

***THE GROWTH OF YOUTH PHILANTHROPY
IN THE UNITED STATES***

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Project Summary, by Tamaki Onishi

Japanese and U.S. Collaborations – To Advance Philanthropy

Japan and the United States have a rich history of collaboration – not only in the political and business spheres, but also in civil society through the efforts of pioneer organizations such as the Japan Foundation Center for Global Partnership, which we thank so much for their support, and the Japan Center for International Exchange. Our collaborative project of representatives from leading youth organizations and schools of the two nations, **COLLABORATIVE INITIATIVES ON PROMOTING YOUTH PHILANTHROPY EDUCATION THROUGH A GLOBAL NETWORK BETWEEN THE UNITED STATES AND JAPAN**, aims to make additional contributions to efforts by these pioneers, by addressing the power of youth philanthropy.

The critical role youth play cannot be emphasized enough in the development of global civil society through their limitless resources and leadership abilities. Throughout the project, Japanese and American high school teachers and youth workers have worked together to design new lesson plans on global philanthropy education and share resources accumulated through their work. Japanese and American high school students presented their thoughts and experiences to their counterparts during their visit to the other nation. We were amazed to learn both countries face very similar challenges in the advancement of civil society and youth development. At the same time, by examining many programs in the U.S. and Japan it became clear there was need for such a paper—especially among teachers and youth workers in Japan where the concept of *youth philanthropy* is still not widely known—yet local governments like the Tokyo Metropolitan Government began making a “volunteerism” course compulsory at all public high schools—for a resource providing comprehensive information about the history, models and lessons learned about youth philanthropy.

This paper is intended to meet a need in both countries, which was made clearer through the dialogues between Japanese and U.S. teachers and practitioners. The digest of the paper is being translated into Japanese for the Japanese audience. We believe that this information will be helpful to practitioners in the U.S. as well.

Introduction: The Hope of Philanthropy and Youth in Twenty-First Century America

American teenagers are often depicted in the media as hedonistic, materialistic, apathetic, and violent. But actual observation reflects another reality. Young Americans in the twenty-first century are believed by scholars to be among the most active generation of volunteers ever (Gibson, 2001). Research that looks at such activities as service learning, youth grantmaking, and philanthropy education shows young people who are passionately idealistic, brilliant, independent, giving, committed to social causes, and enterprising.¹ While leaders in the governmental and nonprofit sectors espouse the promise of these youth as central to America's bright future, young philanthropists in the United States reject the idea that they are *tomorrow's* hope. They are confident in their abilities to make a difference *today*.

The story of how young people in this country became intentionally engaged and empowered has a long development. The backdrop for America's thriving pockets of youth philanthropy is rooted in the democratic and community-based beginnings of our nation but, particularly in the early twentieth century founding of the country's oldest youth organizations. These organizations involved middle and upper class children in character building experiences. Often, a commitment to good deeds and service was a requirement of membership. Public schools, in turn, were called to prepare young people for active citizenship in American democracy which requires their participation as volunteers. Youth philanthropy is also rooted in the service and social justice ethics of parochial schools and in school-based efforts to provide character education and teach about service. It is grounded in theory about healthy youth development and strives to create life- and attitude-changing experiences. It promotes an understanding of the common good and encourages youth empowerment, particularly through youth-adult partnerships and authentic experiences, such as youth board service.

This report explores and documents, for the first time, an overview of youth philanthropy in the United States, including information on some of the largest and most successful programs. It provides a snapshot of the critical factors in building philanthropic skills and creating an understanding of America's vibrant giving and volunteer traditions among young people in kindergarten through 12th grades (ages 5-18). It presents examples of successful youth involvement in philanthropy and a starting point to discover more about the benefits of investment in young people.

¹ See definitions of service learning and other terms in the sections that follow.

Definitions from the Youth Philanthropy Field

In order for teachers, youth workers, youth ministers, young people and others to have a frame of reference from which to understand philanthropy, it is useful to begin with a definition. Several commonly accepted definitions of philanthropy are utilized in training materials developed for the youth philanthropy field.² They reflect a broad perspective that encompasses both formal and informal activities, small and large acts, both monetary and voluntary, and personal and public actions of doing good. These definitions generally highlight two key components of philanthropy – action and the common good. *The common good* refers to the welfare of the general public, the good of society. Often-used definitions include:

- Giving, serving and voluntary association for the intended common good;
- Giving of one's time, talent or treasure for the sake of another or for the common good;
- Voluntary action for the public good;³
- Thoughtful, intentional, and ongoing giving of one's time, talent, and treasure for the common good;⁴ and,
- Active efforts to promote human welfare.

Prosocial behaviors: First philanthropic steps

The broad classification of behaviors known as prosocial behaviors capture what is not encompassed by definitions of philanthropy – those most basic actions observed in infants and practiced by young children. These early behaviors include: comforting, empathy, caring, helping, and sharing. Prosocial behaviors may be seen as a subset and precursor to later acts of philanthropy.

Youth philanthropy

Youth philanthropy is the engagement of young people in voluntary giving, service, and association that serves an intended common good. This definition takes into consideration that infants and young children exhibit the beginnings of philanthropy in the forms of empathy, caring, helping and similar prosocial behaviors. Giving and service reflect internal commitments and outward actions showing awareness of the needs of others – they are evidence that a young person perceives the need for social change or meeting unmet needs of individuals or their community.

² These include definitions from the Center on Philanthropy at Indiana University, the Council of Michigan Foundations' Learning To Give Project, Community Partnerships with Youth, 4-H National Council, El Pomar Youth in Community Service, Search Institute, AFP, and the Youth Philanthropy Initiative of Indiana.

³ From Robert L. Payton (1988). *Philanthropy: Voluntary Action for the Public Good*.

⁴ From *Youth-Adult Partnerships: A Training Manual* (2003, p. 182) developed in a rare partnership between youth development groups: The Innovation Center for Community and Youth Development, National Network for Youth, and Youth Leadership Institute. The manual also contains a philanthropy training section.

Related Terms

Civic engagement

In part, youth philanthropy projects arose in the 1990s in response to a concern that young people have become less civically engaged. *Civic engagement* is “informed and active participation in addressing issues of public concern, whether political or non-political” (Mandel Center for Nonprofit Organizations, “About Youth Service: Definitions”). Research does in fact show a sharp decline in political activity and voting in today’s youth.

Civil society

Civil society is a term that scholar Lester Salamon (1998) has called:

a relationship among sectors, a relationship that not only acknowledges the legitimacy of a civil sector, as well as business and government sectors, but encourages active cooperation among all of them in addressing public problems. [Civil society] seems most conducive to the achievement of the democracy and development that the public claims to espouse.

In simpler terms, it is the common benefits of society and shared space created for all.

Service learning

The methodology of service learning is distinctive from that of community service and is explained further in this paper. A definition that encompasses its essential markers follows.

Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (Learn and Serve America, “Service Learning Is”)

Youth-adult partnerships

Garza and Stevens present a definition of the often-used but rarely defined term: “Views people of all ages as resources, based on the assumption that both young people and adults bring intellect, unique experiences, and perspectives to the table” (2002, p. 14).

