors are often uninformed about opportunities for involvement. In addition, many nonprofits do not readily welcome or encourage youth participation because of their own lack of awareness and understanding for how to engage young people.
- Each group concurred that there is great potential for collaboration and expressed their interest in working towards a community model that will teach philanthropy and provide expanded opportunities for its practice among youth.

The participants agreed on the following overarching goals: 1) to infuse philanthropy fully into society and 2) to approach the future growth and development of youth philanthropy, at this point, through six areas of major focus: collaboration, education, infrastructure, public awareness, research and resources. It was also determined that priorities would include the creation of a clearinghouse for youth philanthropy, and the hiring of a staff person to oversee both the clearinghouse and the ongoing work resulting from the Summit. The development of a next youth philanthropy conference to continue the dialogue was seen to be an important priority as well.

In order to establish effective action steps on which to focus to ensure that the common vision and goals of the group would be achieved, Summit participants developed three- to five-year strategic plans, and volunteered to lead or serve on one of the six workgroups after the Summit.

Collaboration will promote a common vision and mission to further philanthropy, especially youth philanthropy, and seek opportunities for youth-serving organizations and institutions to work together.

Education is needed for teachers and school administrators, nonprofit leaders and those who serve communities. Today, philanthropy is part of Department of Education Core Content Curriculum Standards in only two of the 50 states. The vision for the education effort includes helping to expand acceptance of philanthropy into the curriculum of all states and to develop curriculum tailored for local community needs.

Infrastructure goals include communication and collaboration in the virtual environment, with the creation of an online clearinghouse, as well as development



of a physical repository for youth philanthropy materials and history, adoption of philanthropy curricula in all states' educational standards, closer joint work on public policy issues for nonprofits and government, and development of an international conference.

Public Awareness will help organizations engaged in the youth philanthropy arena to know about each other and about what constitutes philanthropy, how it can best be transmitted and learned and how it can become integral to society-at-large rather than as a separate and special topic.

Research will make easily accessible information available, and assess the progress of the work with longitudinal studies on the impact of philanthropy education.

Resources will expand the number of people involved in teaching young people about philanthropy, educate them on how to initiate youth philanthropy programs and provide community “webs.” The webs will connect youth-serving and faith- and education-based organizations to online learning resources and to prospective financial support from foundations, individuals, and corporations. The webs will link all individuals involved and provide a way to expand the circle in furtherance of the cause.

Ongoing work in these six areas will ensure future growth of youth philanthropy, and the philanthropic tradition, with an ultimate goal for philanthropy to become integral to every individual's life.

Background

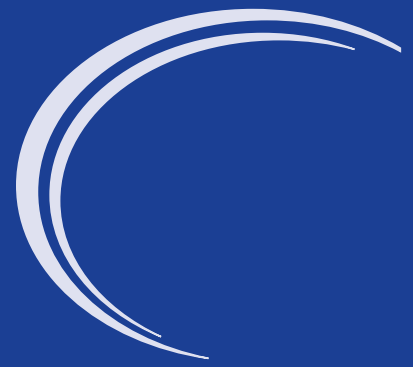
The Association of Fundraising Professionals (AFP) had the honor to convene a special summit on youth philanthropy November 12-14, 2006, at Rollins College in Winter Park, Florida. The AFP Youth in Philanthropy Summit brought together leaders in the youth philanthropy field. Adults and young people, invested in youth philanthropy programs in North America, gathered to consider how to move forward as a cohesive group, on the premise that collaboration will significantly multiply the results and engage many more young people in philanthropy.


Why Encourage a Youth Philanthropy Movement

As an American people, we have a history of committing ourselves to projects that call for collaborations across sectors and levels of society in order to benefit common causes that deserve national attention. The aspiration of a youth philanthropy movement acknowledges not only the potential rewards of such collaborations, but also the enormous benefit that will come from the involvement of more, and perhaps all, young people in philanthropy; benefits that include the positive development of the youth themselves and the betterment of society.

Over the past century, youth have been given opportunities to participate in community service and to contribute to both the work of nonprofit organizations and the informal philanthropy that occurs in most communities. Interest in youth philanthropy has been growing steadily, especially over the past two decades. However, at the end of the 1980s, the Center on Philanthropy at Indiana University, and other nonprofit experts, recognized that our country was about to experience an unprecedented transfer of wealth, as prominent philanthropists began to leave fortunes to their heirs. The critical concern was whether there would be a proportionate transfer of values, and how the new generation would respond to the ongoing needs of society. Would this group of young adults be thoughtful and generous stewards of their resources, and would they embrace philanthropy's role in a free-market society and support the future of the philanthropic sector?

Early proponents advocated new models for how we consider and relate to our nation's youth. The Points of Light Foundation, the John D. and Catherine T. MacArthur Foundation, the Corporation for National and Community Service, the W.K. Kellogg Foundation, and the Association of Fundraising Professionals were early pioneers. Other leading foundations, organizations, government programs, grassroots efforts and corporations, helped begin to chart a new course and contribute to the birth of a movement.





In 1997, President and Mrs. Bill Clinton, General and Mrs. Colin Powell, President and Mrs. H. W. Bush, President and Mrs. Jimmy Carter and Mrs. Nancy Reagan came together in Philadelphia for the President's Summit for America's Future. It was here the idea that youth had both the ability and right to contribute to society was spotlighted. This influential group advocated for the concept that volunteering makes for a better America and that it is essential to offer youth opportunities to make a difference. Shortly thereafter, also in 1997, General and Mrs. Powell founded America's Promise Alliance, which espouses five promises. Promise 5, Opportunities to Help Others, states,

All children need the chance to make a difference in their families, at schools and in their communities. Knowing how to make a difference comes from having models of caring behavior, awareness of the needs of others, a sense of personal responsibility to contribute to the larger society... Young people want to be involved in making the world a better place; however, far too many lack meaningful opportunities to contribute. (www.americaspromise.org)

That same year, the W.K. Kellogg Foundation launched, with a 20-year commitment, the Kellogg Youth Initiative Partnerships (KYIP). The foundation affirmed that:

Experience and study have shown that to promote the healthy development of young people, society must provide for more than their basic needs for food, shelter, health care and safety. It also must go beyond formal youth programs. Society must promote a range of opportunities for youth to develop meaningful skills and to have a sense of their future (www.wkkf.org).

When the millennium took hold, a shift began to occur in the national consciousness about the potential for youth to make a difference in both the American and global communities. Steve Batson, Ed..D., CFRE and Chair of the Association of Fundraising Professionals in 2001, reflected that, "after 9/11, seeing young people respond to the needs of New York and others around the country, I knew the seeds of philanthropy were beginning to germinate again in our youth" (personal email, May 2007). Other leaders, too, began to replace concern about the "future generation" with optimism that the values, that will assure the health and future of our democratic process through the nonprofit sector, were indeed being passed on.

Also, in 2001, the Youth Leadership Institute (YLI) published *Changing the Face of Giving: An Assessment of Youth Philanthropy*. As concern for whether young people would be appropriate stewards of philanthropy turned to excitement about their efforts and results, the YLI Report and its research validated the belief by some that a youth philanthropy movement was truly evolving. Youth philanthropy, part of a larger youth movement, has "changed the way communities interact with young people" (notes from conversation with Kenny Holdzman of the Academy for Educational Development, July 2007). It has expanded societal understanding of the potential of youth.



Institutions have and are working together toward a common goal: to nurture the values of young people in society. Youth philanthropy has been embraced not only by Americans, but also by people in other countries who look to this country for guidance. These indicators can be likened, by their evolution from grassroots efforts to institutional initiatives, to the early days of other American movements such as the civil rights movement, the women's movement, anti-war movements and the environmental movement.

AFP offers this report as both an evaluation and marker of the state of the youth philanthropy field and as a record of the Youth in Philanthropy Summit—its proceedings, outcomes and next steps. Significant progress was achieved; partnerships were forged; a future was envisioned; and each of the participants agreed to ownership of results. The Summit provided direction for what needs to happen for youth philanthropy to become both recognized as a movement and fully integrated into the national and international consciousness.

This document has three primary purposes: to offer information on youth philanthropy, its origins and history; to present the development of the Summit; and to document the key themes and outcomes that emerged from two and a half days of focused work by a passionate and committed group of individuals.

Overview Of Youth Philanthropy In The United States¹

Introduction

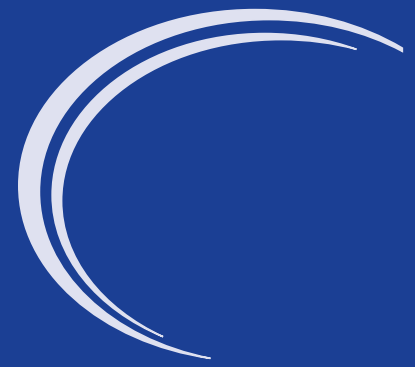
How young people in the United States became engaged in philanthropy and empowered as leaders and change agents is a long story with many characters. The history of youth philanthropy is rooted in the democratic and community-based beginnings of our nation and, particularly, in the founding of the country's oldest youth organizations. It is also rooted in the historic service and social justice ethics of parochial schools and in renewed late twentieth century efforts in schools to provide character education and new initiatives to connect service directly to curriculum objectives. The development of the field is grounded in theory about healthy youth development and a shift to youth empowerment in progressive youth organizations and community foundations. Youth philanthropy initiatives strive to create life- and attitude-changing experiences. They promote an understanding of the common good and the attitude that each individual can make a difference.

American Roots Of Philanthropy Involve Young People

Rich and Diverse Philanthropic Roots

Some of the earliest charitable associations in the colonies worked to better the lives of specific groups or entire communities. Among the issues they addressed were social ills (such as the work of the Woman's Christian Temperance Union), religious and education concerns (particularly, the education of children), and basic needs of arriving immigrants. Over two centuries, the struggles for American independence and for voting and civil rights involved first the colonists and later ethnic

¹ Excerpts and research for this chapter taken from Luana G. Nissan, *The Growth Of Youth Philanthropy In The United States* (Indianapolis: Indiana University, 2007), a working paper of the Center on Philanthropy at Indiana University.



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American Roots of Philanthropy Involve Young People

The Growing Cultural Value of Service and Youth Empowerment in the 1980s and 1990s

Initiatives Add Philanthropy to Youth Programs and School Curricula

The Promise of Youth Philanthropy

References



and racial groups in the U.S. Voluntary advocacy, community organizing, philanthropic giving, and volunteer activity were key elements to the success of these movements. In generation after generation, amid the adult work of establishing community institutions and forming associations, of fighting injustice and addressing needs, were the children and adolescents of the adult volunteers and recipient families. The participation of young people in these adult organizations (e.g., assisting with community gatherings) is among the earliest documented examples of youth involvement in volunteer associations. Notably, these experiences would have profound effects on youth, influencing their later level of volunteer activity and their choices of membership in associations.

Early Schools, Youth Organizations and Philanthropy

From the founding of the colonies, an intended goal of educational institutions and programs for youth included character education of some form.² Though the founding fathers tread carefully the issue of religion's role in the public place, the Bible was often and freely used in early schooling. School teachers used fables, literature and Biblical proverbs that taught respect, fairness, and service to others. In the early 1800s, Horace Mann, often called "the father of education," brought to the forefront the thought that the building of knowledge and moral reasoning were keys to public school education.

Judith Saks explains,

The McGuffey Readers of the 19th century, which retained familiar Bible stories but added poems and stories that taught compassion, courage, hard work and patriotism, became the most widely used textbooks in the country... In 1918, the National Education Association's Commission on the Reorganization of Secondary Education identified "ethical character" and "citizenship" among what came to be known as the seven cardinal principles of education (1996, p. 1).

By the early 1900s, groups dedicated to youth began to appear. Laying the groundwork for philanthropy, the major character building youth organizations that exist today were founded—Boys Clubs (1906), Camp Fire (1910), Boy Scouts (1910), Girl Scouts (1912), and 4-H (1914) (Hoover & Wakefield, 2000). An organization defined as character building is one that exhibits a commitment to developing prosocial behaviors in youth (Erickson, 1996), such as sharing, helping, and empathy. The guiding statements for youth members in longstanding U.S. youth organizations reflect the value placed on service and its imbedded role in youth programs. For example:

³ Today, the Association for Supervision and Curriculum Development explains that character education "involves teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect" ("Definition of").

**The Girl Scout Law:**

I will do my best... to help where I am needed... to use resources wisely, to protect and improve the world around me.

The 4-H Pledge:

I pledge my Hands to larger service... for my club, my community, my country, and my world.

The Boy Scout Oath:

On my honor I will do my best... to help other people at all times.

The FFA Motto:

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

After WWI, a number of citizenship-focused adult organizations formed their own youth organizations, including Rotary, Kiwanis and Optimist Clubs. And by the mid-1950s, the enormous YMCA implemented youth work, bringing boys into the clubs first founded for adults a century prior. These organizations all thrive today along with thousands of other national, regional and local groups that involve young people in character building experiences.

The character education and character building programs of schools and youth organizations often involved service to community, encouraged individual kindness toward and caring for fellow members, and taught personal responsibility. Youth group and scouting troop leaders also wove the ethic and action of service to community into youth activities. These lessons laid the groundwork for continued engagement in community into adulthood. In fact, studies of 20th century youth members validate that young people engaged in regular youth organization membership are far more likely, as adults, to become board members, adult volunteers, and youth group leaders (Ladewig & Thomas, 1987).

The World Wars, Scouts and Philanthropy

World War I and WWII found youth active in many service and conservation efforts across the country (Nissan, 1997). During their annual Good Turns program, Boy Scouts planted nearly 12,000 vegetable gardens to help feed WWI soldiers (Boy Scouts of America, 1994). They collected 5,000 tons of aluminum and nearly 6,000 tons of rubber to help the country conserve and reuse resources during WWII (Ibid.). In another 1940s National Good Turn, they collected and sent 10 million used books to WWII military personnel. Girls Scouts learned skills like food production and conservation in order to help community and wartime efforts in many ways (Nissan, 1997). Among their philanthropic wartime activities, they sold war bonds, worked in hospitals, collected peach pits for use in gas mask filters, collected 1.5 million articles of clothing (shipped overseas for victims of war), and operated bicycle courier services (Ibid.).



The Growing Cultural Value Of Service And Youth Empowerment In The 1980s And 1990s

A convergence of factors during the 1980s and 1990s led to a national awareness and encouragement of service and volunteerism, particularly involving young people. As a backdrop, these years brought massive changes to the nonprofit sector. There was immense growth in the numbers of nonprofits and increased specialization (including nonprofits focused on studying or encouraging service). This resulted in a need for greater professionalism and a new recognition of the role of college youth as a source of professionals for the sector. In fact, a handful of visionary leaders turned their attention to younger students, recognizing that the experiences of children and youth today are integral to their volunteer, giving and career choices tomorrow. In 1991, Dr. Russell G. Mawby, CEO of the W.K. Kellogg Foundation, explained the significance of their support for the statewide Michigan Community Foundations' Youth Project (MCFYP). He posited,

MCFYP gives young people the opportunity to learn generosity in the only practical way: by being generous. It will teach them to meet community challenges by raising funds for good works. It will teach them to be good stewards by giving them opportunities to make the hard decisions on wise giving. It will give them the opportunity to ask, to serve, and through serving, to lead. Tomorrow's governors, mayors, chief executive officers, and executive directors will be trained through the Michigan Community Foundations' Youth Project. Even more importantly, so will tomorrow's Little League coaches, Big Sisters, Cub Scout leaders, Sunday school teachers, and community foundation trustees. (in Tice, 2004, p. 8)

During this time, other stakeholders also addressed youth issues relevant to the development of youth service. A handful of public policy experts examined policy affecting children and young people while scholars at research institutions studied and proposed youth development theories. Education leaders sought new teaching methodologies as they acknowledged that today's students have different needs than those of a half century prior for whom the "factory-style" high school educational environment was designed.

The disengagement of youth, rise in youth violence and decline of young people's voting resulted in a societal "concern for youth today." From this concern, and the changes in education and the nonprofit sector, arose an intentional interest by all sectors of American society in celebrating and increasing service, volunteerism and (sometimes) giving in children and young people. Youth service became a panacea—advocated by public leaders from the local to the federal government, adopted by schools, promoted by education-oriented nonprofit organizations, and funded by numerous foundations and philanthropists.



The Government and Public Schools

After decades of avoiding intentional character education in public schools (provoked by First Amendment related court rulings), the education reform initiatives of the 1980s and 1990s encompassed its resurgence. Joining character education, community service in schools grew and a new form of experiential education, service learning, arrived. Several senators and governors were among the advocates in support of national service and service learning, including Senator John Glenn and Governor Mitt Romney. In addition to federal legislation, over time, state-based and local governments have promoted youth volunteerism through awards, scholarships, ad campaigns, projects (such as neighborhood clean-up events), and mandated community service hours.

In fact, during the 1990s a debate surfaced in public schools over implementing a mandatory requirement of service hours for high school graduation. Only one state, Maryland, mandated that its hundreds of public school districts, and private and parochial schools “require elementary, middle, and high schools to build community service into the curriculum” (Smith, 2006, np). In fact, the mandate that took effect in 1993 (for the high school graduating class of 1997) required service-learning participations that included “preparation, action, and reflection components” (Maryland Student Service Alliance, “Maryland’s Service-Learning”). Nevertheless, a growing number of states are encouraging service in schools. These include California, Florida, Minnesota, New Jersey, Oregon, South Carolina, and Wisconsin (Smith, 2006, np). And the number of students involved in service is on the rise. According to the Corporation for National and Community Service, 6.1 million students volunteered in 1997, just less than 1 million in 1984, and approximately 10.6 million in 2004 (Ibid.).

Meanwhile, service learning quickly became a movement, appealing to teachers and administrators, and confirmed as highly beneficial by researchers.

Service learning is... characterized by student participation in an organized service activity that is connected to specific learning outcomes, meets identified community needs and provides structured time for student reflection and connection of the service experience to learning (Ohio State University, “Service”).

A service learning project might, for example, find students and their science teacher surveying water quality in the local river and, in their language arts classes, publishing the results for public distribution or the school newspaper. The service objective is accomplished by checking for pollutants in the local water and making the public aware of an issue affecting human health and the health of their local ecosystem. At the same time, the science course curriculum objectives encompass learning how to conduct a science experiment (testing water for additives), and using observation skills and deductive reasoning. In language arts, objectives accomplished include having students develop their writing skills (for example, persuasive writing) and utilizing communication skills to inform the community of the results. Among the benefits of effective service learning is that it makes the curriculum relevant for students and conveys the practical use of school-based lessons.



Legislation and the Corporation for National and Community Service

During this time of change in schools, substantial legislative and federal funding support helped the field of youth service to develop. President George H.W. Bush created the Office of National Service in the White House in 1989 and, a year later, the Points of Light Foundation to celebrate exemplary citizen volunteer efforts. He followed this by signing into law The National and Community Service Act. This authorized grants to schools for service learning and “demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities” (Corporation for National and Community Service, “National Service”).

Then, in 1993, The National and Community Service Trust Act was signed into law by President Bill Clinton. The Trust Act created the Corporation for National and Community Service in Washington, DC, which would become an integral resource for funding, research, and programs for volunteers and institutions (particularly schools). The Corporation works to engage Americans of all ages in the practice of citizenship, service and responsibility. Two of its programs—AmeriCorps and Learn and Serve America—are integral contributors to youth involvement in service. AmeriCorps allows American citizens, age 17 and older, to receive financial educational awards in exchange for a full year of service in a network of programs that meet critical needs in communities across the country (Sagawa, 2003, p. 4). AmeriCorps has engaged more than 400,000 young people in service since 1994 (Corporation for National, “What is”). Learn and Serve America is the Corporation’s service learning program that awards grants to K-12 schools, conducts research on the effectiveness of service learning and provides training and materials about this method of experiential learning.

The White House Highlights Philanthropy in the Public Discourse

In 1999, The White House boosted attention to philanthropy by hosting The White House Conference on Philanthropy and The White House Conference on Youth Philanthropy which focused on the broader themes of philanthropy, rather than volunteerism. The “Youth Roundtable on Philanthropy” was the first national level youth and philanthropy conference to involve youth as participants. It brought together prominent youth activists and adults from major philanthropic institutions and youth philanthropy programs to discuss ideas about how to empower youth involvement and leadership in philanthropy and move it forward. The youth-led dialogue was honest in addressing areas of frustration as well as idealism about the potential power of youth. Typical of the vision of young leaders, the result was five highly ambitious ideas to move the field forward. The discussion covered: resources in existence, challenges and barriers, and action items to accomplish the task of making each idea a reality.



The Five Main Ideas of The White House Youth Roundtable on Philanthropy

1. Mandate service-learning integrated into the school curriculum
2. Create a cabinet-level position for youth
3. Create a Senate Committee on Youth Service
4. Create more youth foundations (more money awarded to youth by youth)
5. Create a youth media association (focus on the positive contributions and lives of young people)


Source: Ideas generated by youth participants, from the notes of Luana G. Nissan, 1999.

Research on Youth Expands from Positive Youth Development to Empowerment

Meanwhile, over the span of the 1980s and 1990s, developmental psychologists and other researchers delved deeper into understanding youth development. Areas of exploration related to philanthropy included: (1) the emergence of prosocial behaviors in infants and young children, (2) factors contributing to positive youth development, (3) emotional intelligence, (4) moral intelligence, and, (5) a new developmental assets theory. The cumulative work of individual scholars (such as Karen Pittman, Shirley Sagawa, and Pam Garza) and organizations (like National Youth Leadership Council and Search Institute) promoted the ideas of nurturing environments for young people, the power of youth contributions to society, and the benefits of volunteerism. These advocates affected a number of key factors with broad ramifications for youth programs and funding, including (1) support for youth service; (2) the content of programs in youth organizations; (3) foundation funding for youth development research and new initiatives; and, (4) public policy and federal funding related to youth.

Within the institutions that shifted their language to positive youth development (e.g., YMCA and National 4-H Council), young people found transparent and accessible opportunities to engage in a healthy youth culture. Philanthropic themes found in the curricula and youth programs of these youth organizations included helping, conservation of resources, rescuing and lifesaving, addressing hunger, citizenship, community service projects, civic engagement, giving, and leadership incorporating a responsibility to serve the community.

Then, during the 1990s, bold new organizations arose whose missions were driven by youth empowerment: giving young people the skills, knowledge, access to resources, and decision-making power to change the world. These organizations incorporated aspects of youth philanthropy (e.g., social action, donor training, and service) as the focus of their missions rather than a program within their array of



activities. Among them were Do Something, City Year, and Resource Generation—each involving teens or college-age young adults. Simultaneously, Girl Scouts, South Dakota 4-H Foundation, PGE Foundation, AFP chapters, and a handful of others offered programs focused on, and utilizing the term, philanthropy.

Other established organizations, youth philanthropy initiatives, and school reformers began to experiment with, and advocate for, youth empowerment. They built it into programs and new curricula. “Best practices” models (for instance, in service learning) incorporated degrees of youth empowerment as key to effective practice (in other words, the greater the empowerment, the more positive the effects on youth). This array of empowering activities includes:

- Service learning
- Youth-adult partnerships
- Youth advocacy
- Youth fundraising
- Youth governance and trusteeship
- Youth grantmaking
- Youth leadership

Nonprofit Organizations and Academic Centers

Also affecting the national dialogue and funding, key organizations and academic centers were founded in the 1980s and early 1990s that made vital contributions for promoting and understanding youth service and philanthropy. Among these were Independent Sector (1980), Youth Service America (1986), Youth Leadership Institute (1991), and the Center on Philanthropy at Indiana University (1987). For example, Youth Leadership Institute’s work is among the earliest examples of youth grantmaking in the U.S. and successfully spurred community-building in several California counties. Also, Youth Service America would come to sponsor the largest annual service event—Global Youth Service Day—and create a comprehensive e-newsletter related to youth service (including public policy affecting youth), the weekly National Service Briefing with a circulation of nearly 45,000.

These organizations added to the work of long-established institutions also focusing on youth philanthropy, such as the Council of Michigan Foundations, the W.K. Kellogg Foundation, and the Association of Fundraising Professionals (AFP). The intentional, program-based transmission of philanthropic values to youth ensued, spurred on by these institutions, the programs they sponsored, and the youth work they influenced. The issue of youth philanthropy joined the sector’s numerous topics of interest (such as civil society, social capital, and the inter-generational transference of wealth) as the American nation sought to understand philanthropy and as other nations turned to the U.S. as a model for a healthy philanthropic sector. As a subset of this activity, the seeds of youth philanthropy were sown and new stakeholders became cognizant of the importance for intentional educational and experiential approaches to involving young people in philanthropy.



Corporate Giving Supports Youth Service and Encourages Philanthropy

Successful business leaders and corporate partners have also been instrumental in encouraging young people to serve and to become philanthropists. For example, State Farm Insurance Company and Prudential Financial have encouraged service since the early 1990s by sponsoring recognition awards for young people and adults working with youth (i.e., the State Farm® Service-Learning Practitioner Leadership Award, the State Farm® Youth Leadership for Service-Learning Excellence Award and the Prudential Spirit of Community Awards).³ Also, corporate sponsorship and grants from corporate foundations have been particularly relevant to individual youth philanthropy projects. For instance, the Lake ‘O Lakes Foundation supported the initial curriculum development phase of the National 4-H Council’s philanthropic fundraising for youth. Also, one of the country’s oldest and largest grassroots efforts, the AFP-New Jersey Chapter’s Youth In Philanthropy program, thrived largely because of the commitment and support of Bank of America, Johnson & Johnson and ETHICON.

Philanthropists and Family Foundations

As youth welfare has long been an interest of philanthropic-minded business people, a few philanthropists have placed their money and advocacy in support of youth philanthropy, creating a higher profile for the cause. Atlanta native son and philanthropist, Dr. Thomas K. Glenn II, established the Wilbur and Hilda Glenn Institute for Philanthropy and Service Learning at his alma mater, the prestigious Westminster Schools (K-12) in 2003. The Institute emphasizes community service and leadership, education/service learning, and program outreach and partnership. Its community service projects are coupled with (1) a fifth-grade yearlong service program; (2) a four-week summer course for upcoming seniors that teaches the art and science of giving; (3) a semester-long high school elective which covers the American philanthropic tradition while offering a study of Atlanta’s nonprofit community; (4) an experiential course in American history and literature, offered collaboratively with a public high school; and, (5) a lecture series for parents and alumni (Westminster Schools, “Education”).

In Indiana, a small meeting of committed youth philanthropy advocates held in 2001 also spurred the formation of a unique program, the Youth Philanthropy Initiative of Indiana (YPII). At the table was Martin (Marty) J. Moore, local advocate for youth and founder of the Moore Foundation. Moore has been actively involved in YPII and numerous other efforts in Indiana that involve youth in service and giving, both by offering his financial support and volunteering his time. YPII is explained further in the section that follows.

³ Both State Farm awards are presented annually at the National Youth Leadership Council’s National Service-Learning Conference; for more information, visit http://www.nylc.org/inaction_award. For information on the Prudential Spirit of Community Awards, visit <http://www.prudential.com/community/>.



Foundations That Invest In Youth Philanthropy

Many American foundations fund projects focused on helping young people related to the arts, literacy, health, education, athletics, and other areas. Others focus on encouraging service for all, to provide a “purpose greater than themselves” (Billig, 2000). In fact, sometimes institutions with similar funding interests collaborate. For instance, the Grantmaker Forum on Community & National Service, founded in 1993, has members from the range of foundation types (private, community, corporate and family). Now called Philanthropy for Active Civic Engagement (PACE), the group helps to “inspire interest, understanding, and investment in civic engagement” (PACE, “Mission”).

Only a handful of the nearly 68,000 private foundations in the United States dedicate program areas (with staff time) and commit substantial resources to catalyze youth involvement in youth philanthropy. Foremost among the national foundations are the W.K. Kellogg Foundation, Lilly Endowment, and the Ewing Marion Kauffman Foundation. Also, two foundations focused on the betterment of their states—PGE Foundation in Oregon and the El Pomar Foundation in Colorado—operate major youth philanthropy initiatives as a project of the foundation. Several other large foundations support youth philanthropy organizations though they do not have a particular focus in this area. For example, in recent years the Ford Foundation awarded Common Cents of New York generous grants to replicate its successful Penny Harvest program across the state and nation. Details of projects funded by several of these foundations follow.

Initiatives Add Philanthropy To Youth Programs And School Curricula

In America, thriving youth philanthropy engagement arose as perhaps a natural progression of numerous contributing factors—from the long history of community-based philanthropy and social movements to the growth of national institutions and the nonprofit sector; from a groundswell of cultural indicators valuing youth and service to a new understanding of what young people need to become engaged citizens. It was catalyzed at the national level and in a small number of local communities by a handful of visionary and committed individuals and their affiliated institutions. In pockets from the West Coast to the Eastern Seaboard, youth philanthropy programs were developed, resources were created as tools, and conceptual frameworks were introduced for interested youth organizations, congregations, schools, community foundations, families, and young leaders. Synopses of several prominent and successful initiatives follow. They vary in their scope of reach, ease of replication, funding and staff, and outsiders’ access to their programs’ resources.



Community-Based Youth Philanthropy Programs

4-H and Youth Fundraising

For the past decade, the National 4-H Council has supported the development of a sophisticated fundraising curriculum for its youth members. With initial funding from the Land O' Lakes Foundation, it was organized by the South Dakota 4-H Foundation's executive director, Nancy Swanson. Swanson was an advocate for the power of young leaders and had developed and led a model of youth-involved fundraising within the 4-H system. Her state's phone-a-thons with young members making telephone appeals to adults and cultivation calls to large donors began its annual tradition in 1991. That year, the phone-a-thon involved 20 counties and by 2006, 37 of the state's more than 70 counties participated.


With the effort, Swanson highlighted that fundraising appeals of this type were more profitable with young members making the requests. It also modeled the idea that young members have a responsibility for stewardship of their organization and that they have natural abilities to be excited advocates and capable fundraisers. Swanson and the curriculum development team brought these lessons to *The Power of YOUth in Philanthropic Fundraising*, a curriculum that contains a series of experiential activities connecting youth members to their communities as they conduct a fund development campaign (Swanson, 2002). The resource covers the process: "teaching youth about organizational stewardship; analyzing youth and community needs; developing the case statement; donor relationship building; making the personal solicitation; allocating resources; [and] donor stewardship" (AFP, "Youth in Philanthropy," p. 11). The curriculum is currently in 4-H's materials review process, conducted by the National Extension Office.

The Michigan Community Foundations' Youth Program (MCFYP)

In 1988, the W.K. Kellogg Foundation partnered with the Charles Stewart Mott Foundation and the Council of Michigan Foundations (CMF) to create initial endowments to form the state's community foundations network, and the corresponding requirement that each foundation set aside funds for the creation and operation of youth grantmaking boards.⁴ With \$35 million in challenge grants between 1988 and 1991, each interested community earned \$1 million to help it establish a community foundation. The result was both a strong network of foundations that served community needs and a highly successful community-based youth grantmaking model. The Michigan Community Foundations' Youth Project (MCFYP) consisted of Youth Advisory Councils (called YACs) within each community foundation and a staff located at CMF to administer the program.

MCFYP achieved the vision of Kellogg president, Dr. Russell G. Mawby—to empower youth as philanthropists and leaders. In fact, the YACs' success was instrumental in prompting adult leaders' interest in soliciting youth input—as of 2003, about one-third of Michigan's community foundations also had young people serving as voting members on their boards of trustees. Through MCFYP, approximately

⁴ The Council of Michigan Foundations is the nation's largest regional association of grantmakers and has been a leader in grassroots youth philanthropy, administering both the MCFYP youth grantmaking program and the K-12 school-based philanthropy education curriculum program, Learning to Give.



1,500 high school students were engaged on the YACs, for a total of 9,000 Michigan youth over time (Tice, 2003). By 2004, YACs existed in 86 community foundations. The challenge grants had also met the goal of Dorothy A. Johnson, CMF president—to build one of the strongest foundation networks in the country to serve the entire state of Michigan.

Youth As Resources (YAR)

Youth As Resources is the third oldest of the country's major youth philanthropy programs. It began in 1987 when the National Crime Prevention Council, with a grant from the Lilly Endowment, Inc., established three Youth as Resources (YAR) sites in Indiana. As a youth grantmaking program, YAR sites are governed by youth-adult boards and usually exist as a program of a community foundation, United Way, school, housing agency, or other institution. The sponsoring agency provides staff support, technical assistance, training, and other benefits to YAR boards. A few YAR programs also exist as their own nonprofit organization. The YAR boards provide small grants for youth-initiated, youth-led community projects that are assisted by one or more adult advisors. These grants cover materials, supplies, training and transportation to conduct the projects. The recipient youth groups range in size from about 5 to more than 100 and involve young members, age 8—18. They must be sponsored by an organization with a not-for-profit status; these often include community organizations (such as a YMCA or Boys and Girls Club), congregations and schools.

In more than 75 local communities in the U.S., hundreds of thousands of youth have participated in thousands of youth-led projects. YAR continues to thrive in central Indiana where more than 51,000 young people have participated in 1,900 youth-led projects funded with YAR grants. Examples of youth projects funded by YAR include: tutoring younger students; beginning child care programs for children; providing chore services for the elderly; beautifying local parks and playgrounds; and cleaning and decorating homeless shelters.

Youth Philanthropy Initiative of Indiana (YPII)

The Youth Philanthropy Initiative of Indiana (YPII) was conceived during a meeting in 2001 of representatives of the Indiana Grantmakers Alliance, the Moore Foundation, Community Partnerships with Youth (CPY), and the state's Commission on Community Service and Volunteerism. Shortly after, Jerry Finn, one of the country's longtime youth philanthropy trainers, joined YPII. With a small operating budget and staff, YPII works with interested schools, congregations, youth groups, local foundations, and community organizations who want to engage young people in philanthropy in their institution or community. YPII helps each group distinguish its needs, goals and the best programs or resources that it can adopt to achieve those goals. Thanks to its many partnerships, YPII offers training and a wealth of youth philanthropy resources developed by Youth as Resources, CPY, Learning to Give, and others. While incorporating a basic conceptual understanding of philanthropy, the variety of programs inspired by YPII's involvement in communities across Indiana cover: (1) school-based philanthropy education, (2) youth grantmaking, (3) youth fundraising, (4) youth service, (5) youth leadership, and (6) youth trusteeship.



School-Based Youth Philanthropy Programs

AFP-New Jersey Chapter Youth In Philanthropy (YIP) program


In 1994, the AFP-New Jersey Chapter began the Youth In Philanthropy (YIP) program, a grassroots level, volunteer-driven initiative in schools. It is the largest of the youth programs launched by an Association of Fundraising Professionals (AFP) chapter and one of the largest programs in the country based on the number of youth participants (by 2006, the program counted more than 44,000 elementary school students involved over time). AFP-NJ YIP engages the range from individual K-8 classes to entire schools to school district-wide participation. In class and school-wide projects, students decide (with adult guidance) the types of service and/or fundraising projects they will complete. On a school-wide basis, for example, Washington Elementary, a decade-long participating K-4 school in Union, New Jersey, “does something philanthropic every day of the school year” (AFP, “New Jersey”). Annually, students complete a range of more than 30 projects and raise approximately \$30,000, with \$19,000 donated to the American Cancer Society each year (Ibid.). AFP-NJ’s YIP program promotes involvement in a range of philanthropic projects and lessons.

A unique aspect of AFP-NJ YIP and a reason for its grassroots growth is the active engagement of the many partnerships that sustain the New Jersey program, explains Katherine Falk, YIP’s chair and long-time advocate. The AFP-New Jersey Chapter’s members, which serve on the program’s committee, provide teacher training (Ibid.) and help teachers understand philanthropy in the context of what they are already required to teach. On a voluntary basis, these members (i.e., professional fundraisers and philanthropists) “visit each class to speak about philanthropy and ethics... to serve as mentors” (Ibid.), and to recognize achievements at each participating school at the end of the academic year. AFP members’ organizations as well as other nonprofits, and highly involved donors from the business sector (particularly Bank of America, Johnson & Johnson and ETHICON) and private foundations all work together with the YIP committee and participating schools. In partnership with the New Jersey Department of Education, YIP is a service provider of teacher training that earns participants professional development credit. In addition, AFP-NJ’s YIP offers continuing education units for participation in training sessions from the Non-profit Sector Resource Institute at Seton Hall University.

The El Pomar Youth in Community Service (EPYCS)

In 1991, the El Pomar Foundation, located in Colorado Springs, Colorado, began a unique youth philanthropy initiative—a youth grantmaking and fundraising program run by foundation staff. The El Pomar Youth in Community Service (EPYCS), as it is called, began in nine schools and, by 2006, its large paid staff worked with staff, teachers and students in 140 high schools located in 50 of Colorado’s 64 counties (El Pomar, “About EPYCS”). Another indicator of EPYCS’ success—“in the past 16 years, participating high school students have raised nearly \$620,000 and awarded 1,130 grants totaling over \$9.6 million to improve the quality of life in communities and schools across Colorado” (Ibid.).