Youth grantmaking

Often called *youth philanthropy*, youth grantmaking is actually a subset of the diverse philanthropic activities in which young people engage. It “involves youth in reviewing proposals and allocating funding in much the same way that a foundation does” (Mandel Center “About Youth Service: Definitions”). In fact, these activities often occur as

Youth and the Convergence of Factors to Build Civil Society

Youth philanthropy in the United States resulted from a century of youth work, from greater sophistication of the nonprofit sector, and from a collision of forces that were collaborating to build civil society. The education and involvement of young people as change agents seemed a profound answer to a number of societal changes and needs. The 1990s brought new understanding of youth development, with research that documented the benefits of nurturing influences and youth empowerment. It was a time of focused foundation and government involvement as well as a burgeoning nonprofit sector seeking leadership training and education for upcoming professionals. Central to the grassroots growth of volunteerism and youth philanthropy initiatives was the support of visionary national stakeholders from each sector of society – the government, business and nonprofit sectors.

Rich and Diverse Philanthropic Roots

The eventual development of formalized and intentional youth philanthropy was a natural outgrowth of an integral role played by philanthropy in sustaining American communities and in its historical relationship to educational institutions for youth. Within the beginning of the American colonies lie the roots of community-based philanthropy. Certainly, woven into this tapestry are the religious traditions and spiritual beliefs of the first settlers and the Indians they encountered. In fact, many elementary school versions of American history begin with this mythic first story. The Puritans, blown off course, landed near present-day Plymouth, Massachusetts. They were taught by the native Wampanoag people how to plant and harvest vegetables, survived their first harsh winter in a new land thanks to their native friends, and in autumn 1621, celebrated the first Thanksgiving feast. Though the true relationship between the first European settlers and the native peoples inhabiting the continent is far more complex and even vicious, the story told to American school children simplifies its positive aspects – the virtues of sharing, thankfulness, and ingenuity.

As communities of early settlers grew and needs arose, charitable groups formed to address them. Some of the earliest charitable associations were formed to address social ills. Religious groups, including Roman Catholics, addressed educational concerns by building parochial and mission schools for children. Other groups helped new immigrants become settled and assimilated into their new communities. Particularly key to American philanthropy was the role of individuals and groups who fought inequalities and spawned the rise of social movements addressing slavery, women's voting rights, unfair labor and wage practices and other injustices. Whether as recipients of the groups' activities (such as in schools) or tagging along with their parents, children were in the midst of these many philanthropic activities.

Early youth organizations and philanthropy

Groups designated to specifically serve youth began to appear in the early 1900s. Among them were Boys Clubs (founded in 1906) designed to fill after-school hours of

boys in cities; 4-H (1914) which allowed children to learn agricultural skills and serve their communities; and the outdoor adventure and conservation groups, Camp Fire (1920), Boy Scouts (1910), and Girl Scouts (1912) (Hoover & Wakefield, 2000, p. 75). After the end of World War I, a number of adult service organizations formed youth organizations, including Rotary, Kiwanis and Optimist Clubs (Ibid.). And by the mid-1950s, the century-old YMCA, one of the country's largest adult organizations serving community needs, implemented "four platforms for youth work," designing activities to bring boys into "Y" clubs. These groups all thrive today along with thousands of other national, regional and local groups that involve young people in character-building experiences.

The world wars, scouting and philanthropy

World War I and World War II 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 World War I 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 World War II (Ibid.). In another 1940s National Good Turn, they collected and sent 10 million used books to military personnel.

Similarly, 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 1.5 million articles of clothing (shipped overseas for victims of war), and operated bicycle courier services (Ibid.).

Youth Become Increasingly Disengaged From Civic Life

Over the next half century, the size of these early character-building youth organizations grew immensely so that young people in most urban or rural areas had choices of organizations to join. Organizations merged or expanded to serve new needs. For example, Boys Clubs became Boys and Girls Clubs to provide out-of-school safe places and activities for both urban girls and boys. New organizations arose to serve specific groups – such as Greek-American youth groups or organizations for youth band musicians. Meanwhile, children and teens continued to be involved in organized efforts to improve their communities and address social issues through their individual activities and memberships in groups. Historic events, such as protests against the Vietnam War and support of the civil rights movement of the 1960s created concentrated youth involvement in social activism as young people (particularly teens and college-age youth) participated in peace rallies and marches. Meanwhile, the activities of traditional organizations, like Boy and Girl Scouts continued to focus on service to others and doing good deeds. Still, by the 1980s a nagging concern about teens' detachment from family and involvement in risky behaviors spurred a national discussion.

A spate of shootings in the 1990s, featuring children as young as elementary school age doling out retribution with semi-automatic weapons and handguns to classmates, teachers, and principals, caused the country to re-examine the state of America's young

people – their habits, clothing, music, television and video game consumption. Public scrutiny revealed youth participation in highly detrimental practices – drug habits, risky sexual behavior, and shockingly violent video games. It became apparent that a portion of America’s youth lead a life disconnected from a number of socializing influences that promote healthy youth development. Concerns for youth culture in America focused attention on several challenges: civic disengagement and low voter participation of young people, teen violence, and detrimental health habits.

The 20th century brought another shift in emphasis in American culture – a tendency to focus on individual rights and freedoms rather than on communal identity and civic responsibility. In 1962 the U.S. Supreme Court handed down the first in a series of rulings that caused cultural upheaval over the role of religion in America’s public schools. In *Engel v. Vitale*, it ruled that daily prayer in New York state public schools violated the constitutional separation of church and state. The result was profound – school districts retreated from character-based education and, to avoid controversy and subsequent litigation, avoided teaching values. Character traits and morals remained at a distance until the 1980s when a groundswell of cultural concern arose over a country morally astray whose children were exhibiting rising rates of detrimental behaviors. Faith groups sought new ways to engage youth members. As a flourish of new youth organizations were founded, established organizations turned to new youth development research. Scholars, educators, foundation leaders, public officials, and others raised a dialogue: How could schools re-engage young people in their communities in ways their families and other institutions did not?

Addressing Entitlement and Civic Disengagement

In 1993, sociologist Amitai Etzioni wrote:

A major aspect of contemporary American civic culture [is] a strong sense of entitlement – that is, a demand that the community provide more services and strongly uphold rights – coupled with a rather weak sense of obligation to the local and national community. (1993, p. 3)

Etzioni and thousands of other Americans named and gave voice to Communitarianism, which focused on voluntary engagement in local communities and on the individual responsibilities of citizenship. Among its concerns was building support for character education in America’s schools.

Also during the 1990s, the concept of *civil society* was a frequent topic of exploration across disciplines as scholars drew attention to the idea that there is a place in which the individual is nurtured and she or he can, in turn, work to nurture others. Brian O’Connell, one of the nonprofit sector’s greatest leaders, began his book, *Civil Society: The Underpinnings of American Democracy*, with the example of his childhood in a Catholic family. As a Boy Scout and YMCA member, he was “active in the Junior Red Cross, and raised money for the March of Dimes” (1999, p. 1). As a youth, he experienced a wealth of early prosocial influences and positive role models within

multiple nonprofit settings. Not surprisingly, his book challenges us all to commit and work to preserve American democracy and to pass on this commitment to our children.