Each high school involved in EPYCS has a group of students with an adult



adviser and functions like a mini-foundation. At the beginning of the school year, the student group develops a mission statement (called the “guiding statement”) by conducting a survey of the school’s student body. During the year, El Pomar Foundation staff serve as trainers, conducting five visits to each school to meet with the groups. The training sessions include a grantmaking workshop, as well as leadership and administrative skill-building. The group is required to raise \$500 or more within its community through fundraising efforts by February of each year. If successful, El Pomar Foundation then provides a \$7,500 matching grant. The guiding statement determines to which Colorado nonprofit organizations the group awards the \$8,000 or more in grant funds. Students may also decide to grant up to \$2500 to be used within their school district, with the remainder to be granted outside their school district. The handbook providing the EPYCS steps is available online (El Pomar, “EPYCS Handbook”).

Learning to Give (LTG)

In 1997, the Council of Michigan Foundations began its second youth philanthropy project, the K-12 Education in Philanthropy Project (later to become Learning to Give). CMF president Dorothy A. Johnson and MCFYP director, Dr. Kathryn A. Agard had seen the power of youth giving and service and believed that the place to reach all children to pass on philanthropic values and traditions was in schools. Joined by an influential Steering Committee and funded in large part by the W.K. Kellogg Foundation (as well as a list of other funders), Agard became LTG’s founding director. In eight years time, she and a committed and productive staff established the most comprehensive, curriculum-based K-12 philanthropy education program in the world.

At first, project staff took a “let the flowers grow” approach, working with participating teachers to assess how they could incorporate philanthropy into their classrooms and spreading its broad definition: “the giving of time, talent, and treasure for the common good.” In a short time, the project thrived in Michigan’s schools, as small groups of teachers participated in summer training institutes and developed their own lesson plans. Staff and teachers who had completed the institute served as trainers and led new groups through the process. Also utilizing teachers and staff as writers of curriculum lessons and units, the project produced more than 800 lesson plans by 2006. The curricula, available online, covers the spectrum of subject areas, and fulfills state standards. It is difficult to measure the use and dissemination of the project because the number of new visitors on its website is prolific. The number of known participating teachers and schools include a broad sweep across Michigan, approximately 25-30 Indiana schools, and schools in England and South Korea.

Several key components of LTG’s success include that: (1) its lessons are teacher and classroom tested; (2) its lessons plans meet state curriculum standards; (3) the volume of resources (e.g., lessons, quotes, annotated bibliographies, parent resources) available on its website can meet the needs of many visitors; (4) its online resources are available at no charge; (5) it incorporates intensive teacher training in philanthropy and related subject areas; (6) it encourages service learning and experiential components as a part of a holistic philanthropic education; and, (7) it was developed and works within the educational framework (i.e., hiring teachers as LTG staff, partnering with education associations and departments of education).



A next stage of the project's growth began in 2006 when LTG joined the New Jersey-based youth service program, the League. The move was made in the hope that it would be an opportune vehicle to disseminate the program internationally. The League, once a program of the organization Do Something, asked schools to track their service activities through a points system, similar to competitive sports. It had gained popularity in schools and by 2007, after the merger, it became the League powered by Learning to Give (as it is called). The program focuses on both philanthropic concepts and action.

Students learn about the values of giving and service in the classroom, then go out and contribute to their own communities. They clean. They raise funds. They do what it takes to make a difference while developing skills of leadership and good character. And, most importantly, they enjoy doing it. Afterward, they can reflect, discuss and complete the learning cycle, developing their abilities to think, feel, and do (The League, "What Are").

In 2007, The League made its national launch and boasts involvement from more than 200 classrooms and 40 schools across the U.S. and activities in India, Singapore and other countries.


The Promise Of Youth Philanthropy

Schooling is what happens inside the wall of the school, some of which is educational. Education happens everywhere, and it happens from the moment a child is born—some say before—until it dies.

—Sara Lawrence Lightfoot, Professor of Education, Harvard University

The attentive, intentional efforts of the past two decades have created pockets of hope and youth action across the United States. From large national organizations to grassroots youth groups from a lone schoolteacher to entire school districts—children and young people are learning about the responsibilities of human citizenship and American democracy as they gain the skills they will need as donors, as volunteers, as activists, as leaders, and as board members.

Oftentimes, their drive, leadership and ingenuity inspire the adults at their side. They validate the investments of human resources, advocacy and funding entrusted to them by federal agencies, philanthropists, corporations, and foundations. Their potential, well-understood by the intuitive teachers and youth workers who challenge them, is not commonly recognized nor accepted. If there is another image of young people in the U.S. that is little depicted in news stories, movies, magazines and radio shows, it is our philanthropic youth. In America's small towns, sprawling suburbs, cities, and even our most dangerous slums, teens and children are facing some of society's toughest problems with idealism, passion, and an openness to find solutions. Their education, provided through these many youth philanthropy and



service programs in schools, churches, community organizations and homes, is the promise between generations that our youngest Americans will make the world better—one project at a time.

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Report on the AFP Youth In Philanthropy Summit

Introduction

Youth philanthropy is a rapidly growing phenomenon. For a number of years, many people have referred to youth philanthropy as a movement, although it is not yet considered to be “official” from a social science movement-theory perspective. Nevertheless, the 44 participants of the AFP Youth in Philanthropy Summit felt they were part of a real movement on November 12, 2007, when they gathered at Rollins College in Winter Park, Florida to consider the state of youth philanthropy. The AFP Youth in Philanthropy Summit was convened by the Association of Fundraising Professionals (AFP) and hosted by the Philanthropy and Nonprofit Leadership Center at Rollins. Official terminology or not, the attendees, who are the leaders in the field, and who work hard to involve every young person in philanthropy, believe they are a part of an important movement.

What is Youth Philanthropy?

A myriad of definitions of youth philanthropy have flourished over the past two decades as youth engagement in philanthropy has evolved to include many forms of giving. Youth Leadership Institute’s (YLI) report, *Changing the Face of Giving: An Assessment of Youth Philanthropy* (2001, p. 9), devotes a section entitled “What Is Youth Philanthropy?” to the issue. It begins with the definition of philanthropy from Webster’s Ninth Collegiate Dictionary: “goodwill to fellow men; an active effort to promote human welfare; a philanthropic act or gift; or an organization distributing or supported by philanthropic funds as a base.” The two roots of the word, from the Greek *philein* meaning “to love” and *anthropos* meaning “man,” have been translated as “love of humankind.”



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Eugene R. Tempel, Executive Director of the Center on Philanthropy at Indiana University, spoke eloquently about philanthropy. He said, “... the roles philanthropy fills in our society (are) to reduce human suffering, advance human potential, give every citizen an equal opportunity, build community, foster pluralism, and... protect the minority against the tyranny of the majority. . .” (Philanthropy Summit Report, April 13, 2004, 13).

The definition that most closely encompasses the many definitions used by the participants who attended the AFP Youth in Philanthropy Summit is the one created by Payton, 1988 and refined by Burlingame, 2000, “Giving, serving and taking private citizen action intended for the common good” (in Agard, 2002, p.38). Youth philanthropy advocates, and those who work directly with youth to engage them in philanthropy, often use the child-friendly definition, “The giving of time, talent and treasure for the common good” (Robert Payton, Center on Philanthropy at Indiana University, 1988). Summit participant Janet Wakefield, executive director of Journey Renewal Outfitters, expanded, “philanthropy is the thoughtful, intentional, ongoing sharing of one’s time, talents and treasures for the common good.” (Hoover and Wakefield, 2000, *Youth as Philanthropists: Philanthropy as a Vehicle for Social Change*). “For the common good” are key words that express how philanthropy benefits the majority and often addresses challenging social issues.

There are many different views of philanthropy, even in the youth philanthropy field. A few additional definitions cited in a Youth Leadership Institute report (2001) include:

- Young people giving time, talents and money to their communities (Ibid., 9);
- Youth philanthropy is about helping young people answer the question, “What do I care about?” (Janet Wakefield in Ibid.)
- Youth philanthropy applies to efforts to involve young people in traditional, organized philanthropy. (Ibid)

Youth Philanthropy and Public Service

The YLI report also states:

Some programs use the mechanisms of institutionalized philanthropy to engage youth in their communities and the idea of public service. For example, the W.K. Kellogg Foundation calls youth philanthropy “an approach to empower and establish young people as community leaders.” (Ibid.)



Amy B. Cohen, director of Learn and Serve America of the Corporation for National and Community Service, in describing her experience in terms of the value of the YIP Summit, used the analogy of dialects within the same language for the varying terminology utilized by the different programs doing youth philanthropy work. She explained:

The Youth in Philanthropy Summit is, I hope, just the beginning of a valuable and creative conversation among organizations that are all focused on promoting youth leadership. We may speak slightly different dialects -- service learning, community service, youth in philanthropy, character education – but we all speak the same language when it comes to getting young people actively engaged in working with others in the community to solve problems and meet needs. Learn and Serve America is committed to continuing with this powerful dialogue and collaboration.

Youth Philanthropists—Who, What, Where, When, How Old

Today, most communities have programs that promote youth philanthropy, regardless of whether the word philanthropy is used or not. The “who,” therefore, includes youth who are scouts, who give their gently used clothes or toys to the Salvation Army, Goodwill or other social welfare organizations, or who volunteer at nonprofit organizations. But it also includes youth who give their time to rake leaves for a neighbor who can’t, and youth who hold bake sales, car washes or other fundraisers for any number of causes and community needs.

Youth as young as pre-schoolers may be offered opportunities to give, sing at senior homes, make cards for veterans or troops, or bake cookies for shut-ins. In the youth philanthropy field, age five, or kindergarten, is often considered the targeted beginning age. The other end of the age range considered to be “youth” can vary. Certainly it includes collegiate level young people, and may even include graduate students. In general terms, youth philanthropy refers to people 5-25.

Five of the types of youth philanthropy programs/participants were identified, and representatives of each were invited to participate in the Summit. The five interest groups included K-12 education programs, college-level programs, individual young philanthropists and activists, youth grantmaking programs and youth-serving organizations.



Why Care About Youth in Philanthropy?

- 70 million youth live in the United States.
- About 13.3 million teens nationwide volunteer an average of three hours per week; totaling 2.4 million hours every year.
- If someone were to pay for the amount of time teens volunteer, the estimated bill would be close to \$7.7 billion.
- American teens make \$211 billion in income every year.
- If everyone gave \$5.00 per year, an extra \$350 million would be available to improve our world.

(Making Change for the Better: The Importance of Youth Giving, by the Center for Youth as Resources (CYAR) and the National Endowment for Financial Education (NEFE), November 2004, np)

In 2005, a study done by the Corporation for National & Community Service, in collaboration with the U. S. Census Bureau and the nonprofit coalition, Independent Sector, showed:

- An estimated 15.5 million youth – or 55% of youth ages 12-18, participate in volunteer activities. The teen volunteering rate is nearly twice the adult volunteering rate of 29%.
- Youth volunteer more than 1.3 billion hours of community service each year.

The Word “Philanthropy” in Relation to Youth Philanthropy Today

One of the biggest challenges in promoting youth philanthropy is a common misconception about the word philanthropy. Many assume that it is an exclusive practice for people of privilege and not for anyone else. This is a myth that those in the youth philanthropy field seek to dispel. Essential to the definition, therefore, and thus to the work, is the understanding that, today, philanthropy includes anyone who gives, serves or takes action for the common good. Anyone can be a philanthropist. Thus, an underlying premise of the field is that all youth have the potential and power to give, no matter their age, ethnic origin, ability or economic circumstance.

Youth Philanthropy and Its Impact

Today, youth philanthropy programs reach out to young people from the inner city to the suburbs to the most rural areas; to those often on the receiving and those whose families can write a check for anything. Some aspects of youth philanthropy can be likened to modern day social work, because it includes everyone and has the potential to change lives; to help young people help themselves by helping others.



Luana Nissan refers to the impact of youth philanthropy in her “Overview of Youth Philanthropy in United States”. She also discusses the prevalence of informal philanthropy, particularly in minority cultures, and the essential role it plays in those cultures. As the scope of philanthropy is better understood, it has become important to acknowledge the extent of informal philanthropy that takes place in our society.

Youth Philanthropy, Technology and Civic Inclinations


Collecting donated goods for a cause has been integral to American youth philanthropy, as Nissan notes, since the World Wars and the early days of scouting. It is much the same today. But the change that has taken place over the last 20 years can be illustrated by what happens after the collecting has been accomplished. Collections used to be followed by writing a letter to a “pen pal,” the recipient of the drive, and sending it via the U.S. mail. Weeks, or maybe months later, a reply would arrive. Writing the letter, and the resulting response, gave the fundraising act meaning and the reaching out to the recipient made it a direct and personal philanthropic experience. The emotional impact and reward for the young person came from the human connection, even after a long wait.

Now that the internet and technology play such an enormous role in young people’s lives, more immediate satisfaction is possible. As Timothy R. Burcham, CFRE, Chair of the Association of Fundraising Professionals said, “Youth today are digital natives, whereas we are digital immigrants. It’s a first language for them and a second language for us.” (Falk notes, July 28, 2006). Technology allows youth to use their talent and skill to serve in new ways. Now young people have the ability to communicate instantly with people who, prior to the digital age, were worlds away. For youth philanthropy, the internet opens doors and encourages young people to walk through them; to expand their vision beyond their own lives.

Judith Nichols, Ph.D., CFRE, nonprofit sector trend analyst and expert on socio-demographic generational giving, identifies underlying demographic and psychographic shifts. In a comparison of four generations, from those born between World Wars I and II, to the Generation Netters (today’s youth), Nichols found that we’ve come full circle. The oldest living generation and the youngest active philanthropists are both much more civic-minded than the two generations in between. The difference is that the older generation, known as the Boosters, was raised to care about the good of America, while the civic ethic of today’s young people includes the entire global community (notes from conversation with Judith Nichols, September 2006).

Preparation For The Youth In Philanthropy Summit

The AFP Youth in Philanthropy (YIP) Summit on Nov. 12-14, 2006, brought together 44 representatives from leading U.S. and Canadian initiatives invested in



youth philanthropy programming and research to consider, for the first time, ways to collaborate in their programming and education.

Many of the Summit's participating organizations have fully developed, sophisticated youth philanthropy programs that have used increased knowledge and practice of philanthropy among youth and their adult teachers and leaders to achieve positive long-term results. Others are newer to the field, including the youth participants. The combination of levels and different kinds of experiences created a synergy that helped to achieve the summit's purpose: to encourage and facilitate development of a charted course for future national and international collaboration in order to engage more young people in philanthropy.

Fundamental Context for the Summit

How the AFP Youth in Philanthropy Summit fits into today's philanthropic landscape provides context for the significance of the results, as well as a marker for the movement's progress, both in the United States and abroad. The philanthropic sector in America provides significant health, education, social services, arts, international and national relief, environmental and religious programs that benefit people in need and deliver services that improve the quality of life. Youth giving is a growing part of the sector that provides vital resources to many organizations and causes.

While the youth philanthropy movement has evolved and developed rapidly over the past 20 years, the youth themselves have not often been recognized for their invaluable contributions of time, talent and treasure for the common good. At a basic level, many people in our society are still unaware of the role philanthropy plays in our culture and its importance to the health of our democratic society. They are even more unaware of the role youth can and do play in the sector and, thus, society at-large. This is because most people, including teachers and community leaders, have not been educated about what youth have achieved or about their tremendous potential to make a difference in their communities and beyond. Education is needed for school and university administrators, faculty, youth workers, community leaders, corporate and foundation leaders and even youth themselves.

However, that lack of knowledge notwithstanding, it is interesting that international interest in American youth philanthropy has flourished, as other countries have become aware of the activities that are being undertaken, the resources that are available and the effectiveness of programs. There are now well over a dozen countries looking to the U.S. for information and guidance about how to promote and integrate youth philanthropy into their own schools and youth populations. The list includes Korea and Japan, members of the European Union, Zambia, India, Mexico and others. Most notably, Japan is currently planning to institutionalize youth philanthropy through a network of YMCAs, and school reformers in Tokyo have begun to introduce an American model of school-based philanthropy education. For the past five years, South Korea has systematically been working to infuse youth philanthropy into its schools and to evaluate the results. In addition, there are individuals in other countries using the internet for access to information about American youth philanthropy programs.



Why a Summit

Prior to 2002, several gatherings occurred that focused on youth philanthropy. In 1997, both the organization, Learning to Give, and Transmitting the Philanthropic Tradition to Youth, a program of the Center on Philanthropy at Indiana University, convened scholars and leading practitioners in philanthropy to help the projects' teachers and youth organization professionals understand how the transmission of philanthropic knowledge and behaviors to young people occurs (from conversation with Luana Nissan). In 1999, as described in the earlier section of this paper, the first White House Conference on Philanthropy took place and included the Youth Roundtable on Philanthropy


Recognition of the need for a meeting to advance the national dialogue among institutions central to the youth philanthropy movement sprouted from the fertile ground of the Center on Philanthropy at Indiana University's national annual symposium on Youth and Philanthropy in 2002. That symposium was exhilarating for those who had been toiling to promote youth philanthropy and engage youth directly in philanthropy. It offered introductions to others who shared the same passion and who were interested in the best practices of the field at the time. But a comment by Irv Katz, President and CEO of the National Human Assembly, was pivotal and provided the impetus for AFP to begin to discuss and eventually convene the Youth in Philanthropy (YIP) Summit. Using the analogy of young children who play side-by-side rather than with each other, Katz commented that all the organizations present were in parallel play, and that most were unaware of others with similar, if not the same, goals and objectives. This struck a chord among a number of attendees, and it was there that the decision was made to try to convene a group of leaders to move youth philanthropy from its state of parallel play to one of collaboration. Several who were there felt it was critical to gather leaders in the movement to plan how to work together to transmit philanthropic values and experiences to all youth.

The idea for the Summit was an appropriate, significant next step for the youth philanthropy movement. It became apparent at the symposium that there was a need for unity in order to advance youth philanthropy to the next level of effectiveness as a positive force in society.

Integrating the concepts of philanthropy into existing youth programs is a vital element in moving youth philanthropy forward... Encouraging our youth to know the impact they can have through giving and serving, being civically engaged and building their leadership skills is developing individual assets as well as community assets for the good of society.

—Eileen Ryan, Program Director,
Youth Philanthropy Initiative of Indiana

More than a year prior, AFP had formed a Youth in Philanthropy Task Force, comprised of AFP members with experience in youth philanthropy from all over the United States, and four youth philanthropy experts from outside AFP. Its pur-



pose was to reignite the spark of youth philanthropy within AFP, building on its already decade-long history of involvement (Appendix A). Following the Center's symposium, AFP YIP Task Force members agreed that one of four key priorities, in line with the YIP Task Force mission to "help AFP chapters and the profession involve youth in philanthropy", would be the development of a summit to continue the critical conversation.

The Evolution of the Summit

Summit planning took four years, with many dedicated volunteers working on the development of the idea. The Task Force recognized that AFP is an ideal organization to be on the forefront of ensuring that our young people are learning the values that sustain philanthropy. Because of its size and influence, as well as its mission to "advance philanthropy through education, training and advocacy", it has an implied responsibility to nurture tomorrow's volunteers and donors. Furthermore, AFP set as a strategic objective, the development of ways to encourage the best and brightest young, college-age adults to enter the nonprofit sector and to involve AFP chapters in the effort.

In 2005, Nancy Swanson, CFRE, executive director of the South Dakota 4-H Foundation, agreed to chair the Summit Organizing Committee (SOC), with co-chair J.M. (Monty) Hogewood, CFRE, Director of Development of Samford University. Together, they took on the responsibility to systematically plan for the event. The SOC was comprised of seven members of AFP's YIP Task Force (Appendix B) and AFP staff member, Patricia O. Bjorhovde, CFRE, who had previously chaired the Task Force.

The seeking of financial support for the Summit was critical, and in 2006, AFP Foundation board member Gary L. Good, CFRE, Managing Director of Development, Florida Grand Opera, introduced AFP Foundation President Curtis C. Deane, CFRE, CAE, to David Odahowski, executive director of the Edyth Bush Charitable Foundation. The Summit finally came to life thanks to generous financial support from the Edyth Bush Charitable Foundation, in-kind support from the National 4-H Council and the gifts from 15 committed individuals (Appendix C).

Odahowski recommended that the Rollins College Philanthropy and Nonprofit Leadership Center serve as host, and that the Summit take place on the campus of the college in Winter Park, Florida. Odahowski recommended Dr. Rita Bornstein, President Emerita of Rollins College and Chair of CASE (the Council for Advancement and Support of Education) for the Summit's keynote address.

The agenda for the Summit (Appendix D) was designed to stimulate original thinking and facilitate the building of consensus. Key objectives were to lay the groundwork for mutual initiatives and active collaboration among participating organizations, their constituencies and the larger community; to integrate youth philanthropy more completely into society; and to spread understanding of how all young people can participate regardless of age, culture, abilities or socio-economic circumstance.

The desired outcomes included development of long-range strategic plans for collaborative learning environments in communities to teach philanthropy and



provide expanded opportunities for the practice of philanthropy among youth. It was understood that to achieve this outcome, it would be necessary to find a way for community foundations, fundraising professionals (through AFP chapters), schools, youth-serving organizations and not-for-profit organizations to work together.

Among the original goals for the agenda, as outlined by the Summit Organizing Committee, was the expectation that Summit participants would create their own vision for future plans and next steps and that the concept of diversity would be inherent in all of the discussions.

The YIP Summit Participants

The Summit Organizing Committee sought to include a widespread, balanced and diverse group of organizations to invite to the Summit. Organizations were evaluated from four vantage points:

- **Program focus**—Philanthropy, grantmaking, philanthropic fundraising, funders and promoters
- **Geographic location**—Local/regional and national
- **Program delivery**—School/community
- **Organization purpose**—Organizations that incorporate youth philanthropy and organizations created as youth philanthropy organizations

Forty-four leaders from 30 nonprofit organizations (Appendices E and F) with strong youth philanthropy components, including four nonprofit leadership centers and four community and private foundations, participated in the Summit. The group included 10 high school and college-age young people and represented 18 states and two countries. The participants also included several early pioneers in youth philanthropy. Among the individuals who attended were:

- The executive director of the Edyth Bush Charitable Foundation;
- Ten youth, ages 15-22 (including a president and president-elect of two AFP collegiate chapters);
- Six members of the Summit Organizing Committee;
- Four AFP staff members, including President & CEO, Paulette Maehara;
- Four executive directors and directors of major university centers focused on nonprofit management and philanthropy;
- Director of the Corporation for National & Community Service's Learn and Serve America;
- Representatives from national, regional and local youth-serving and youth philanthropy organizations (including Youth Leadership Institute, Leadership Renewal Outfitters, Youth Philanthropy Initiative of Indiana, Youth As Resources, Common Cents, El Pomar Foundation's Youth in Community Service, and AFP chapter Youth in Philanthropy programs);

- Two community foundation representatives;
- A K-4 principal;
- Representatives from major service clubs; and
- Representatives of religious coalitions and federations.

The experience and eminence of the attendees lent stature to the Summit. The layers of influence represented by the group made it possible to conduct a dialogue with the real probability of tangible results. The Summit was the first gathering to bring together people from so many different areas – large national association, foundations, government programs, academic centers regional and local organizations – and young people themselves. The diversity of the gathering made it possible to make connections across the youth philanthropy field, build a cohesive group and make decisions that will impact the future of youth philanthropy.

The Inclusion of Youth Participants

The decision to include young people who were active in philanthropy was an important one, and their contributions to the success of the Summit far exceeded expectations. Nancy Swanson, Chair of the Summit Organizing Committee (SOC), Executive Director of the South Dakota 4-H Foundation and architect of the national 4-H Council’s “The Power of YOUTH In Philanthropic Fundraising” summarized the impact of this decision by saying, “The youth brought the adults into the 21st century.” Their intelligence, technological knowledge and perspective, ideas, poise and thoughtful contributions energized the conversations, furthered the dialogue significantly and, with the national youth philanthropy leaders present, created an exceptional learning and working environment.

We needed the balance of youth voices and experienced practitioners around the table in order to produce what we did.

—Mike Goorhouse, Youth in Philanthropy Program Associate,
Council of Michigan Foundations

Paulette Maehara, AFP president and CEO, opened the Summit by declaring, “AFP’s motivation is getting young people involved . . .” and “All of us have ownership in the process. The purpose of bringing everyone together is to find out how we (can increase) involvement of youth in philanthropy. She spoke of AFP’s goal in convening the Summit; to create awareness of the possibilities that exist and build models to show how every young person can have the opportunity to experience philanthropy. She added, “This is done by listening. It is vital to listen to young people in order . . .to be successful.”

Inclusion of youth was “a real home run” according to Summit participant, Robert Ashcraft, Ph.D., Director of the Center for Nonprofit Leadership and



Management and the American Humanics Program at Arizona State University. There was a balance, energetic dialogue, careful listening, collegiality and mutual respect between youth and adults. This fostered productive results and ensured a friendly, fun experience. The meeting illustrated the concept of Minga, a term from the indigenous societies of Central and South America that means a coming together of people for the betterment of all (www.freethechildren.com), the term used by child rights advocate Craig Kielburger, a young philanthropist who, as a 12-year old in 1995, founded his own organization, Free the Children.

The adult participants were delighted to work with thoughtful, inspiring and inspired youth. By the same token, the young people appreciated the depth of the adults' experience and perspectives and the fact that the adults respected and admired their accomplishments and ideas. One particular advantage was that the youth present possessed strong technological knowledge and capabilities. At each step, the young participants provided vision and ideas for how to achieve the goals and objectives. They shared their thoughts about the kind of support that will be needed to help youth succeed in the philanthropic arena and effectively expand youth engagement.

At the YIP Summit, the youth were not only included in the decision making process but were challenged and became engaged in identifying "youth oriented" solutions to problems that the teams identified. There was an excellent balance between youth involvement and adult mentorship.


—Don Kent, Father of youth participant, Daniel Kent

Ideas for Discussion

The Summit Organizing Committee offered the following thoughts as springboards for the discussion:

Across the spectrum of the nonprofit world, AFP members (through its network of chapters), leaders of educational and youth-serving organizations, community and private foundations, corporations and individuals have promoted a youth philanthropy movement over the past 20 years. Although there are many contributions youth make to our society through their giving and serving, there remains vast potential to reach and educate more adults and youth about the ability of young people to help others live better lives.

Youth from kindergarten through college have demonstrated their interest in and capacity to give and serve their communities, country and world. Youth philanthropy, in the past two decades, has spanned the range of socio-economic circumstance and age. Philanthropy is not just for the privileged, and it is not just for adults. Youth can no longer be viewed just for their potential but for their present capabilities and the results of their work.



There are many organizations that have recognized the significance of civic engagement by youth, and work to encourage youth involvement. They have continued this work without being aware of the similar efforts that are taking place in their own communities. It is important to explore how to move beyond “parallel play” to collaboration, what that would look like and how it would be accomplished.

Every young person should be educated about the possibilities and opportunities philanthropy offers. They should know that the meaning of philanthropy, in its broadest definition, which is inclusive of all and celebrates diversity. Long-range and strategic planning for youth philanthropy needs to include diversity as a key priority. Adults have a responsibility to model the behavior and teach the values of philanthropy, giving and serving for the common good, to all young people.

Youth philanthropy is evolving into a recognized movement. AFP, an early advocate for youth philanthropy, recognizes the value and potential of involving youth in philanthropy. The Association convened the Summit for participants to consider the state of youth philanthropy in our country and beyond, and to identify the areas of major focus for the future growth and development of the youth philanthropy field and movement.

Youth need to help chart what future growth and development will look like and to work as partners with adults. Adults must listen carefully to the ideas of young people, and work together with mutual respect and appreciation for the value each brings to the youth philanthropy field.

All should be aware of the now long history and effective work of the pioneers of youth philanthropy and how that history impacts the field now.

There will be great benefits to society that will arise from new partnerships and the collaborations that may be forged.

Pre-Summit Participation

The real preparation work of the Summit began six to eight weeks in advance with telephone interviews of each participant by facilitator Susan Halbert. Each then completed a form, “Ideas that Work” (Appendix G).

All participants were sent a reading on the process of appreciative inquiry (Appendix H) and copies of New Directions in Philanthropic Fundraising’s “Creating Tomorrow’s Philanthropists: Curriculum Development for Youth” and “Engaging Youth in Philanthropy” (Jossey-Bass, Summer and Winter, 2002) (Appendix I). All participants were asked to read them prior to arrival. It should be noted that six of the seven authors of “Creating Tomorrow’s Philanthropists” attended the Summit.



The AFP Youth In Philanthropy Summit

Visions for Youth in Philanthropy

On the opening day, participants were asked to do two things first: to consider their vision for the results of the summit; and to define the current state of youth philanthropy in the United States.. When asked, “What excites you most?” the collective response was, “Youth committed to giving and making a difference.”

The summit opened my eyes to the extensive world of Youth in Philanthropy. As a youth, it taught me that my voice remains an essential part in influencing the world in which my children will one day grow up. The summit was exhilarating!

—Whitney Ann Yeary, President-Elect of the AFP Thoroughbred Collegiate Chapter, University of Kentucky

The participants presented their wishes for youth philanthropy in the three years that follow the Summit. They were:

- Expanded opportunities for youth engagement with more youth involved;
- Systems in place to facilitate partnerships for the determination and achievement of common goals and projects among groups practicing youth philanthropy;
- Increased numbers of youth in decision-making positions;
- Increased public awareness, media attention and funding.

The participants also expressed their wishes for immediate change in the following areas:

- The issues and opportunities today are many and varied;
- Removal of barriers and the creation, or fortification, of enhanced support systems will be vital to success; and
- Youth in action, in charge with more say, will help alleviate society’s challenges.

There was consensus that we live in a difficult time and youth who are empowered to believe that they can make a difference will exhibit pro-social, proactive, productive behaviors. Civically engaged youth philanthropists are ready and able to serve. At the summit, both the power of youth in philanthropy and the growth of youth philanthropy were considered to be important topics.



The Summit Process

Susan W. Halbert served as the Summit facilitator, using the concepts of appreciative inquiry and action research in her design of the meeting process. Her structure for the Summit gave participants a chance to: (1) get acquainted; (2) think creatively; (3) assess the current state of youth philanthropy; (4) build common ground; (5) envision an ideal future; (6) create prototypes for that future; and (7) work together to develop a plan for next steps and ownership for the work ahead.

The goal of the process design for the Summit was to make sure that every participant had an opportunity for their voice to be heard and for them to commit collectively to take action to move youth philanthropy to become common practice at all levels of community.

—Susan Halbert, Principal, Susan Halbert Consulting

The process used throughout allowed concepts to be explored, debated and expanded. Whole group exercises and conversations alternated with smaller group work and dialogue as a means to expand thinking and tap different ideas. Members of each interest-group systematically identified and evaluated strengths, opportunities, and perceived needs. The groups were then reorganized into new teams to brainstorm ideas and develop strategies to identify and advance common goals. This allowed participants to define, in detail, each of the overarching focus areas that would be needed to work to achieve the goals of the Summit.

Identified Components of Success

A major component for future success in expanding youth philanthropy was identified as access to information through a central source. Ways for people to connect to information and to each other through internet use and website development were considered essential resources that need to be created.

A second component for success came out a common theme that arose: the need for a systemic culture change in the way Americans view young people. This is true for community leaders as well as various levels of government. Summit participants agreed that currently, youth are viewed merely as the next generation. In the first session, the grantmakers summarized, “Youth are the present, not just the future.” Young people are major contributors to our society today. Universal recognition of that fact is the most fundamental change that is needed. This became a banner statement of the summit.

The third component is the role of positive youth-adult partnerships. Youth-adult partnerships were identified as a fundamental element that affects youth philanthropy and impacts its success. This basic premise became an important ingredient in all Summit conversations.



Current State of the Youth Philanthropy Field

It's a practice that's been around for a long time, but now we've identified it, given it a name and promote it throughout all the areas of the community, putting youth philanthropy on the map for generations to follow.

—Janet Wakefield, Executive Director,
Leadership and Renewal Outfitters


Respected comprehensive K-12 youth philanthropy curricula exist, are accessible and widely used throughout the nation and the world. Many college programs are training young adults in nonprofit management and fundraising. Youth have founded and built successful nonprofit organizations. There are young people who participate in philanthropy in many ways: individually, through their religious affiliations and through participation with youth-serving organizations. They serve as grantmakers, leaders and contributors to systemic change in communities across the country. All of this activity is known, but the Summit participants felt it was important to begin to evaluate the scope of youth philanthropy today by looking at its strengths, the opportunities that exist and areas that need to be addressed.

Strengths

It was determined that there are many strengths and benefits that young people bring to the youth philanthropy movement:

- The number of young people, as a demographic group, and the results being achieved by the increasing numbers of youth participants;
- Awareness of what youth need and what it will take to engage them;
- A vision for the future and vehicles for communication;
- Technological savvy;
- Ability to relate to other youth more easily than adults can;
- Time to commit before they have to take on adult responsibilities;
- The programs they lead and the nonprofit organizations they create; and
- Enthusiasm and energy for philanthropy. Young people pass on their passion and inspire others to participate. This was referred to as “youth contagiousness” – the ability to spread philanthropy.

The youth participants posited that since young people are still developing, most are open to new ideas and perspectives. Other benefits they bring to the movement are that they are willing to take risks, are idealistic, and have a “pay it forward”



awareness and ethic. “Pay it forward” refers to repaying the good deeds one has received by doing good deeds for other, unrelated people.

Listening to those voices suggests to me that the YIP idea in America and around the world is in good hands. To be sure, YIP models need to be nurtured, studied and encouraged widely in all corners by interested stakeholders. But the key to gaining traction will be unleashing the talents and innovation of the young people themselves. That often means that well meaning older veterans of philanthropy will need to step aside from time to time to let young people in our field soar to heights we can't even imagine today.”

— Robert F. Ashcraft, Ph.D. , Director, Center for Nonprofit Leadership and Management Arizona State University

An additional strength is the increasing numbers of youth-serving organizations that benefit the youth philanthropy movement through their approach to young people and the ways they build and promote youth philanthropy:

- Adults working in youth-serving organization value the enthusiasm and passion of young people;
- They understand youth development and tolerate both experimentation and failure;
- Many organizations view their youth and adults as equal partners and seek to promote that ideal to other adults; and
- Youth-serving organizations welcome students’ service learning projects.
- Schools are the country’s largest investment in democracy and tend to be progressive in nature. In fact, 30% of schools today have service learning requirements. School-based K-12 philanthropy education programs contribute to the strength of the movement in many ways:
- They have the potential to reach all students with already-developed curricula that are available and easily accessible school resources;
- Trained educators who want to include philanthropy in their curricula are aware of available resources;
- Philanthropy curricula have been developed that connect to service learning;
- Information is available that relates philanthropy to all subjects, since philanthropy is everywhere; and
- They develop philanthropists who continue to give after they graduate, and to support causes they learned about and embraced as younger students.



It must be noted that more than a dozen countries aspire to include K-12 philanthropy education in their schools, and are looking to the U.S. for guidance and best practices. There exist many opportunities to partner with others internationally, and to create and use new resources.

Collegiate level programs encourage students to bring their energy and new ideas to the philanthropic sector. They provide education about fundraising, as well as careers in the nonprofit sector. It is the collegiate programs that will provide the sector's future leaders.

Each of the five interest groups looked at their particular youth philanthropy focus to evaluate what it brings to the whole. For instance, the youth grantmakers cited the regional presence of major national foundations, such as W. K. Kellogg Foundation and the Lilly Endowment Inc., as well as experience, established networks and collaborations, global connections, documented impact, available support and help from using each other as resources, joint youth-adult partnerships, the empowerment gained by young people who are given responsibility, and the voice they have through the money they distribute.


Opportunities

Opportunities to influence colleges and universities are vast. Colleges can be encouraged to teach students about the importance of volunteering or working in the nonprofit sector. Colleges can promote philanthropic fundraising as a career path and teach courses about the nonprofit sector. They can educate career services instructors about the opportunities for employment that exist in the sector. Colleges can even spread their influence beyond their institution by partnering with corporations, and by encouraging them to talk about philanthropy as a corporate responsibility to their employees.

K-12 education programs have tremendous opportunities to work towards the incorporation of philanthropy in state curriculum standards. Only two states currently, New Jersey and Michigan, have incorporated philanthropy into the Core Curriculum Content Standards. Such a move would mean that every teacher would be required to teach about philanthropy as a part of required coursework, and that it would no longer be something that is either added on, or just for those who are inclined toward philanthropy already.

This concept could easily be tested at the K-12 level. There are advisors available in every community, as well as a network of educators and nonprofit leaders. There is also the opportunity for partnerships with government. Formally teaching about philanthropy will help children to grow, develop and change in positive ways. Learning about community needs and becoming civically engaged will help them thrive and know that they are capable of helping their communities.