Youth are volunteers but not voters

The heightened concern over young people's disengagement in the country's electoral life is validated by research. Voting among young people has shown a marked decrease, whereas adults' voting has been stable (Keeter, Zukin, Andolina & Jenkins, 2002).⁵ Yet, this disconnection does not apply to their community activities. Notably, researchers determined that young people are just as engaged in apolitical civic activities as their older counterparts. They do not share the views of older Americans that citizenship holds specific responsibilities, but they say that their interest in public affairs is fueled by civic education (Ibid.).

Teaching character (once again) in schools

The mid-1990s was a time of renewed interest in school-based character education as a strategic approach. Unlike service learning, which is more popular in U.S. high schools, character education is found primarily in elementary and middle schools and is the most pervasive school-based movement. It is supported by the National School Boards Association and other education groups.⁶ Similar to philanthropy education, character education is often incorporated into the existing curriculum – a way of teaching, asking questions, and approaching required subject matter that utilizes discussion and reflection on common prosocial values. Another option is a stand-alone character program (Saks, 1996, p. 23), including the popular Character Counts, which promotes values “to improve the character of America’s youth and to combat violence, dishonesty and irresponsibility” (Ibid.). Whole communities have adopted the Character Counts’ “Six Pillars of Character” – respect, responsibility, fairness, caring, trustworthiness and citizenship – to address risks to healthy youth development.

⁵ A survey conducted by CIRCLE (The Center for Information & Research on Civic Learning & Engagement) compared responses by DotNets (also called “Millennials,” born in the mid-1980s and later); Generation X’ers (born between 1961 and 1981); Baby Boomers (born between 1942 and 1960); and, Matures (born in 1941 and prior). For the listing of factors surveyed, see Appendix 1.

⁶ Psychologist Thomas Lickona has written extensively about character education and directs the Center for the Fourth and Fifth Rs (Respect and Responsibility) at SUNY (State University of New York).

Tools

Eleven Principles of Effective Character Education

Principle 1

Promotes core ethical values as the basis of good character.

Principle 2

Defines "character" comprehensively to include thinking, feeling, and behavior.

Principle 3

Uses a comprehensive, intentional, proactive, and effective approach to character development.

Principle 4

Creates a caring school community.

Principle 5

Provides students with opportunities for moral action.

Principle 6

Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Principle 7

Strives to foster students' self-motivation.

Principle 8

Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

Principle 9

Fosters shared moral leadership and long-range support of the character education initiative.

Principle 10

Engages families and community members as partners in the character-building effort.

Principle 11

Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

These principles were developed for Character Education Partnership by Thomas Lickona, Eric Schaps and Catherine Lewis (2003).

Government, Corporations and Foundations Take on Service and Philanthropy

Extending beyond character education, community service was taken on by schools and promoted by all sectors of society as a way to actively engage young people as contributing members of their communities and to reach marginalized youth by integrating hands-on experiences into classroom lessons. As its benefits became apparent, youth service came to be seen as 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 foundations, philanthropists and businesses. Building upon this base, a variety of youth philanthropy initiatives arose as key stakeholders in these sectors advocated their benefits and invested in programs that would become national models.

U.S. government programs, legislation and policy

During the 1990s, government service mobilization efforts began to focus on teens younger than college age. President George H.W. Bush laid the groundwork by creating 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, authorizing “grants to schools to support service-learning through Serve America (now incorporated into Learn and Serve America) and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities” (Corporation for National and Community Service, “National”).

The Corporation for National and Community Service⁷

Substantial legislative and federal funding support 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, creating the Corporation for National and Community Service in Washington DC. The Corporation provides grants and resources for volunteers and institutions (particularly schools) to engage Americans of all ages.

Among the programs for school and college-age youth created by the Trust Act were Learn and Serve America and AmeriCorps. Learn and Serve America is the service learning program of the Corporation that (1) awards grants to K-12 schools, (2) conducts research on the effectiveness of service learning, (3) provides training for teachers and administrators, and (4) makes online and written materials about service learning available (CNCS, “What Is Learn and Serve America?”).

AmeriCorps’ programs allow young people to receive educational awards to be applied to college or other expenses in exchange for a period of service in programs that meet critical needs (in areas such as education, health and public safety) in America’s communities (Sagawa, 2003, p. 4). AmeriCorps’ three programs are AmeriCorps*State and AmeriCorps*National (for young people and adults, age 17 and older), AmeriCorps*Vista (for adults, age 18 or older), and AmeriCorps* NCCC. AmeriCorps has engaged more than 400,000 young people in service (CNCS, “What Is AmeriCorps?”).

Through AmeriCorps*State and National, members serve full- or part-time over a nine- to twelve-month period” and receive an education award up to \$4750 to finance college or vocational education costs (CNCS, “AmeriCorps*State”). The program’s grants are awarded to national and local public agencies and nonprofit organizations (such as religious groups, Indian tribes, and universities) that utilize community service initiatives to address community needs. Members’ service includes tutoring children, assisting victims of crime and working in local schools.

⁷ In order to represent the Corporation’s service programs, AmeriCorps (which serves college-age youth) is also discussed here. A full discussion about engaging college-age young people in service and philanthropy would incorporate information about nonprofit management and philanthropic studies education, American Humanics, young donor education, and other initiatives.

Meanwhile, the AmeriCorps*VISTA program is specifically “dedicated to eliminating poverty by helping individuals and low-income neighborhoods make positive changes for themselves” (CNCS, “AmeriCorps*VISTA”). VISTA members serve full-time for a one-year term in service activities that: promote literacy, increase housing, and establish businesses in low-income neighborhoods. They can choose between a \$4750 education grant and an end-of-service stipend.

Finally, AmeriCorps*NCCC involves 18-24 year olds in an intensive, full-time, 10-month experience of work on teams of 10-12 people who complete community service projects in regions across the country. Project examples include members tutoring students, building and renovating housing in low-income neighborhoods, doing environmental clean-up, and helping with disaster relief efforts. NCCC teams live and are trained on one of three campuses before departing to communities in their region.

Governmental awards and scholarships

Celebrating the giving efforts of citizens allows an award recipient time to reflect on their personal experience, offers a context for recognition by the community, and highlights the positive behaviors that build civil society. Major government-affiliated recognition programs for young people or youth and adults include the Daily Points of Light Award, the Congressional Award, the President’s Environmental Youth Awards, the President’s Volunteer Service Award, and the Presidential Freedom Scholarships. A common denominator of these recognition programs is that either: (1) institutions collaborate to fund and offer the award or (2) a young person or school is asked to partner with a community institution to earn the award or scholarship. These requirements recall the true sense of participatory civil society.

Corporate giving serves youth and encourages philanthropy

Youth welfare has long been an interest of philanthropic-minded businesspeople. A few early twentieth-century examples include chocolate magnate Milton Hershey, Boy Scout leader William D. Boyce, and hair care product inventor Madame C.J. Walker.⁸ Upon achieving great success with the chocolate bar, Milton Hershey founded Hershey, Pennsylvania, as a community for his employees and, in it, his favorite philanthropy, a home and school for orphan boys. The Boy Scouts of America was established in 1910 by businessman Boyce, who was inspired by the core scouting principle of encouraging boys to serve others and their country. Madam C.J. Walker was the first black female millionaire in America and inventor of beauty products for black women. Upon achieving success, she led a fundraising campaign for Mary McLeod Bethune’s Daytona Normal and Industrial Institute for Negro Girls, beginning with her own \$5000 donation, a sizeable gift for 1912 (Robinson, “Madam C.J. Walker”).