At the high school level, there are numerous student organizations that offer possibilities for young people to work together to help, share and accomplish tremendous results. Every young person has the opportunity to initiate good works, to spread positive ideas and even to find funding for community projects. Foundations are becoming more interested in youth involvement and willing to fund good projects.



Technology offers infinite opportunities to spread ideas through text messaging and online communities. The explosion of web communities, such as YouTube and Facebook, link young people in ways never before available and have the potential to harness the energy of a generation for the good of society.

There are opportunities to expand the reach of youth grantmaking. Young people who go through such programs will become donors themselves as adults, nonprofit sector leaders, and will understand the importance of encouraging the next generation of youth grantmakers. These programs empower youth to see themselves as agents of social change.

Youth-serving organizations have the opportunity to take a comprehensive approach to philanthropy that includes giving and serving, leadership development and civic engagement. Youth philanthropy can be added easily to existing programs and can promote “outside the box thinking” to change the world. And youth-serving organizations can build partnerships between organizations, as well as between youth and adults, in order to expand their reach.

And finally, youth engagement offers the tremendous potential for a trickle-up effect to parents and other adults. The involvement of young people can increase adult giving and involvement, and this will further the philanthropic sector.

Needs

The participants determined that, in addition to identifying key themes for what is needed in youth philanthropy, the most effective way to determine specific needs, explore ideas and suggest potential solutions would be look at specific focus areas. These were identified as Collaboration, Education, Infrastructure, Public Awareness, Research and Resources. As stated earlier, by the Summit’s end, these categories became the working committees assigned to move Summit goals forward.

Key Summit Themes for What Is Needed

- Youth to be viewed as the present, not just the future;
- A shared vision among those in the youth philanthropy field;
- Access to information through a central source as well as a place for people to connect with Internet use and website development of essential resources;
- Systemic change in attitudes throughout our culture, including at various levels of government that affect the philanthropic sector.

How Interest Groups Can Build on Earlier Work

Youth grantmakers determined that a significant need for their group is to address how to form an active communication network among themselves and others



about resources and best practices. Making resources more accessible and sharing them at a national level was felt to be important. Further, better communication will help to improve the attitude of adults toward youth grantmakers.

Other needs are sustainability, retention of young people in the programs and diversity in grantmaking. It was generally felt that their efforts, results and successes need to be documented. They also felt it is incumbent on the youth grantmakers to take the lead in helping nonprofits understand evaluation measures and what will help the organizations operate most effectively.

Youth participants felt they need to address how to reach out to the many young people who are unaware of opportunities to contribute. This group agreed that they should provide more information to their peers on logistics, the legal process and information about philanthropy. They need to be leaders in breaking stereotypes, especially when it comes to teaching young people that you don't have to be wealthy to get involved. These activists have a critical role to play as mentors, and to represent and present the benefits that come with helping others. They need to help others understand that philanthropic participation helps the philanthropist as well. They are in a great position to test the youth market.

Because youth-serving organizations understand and embrace philanthropy as an opportunity for all young people, they need to work harder to proactively recruit diverse youth – not just the honor roll students or those who are already “over-committed”. The group said that youth philanthropy is not just “nice”, but is necessary. It is something communities need to make happen all the time. The group felt it will be necessary to mobilize resources; by engaging foundations and funders and helping them see the necessity of youth engagement in philanthropy. They must foster partnerships between youth, adults and organizations and create incubators for experimentation as to how to help youth philanthropy flourish. And at a broader level, in order to bring about real systemic change, they need to communicate the positive impact that youth philanthropy has on communities and the promise it holds for the future. Finally, it is incumbent on these organizations to provide training to other nonprofits to help them integrate youth philanthropy into their existing programs and operations.

K-12 school-based programs need to successfully lobby state Boards of Education to fit philanthropy into school curricula at the same time as they are spreading the network of service learning. Also needed is more differentiation between the types of philanthropy learning that takes place, and to develop a greater wealth of teaching resources at all grade levels. Teachers need to be educated as to how to integrate philanthropy into their lesson plans and how to teach it. And they need to overcome the fear of talking about money.

The programs need to identify community efforts that are similar in order to move beyond the current state of “parallel play.” If the programs showcase all that is happening in the arena of educational philanthropy education, with greater media outreach and coverage, more people and schools will learn about youth in philanthropy and want to participate. There is much information to harness and disseminate.

Recognition for students, teachers and volunteers makes a difference and needs to be incorporated into K-12 Education programs. Public recognition is needed as



well, and there is a large network to use to promote the cause including teachers' unions and PTOs. AFP, through its network of chapters, has tremendous potential to help in this area. And there are infrastructures through which to work to assure sustainability and funding for school philanthropy education programs.

Finally, it is necessary to begin to educate young people, as early as middle school or junior high, about the work of the nonprofit sector and the idea of nonprofit work as a career choice.

Collegiate-level programs need to help provide basic understanding of nonprofit culture as a part of the institution's core curriculum. Philanthropy needs to be promoted as a viable career choice. Individuals in career services positions need to be educated about the nonprofit sector and career tracks available in it. In addition, colleges and universities need to be aware of demographic changes and encouraging diversity need to be incorporated into both thought and action. The group felt that www.idealists.org does an excellent job of promoting the nonprofit sector and is a valuable resource for college-age students.

Sharing Participants' Work and Resources

One objective of the Summit was to find a way for all of the participants to learn about each other's organizations, work and resources for youth philanthropy. This was accomplished with a "Gallery Walk." The Gallery Walk offered all participants the opportunity to display information about their organization, efforts, programs and accomplishments. Many of the participating organizations have fully developed, sophisticated youth philanthropy programs that have realized positive long-term results.

The participants were able to speak to one another about their program's results, to learn about each others' accomplishments in the field, and to mingle and get acquainted. In addition, most participants brought notebooks, brochures, flyers and/or other small mementos from their organizations to share with the group.

Keynote Address

David Odahowski, Executive Director of the Edyth Bush Charitable Foundation, primary sponsor of the Summit, made opening remarks at the Summit dinner. He introduced the keynote speaker, Dr. Rita Bornstein, by tracing his experiences with the Edyth Bush Charitable Foundation and sharing stories about his professional relationship and friendship with Dr. Bornstein.



The Summit was an extraordinary opportunity for scholars, practitioners and youth from around the United States and Canada to study youth in philanthropy issues and best practices. The enthusiasm of the youth and the experience of the practitioners, combined with the insights of the scholars, created a number of exciting opportunities for future youth in philanthropy activities. I'm excited about what's ahead and what we can do together to get more youth involved in philanthropy.

—David Odahowski, President,
Edyth Bush Charitable Foundation

Dr. Bornstein served as 13th president of Rollins College from 1990 to 2004, the first woman to hold that office. At the conclusion of her 14-year presidency, she was named President Emerita and appointed to the George D. and Harriet W. Cornell Chair of Philanthropy and Leadership Development. A recognized leader in higher education, Dr. Bornstein was the chair of the Council for Advancement and Support of Education (CASE). She regularly consults on issues of leadership, governance and fundraising in the nonprofit sector and is also the author of numerous journal articles, chapters and two books (Rollins College website, May 14, 2007).

Dr. Bornstein spoke about philanthropy and her experiences at the college and in the community. She then addressed the youth attendees of the Summit and asked them many questions. She engaged them in dialogue about the role and work of the philanthropic sector and the importance of sustaining it for the future. She probed, listened, responded and inspired all who attended.

One of the youth participants, Vanessa Fry, from Leadership and Renewal Outfitters recalled:

One of the questions Dr. Bornstein asked was if the youth could name the three sectors. Once someone answered that question, she talked about the third sector. She emphasized fundraising as being a huge part of the success of a nonprofit organization. She said that many people are embarrassed by fundraising because they look at it as begging people for money. Dr. Bornstein said that... fundraisers should look at what they do as bargaining or exchanging – you give our organization what we want (money) and we will give you what you want (product). If fundraisers look at it like that, they will see that both parties are walking away with something and therefore the fundraiser is not begging for money.



Results of the AFP Youth in Philanthropy Summit

The centerpiece of the Summit was the group's development of a roadmap for strategic directions that to enable the group to actively move forward in a deliberate and organized way. By the third day, tremendous excitement had built because the group was energized by the progress that had been made. At this point, the discussions had turned to determining who would take responsibility for the various aspects of the plan. In this regard, the group agreed that a staff person, even part-time, would be needed to coordinate next steps. The charge was to articulate specific goals and objectives, to identify the necessary next steps and to develop indicators of progress.

The first step for each was to create a vision and what its ideal success and accomplishments will look like in three to five years, Creativity was encouraged.

Focus Area Results

Collaboration Group

The Collaboration group created vision and mission statements:

The mission outlined by the Collaboration Workgroup was “. . . to come together at the end to demonstrate how collaboration can result in ultimate positive group dynamics and accomplishments.” The Collaboration group stated their vision as follows: “We seek to involve and collaborate with diverse organizations that provide opportunities for youth to grow as committed leaders in philanthropy, service and civic engagement. The objective of the vision is to fully engage youth as equal partners; with voice today and with recognition of youth as assets and resources who can act and achieve.”

Towards this end, the group will develop a platform for collaboration and potential partners. It will develop a communication plan and collateral materials to keep collaborators involved, particularly through a website and e-newsletters. The committee that will oversee the work will be comprised of Summit participants. The group plans to use surveys to expand information and knowledge, and to invite new partners to join.

Education Group

The Education group acknowledged that philanthropy has many definitions, depending on who is asked. The group proposed a curriculum plan for K-12 classes that is built on the philanthropic needs of communities. They set an optimistic goal that more than half of U.S. schools will teach philanthropy as part of the core curriculums in five years. This will require teachers, parents and nonprofit organizations to be educated about philanthropy so that they can be effective resources and guides. There will be a need to develop flexible resources to meet the needs of diverse com-



munities, and at the same time, a standard curriculum developed that is put in place throughout the entire U.S. educational system.

The Education group stated, “The vision for K-12 Education is that a universally accepted curriculum will be implemented in schools and youth organizations. The curriculum will emphasize the impact philanthropy has on communities and will involve youth, parents, volunteers, educators and program facilitators.”

The group would like to see the curriculum universally accepted in 20 years. Key elements include establishment of core competencies in the understanding and embracing of philanthropy, development of criteria for quality curricula in philanthropy and age-appropriate teaching methods that address different styles of learning. Finally, the number of teachers, youth leaders, youth, volunteers and parents actively engaged in philanthropic activities in their communities must and will increase.

Education group participants considered the network of organizations from which recognized curricula is already available. They disputed the notion of “philanthropy last” in terms of where it falls in importance in current educational requirements. The group set a goal of instilling the concept of “philanthropy first” into the mindset of educational administrators nationwide. This means that philanthropy will be considered as vital to the education of America’s youth as other core subjects such as Language Arts, Math and Science. The group agreed that a universally accepted curriculum may not be achievable but the acceptance of universal concepts and criteria is realistic.


Infrastructure Group

The Infrastructure group suggested three approaches to create change and to assure progress:

First will be the development of a website as a single-source location for youth philanthropy information. The site will include a database, links to all other programs, interactive message boards, collaboration opportunities, volunteer matches, a catalogue of best practices, virtual conferencing capability, virtual incubators, comprehensive youth philanthropy materials and resources, a speaker’s bureau, and a planning site for future national/international conferences. Second, will be the creation of a plan for implementing systemic change within U. S. state and Canadian provincial curriculum and service learning requirements. And third will be the successful long-term implementation of public policy changes that would evolve from working with nonprofits, various think tanks and government organizations.

The vision of the Infrastructure group is “. . . to create systemic change and expand the scope of the youth philanthropy movement through development of a universally available clearinghouse/website, and to convene a future international conference that will build on the work of the summit and continue to move it forward.”

The first step will be to identify who will take the lead; whether it will be a collaborative effort or spearheaded by a single organization. If partners, it might be a consortium that would determine implementation strategies and phases. Funding and other support will need to be identified. A timeline was drafted that includes



development of a public relations plan, creation of a beta site (a temporary test site), launch of the website, and creation of a system for updates and improvements of the site. The group delineated the desired contents for the clearinghouse/website and ways to organize the information. Identified website contents identified included:

- Curriculum
- Best practices
- Message boards
- Contacts by community
- Volunteer service match information
- Philanthropy programming information
- Funding sources
- Links to youth philanthropy programs with major sites
- Links to youth grantmakers, and
- Links to legislative and public policy information by state

The Infrastructure group also considered convening an international conference, as a next big step. They suggested “Youth Development and Leadership Opportunities” as the projected theme. A possible timeline was developed to identify the convener and participants, develop content priorities for youth development and leadership opportunities, seek resources and commitments, determine a site, and develop a marketing and implementation plans.

A topic discussed at length was how to bring about systemic change within the private, public and nonprofit sectors. It was recognized that it will take a coordinated effort by a dedicated group of individuals to accomplish such a feat. Their mission will be to create a plan to achieve greater awareness of youth philanthropy, to identify and quantify results of youth philanthropy and determine costs. Resources will need to be committed and participants (including representatives from education, government, business and philanthropy) identified and encouraged to help execute the plan. All results will need to be analyzed, with additional target goals set as the work progresses.

Public Awareness Group

The Public Awareness group focused on what progress in youth philanthropy will look like in 2010, what the resulting accomplishments will be, and how the knowledge base for youth philanthropy will have spread.

The vision of the Public Awareness group is “. . . increased awareness of philanthropy as a tool of change, broader knowledge of opportunities for diverse groups and a reconstructed view of youth as philanthropists. Key elements will be mobilization of local communities and support from national leaders, the appearance of youth philanthropy in mainstream public messages, and a developed system for evaluation of the effectiveness of youth philanthropy messages.”



Suggested methods to achieve the vision ranged from creating a youth philanthropy slogan, engaging in market research, developing youth philanthropy branding, and infiltrating popular websites such as MySpace, to holding regional and national summits, and forming collaborations with local advocacy groups. It was suggested that Summit participants could start a ripple effect by reaching out to their colleagues and constituents. In addition, members of the Public Awareness group can work with the Infrastructure group on the development of the clearing-house. Fundamental to the effort will be the accurate identification of the various markets, current attitudes among members of each market and actions that be needed to bring about change. Messages will need to be specifically designed. One particular objective will be to mobilize young people to spread the messages to their peers. Finally, resources will be disseminated to local grassroots groups that will advocate for philanthropic diversity and participation in regional and national collaborations.

Research Group

The Research group focused both on the research data already available on youth philanthropy and on topics that need further research. Participants described the need for longitudinal studies on the long-term impact of philanthropy education, as well as the collection of stories about existing programs. Examples are needed of how young people have affected, benefited and impacted their communities. Information is needed on how to find materials on various websites, and other research tools, including student evaluations of their youth philanthropy experiences must be developed. The group called for a “Youth Philanthropy Index” to be developed, that would serve as a measure of the effectiveness of youth philanthropy programs.

The Research Group summarized their vision as: “. . . the discovery and management of knowledge that currently exists; the building of new knowledge around applied research for program development; and theoretical research for the development of the field.” Key elements include developing the case for applied research, defining best practices and identifying the primary voices that legitimize the field, such as spokespersons from various constituencies, i.e., such as policy makers, scholars, grantmakers, education and governmental leaders. The group felt that much work still needs to be done to make the case for the positive impact youth engagement in philanthropy has on young people – that it does indeed work.

Questions that remain to be answered include:

- How can research-related information be distilled in a way that it will of interest to and usable by the media?
- What type of research is needed to answer the following questions:
 - ◆ How to convince policy-makers of the value of youth philanthropy?
 - ◆ How to inform practitioners about what is working and what is not?
 - ◆ What is the role of businesses and corporate foundations in youth philanthropy?



Resources Group

The Resources group identified the need for resources, specifically at the local level where the young people are found—in faith-based communities and in schools. They suggested that while funding can be sought from local businesses, youth boards themselves, foundations and city commissions, more individuals need to become involved in supporting youth philanthropy efforts.

Beyond money, participants identified the internet, as well as various coalitions and networks as important resources to connect all youth philanthropy groups, to bring national focus to the work and to widen the pool for support. The group described socially-driven networks as places to look, not only for sustainability, but also to help bridge gaps between national and community networks. They described a giant community web that links all of the youth to the resources in that community. Then, in order for the “web” to grow, it must link with other community webs on the state and national levels so that eventually all webs will be interconnected, forming an international network.

The Resources group envisioned what they called a youth philanthropy “community web” – an online network, using “wiki” technology, where everyone is connected and can access, share, add to and receive materials to create greater public awareness. Ideally, a “community web” would be built in every community, with representatives from each initiating and maintaining contact with one another. This is a vision for how to infuse youth philanthropy into communities at the grass-roots level. The Resources group supported the idea of an online clearinghouse and recognized that it could be a real asset to communities and could be integral to the realization of their vision.

Diversity and the Growth of Youth Philanthropy

There was unanimity among the participants that attention to diversity is inherent in the goals and vision for each focus area, particularly with regard to public awareness. Diversity was defined in broad terms to include age, socio-economic and cultural background, ethnicity, nationality and language. In this regard, the participants ensured that cultural relevance, as a priority, was incorporated into all of their goals and objectives, and that the goals would reflect a commitment to greater access in order to engage diverse communities in youth philanthropy. In that spirit, the following recommendations were made:

Public Relations and the Media

- Slogans, branding and materials should be in multiple languages with sensitive and culturally “immersed” translations.
- Media materials have to be developed that will be appropriate for multiple audiences.
- Images must emphasize that philanthropy is for everyone – regardless of circumstance.



- Messages should incorporate the viewpoint that diversity is more than culture—that it can include types of organizations, size, age, physical disabilities, etc.
- Messages have to be effective and reach the greatest number of people.
- Messages should be targeted to community influencers, in addition to youth; adults, teachers and the nonprofit sector.
- Multicultural representation on committees, in programs and at the leadership level is imperative, with strong minority representation “at the top”.
- An inventory of major minority and multi-cultural news outlets needs to be undertaken and shared.

Educational Materials and Resources

- All materials must be made accessible to as many people as possible by translating them into different languages and disseminating them as broadly as possible.
- Materials must be age-, grade- and community-appropriate.
- Visual materials should be representative of all ethnic groups.
- Curricula must represent broad views and be culturally relevant for the students who will use them.

Collaboration and Honoring Differences

- A broader, international interpretation of diversity must be embraced by all.
- Youth philanthropy education must be made available for all youth and not just the elite.
- Knowledge about resources should be accessible to a wide spectrum of individuals and organizations.
- Parents and the entire community should be engaged, not just school students.
- All of the different ways of “doing philanthropy;” should be acknowledged by recognizing that individuals and groups may have very different approaches.
- Stories, heroes and examples need to reflect diversity and the curricula, case studies and examples must be relevant to each community’s culture.
- The difference between personal identity and how people are all the same should be stressed.
- Informal and formal collaboration among educators, teachers, youth and religious groups should be encouraged.



- Television, the internet and video games should be used to carry positive messages and inspire youth to participate in philanthropy.
- Politically diverse groups should be included.
- The national infrastructure should support local diversity.
- Any advisory group or monitoring committee, as well as staff, must be diverse.
- Research should be internationally focused to learn from other cultures, and not biased towards the United States.
- Means to reach individuals with limited access to technology must be found.
- Sensitivity to the abilities of all partners and resource users must be maintained.
- The number of AFP collegiate chapters should be increased, with college students mentoring high school students in philanthropy.
- Conference invitation lists should include all who are working in the youth philanthropy field.
- Youth philanthropy information that is disseminated must reach all communities, particularly those not considered to be mainstream.
- Informal philanthropy, sometimes called “indigenous philanthropy”, is prevalent in many cultures and must be recognized and appreciated by the philanthropic community.

Funding

- Financial resources need to come from a diverse group of funders.
- Foundations and other funding sources will be more willing to give if diverse communities of youth are included.
- Philanthropy is for everyone.

Key Outcomes of the Summit

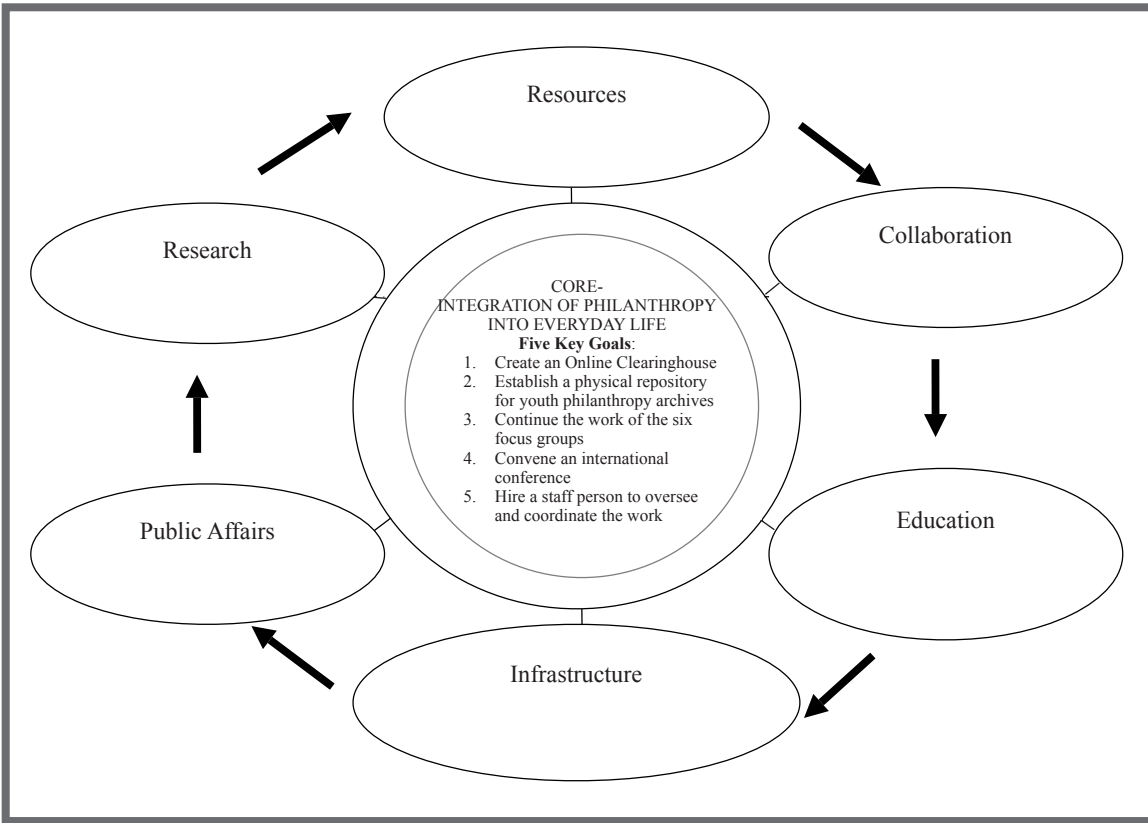
Summit participants created the beginning of a comprehensive list of organizations involved in youth philanthropy to be invited to participate in the collaborative efforts that will begin as a result of the Summit. At the Summit, 69 organizations were identified, and the list will continue to be expanded (Appendix J).

Notable outcomes were the adoption of five goals and the commitment by the participants to continue the work that was started at the Summit in order to achieve these goals. The five goals are to:

- Establish an online clearinghouse for youth philanthropy;




- Create a physical repository for all youth philanthropy archives;
- Convene a follow-up international conference;
- Continue the work of the six focus-area groups; and
- Develop the resources to hire a staff person to oversee and coordinate the work needed to achieve these goals.



Both the clearinghouse and the physical repository, if created, will connect individuals to youth philanthropy programs and vice-versa. Through such a web presence, people all over the world will be able to learn about all of the resources that are available. In support of this concept, there was discussion about the creation of a consortium to serve as an advisory committee to help with this effort.

AFP offered to host conference calls for each of the work groups in order to keep the conversations going and help them organize themselves to move forward. Selected members of the AFP Youth in Philanthropy Task Force who attended the Summit were asked to convene each of the first focus area workgroups calls and help recruit a chair.

Kathy Agard, Executive Director of the Johnson Center for Nonprofit Leadership & Philanthropy, and former Executive Director of Learning to Give, offered the Johnson Center as the infrastructure and repository for both the online youth philanthropy clearinghouse and the physical archives of youth philanthropy



materials. Agard offered to personally oversee both as well. This commitment was an enormous step forward for the youth philanthropy movement and provides real promise that the vision of the participants in the AFP Youth in Philanthropy Summit will be realized.

Conclusions

The Movement's Impact and Promise

From the start, the participants of the AFP Youth in Philanthropy Summit agreed that youth philanthropy offers opportunities and solutions to some of society's most vexing problems. The Summit gave participants the opportunity to consider critical questions about youth engagement and to develop plans that will help society-at-large embrace youth philanthropy as a positive benefit for American democratic society.

In 2001, Youth Leadership Institute referred to youth philanthropy as a young movement. Since that time, tremendous progress has occurred in the field of youth philanthropy, strengthening that sense of a movement. For the last 20 years, ground has been prepared and the seeds of youth philanthropy planted, and now the buds are beginning to bloom. At the Summit, there was consensus from all gathered that youth philanthropy has come of age, and that every day there are increasing numbers of youth actively engaged in efforts to further the common good.

The youth philanthropy field has developed and changed in the six years since Youth Leadership Institute's *Changing the Face of Giving* was published. Youth philanthropy efforts are underway in most communities—programs that guide youth to give their time, talent and treasure to help other; programs that teach them to reach beyond themselves; to be civically engaged. There are now many sophisticated, well funded youth philanthropy programs that not only engage young people in philanthropy but also help them understand how they can effect change in their own communities. These are programs with proven results.

Over the course of 26 ½ hours of brainstorming, discussion, creative exercises, hard work and celebration, the Summit participants considered the movement's status, charted its course for the future, and determined the essential next steps needed to further the movement. The assessments made, recommendations given and action taken have provided the momentum that will propel the nascent movement to the next level, broaden recognition of the potential and power of young people as philanthropists and for youth philanthropy as a movement.

The Youth in Philanthropy Summit accomplished the major task of bringing together the important players in the field, from all levels, to meet, understand each other's work and goals and determine how to go forward together as a cohesive whole. The network of youth philanthropy leaders that was forged offers great potential for future gains in the field.

Some immediate results are already taking place. The idea of a clearinghouse



had been on many minds for years and, now, as a result of the Summit, plans are underway to make it a reality. Kathy Agard, already a pioneer in youth philanthropy, has taken the lead on this important development. The value and significance of her leadership cannot be lauded enough. The short and long range plans that were conceived continue to take shape, and the momentum of youth philanthropy continues to grow and move toward positive systemic change.

Kathy Agard concluded:

The summit was an extraordinary gathering of individuals deeply committed to philanthropy. These leaders of all ages know that to keep the critical tradition of giving and service to the common good alive, we must be intentional about transmitting the values, beliefs and skills of philanthropy from one generation to the next. Often operating alone, these pioneers have created a variety of powerful strategies to teach our philanthropic tradition. At the Summit, the fragile idea that together we might strengthen each program and launch a national movement took root. Now the work begins to nurture each thread of action and to create a strong web of relationships in order to strengthen the emerging field of youth philanthropy.

The Youth in Philanthropy Summit was a wonderful opportunity to share and learn how the field of youth philanthropy has changed and grown since the (Youth Philanthropy) Symposium at Indiana University. Clearly, leaders across the country are focusing energy and resources towards this important movement. The Summit provided an opportunity to look at what needs to happen to accelerate the advancement of youth philanthropy in communities across the country.

—Jerry Finn, Program Manager,
Youth Philanthropy Initiative of Indiana

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Appendices

Appendix A

By Katherine Hahn Falk, CFRE

Association of Fundraising Professionals (AFP) History of Involvement in Youth Philanthropy

In recognition of the strong tradition of philanthropy and the critical role it plays in American society in both the preservation of freedom and the democratic process, and of the need for ethical, principled fundraising, in 1960, individuals engaged in the art of raising money for nonprofit organizations came together to form the National Society of Fund Raisers (NSFR). The association was created to establish fundraising as a profession, practiced by trained and dedicated men and women who commit to a Code of Ethics. Over time, the name evolved to the National Society of Fund Raising Executives (NSFRE), and in 2001, became the Association of Fundraising Professionals (AFP) to reflect the changing profession and the growth of fundraising beyond the United States.

Today, AFP represents more than 29,000 members in 196 chapters throughout the United States, Canada, Mexico and Asia, and has developed strategic partnerships with fundraising organizations in Europe, Australia and New Zealand. Members work to advance philanthropy through advocacy, research, education, and certification programs. The Association fosters development and growth of fundraising professionals and promotes high ethical standards in the fundraising profession. Headquartered in Arlington, Virginia, AFP is the largest organization of its kind in the world.

AFP encourages people of all ages to participate in the philanthropic process; to volunteer and give time, expertise or money to the nonprofit organizations in their own communities that provide valuable services and enrich the quality of life.

NSFRE/AFP Youth in Philanthropy History: The Maryland Chapter's 1988 Project

The first acknowledged NSFRE Youth in Philanthropy organized outreach effort, for which records have been located, was in 1988. "The Maryland Chapter of NSFRE



APPENDIX A:
Association of Fundraising Professionals (AFP) History of Involvement in Youth Philanthropy

APPENDIX B:
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Initial Comprehensive List of Youth Philanthropy Organizations



developed a youth-oriented project for National Philanthropy Day” (Thales-Carter, 1992). Together with the Association of Baltimore Area Grantmakers (ABAG), the Chapter developed a month -long philanthropy mini-course to teach Baltimore area public school students how to become philanthropists. The students adopted the League for the Handicapped, a community agency, and learned about the needs and abilities of disabled people. They raised \$1,500 that included a matching grant from a private foundation. “Among other activities, students taught disabled partners to breakdance, and League clients taught the students how to play wheelchair basketball. The students also received instruction on community needs, principles of philanthropy, fund-raising techniques and charitable resource allocation” (Ibid., p. 37).

The Maryland Chapter reported that:

- Maryland Chapter members introduced philanthropy lessons in about 10 middle and junior high schools;
- Newspapers and Television covered both the project and a talent show the students held to raise money for the League;
- A local nonprofit that teaches children about elderly people, Magic Me incorporated the coursework into its curriculum.

Youth in Philanthropy in NSFRE’s 1991 “National Philanthropy Day (NPD)/Public Service Idea Book”

In 1991, NSFRE, in partnership with other members of the philanthropic sector, promoted a special Youth in Philanthropy program nationally to all of its then 119 chapters. The “NPD/Public Service Idea Book” was presented at NSFRE’s Fall national Board of Directors Meeting in Herndon, Virginia. In honor of National Philanthropy Day 1991, The Youth in Philanthropy portion of the book offered chapters detailed examples of successful youth philanthropy programs with ideas for how chapters might set up their own programs. The “Involving Youth in Philanthropy” section of the “Idea Book” opened with, “Many young people around the country are not only optimistic about the future – they are willing to invest in it through volunteer service and philanthropic activity” (NPD/Public Service Idea Book, 69). The YIP outreach effort was initiated by NSFRE volunteer, Milton J. Murray, CFRE, FAHP, and substantiated with data from a report by the MacArthur Foundation of Chicago, Illinois. The report stated that Youth in Philanthropy was seeing an “explosion in service” from a “highly diverse young population, broadening the pool of civic participants . . .” and that “. . .this upcoming generation is eager to begin to take on the problems of the nation.” The report gave examples of programs that involved youth in philanthropy:

- The National and Community Service Act of 1990, with funding to be distributed through the states
- The Office of National Service that identifies “Points of Light”
- The Points of Light Foundation, which includes young people on its board of directors and emphasizes public education and promotion, and its programs, such as Youth Engaged in Service to America and StarServe (Ibid.)



A list of the categories that involve students in philanthropy was provided along with a range of specific activities noted in the MacArthur Foundation's report. Programs initiated by numerous organizations were described in order to inspire NSFRE chapters to become involved. A page of ideas based on already-successful ventures followed:

- Tie youthful idealism to practical service
- Publicize opportunities to serve
- Include young people in the planning process
- Incorporate the principles of both philanthropy and fundraising
- Provide appropriate recognition and reward for efforts (Ibid., 71-A)

Many of these same ideas are valued and continue to be suggested today.

“Explore the Spirit of Giving in Youth” —1992

A *more targeted and comprehensive* initiative, with a more specific goal, was launched in August, 1992, by Milton J. Murray, as the 1992 NSFRE National Philanthropy Day Chair and Charles R. Stephens, Chair of NSFRE. A call was put out to all NSFRE chapters to apply to participate in a new program, “Explore the Spirit of Giving with Youth”. The program, spearheaded by a \$20,000 challenge grant from the Kresge Foundation, and matched, dollar-for-dollar, by the NSFRE Foundation, selected 40 chapters who were invited to participate (“Explore the Spirit of Giving with Youth”, p. 2). These chapters were asked to explore ways to involve youth in the philanthropic process, to celebrate their endeavors, and “to work with national youth organizations to develop and distribute a curriculum on philanthropy for youth in kindergarten through twelfth grade and launch a special new National Philanthropy Day celebration with youth” (Ibid.).

Charles Stephens' words, “Surely we will all want to do this again and again, and again, until the proper impact is made and the nation begins to understand the seminal importance of philanthropy to our dream for America” (Ibid., p. 8), indicate the then Society's belief in the value of engaging youth in philanthropy and a commitment to the process over the long haul. Specific objectives to help youth “act as both donors and fund-raising volunteers” (Ibid.) were included:

- Reach out to the next generation for the future of philanthropy;
- Work together to build our next generation of fund-raising volunteers and donors;
- Show philanthropic organizations that they, too, can involve youth as volunteers and donors;
- Help a philanthropic organization or needy individual with a much-needed financial contribution;
- Take advantage of some positive public relations opportunities;

- Create an ongoing program for the Chapter and community;
- Involve your community foundation and any corporations which have youth initiatives; and
- Involve your school district (Ibid.).

Chapters selected received matching \$1,000 grants from the NSFRE Foundation if the youth in their community, mentored by NSFRE chapter members, could raise \$1,000 for their project. This allowed the youth participants to give away a minimum of \$2,000 to an organization of their choice. Selected chapters were to announce the project at their local 1992 NPD celebration, carry out the project between October of 1992 and April of 1993, submit chapter and youth reports by June 1 of that year and recognize the youth and their project at the chapter's NPD celebration in November 1993. Detailed specifications for each area were outlined in the request for applications. Chapter responsibilities included appointing a subcommittee to:

- Oversee the project;
- Select the youth group;
- Supervise the youth for the project;
- Teach the group about philanthropy;
- Involve the youth group in appropriate NSFRE Chapter and NPD-related activities;
- Create local public relations opportunities (print and electronic media); and
- Prepare a final written report for NSFRE (Ibid.).

Youth responsibilities were outlined as well:

- Outline criteria for selection and choose a beneficiary of the \$2,000 gift;
- Outline, in general, how the beneficiary can use the contribution;
- Have direct contact and discussion with the chosen beneficiary;
- Outline and implement a fund-raising plan to raise the matching \$1,000;
- Make a presentation to the NSFRE Chapter; and
- Prepare a final written report for NSFRE (Ibid., p. 6).

NSFRE provided each of the 40 selected chapters with a 25-page workbook, "Explore the Spirit of Giving with Youth...Suggestions for Chapter Implementation" (October 1992) that offered ideas for specific steps of the process from selection of the youth group to teaching philanthropy and guidelines for important considerations such as cultural diversity and sensitivity. The Introduction states, "Naturally, you will want to design your activities with the following in mind:

- What is appropriate for the age of your selected youth group; how can you transmit essential concepts even if you are working with young children?



(Consider recruiting someone who has experience in children's programs for your project committee.)

- How will you encourage cultural diversity and sensitivity within the youth group and in your discussions? (If you choose to work with a non- or partially-English speaking group – which would be an exciting challenge – you should have a committee member who speaks their language.)
- What kinds of activities and supporting materials will you develop? Workshops and take-home assignments? Agency tours? (Ibid., p. 1).

The manual emphasized involvement of young people in the philanthropic process (as fundraising volunteers and donors) and celebration of their endeavors. NSFRE outlined knowledge fund-raising executives were especially equipped to impart to the youth:

- The importance of the philanthropic sector in service to society;
- The role and value of volunteers;
- The role and value of the fund-raising profession in a democratic society; and
- Ethical ways to raise dollars.

It is noteworthy that, from the early beginnings of the YIP movement, NSFRE understood and embraced the notion that members had specific knowledge to share that would support and contribute to the national effort, and that NSFRE took the initiative to create comprehensive manuals and detailed materials that included suggestions and instructions for the launch of NSFRE's formal and ongoing commitment to Youth in Philanthropy. The section on "Teaching Philanthropy" puts forth a charge to members:

You are mentors, guides and teachers. It is your responsibility to teach the youth about philanthropy and voluntary action for the common good. You will teach them about ethical fund-raising and demonstrate the value of the fund-raising profession. Being an election year, you also have the opportunity to demonstrate the relationship between the public and not-for-profit sectors. And in a time when our eyes are on the international world, we hope you can convey the idea of "think globally, act locally" (Ibid., p. 13).