Today, this relationship between business success and philanthropy continues. Microsoft founder and billionaire philanthropist Bill Gates echoes the sentiment of Andrew Carnegie’s *Gospel of Wealth* which asserts that wealth should be spent for

⁸ Business people/philanthropists such as these are included in “Who Am I? A Philanthropic Matching Game” available through the Philanthropic Activities page of the EPYCS Curriculum, at <https://epycs.elpomar.org/page.asp?id=7&name=Curriculum>.

good during one's lifetime. As these leaders bring ambition, innovation, and determination to their causes, their goals can be astounding. Gates and his wife, Melinda, for instance, have set their minds to eradicating dangerous diseases like malaria among African children while bringing access to computers to America's rural and urban youth.

Actor and social entrepreneur Paul Newman has championed the idea of corporate responsibility (and philanthropy) by co-founding the Committee Encouraging Corporate Philanthropy (CECP) and raising a national dialogue about philanthropy among corporate leaders in the U.S. CECP's membership roster includes more than 160 CEOs and chairpersons of the country's largest corporations, including American Express, Coca Cola, Fannie Mae, Johnson & Johnson, Nokia, Toyota Motor North America and many others (Committee Encouraging Corporate Philanthropy, "About CECP"). CECP member and CEO of Carlson Companies Marilyn Carlson Nelson articulates the purpose of the committee: "CECP is about the power of a network and what can be achieved when more than 125 socially responsible CEOs focus collectively on leading the business community to embrace corporate philanthropy" (Ibid.).

Among the many avenues for this corporate philanthropy, America's successful corporations give back to their local communities through employee volunteering, grants to local community organizations, special programs, awards and scholarships, and establishment of their own charitable foundations. For example, General Mills (a company that produces and markets some of the most popular food brands, including Pillsbury and Betty Crocker) has a special program for schools. Its popular rebate program allows schools to collect special code strips located on product packages (showing proof of purchase) and exchange them for visual equipment, computers, and other educational tools.

Corporate-sponsored service awards

A few companies also encourage community service by sponsoring recognition awards for young people and adults working with youth. State Farm Insurance has been a corporate leader in promoting youth service since the early 1990s. The State Farm® Service-Learning Practitioner Leadership Award recognizes adults who prepare young people "to lead and serve, both through their direct work with youth and by nurturing other practitioners to expand their service-learning skills and knowledge" (National Youth Leadership Council, "Awards"). The State Farm® Youth Leadership for Service-Learning Excellence Award recognizes K-12 service-learning initiatives that exhibit outstanding youth leadership.⁹ Created in 1995, the Prudential Spirit of Community Awards is a partnership between Prudential Financial Company and the National Association of Secondary School Principals. This is the largest youth volunteer recognition program in the U.S., with more than 75,000 recipients to date. Selected by schools, the program recognizes students in grades 5-12 who performed self-initiated, exemplary community service (Prudential, "The Prudential Spirit").

⁹ 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](http://www.nylc.org/inaction_award). For information on the Prudential Spirit of Community Awards, visit <http://www.prudential.com/community/>.

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 (The Westminster Schools, "Community Service & Philanthropy").

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.

Foundations that invest in youth philanthropy

Many American foundations fund projects related to the arts, literacy, health, education, athletics, and other areas that help young people. Still others focus on encouraging community service. 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) and the group, now called Philanthropy for Active Civic Engagement (PACE), helps to "inspire interest, understanding, and investment in civic engagement" (Philanthropy for Active Civic Engagement, "Mission").

Only a handful of the nearly 71,000 grantmaking foundations in the United States dedicate program areas (with staff time) and commit substantial resources to specifically spur 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 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.

The W.K. Kellogg Foundation

When we invest in the development of today's young people, we are really investing in the development of the next generation, and the next, and the next. The ripples spread out from our investment – and where they will end we can never know. (Russell G. Mawby, Chairman Emeritus, W.K. Kellogg Foundation, in Tice, 2003, p. 4)

From school-based service learning, to community-based youth grantmaking, to formal philanthropy education built into the K-12 school curriculum, the W.K. Kellogg Foundation has been the foundation nation's leading proponent of youth philanthropy in the United States.¹⁰ In fact, the foundation has been at the forefront of the largest youth philanthropy initiatives, acting as an impetus to increase and formalize participation in grantmaking, service learning, and school-based philanthropy education. The foundation funded many of the youth philanthropy initiatives named in this report – Learn and Serve, the Michigan Community Foundations' Youth Project, the Transmitting the Philanthropic Tradition Project, and Learning to Give. First, Learning In Deed, was a successful four-year \$13 million initiative assisting the National Commission on Community Service's Learn and Serve program with promoting the pedagogy of service learning across the U.S. Learn and Serve grew and in 2004 funded the participation of more than 1.8 billion high school students in service learning activities (CNCS, "National").

Second, the Michigan Community Foundations' Youth Project (MCFYP) is one of the most successful youth grantmaking programs in the country.

The Kellogg Foundation's program of establishing community foundations in many Michigan counties required the creation of youth grantmaking programs (for details regarding this history, see the MCFYP section in this report). Most of these programs continue today and, in fact, a number of the youth who have outgrown the youth boards have become volunteer leaders and staff members of Michigan nonprofits and national organizations.

Third, the \$5 million grant awarded by the Kellogg Foundation to the Center on Philanthropy at Indiana University funded research and programs for the Transmitting the Philanthropic Tradition project. Most importantly, the Kellogg award made it possible for the Center to compile the first literature review in this field, *The Roots of Giving and Serving*, studying how children and teens learn philanthropic behaviors (Bentley & Nissan, 1996). This project began a long-term collaboration between the Center on Philanthropy, the Council of Michigan Foundations, the South Dakota 4-H Foundation, and other groups working in the area of youth philanthropy.

Finally, Learning to Give (LTG) was a second partnership between the Kellogg Foundation and the Council of Michigan Foundations, following its success with

¹⁰ A primary focus of the foundation's Philanthropy and Volunteerism program area is youth, a commitment carried on from the time of its founding. Established in 1930 by breakfast cereal pioneer Will Keith Kellogg, he instructed the foundation "to use the money as you please so long as it promotes the health, happiness, and well-being of children" (Ho, 2003, p. 3).

MCFYP.¹¹ Initiated with a grant from the Kellogg Foundation and guided by a Steering Committee that Russell Mawby chaired, the project has grown to become the largest national and international youth philanthropy program, with a website boasting more than 1,000 lesson plans and resources for classroom teachers, youth workers, and youth ministers. More information on LTG follows in this report.

Lilly Endowment, Inc.

Similar to the partnership between the W.K. Kellogg Foundation and the Council of Michigan Foundations, Indiana-based Lilly Endowment generously supported the Center on Philanthropy at Indiana University when the Center sought to continue its work in youth philanthropy. With \$5 million in grants from the Endowment to the Indiana Humanities Council and its partnering institutions – the Center, Community Partnerships with Youth, the Council of Michigan Foundations, and Search Institute – the Habits of the Heart project began. The five-year initiative focused on how to involve young people in philanthropy in the state’s congregations and youth organizations.