The methods were left up to the chapters, but detailed practical considerations, key concepts, ideas and terms, emphasis on interdisciplinary experiential learning, sample issues (from AIDS and animal welfare to homelessness and issues immigrants face) were included. There were sample activities, six group session outlines, and ideas for Awards session(s) and other "Instructional Resources". The thoughtful and comprehensive document went to the 40 selected chapters. These materials preceded the NPD Manual that went to all chapters in 1993.

Participant chapters from all around the country, who participated in NSFRE's "Explore the Spirit of Giving with Youth" programs, reported great results. The West



Florida Chapter project leaders said that the interaction between fundraising professionals and (sixth grade) students was as significant as the funds raised. Co-chair of the project, Stephen Batsche said, “Kids are definitely aware of needs in their community and world” (Ibid., p. 1). The Eastern Iowa Chapter worked with a senior high school youth group. One young person reported, “[We] put forth considerable time and effort to make the project a success, and in the process learned a lot about stewardship, philanthropy and the joys and struggles of giving” (Ibid., p. 4). The Greater Cincinnati Chapter worked with preteens in an after-school program and the report from chapter leaders stated that, “For the children, the benefit was an awakening of vision, a broadening of horizons” (Ibid.).

In November 1994, as its contribution to National Philanthropy Day, the New Jersey Chapter of NSFRE, with support from Bank of America, initiated a contest for individual fourth grade students to present their ideas of philanthropy in an essay, a drawing or a song. In 1995, the Chapter expanded the program to whole fourth grade classes and created its first Teacher Resource Guide to provide teachers with information about philanthropy, the role of America’s philanthropic tradition, methods and activities for teaching about philanthropy in the classroom and more. The next year, NJ’s Youth in Philanthropy (YIP) committee eliminated the contest component and determined that the program would be purely education-based. Daylong in-person Teacher Orientation sessions were added, led by AFP-NJ volunteers, and trained AFP-member “Speakers-in-the-Schools” spoke to the participating students in their own classrooms.

AFP’S Growing Involvement

Interest in YIP heightened when a national dialogue evolved about whether community service should be required by schools for graduation. In response, in 1996, Patricia Lewis, CFRE, President of NSFRE, wrote an editorial, “Should Kids be Involved in Community Service?”

In 1997, the America’s Promise Alliance grew out of the President’s Summit for America’s Promise in Philadelphia, where “Presidents Clinton, H.W. Bush, Carter and Ford (with Nancy Reagan representing President Reagan), challenged America to make children and youth a national priority”(www.americaspromise.org). Their Fifth Promise, “Opportunities To Help Others”, was grounded in the belief that “All children need the chance to make a difference in their families, at schools and in their communities. Knowing how to make a difference comes from having models of caring behavior, awareness of the need of others, a sense of personal responsibility to contribute to the larger society, and opportunities for volunteering, leadership and service” (Ibid.). Also, “Providing young people with opportunities to make a difference through service instills not only a sense of responsibility but of possibility. Young people want to be involved in making the world a better place; however, far too many lack meaningful opportunities to contribute” (Ibid.).

America’s Promise and the 1997 White House Conference on Philanthropy validated the work being done by NSFRE, its chapters and others. These, and additional national developments, were testimony to how youth philanthropy, and the need for it, were being perceived. Attitudes were changing, in part because of concern about the impending inter-generational transfer of trillions of dollars in wealth, and



whether the values of philanthropy had been transmitted to the beneficiaries. It was beginning to be acknowledged that youth demonstrate great potential on a regular basis.

In 1998, the New Jersey chapter was awarded the NSFRE Founder's Award for Public Service for its Youth in Philanthropy program. By that time, the program had grown to become a K-8 education-based program. Among other criteria, the award recognized:

- Imaginative use of available resources; and
- Potential as a model for replication by other organizations or groups.


The AFP Youth in Philanthropy Task Force

NSFRE's attention to youth philanthropy continued with the presentation of its 2000 Award for Fund Raising Excellence to the Little Women's Fund in Milwaukee for its operation of 16 youth endowment funds. In 2001, significant progress was achieved by Steve Batson, Ed.D., CFRE, Chair of the newly renamed Association of Fundraising Professionals (AFP), when he designated Youth in Philanthropy as one of three overarching strategic initiatives for the international Association. He convened a meeting at the spring AFP International Conference, with six Association members, three guests and two AFP staff members, to consider how to further Youth in Philanthropy (YIP) for AFP and beyond.

AFP's YIP Task Force formed at that meeting. Margye Baumgardner, CFRE, was the first chair of the YIP Task Force and Richard B. Chobot, Ph.D. and Walter Sczudlo, JD, participated as AFP staff. Specific initiatives recommended for the Task Force were:

- An immediate survey of AFP chapters;
- Development of information on youth philanthropy for the AFP website and an educational online YIP Toolbox;
- Dialogue with Learning To Give to explore collaboration;
- Development of a major YIP initiative for AFP; and
- Documentation of AFP's position on youth philanthropy for presentation and discussion.

In reflection, Batson explained that he was concerned, as we moved into the 21st century, whether our young people around the world, especially in North America, know what philanthropy is and whether they have experienced it. When Dr. Batson became Chairman of AFP, he set Youth in Philanthropy as one of his three major goals for AFP. He felt then, and still feels, that youth need to understand and experience philanthropy, civic engagement and service – and that AFP can play an important role in making that happen. He wrote,



Becoming Chair of AFP, I had three major strategic initiatives—YIP, Diversity (among leadership and membership), and International Growth (of AFP and having mechanisms in place to accommodate that growth). As we approached 2000, I was concerned that our young people would not carry philanthropy into the new century with them. I felt that AFP needed to insure that philanthropy was a living, breathing concept to young people from kindergarten through college age (Email to K. Falk, June 2007).

In 2002, Patricia O. Bjorhovde, CFRE was named chair of the YIP Task Force. Her experience with youth philanthropy included Master's thesis research on youth philanthropy curricula, as well as editing the Summer 2002 issue of *New Directions in Philanthropic Fundraising*, "Creating Tomorrow's Philanthropists: Curriculum Development for Youth." Six of the seven chapters of the publication were authored by AFP YIP Task Force members. During those years, the Task Force set ambitious goals and continued to reach out to, and engage, national youth philanthropy leaders in an important dialogue.

In 2004, Katherine Falk, CFRE was named chair of the Task Force. Shortly after, AFP created a Collegiate Task Force, which returned the YIP Task Force to its original K-12 focus. As a result, Falk engaged the Task Force in rigorous detailed strategic planning to lay out what the task force needed to accomplish in order to promote youth philanthropy in general and specifically to the AFP chapters. A focus of the Task Force's work became how best to assist chapters in developing local programs.

The AFP New Jersey Chapter continued to make significant progress at the state level. With the help of a generous two-year grant from Bank of America, NJ's YIP program was able to achieve a milestone. New Jersey became the first state to include philanthropy in its Core Curriculum Content Standards, with Cumulative Progress Indicators (CPIs) on philanthropy in both the Comprehensive Health and Physical Education and Social Studies Standards. This was significant because it meant that New Jersey teachers were then required to teach philanthropy in these two core subjects.

The AFP New Jersey Chapter was awarded the AFP Founder's Award for Public Service for a second time, in 2004, in recognition for both its program and the chapter's 10th Anniversary YIP Fair that involved over 500 students and 250 adults. In addition, one of the New Jersey Chapter's YIP schools, Washington Elementary, a K-4 school in Union, NJ, won AFP's first Youth in Philanthropy Award in the K-12 category that same year. The school was recognized for its ethic of philanthropy, whereby philanthropic projects were done daily for over 30 organizations and thousands of dollars were and continue to be raised each year.

In 2005, the AFP Northwestern Pennsylvania Chapter was awarded the Founder's Award for Public Service, for collaborating with the Erie Times-News to develop a special tabloid insert about philanthropy for children. The insert reached over 30,000 and provided substantive information about youth in philanthropy.

Information sessions about Youth in Philanthropy have been held annually at the International Conference on Fundraising, and many of the conferences have included educational programming on youth philanthropy as well. Over the years, ar-



ticles about YIP programs have been published annually in *Advancing Philanthropy Magazine*, in the weekly AFP eWire for chapters and members, and in local chapter newsletters. And through the work of the AFP YIP Task Force, the number of chapters involved in some type of YIP programming – whether teaching in the schools, mentoring young people, working with youth-serving organizations or recognizing and awarding those young people who are making a difference in their communities – continues to grow.

AFP has a deep connection to philanthropy and a commitment to teach philanthropy to youth to help meet today's needs and to prepare for tomorrow. By convening a first Youth in Philanthropy Summit in 2006, AFP demonstrated this commitment by furthering the progress of youth philanthropy and the youth philanthropy movement.

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Appendix B

Staff And Volunteer Leadership

AFP Volunteer Leadership

AFP Chair	Alphonse J. Brown, ACFRE
AFP Vice Chair, Professional Advancement	Roberta A. Healey, ACFRE
AFP Chair, Youth in Philanthropy Task Force	Katherine Falk, CFRE

AFP Youth in Philanthropy Summit Organizing Committee

Co-Chair	Nancy Swanson, CFRE
Co-Chair	Monty Hogewood, CFRE
	Robert Ashcraft, Ph. D.
	Dwight Burlingame, Ph.D., CFRE
	Katherine Falk, CFRE
	Jerry Finn
	Lauren Herbstritt

AFP Staff

President & CEO	Paulette Maehara, CAE, CFRE
Executive Vice President & General Council	Walter Sczudlo, J.D.
Vice President, Education & Research	Cathy Williams, Ph. D., CAE
Youth in Philanthropy Coordinator	Pat Bjorhovde, CFRE

AFP Foundation

President	Curtis C. Deane, CAE, CFRE
Chair	Don W. Taylor, CFRE



Appendix C

Summit Donors

Edyth Bush Charitable Foundation
National 4-H Council

Curtis C. Deane, CAE, CFRE
Katherine Falk, CFRE
Paulette V. Maehara, CAE, CFRE

Patricia O. Bjorhovde, CFRE
Dwight F. Burlingame, Ph.D., CFRE
John Fettig, CFRE
Lauren Herbstritt
John Montgomery Hogewood, CFRE
Steven M. Jakab, CFRE
David R. Kennedy
Lauren Geiger Moye
Karen Petrucelli, CFRE
Patrick J. Robinson
Nancy Swanson, CFRE
Richard A. Wilson, CFRE

The Association of Fundraising Professionals and the AFP Foundation thank these donors for their generous support of the AFP Youth in Philanthropy Summit



Appendix D

Agenda

Two books and one article will be required reading for the Summit:

Creating Tomorrow's Philanthropists: Curriculum Development for Youth Engaging Youth in Philanthropy
“Creative Inquiry”

Summit Facilitator: Susan Halbert, Consultant in convening communities, organization assessment and process facilitation

Dress: Business Casual Attire

Sunday, November 12

Noon	Participants arrive; luggage check-in begins at hotel
12:45 pm – 1:30 pm	Bus shuttles to Mills Center, Rollins College Registration Galloway Lobby
1:00 pm	Welcome and get connected! Light refreshments
1:30 pm – 3:30 pm	Introduction—Katherine Falk, CFRE Galloway Room Opening Welcome Paulette Maehara, CFRE, CAE President/CEO, AFP Youth in Philanthropy: A Common Vision for Collaboration Why a “Youth in Philanthropy” Summit? Nancy Swanson, CFRE & Katherine Falk, CFRE Collaboration—Here and Now! Susan Halbert, Consultant and Facilitator
3:30 pm – 3:45 pm	Break
3:45 pm – 4:45 pm	The Current State of Youth in Philanthropy—All



4:45 p.m. – 5:30 pm “Getting to know you“ **Bieberbach Reed Room**
Gallery Walk **Cornell Campus Center**
6:00 pm – 8:00 pm Dinner
Galloway Room

Introduction and Remarks—David Odahowski,
Executive Director, Edyth Bush Foundation

Keynote Presentation—Dr. Rita Bornstein,
President Emerita, Rollins College, the George D.
and Harriet W. Cornell Professor of Philanthropy
and Leadership Development and Chair of CASE

8:15 pm Bus leaves for Best Western Mt. Vernon Inn

Monday, November 13

8:00 am. Bus leaves for Mills Center, Rollins College

8:15 am – 9:00 am Buffet breakfast served **Galloway Room**

9:00 am – 10:30 am Building “Common Ground”

10:30 – 10:45 am Break

10:45 am – 12:15 pm Creating the Ideal Future for Youth in Philanthropy

12:15 pm – 1:30 pm Lunch served **Galloway Conference Room**

1:30 pm – 3:00 pm Mapping Strategic Directions to Achieve the Future
We Want

3:00 pm – 3:15 pm Break

3:15 pm – 5:00 pm Mapping Strategic Directions (continued)

5:00 pm Bus returns participants to hotel

6:15 pm Bus leaves hotel for Winter Park Country Club

6:30pm – 8:30 pm “Picnicking in Philanthropy”
A youth-friendly event with entertainment
Hosted by the AFP Central Florida Chapter
Winter Park Country Club

8:30 pm Bus leaves for Best Western Mt. Vernon Inn



Tuesday, November 14

8:00 am.	Bus leaves for Mills Center, Rollins College
8:15 am – 9:00 am	Buffet breakfast served Galloway Room
9:00 am – 10:30 am	Whose Plan Is This? Dialogue and Commitment
10:30 am – 10:45 am	Break
10:45 am – 12:00 pm	Creating the Future—Today! Getting Started
12:00 pm – 1:00 pm	Buffet lunch served Galloway Conference Room
1:00 pm – 2:00 pm	Community Dialogue and Summit Wrap-up
2:00 pm – 2:30 pm	Closing Comments Nancy Swanson, CFRE & Katherine Falk, CFRE
2:30 pm	Bus departs for Best Western Mt. Vernon Inn
	Have a Safe Trip Home!



Appendix E

AFP 2006 Youth in Philanthropy Summit Participating Organizations and Attendees

<p>Association of Fundraising Professionals (AFP) AFP, an association of professionals throughout the world, advances philanthropy by enabling people and organizations to practice ethical and effective fundraising. The core activities through which AFP fulfills this mission include education training, mentoring, research, credentialing and advocacy.</p>	<p>www.afpnet.org Paulette Maehara, President & CEO Pat Bjorhovde, YIP Coordinator Lori Gusdorf, VP Membership & Chapter Services Cathy Williams, VP, Research</p>
<p>AFP Central Florida Chapter The Central Florida Chapter serves professional fundraisers in Brevard, Highlands, Lake, Marion, Osceola, Orange, Polk, Seminole and Volusia counties. Our vision is “to become Central Florida’s recognized leader in ethical and effective fundraising for those engaged in philanthropy.”</p>	<p>www.afpcentralflorida.org Neil Dentzer, Member</p>
<p>AFP Greater Arizona Collegiate Chapter at Arizona State University Our mission exists to provide educational, networking, mentoring, and professional development to men and women who are planning a career in fundraising or non-profit management.</p>	<p>Heather Dumas, President</p>
<p>AFP New Jersey Chapter Youth In Philanthropy (YIP) Program International award-winning prototype for AFP chapters. K-8 education program that introduces “giving time, talent and treasure for the common good to education administrators, teachers, students, parents and community leaders. Teacher trainings with education credits, Resource Guide, Speakers-in-the Classroom Program, and recognition of each student and school at year end.</p>	<p>www.yipweb.org Katherine Hahn Falk, Chair</p>
<p>AFP Kentucky Thoroughbred Chapter at the University of Kentucky To provide the opportunity for university students to explore careers in fundraising by learning more about philanthropy, the non-profit sector and volunteerism through meaningful projects and activities.</p>	<p>Whitney Yeary, President-Elect</p>



<p>AFP Southern Arizona Chapter Youth in Philanthropy (YIP) Program The mission of the AFP Southern Arizona chapter is to advance philanthropy in southern Arizona through the practice of effective and ethical professional fundraising. The core activities of the Southern Arizona chapter are education and training, promoting credentialing, providing resources, networking, mentoring, advocacy and recognition.</p>	<p>www.afpsoaz.org Jennifer Tersigni, Chair</p>
<p>American Humanics American Humanics is a national alliance of colleges, universities and nonprofits dedicated to education, preparing and certifying professionals to lead and strengthen nonprofit organizations.</p>	<p>www.humanics.org Richard Potter, Vice President, Development & Communications</p>
<p>Campfire USA Serving youth from birth to 21, Camp Fire USA helps boys and girls learn—and play—side by side in comfortable, informal settings. Our coed programs allow parents to consolidate schedules for both their daughters and sons.</p>	<p>www.campfire.org Sonia Cruz, Senior Program Executive</p>
<p>Center for Nonprofit Leadership and Management, Arizona State University To help build the capacity of the social sector by enhancing the effectiveness of those who lead, manage and support nonprofit organizations.</p>	<p>www.nmi.asu.edu Robert F. Ashcraft, Director and Associate Professor, Center for Nonprofit Leadership and Management, Arizona State University</p>
<p>Common Cents, Inc. To nurture a new generation of caring and capable young people between the ages of four and 24 by enabling them to strengthen their communities through philanthropy and service-learning.</p>	<p>www.commoncents.org Theodore Gross, Co-Founder/Executive Director</p>
<p>Community Foundations of Canada CFC offers professional development and training opportunities to its members, provides communication links and acts as information clearinghouse, facilitates partnerships and initiatives with national and regional founders, reflects member views and concerns on philanthropic issues, promotes sound public policy and is active in global networks that promote philanthropy and a healthy civil society.</p>	<p>www.cfc-fcc.ca Barbara Oates McMillan, National Consultant on Youth in Philanthropy</p>
<p>Corporation for National and Community Service The mission of the Corporation for National and Community Service is to improve lives, strengthen communities, and foster civic engagement through service and volunteering.</p>	<p>www.nationalservice.org Amy Cohen</p>