Following Habits of the Heart, and upon the successful growth of Learning to Give schools in Michigan, Lilly Endowment awarded a \$1 million grant in 2001 to help LTG and the Center import the K-12 philanthropy education program into Indiana’s schools, as well as into schools in other states. The Center on Philanthropy was responsible for the replication by engaging partner schools and teachers across the state, with training and resource support from LTG.

The Ewing Marion Kauffman Foundation

The Ewing Marion Kauffman Foundation of Kansas City, Kansas, is known for its focus on entrepreneurship and leadership. The foundation began its venture into youth philanthropy in 1997 when Lynn Leonard, a senior program officer, utilized the MCFYP model and recruited young people for its Youth Advisory Board. The youth board, comprised of 30 teenagers, ages 14-19, came from urban, suburban, rural, public and private high schools in the greater Kansas City area. It helps the Foundation focus on youth needs in the Kansas City area. A testament to its success, young members were so persuasive in their appeals to serve all youth in the area that, for the first time, the foundation broadened its grantmaking area to include the rural and suburban areas around the city (Garza & Stevens, 2002). The Kauffman Foundation went on to encourage philanthropy education by bringing Learning to Give trainers to Kansas to train local K-12 teachers to develop and utilize classroom philanthropy lesson plans.

The EI Pomar Foundation

The EI Pomar Foundation, located in Colorado Springs, Colorado, is a rare example of a major youth philanthropy initiative that operates as a program of the private foundation which funds it. Founded by Julie and Spencer Penrose in 1937, the foundation is focused on promoting the well-being of Colorado’s residents. Since 1991, EI Pomar has funded and staffed the school-based youth grantmaking program called the EI Pomar Youth in Community Service program (EPYCS). EPYCS (described in detail further in

¹¹ Learning to Give was initially called the K-12 Education in Philanthropy Project, and in 2006 it became a program of the League; it maintains its website and the rich number of resources for which it has become known.

this report) is “a leadership experience that teaches high school students the importance of service, philanthropy, and the nonprofit sector, while empowering them to directly make an impact on Colorado communities through grantmaking” (El Pomar Foundation “EPYCS: A Legacy”). In its 15 years of operation, the program has involved staff time of more than 120 El Pomar Fellows and resulted in almost one-third of Colorado’s nonprofit organizations receiving grants through EPYCS high schools. This makes EPYCS one of the largest youth philanthropy programs and one that has permeated the education and nonprofit environments of a large section of the state.

Healthy Youth Development and Philanthropy

Long before the revelation of newly harmful practices among youth in the 1980s and ‘90s, concerned groups of researchers, youth work leaders, and educators had been working to change the perception of young people and the types of programs available to them. Research models had moved from “deficit” thinking (i.e., “what is wrong with today’s kids” and “how do we fix their bad behavior”) to “preventative” approaches (what are good influences and environments for young people to prevent the development of bad behaviors) to models of *healthy youth development*. This shift in viewpoint reflects new perspectives in the youth work field – the beliefs that youth are assets in their communities and that empowered youth can be agents of positive social change.

A variety of healthy youth development models exist that share some common factors. Among those factors that lead to healthy, engaged childhood and teen years are common requirements for positive development such as caring adults, structured environments, encouragement, and recognition of accomplishments. The presence of a greater number of positive factors in a young person’s life discourages the development of delinquent behaviors. They also nurture the growth of healthy skills and values that lead to higher incidences of prosocial behaviors (like caring and respect), active citizenship, and healthy lifestyles.

The cumulative work of individual scholars (such as research and policy consultants Karen Pittman, Shirley Sagawa, Karen Tice, and Pam Garza) and organizations (like Search Institute) promotes the ideas of nurturing environments for young people and engaged, positive youth contributions to society. For two decades, these advocates have affected youth service, the programs of youth organizations, foundation funding for youth development research, and public policy 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 more open opportunities to engage in a healthy youth culture. The vocabulary used in these environments includes terms like: belonging, valuing youth, leadership, service, youth-adult partnerships, empowerment, and, sometimes, youth philanthropy. Ongoing and accessible research over time continues to refine a greater understanding of healthy youth development in the leaders and youth workers developing new activities and programs. For example, one recent framework provides logical, useful tips to promote healthy adolescence and build upon success into adulthood:

Tool
Five Conditions for Healthy Youth Development

1. A one-to-one caring relationship with an adult
2. A safe environment
3. Engaging activities
4. Opportunities for contribution
5. Opportunities to make decisions with real consequences

Developed by the Youth Development Institute of the Fund for the City of New York.
(Garza & Stevens, 2002, p. 5)

Notably, in 2002, the National 4-H Council completed a massive research and strategic-planning process resulting in key findings, action steps, and a call for the involvement of key stakeholders in guiding positive youth development in the new century. The conversation calls on citizens and communities, the education system, the federal government, corporations, and the nonprofit sector to each do their part. The first publication of this kind, the Council's (2002) *The National Conversation on Youth Development in the 21st Century: A Final Report* was based on input from local communities across the country (culling through nearly 10,000 proposed ideas), aided by federal legislation, and funded with corporate and philanthropic support.

Another organization promoting healthy youth development, the Minneapolis-based Search Institute is a leading advocate for healthy communities and the architect of the 40 Developmental Assets. This model promotes critical building blocks for positive child and adolescent development (access via "Search Institute downloads").¹² Examples of these 40 blocks are: a caring neighborhood, time spent volunteering, and a sense of purpose. Many of the assets relate to philanthropy by either (1) encouraging prosocial and philanthropic behavior or (2) building caring layers of community around a child (family, school, congregation, neighborhood) that provide a sense of belonging and opportunities for children to both receive from and give to others (Search Institute, "What Are Developmental Assets?"). One example is Asset 13: Neighborhood boundaries – Neighbors take responsibility for monitoring young people's behavior. The Assets model is utilized to guide curriculum and program development and institute cultural changes in K-12 schools.

Philanthropy Grows in Schools and Communities: Schools Take on Community Service and Service Learning

Parochial and religious schools. Historically, community service has been an integral facet of parochial and religious school education and, during the 1990s these schools

¹² A research organization, Search Institute's model developed in 1990 was based on years of extensive research. Alarming, surveys of almost 100,000 middle and high school-aged youth in 213 U.S. communities reveal that more than 60 percent of the youth surveyed in 1996 had fewer than 20 of these 40 positive factors in their lives.

often implemented mandatory service requirements for high school graduation. This meant that a specified number of hours of community service activities during a student's high school career had to be performed and documented as one requirement for graduation.