<p>Council for Michigan Foundations The Council of Michigan Foundations is a membership association for grantmaking foundations, working to increase, enhance and improve philanthropy in Michigan.</p>	<p>www.cmif.org Mike Goorhouse, Program Associate, Youth in Philanthropy Tara Kutz, Student Leader</p>
<p>Edyth Bush Charitable Foundation The Edyth Bush Charitable Foundation's mission is to provide nonprofit programs and grant making designed to help people help themselves.</p>	<p>www.edythbush.org David Odahowski, President</p>
<p>El Pomar Foundation To most effectively assist, encourage and promote the general well-being of the inhabitants of the State of Colorado. The El Pomar Youth in Community Service (EPYCS) is a program of the foundation.</p>	<p>www.elpomar.org; www.epycs.elpomar.org Kristen Reed, Director, El Pomar Youth in Community Service (EPYCS) Bret Johnson, Student Leader</p>
<p>Every Voice in Action Foundation To ignite and support youth voice, infusing the community with the unique perspectives of young people.</p>	<p>www.everyvoicefoundation.org Lauren Shebuski, Program Manager</p>
<p>Girls, Inc. To inspire all girls to be strong, smart and bold.</p>	<p>www.girlsinc.org Brenda K. Stegall, Director of Program and Training Services</p>
<p>Girl Scouts of Northeast Mississippi Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. GSNEM is a local affiliate of Girl Scouts USA, the world's preeminent organization dedicated solely to girls—all girls—where, in an accepting and nurturing environment, girls build character and skills for success in the real world. In partnership with committed adult volunteers, girls develop qualities that will serve them all their lives, like leadership, strong values, social conscience, and conviction about their own potential and self-worth.</p>	<p>www.girlscoutsnems.org Contact: Lauren Herbstritt, Director of Organizational Advancement</p>
<p>Indiana University Center on Philanthropy The Center on Philanthropy at Indiana University is a leading academic center dedicated to increasing the understanding of philanthropy and improving its practice through research, teaching, public service and public affairs. Founded in 1987, the Center is a part of the Indiana University School of Liberal Arts at Indiana University-Purdue University Indianapolis.</p>	<p>www.philanthropy.iupui.edu/ Dwight F. Burlingame, Associate Executive Director</p>



<p>Jewish Community Foundation of San Diego To promote philanthropy through meaningful partnerships with donors and community organization in achieving charitable goals and to increase current and future support for a vibrant and secure Jewish and general community in San Diego, Israel and around the world.</p>	<p>www.jcfsandiego.org Marissa Garfield, Program Officer Carli Whittgrove, Student Leader</p>
<p>Johnson Center for Nonprofit Leadership and Philanthropy An academic center at Grand Valley State University in Michigan that improves communities by the applying knowledge, which unleashes the power of nonprofits, foundations, and individuals.</p>	<p>www.gvsu.edu/jcp Kathy Agard, Executive Director</p>
<p>Kiwanis International Kiwanis is a global organization of volunteers dedicated to changing the world one child and one community at a time.</p>	<p>www.kiwanis.org Richard D. Peterson, Program Manager Pedro Lara, Student Leader</p>
<p>Leadership and Renewal Outfitters Equip people to lead with their hearts by grounding them in who they are- the essence of their heart and spirit their vocation and avocation; connecting people to each other- tapping into the power of community; and inspiring peoples' beliefs about what they can accomplish on behalf of young people.</p>	<p>www.cypinc.org Janet Wakefield, CEO Vanessa Marie Fry, Journey Fellowship Explorer</p>
<p>Net Literacy Corporation To increase computer and internet access to the underserved by providing computers and computer labs in community centers, senior centers, Section 8/HUD apartments, churches, independent living facilities, and other nonprofits. Also, to provide internet safety training to K-12 students and their parents working through the school systems, to conduct computer drives, repurpose computers to support our programs, and dispose of the unusable computers in an EPA compliant manner.</p>	<p>www.netliteracy.org Daniel Kent, Youth Chair Don Kent, Volunteer</p>
<p>Rollins College Philanthropy and Non-profit Leadership Center To strengthen the effectiveness of nonprofit and philanthropic organizations through education and management support.</p>	<p>www.pnlc.rollins.edu/ Margaret Linnane, Executive Director</p>
<p>South Dakota 4-H Foundation South Dakota Youth Development 4-H enables youth to be engaged in partnerships with caring adults that foster positive learning environments resulting in youth developing to their full potential.</p>	<p>www.4h.sdstate.edu/ Nancy Swanson, Executive Director</p>



<p>Washington Elementary School To enhance our children’s knowledge and need for philanthropy through continuing education; to inspire philanthropic activities that enhance the common good, and to inspire a new generation of ethical philanthropists.</p>	<p>www.washintongelementary.com Robert Jeranek, Principal</p>
<p>Women’s Foundation of Southern Arizona The mission of the Women’s Foundation of Southern Arizona is to foster equity and opportunity for women and girls.</p>	<p>www.womengiving.org Hillary Rosenfeld, Program Associate</p>
<p>Youth As Resources (YAR) 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.</p>	<p>www.yar.org Paula Shepley, Director</p>
<p>Youth Leadership Institute 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.</p>	<p>www.yli.org Matt Rosen, Senior Director, Program Development</p>
<p>Youth Philanthropy Initiative of Indiana (YPII) An Indiana collaborative dedicated to growing lifelong philanthropists who give their time, talent and treasure for the common good. Resources include a Dollar Drive Toolkit and many models of youth philanthropy.</p>	<p>www.ypin.org Eileen Ryan, Program Director Jerry Finn, Program Manager</p>
<p>Westminster Schools Westminster is a Christian, independent day school for boys and girls, which seeks to develop the whole person for college and for life through excellent education.</p>	<p>Sam Classan-Simons, Student Leader Jonathan Simons, Volunteer</p>



Appendix F

2006 AFP YIP Summit: Participants By Area Of Focus

Academic Centers Focused On Philanthropy And Nonprofit Management

- **Kathy Agard**, Executive Director, Johnson Center for Nonprofit Leadership and Philanthropy at Grand Valley State University, Grand Rapids, Michigan
- **Robert F. Ashcraft**, Director and Associate Professor, Center for Nonprofit Leadership and Management, Arizona State University, Tempe, Arizona
- **Dwight F. Burlingame**, Associate Executive Director, Indiana University Center on Philanthropy, Indianapolis, Indiana
- **Margaret Linnane**, Executive Director, Rollins College Philanthropy and Nonprofit Leadership Center, Winter Park, Florida
- **Richard Potter**, Vice President, Development & Communications, American Humanics, Kansas City, Missouri

Community, National And International Organizations

- **Pat Bjorhovde**, YIP Coordinator, Association of Fundraising Professionals, Tucson, Arizona
- **Amy Cohen**, Director, Learn and Serve America, Corporation for National and Community Service, Washington, D.C.
- **Katherine Hahn Falk**, volunteer Chair, AFP Youth In Philanthropy Task Force and Chair, AFP-New Jersey Chapter Youth In Philanthropy Program, Newtown, PA
- **Lori Gusdorf**, VP Membership & Chapter Services, Association of Fundraising Professionals, Arlington, Virginia
- **Paulette Maehara**, President & CEO, Association of Fundraising Professionals, Arlington, Virginia
- **Barbara Oates McMillan**, National Consultant on Youth in Philanthropy, Community Foundations of Canada, North Vancouver, British Columbia, Canada
- **Richard D. Peterson**, Program Manager, Kiwanis International, Indianapolis, Indiana
- **Janet Wakefield**, CEO, Leadership and Renewal Outfitters, Indianapolis, Indiana
- **Cathy Williams**, VP Research, Association of Fundraising Professionals, Arlington, Virginia



Facilitator

- **Susan Halbert**, Consultant, Susan Halbert Consulting, Shenandoah Junction, West Virginia

Grantmakers And Volunteers

- **Neil Dentzer**, Member, AFP Central Florida Chapter, Winter Park, Florida
- **Don Kent**, Volunteer, Net Literacy Corporation, Carmel, Indiana
- **David Odahowski**, President, Edyth Bush Charitable Foundation, Winter Park, Florida
- **Jonathan Simons**, Volunteer, The Westminster Schools, Atlanta, Georgia

K-12 School-Based Youth Philanthropy Programs

- **Theodore Gross**, Co-Founder/Executive Director, Common Cents, Inc., New York, New York
- **Robert Jeranek**, Principal, Washington Elementary School, Union, New Jersey
- **Kristen Reed**, Director, El Pomar Youth in Community Service (EPYCS), El Pomar Foundation, Colorado Springs, Colorado
- **Jennifer Tersigni**, Chair, AFP Southern Arizona Chapter Youth in Philanthropy Program, Tucson, Arizona

Youth Grantmaking Programs

- **Marissa Garfield**, Program Officer, Jewish Community Foundation of San Diego, San Diego, California
- **Mike Goorhouse**, Program Associate, Youth in Philanthropy, Council for Michigan Foundations, Grand Haven, Michigan
- **Matt Rosen**, Senior Director, Program Development, Youth Leadership Institute, San Rafael, California
- **Hillary Rosenfeld**, Program Associate, Women's Foundation of Southern Arizona, Tucson, Arizona
- **Lauren Shebuski**, Program Manager, Every Voice in Action Foundation, Tucson, Arizona
- **Paula Shepley**, Director, Youth as Resources of Central Indiana (YAR), Indianapolis, Indiana

Youth Leaders And Philanthropists

- **Sam Claasen-Simons**, Student Leader, The Westminster Schools, Atlanta Georgia



- **Heather Dumas**, President, AFP Greater Arizona Collegiate Chapter at Arizona State University, Tempe, Arizona
- **Vanessa Marie Fry**, Journey Fellowship Explorer, Leadership and Renewal Outfitters, Indianapolis, Indiana
- **Bret Johnson**, Student Leader, El Pomar Youth in Community Service (EPYCS), El Pomar Foundation, Colorado Springs, Colorado
- **Daniel Kent**, Youth Chair, Net Literacy Corporation, Carmel, Indiana
- **Tara Kutz**, Student Leader, Michigan Community Foundation, Purchase, New York
- **Pedro Lara**, Student Leader, Kiwanis International, Indianapolis, Indiana
- **Whitney Yeary**, Vice President/President-Elect, AFP Kentucky Thoroughbred Chapter at the University of Kentucky, Lexington, Kentucky
- **Carli Whittgrove**, Student Leader, Jewish Community Foundation of San Diego, San Diego, California

Youth Serving Organizations

- **Sonia Cruz**, Senior Program Executive, Camp Fire USA, Kansas City, Missouri
- **Jerry Finn**, Program Manager, Youth Philanthropy Initiative of Indiana, Indianapolis, Indiana
- **Lauren Herbstritt**, Director of Organizational Advancement, Girl Scouts of Northeast Mississippi, Columbus, Mississippi
- **Eileen Ryan**, Program Director, Youth Philanthropy Initiative of Indiana, Indianapolis, Indiana
- **Brenda K. Stegall**, Director of Program and Training Services, Girls Inc., Indianapolis, Indiana
- **Nancy Swanson**, Executive Director, South Dakota 4-H Foundation, Brookings, South Dakota



Appendix G

Youth in Philanthropy Summit November 2006

IDEAS THAT WORK!

The AFP YIP Summit planners are compiling a resource guide of participants by participants to share with everyone at the Summit. To make sure that YOU and YOUR ORGANIZATION are included, please complete the information below and return the form electronically to Pat Bjorhovde (pbj@afpnet.org) by Monday, October 30, 2006. Also, please bring resource materials, posters, pamphlets (50 copies) or other visuals you can post and discuss during our “gallery walk” at the Summit. We encourage outrageous creativity and innovation!!!

Name: _____

Position: _____

Organization: _____

Mailing Address: _____

Email address: _____

Phone: _____ FAX: _____

Our organization's mission is to: _____

What's working for us in the field of Youth in Philanthropy is: _____



Key Resources we have to offer in the field of Youth in Philanthropy: _____

Three ways we want to support and promote collaboration to advance Youth in Philanthropy are: _____



Appendix H

Youth In Philanthropy Summit Appreciative Inquiry Action Research Project

Overview

Youth in Philanthropy—an Action Research Approach

The Summit being held in November is only one part of the overall initiative to advance the field of Youth in Philanthropy. It is exciting and energizing to gather participants for an in-person summit to create the framework for a positive future for this field of philanthropy, but the work is certainly not beginning when we all get together! Many of you have years of experience in this arena, some have already conducted and shared research of practices for the field. This is a community of people interested, experienced and committed to making youth involvement in philanthropy a widespread, well-supported practice.

One of the important aspects of keeping any “community” healthy is taking a thoughtful look at how it is operating from time to time. In that spirit, the planners of the YIP Summit initiated an action research process to support the work of the on site YIP Summit in November. The action research encompasses personal interviews with forty-one YIP Summit participants, sharing the data from the interviews at the Summit, creating a strategic framework for action while at the Summit and, potentially, further individual and group work based on the results of the Summit.

The timeline for completing the work through the Summit is:

- Personal phone interviews of approximately 30 minutes (or less) per person conducted in October 2006 and early November. Susan Halbert, consultant and facilitator for the Summit, conducted the interviews.
- A “data book” of all the results compiled following the completion of the interviews. All of the information you shared is organized by theme and reported without identifying the source of any comments. In other words, interviewee input is shared literally, but without identifying you as the source.
- In November, the YIP Summit provides an opportunity to share the results of the interviews and to work with you as participants in creating strategies to address the opportunities, dreams and innovations that arise from your input.
- The Summit will likely be just the beginning of a process of addressing the work to be done! As a community you will develop strategies and action plans which will need attention for specific periods of time into the future.



Commitments for moving the field of Youth in Philanthropy forward will be the decision of those present!

Action Research—the Conceptual Basis of this Organization Assessment Process

Action research is a distinctive type of research that differs from other social science studies mainly by the fact that it does not seek to develop an analysis or interpretation of what is going on in an organization or community such that “recommendations” for action or improvement can be formulated on basis of the analysis. Hence, while standard social science research approaches are analytic in nature, action research is not. Secondly, the data developed in standard social science research is for the most part abstract in nature in that it provides, usually, a quantitative summarization of organizational structures and events. Action research, by contrast, seeks to develop concrete, subjectively based data that are directly descriptive of how the organization’s members see it.

The rationale for this essentially concrete and descriptive approach is the assumption that changes in the organizational/community setting can best be brought about when community members, who must effect the change, are brought to develop their own interpretation or analysis of their situation. More traditional analytic research, with its abstracted data and “outside” interpretation, sets up the conditions for easy avoidance of the task of change because organization members can dissent with each other and the researchers over the validity of the data and the appropriateness of the analysis based on it. While the action research model can by no means eliminate these problems, it is designed to minimize them.

The basic design of the action research process used here involves the steps of (1) using trained interviewers to conduct structured, open-ended interviews under an explicit contract; (2) processing the data into a book form; (3) designing and conducting a workshop or retreat where the organization members react to the data in whatever ways they wish.

Youth in Philanthropy Summit—Approach and Process

Appreciative inquiry is the approach we have chosen as the basis of Summit process. Appreciative inquiry is the cooperative, co-evolutionary search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives life to an organization or a community when it is most effective and most capable in economic, ecological and human terms.

In AI, intervention gives way to inquiry, imagination, and innovation. Instead of negation, criticism, and spiraling diagnosis, there is discovery, dream and design. AI involves the art and practice of asking unconditionally positive questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.

We chose an AI approach to interviewing participants of the Youth in Philanthropy Summit participants in order to build a base of information and situ-



ation statement which would prepare a positive focus and direction for building the future of the field.

*Definition of AI taken from *Appreciative Inquiry: A Positive Revolution in Change* by David A. Cooperrider and Diana Whitney.

Susan Halbert Consulting, Susan W. Halbert, Principal, 71 Edwin Boulevard, Shenandoah Junction, WV 25442, Office: 304-876-9264, Cell: 240-994-1975, susan@susanhalbertconsulting.com.



Appendix I

Pre-Reading Assignments for AFP YIP Summit

Bjorhovde, Patricia O., Editor. “Creating Tomorrow’s Philanthropists: Curriculum Development for Youth.” *New Directions for Philanthropic Fundraising*. San Francisco: Jossey-Bass, 2002.

This issue of *New Directions for Philanthropic Fundraising* examines one specific aspect of Youth in Philanthropy – the teaching of philanthropy to youth and the curricula being written to accomplish that goal. In addition to summarizing why, how and what should be taught, the authors provide an overview of five organizations that have created curricula and are actively engaged in teaching philanthropy or an aspect of it. Also discussed are the teaching of philanthropy in faith-based communities, and the state of philanthropy curricula in higher education.

Stanczykiewicz, Bill, Editor. “Engaging Youth in Philanthropy”. *New Directions in Philanthropic Fundraising*. San Francisco: Jossey-Bass, 2002.

“Engaging Youth in Philanthropy” grew out of the Indiana Center on Philanthropy’s August 2002 national symposium, “Taking Fundraising Seriously: Youth and Philanthropy.” The authors describe how youth philanthropy grows out of the American tradition of giving and serving as well as those sectors within society that have modeled these behaviors for young people. The role of organizations in encouraging civic activity and community service is presented, as are the potential gains and liabilities organizations face when involving young people in governance and fundraising. Finally, the importance of becoming actively engaged in the lives of children and youth in order to promote healthy development is stressed.



Appendix J

Initial Comprehensive List of Youth Philanthropy Organizations Recommended by Summit Participants for Inclusion in Future Developments*

“At the Table”

ADL-Anti-Defamation League

AFP (chapters)

American/Int'l Red Cross

Any national association of African-American fraternities and sororities

Association of Community Foundations

AZ Grantmakers Forum

Boy Scouts of America

Boys and Girls Clubs – National

Catholic Charities

Catholic Worker

Charity Checks

Civic Mission of Schools

CLA Community Leaders Associations

COF affinity groups

Corporate groups

Corporations who market to youth

Council on Foundations (CCFY)

FBLA (Future Business Leaders)

FFA

Funding Exchange

Givemeaning.com

Higher education associations: AACC, NASULGC, AAC&U, ACE, etc.

Interfaith Hospitality Network

Interfaith Youth Corp

Joint Affinity Groups (JAG)

Major/minor religious groups

Media (MTV, etc.)

National 4-H Council

NAACP


National Administrators/Supervisors groups

National Association of Community Leadership Groups

National Collaboration of Youth (under National Human Services Assembly)

National Honor Society

National Panhellenic Council



National ROTC
National Secondary School Principals
National Service-Learning Partnership
National Student Government
National Teachers' Associations
National Youth Leadership Council
National Youth Ministry Offices (all denominations)
NPower (Search Institute)
Search Institute
Organizations serving diverse communities
Organizations that specifically address issues of diversity
Points of Light Foundation
Regional Grantmaking Groups
Resource Generation
Rotary and Rotary Interact
Salvation Army
Save the Children
SGAs/Student Councils
Southwest PA Fund for Women and Girls
State Farm Youth Advisory Board
The Salvation Army
UNICEF
United Jewish Federations (UJF)
United Way of America
Untied Jewish Communities (UJC)
Volunteer Center Network
Women's Foundations
YMCA/ YWCA
YMHA/ YWHA
Young Women's Philanthropy Network
Youth Journalists of America
Youth on Board
Youth Philanthropy Worldwide
Youth Service America
Y-Teens

* This list will evolve and grow



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