The fit between service and religion is natural to these American institutions. The faith-based values passed on to children in the large network of Catholic and Jewish schools and the growing number of Muslim day schools and non-denominational Christian schools serve an important function in socializing young people to be good members of their religious communities. Examples of faith-based ethics related to philanthropy that resonate in sacred texts (i.e., the Bible, the Talmud, and the Koran) are: social justice, service to others, helping the poor and needy, doing good deeds, tithing, stewardship, and "repairing the world." For instance, social justice advocacy takes a central role in the choices of community service projects available to youth in Catholic schools and colleges, where popular projects include volunteering in soup kitchens that serve the poor and homeless and promoting world peace. The work of the Jesuit Peace Corps is an example of this social justice ethic. In Hebrew schools, the Bar Mitzvah and Bat Mitzvah coming-of-age celebrations often include the young boy or girl announcing a substantial donation to a Jewish organization or cause. Another lesson of giving is the practice of tithing, rooted in the Old Testament; this means giving away 10 percent of one's income (or wealth) to charity (Jeavons, 2004) and is a staunch practice of members of Mormon communities who rank among the highest givers in surveys of giving in Christian denominations. Through the culture of parochial schools, congregational life, Sunday School classes, and religious practice within the home, these lessons are passed on to American children.

Mandated community service and service learning. As the shift to healthy youth development practice occurred in youth organizations, a debate surfaced in public schools over implementing a mandatory requirement of service hours for high school graduation. This discussion remains a backdrop for the service movement in the U.S. To date, only one state, Maryland, along with hundreds of school districts "require[s] elementary, middle, and high schools to build community service into the curriculum" (Smith, 2006). Maryland high school students must perform 75 hours of community service before graduating. A growing number of states encourage service in schools, including California, Florida, Minnesota, New Jersey, Oregon, South Carolina, and Wisconsin (Ibid.). In fact, 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, compared to less than 1 million in 1984, and approximately 10.6 million in 2004 (Ibid.).

The teaching method of service learning. *Service learning* is a teaching method that involves student participation in an organized service activity with specific learning outcomes, that meets identified community needs, and that provides structured time for student reflection (Ohio State, "Service Learning").¹³ When done well, this method often helps students understand the real-world application and relevance of classroom

¹³ The terms *service learning* and *service-learning* are interchangeable and both are used in this field.

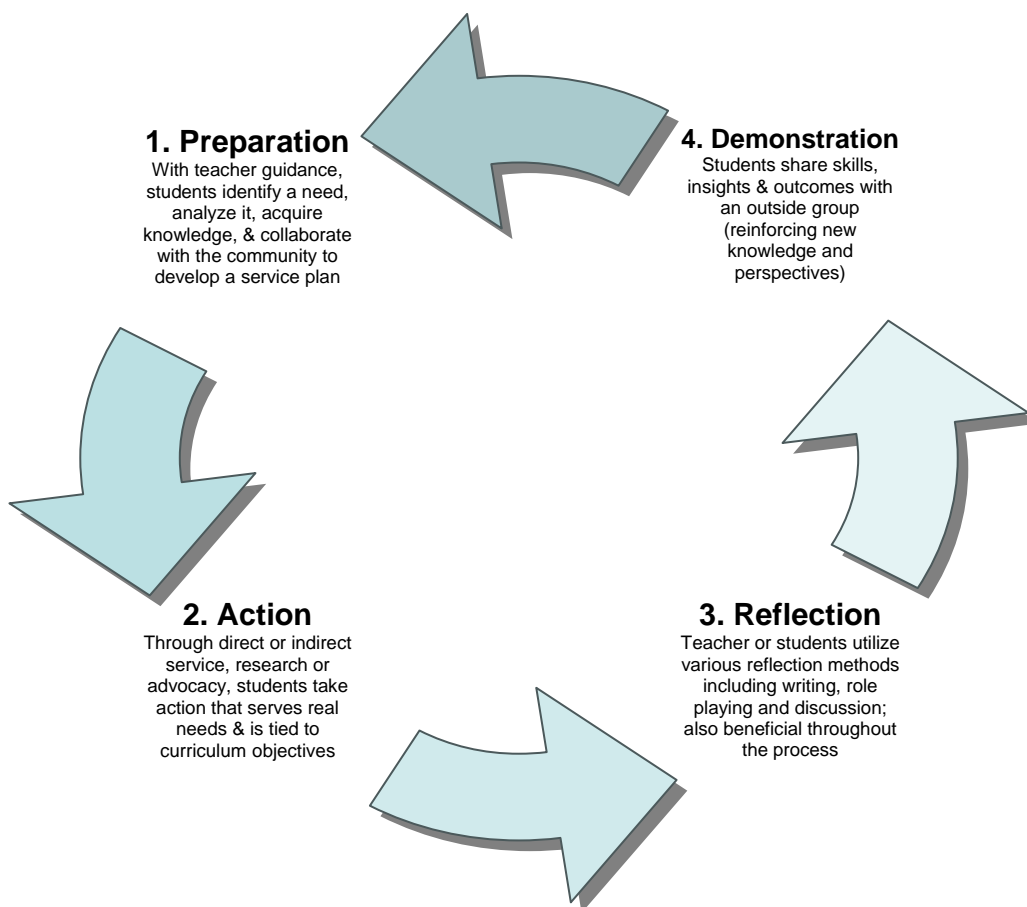
lessons. At the same time, it connects schools to their communities. Students and community groups work toward social justice, fight poverty and bigotry, practice stewardship of the environment, and collect and make donations. While doing this work, students learn subject matter in science, history, language arts, and other classes.

A service learning project might, for example, find students and their science teacher surveying water quality in the local river and, subsequently in their language arts classes, publishing the survey results for public distribution or in 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. Meanwhile the science course curriculum objectives encompass learning how to conduct a science experiment (i.e., testing water for additives and pollutants), and using observation skills and deductive reasoning. In language arts, objectives accomplished include having students develop their writing skills (possibly including persuasion) 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.

The steps of service learning projects

Service learning occurs in four simple stages: *Preparation*, *Action*, *Reflection* and *Demonstration*. In the most effective service learning projects, students are actively involved in each stage. The diagram below details the stages and visualizes their relationship. Ideally, Reflection occurs directly after the Action of service to help students process and internalize the experience, though it is beneficial to use Reflection throughout the cycle. When service learning becomes a regular method within a classroom or school, students repeat the processes again and again, incorporating newly gained knowledge and perspectives. This process makes the curriculum relevant, showing students its application to “the real world.”

Tool The Service Learning Process



Adapted from "The Four Stages of Service Learning" by Cathryn Berger Kaye, M.A. (2004). *The Complete Guide to Service Learning*, p. 36.

The power of service learning

A body of research on service learning documents its positive effects on communities and life-changing benefits to students. No research to date shows a negative impact on students (Billig, 2000, p. 3). In fact, studies show that students who participate in service learning are more likely to display concern for their communities, become volunteers as adults, perform better academically, and exhibit stronger critical-thinking and writing skills (Martin, Neal, Kielsmeier & Crossley, 2006; Bradley, 2005; Corporation for National and Community Service, "Service-Learning").

One of the largest and most recent studies, "The National Survey on Service-Learning and Transitioning to Adulthood," showed that young adults participating in service learning received much greater benefit from their educational experience as compared with peers involved in community service-only experiences or no service at all. The National Youth Leadership Council study included 3,123 U.S. residents, aged 18-28,

who had experienced a range of involvement in service, with 28 percent participating in a service learning project before the age of 18 (“New Research). The research, conducted by Harris Interactive® for NYLC, included focus groups of current high school students involved in service learning and young adults with previous service learning experiences. The findings revealed astonishing results of community engagement:

Service involvement has a long-term effect on civic engagement. Service-learning youths report a higher value for being a community leader than service-only and no-service youths. A majority of service-learning youths reported that service-learning positively affected their leadership ability, almost 20-percent higher than service-only youths. Additionally, adults who engaged in service-learning during their school years were more likely than the rest of their peers to discuss politics or community issues and vote in an election year. Service-learning youths also attain greater academic achievement compared to service-only and no-service young people.

(Ibid.)

Within public schools, service learning is also a tool to teach and reinforce basic democratic values, such as equality for all. Within the parochial school environment, the method reinforces the values taught in sacred texts, such as social justice, helping the sick and poor, tithing, stewardship, charity, and love of humankind. The popularity of service learning is apparent in recent figures that claim one-third of all K-12 public schools and a majority of community colleges and universities in the U.S. utilize it as a teaching method. Private school participation is estimated to be stronger (Billig, 2004, p. 12).

Principles in exemplary service learning

Extensive research on service learning throughout the past two decades finds that truly effective service learning occurs when specific factors are present in either a participating classroom or in the school-wide environment. The most important feature identified in a number of studies is that *both learning and service are emphasized*. For example, *students are graded on what they learn*, just as they would be for any other class. But they are also expected to carry out *service of genuine benefit to the community*. To assist in the process, teachers or after-school program sponsors work with students in order to *draw the connections between what the students are doing and what they should be learning* – the clear and specific learning objectives connecting the curriculum or after-school activities to the service activities. One model of key factors to include for effective service learning follows.

Tool

Key Service Learning Elements that Benefit Students

Integrated Learning – students learn experientially as service informs content and content informs service.

Meeting Genuine Needs – students identify a community need and apply new knowledge and skills to address this need.

Youth Voice and Choice – with input in the process, students are challenged to demonstrate responsibility and decision-making.

Collaborative Efforts – students partner with community members, parents, nonprofit organizations, and other students.

Reciprocity – students learn and teach as they interact with other participants in the learning and service experiences.

Systematic Reflection – students apply their experiences to the context of the larger community and world.

Civic Responsibility – students, as agents to improve society, gain a true understanding of democracy, potentially leading to “a lifelong ethic of service and civic engagement.”

From “The Essential Elements of Service Learning” in
Cathryn Berger Kaye (2004).

Useful service learning resources

Service learning can require a large initial investment of time. It requires: becoming accustomed to planning and organizing, creating new community-based relationships, exploring options for reflection and demonstrating learning, and determining objectives and evaluative tools related to service and academic subject matter. Fortunately, its prolific growth has created an enormous volume of resources to help educators, community leaders, parents, and students. This includes websites, guidebooks (with easy-to-use forms and handouts), accessible research, membership associations, training and educational opportunities, and other tools. Three bountiful sites:

1. Learn and Serve America’s National Service-Learning Clearinghouse (NSLC), at <http://www.servicelearning.org/k-12home/index.php>, is “the nation’s largest library” of service learning materials, with access to: (a) online service learning resources; (b) listserves; and, (c) technical assistance for U.S. teachers and administrators needing help with program startup, assessment, evaluation, and more.
2. The Live Wire Media contains links to key websites or information about service learning and character education, at <http://www.goodcharacter.com/SERVICE/webresources.html>.
3. The Corporation for National and Community Service offers extensive research on effective practices related to service, at <http://www.nationalservice.org/>.

Support for Youth Empowerment

By the late 1980s, the groundwork for empowering young people and encouraging their leadership had been laid. Healthy youth development theory validated the interest of nonprofit, governmental and business leaders who sought new ways to support youth. Sophisticated efforts to involve young people in service and philanthropy began to appear in communities across the United States. Programs often taught young people skills to work toward changes in laws or knowledge to help them understand causes of social problems, such as poverty and environmental pollution. Youth and community organizations supported the development of leadership skills. Advocates in community or national youth organizations encouraged having young people partner alongside adults on boards of trustees. Researchers, families of wealth, and the financial advisors (1) studied youth spending habits, (2) developed tools to teach young people about financial responsibility, and (3) established programs for wealthy young donors.

Some of the most widely accessible philanthropy-related resources in the country were a handful of easy-to-use and slick guidebooks developed by teachers or community activists to promote the ideas and skills of youth activism and social action. Focused on the “how-to” of doing service projects or community activism and advocacy, the term “philanthropy” does not appear in these books. Yet, they involve young people in community needs assessment, reflective service, and activism. These guidebooks are still available and include Wendy Lesko’s *No Kidding Around!: America’s Young Activists are Changing Our World and You Can Too* and several highly popular books by former school teacher Barbara Lewis, *A Kid’s Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action*; and *The Kid’s Guide to Service Projects: Over 500 Ideas for Young People*.

At the time of this writing, Lewis’ books are still offered by Free Spirit Publishing, a specialty publisher committed to healthy youth development. The company was founded by teacher Judy Galbraith and its resources are eye-appealing, fun, values-laden, and youth empowering. Among them are collections of character education books and several important service-learning guides (Free Spirit Publishing, “About Us”).

The first influential initiatives that were identified as “youth philanthropy programs” (such as EPYCS, MCFYP, and YAR described later in this report) were founded in the late 1980s and flourished in a short time. These programs empowered young people to participate in grantmaking and sophisticated fundraising. Finally, the research, foundation, corporate and education communities worked to bring curriculum-based, action-oriented, and conceptually-grounded philanthropy education to K-12 young people, successfully creating substantial involvement across four states. At the heart of these many approaches were key reasons for their success:

- influential advocates and funders;
- research and evaluation;
- the creation and availability of many distinctive materials;
- web-based access to lessons and information;

- unique programs that served a niche and were powered by passionate advocates for youth and by youth leaders;
- teachers and youth workers committed to young people and willing to adapt and try new strategies and materials; and,
- collaborations that bolstered the work of programs and organizations.

Promoting youth decision-making and youth-adult partnerships

Guided by findings from healthy youth development research, many youth organizations and school-based initiatives empower children and teens by giving them decision-making roles in service and philanthropy initiatives. For example, effective practice in initiatives in which young people serve as grantmakers called for adults working alongside youth as advisors or guides while young people serve as final decision-makers of grant awards. Another important decision-making role new to young people was as board members on youth boards or alongside adults serving as a nonprofit board trustee. Some of the most successful youth and education organizations include youth as board members or have separate youth advisory groups that provide advice, youth voice and authenticity for the organization. For instance, National Youth Leadership Council uses both strategies with a Youth Advisory Council (YAC) composed of a team of young people, aged 14-21, “recognized for their dedication to promoting youth leadership, service-learning, youth-adult partnerships, and diversity” and a YAC member on the organization’s board of trustees (National Youth Leadership Council, “About Us: Youth Advisory Council”).

A challenge to various types of youth philanthropy that involve both young people and adults is that true youth-adult partnerships are an exception. To successfully involve young people in board service, in effective service learning projects, as youth grantmakers, and as fundraisers, researchers and organizations that effectively model youth-adult partnerships recommend training (Youth Leadership Institute, 2001). Barriers to youth leadership include an adult viewpoint that youth are irresponsible (Ho, 2003), and inability of adults to act as equal partners with young people or as guides rather than as decision-makers. Training can change this.

Organizations that offer stand-alone resources and training for youth board members and youth-adult partnerships have existed since the 1990s. Community Partnerships with Youth (CPY) was one of the first such organizations (Hoover & Wakefield, 2000, p. 7). CPY introduced several important guides, including *Youth As Trustees* and *Youth In Governance* (curriculum materials which are still available at <http://renewal.typepad.com/philanthropy/>).

By 2006, a number of organizations were conducting youth-adult partnership training and resource development. The Innovation Center for Community and Youth Development began as a division of the National 4-H Council more than a decade ago. It brings seasoned trainers, researchers and youth development professionals to the field, offering training and consulting on many topics, including youth-adult partnerships and youth serving in governing capacities. Innovation Center’s array of resources (accessible at http://www.theinnovationcenter.org/r_toolkits.asp) is affordable and easy

to use, assisting users in community building, youth-adult partnerships, civic activism, and other important youth work (Innovation Center, “Catalog: Toolkits”). The Center also offers readable research booklets covering best practices and lessons learned from initiatives in these areas, available at little or no charge at http://www.theinnovationcenter.org/r_research.asp (Innovation Center, “Catalog: Reports”).

Other user-friendly resources are available online. For instance, the Texas Network of Youth Services website offers a complete guide, called *Making it Work: A Guide to Successful Youth-Adult Partnerships* (2002), rich with tools to help a group understand the fundamentals and barriers to these partnerships and how to form and sustain them.¹⁴ The main web page also provides useful tips (such as “Ten Tips for Working with Youth” and “Tips for Working with Adults”) and a set of options called “Four Strategies for Promoting Youth Involvement” (Texas Network of Youth Services, “Youth-Adult Partnerships”). These include:

1. Youth as Representatives to Primarily Adult Committees or Collaborations
2. Youth as an Advisory Committee to an Adult Committee
3. Combined Youth/Adult Collaborations
4. Independent Youth Collaborations

(Ibid.)

Parenting to encourage philanthropy and youth giving

Specialized resources and information for parents that focus upon being a great parent and raising smart, successful children are now widely available in America. Among the guidebooks, magazines, listserv mailing lists, and websites are a few tools to help parents “raise good kids.” Based on youth development research or on practices used in programs with youth, a small number of resources offer an array of tools that encourage philanthropy (such as Agard, Bielefeld, Howbert & Nissan, 2001; Chesto, 1996). They include suggested activities, summaries of research, and lists of children’s literature. For instance, the Women’s Fund of the Milwaukee Foundation established The Little Women’s Fund and produced *The Giving Book*, a resource that contains “stories, activities, bibliographies and service projects designed to cultivate in young children a commitment to the community through lessons in volunteerism, philanthropy and financial literacy” (Ordinary Magic, 1997). This resource provides easy-to-use handouts, including: 1) a calendar with entry spaces to help kids list and remember to recognize celebratory days of giving (such as a mother’s birthday or teacher appreciation day); 2) “The Power of Many” – an exercise encouraging students to organize and pool donations with classmates to buy costly items for their school; and, 3) “Cool Ways to Save” which instructs children to make three containers to divide their allowance into money to use, to save and to give.

A useful set of recommendations for parents interested in encouraging philanthropy was made by Dorothy Ridings, the president of the Council on Foundations, an international

¹⁴ This guide and the site’s other tools can be downloaded at no charge.

membership organization serving more than 2,000 grantmaking foundations and giving programs.

Tool

Ways for Parents to Instill Philanthropic Behavior in their Children

1. Be a role model – a volunteer and a donor.
2. Show kids the way – take them with you to volunteer; talk to them about your donations.
3. Make giving a year-round project, not just something to do at holidays.
4. Start now. The earlier you teach the habit of giving, the easier it will be to sustain.
5. Expect your children to serve and to give.
6. Let children decide what projects to support with their money and time.
7. Teach them to manage money.
8. Praise them for their philanthropic actions.

Dorothy S. Ridings in Susan Crites Price (2001). *The Giving Family: Raising Our Children to Help Others*, xiv.

All kids can give

A new message promoted by youth philanthropy projects in the 1990s is that all young people, wealthy or poor, have the ability to give money to causes in which they believe. Projects such as Habits of the Heart and AFP-New Jersey Chapter's Youth In Philanthropy program (both discussed later in this report) promoted the idea that the amount of the gift is not as important as making the gift. To a child from a family with a small income, \$1 may be a substantial donation. The lesson of resources like *Kids Have a Lot to Give* by Eugene Roehlkepartain (1999) is that the habit of giving – intentional, regular donations – can be achieved by making giving a part of financial literacy education for young people. Some parent guidebooks recommend specifying a dollar amount one's child should give from their allowance (e.g., making a \$1 donation each week at church or to a cause chosen by the child, such as a food shelter).

Families of wealth

In the early 1990s, a few scholars specializing in philanthropy began focusing their research on a transfer of wealth between generations. Havens and Schervish at Boston College's Social Welfare Research Institute determined that in this transfer at least \$41 trillion will go to heirs, be paid in taxes, be left to charities and be cover fees for these transaction between 1998 through 2052 (Havens & Schervish, 2003). Their findings had repercussions on philanthropy and society, and drew attention to the role of the younger generations as donors. Organizations and advisor services sprouted up across the country to assist families in preparing their heirs and to help young people explore causes in which they believed. One example, the national organization Resource Generation serves "young people with financial wealth who are supporting and challenging each other to effect progressive social change through the creative,

responsible and strategic use of financial and other resources” (Resource Generation, “Who We Are”). The organization focuses on young people, age 15-35.

Family foundations and families with wealth are specifically concerned with passing on their historic family legacies of philanthropy. For instance, some families have a long-held commitment of supporting hospitals or medical research (such as cancer research) while others are well known for sponsoring their local arts organizations. Interestingly, wealthy families are also concerned about their heirs’ ability to understand basic financial responsibility because they have found that even their youth are inundated with messages of consumerism and few learn the basics of saving. Resources such as *Prodigal Sons & Material Girls* by financial advisor Nathan Dungan (2003) incorporate the value of generosity with the wisdom of living by a disciplined financial plan. Dungan recommends utilizing a share-save-spend approach to teaching children about managing money in order to offset the American culture of over-indulgence.

Selected Youth Philanthropy Projects

A handful of programs in the United States were pioneering efforts to educate and involve young people as *philanthropists*. Going beyond community service, these initiatives provide awareness about the existence of the field of philanthropy and an introduction to the language (i.e., terminology) of the nonprofit sector. Young people learn the definition of *philanthropy* and to utilize terms such as *mission*, *trusteeship*, and *fundraising*. Like the service learning movement, these programs also instill a sense of the power of the individual to make a difference in the world.

The featured projects that serve as a foundation for American youth philanthropy were chosen because each (1) reflects a culture of investment in youth, (2) conveys a commitment to and education about American philanthropy, (3) asserts a young person’s ability and responsibility to participate in philanthropy, and (4) has infiltrated communities across their state, their organization or the country.

Youth grantmaking programs

The most prevalent type of youth philanthropy program in the U.S. is *youth grantmaking* – young people serving in groups that grant monetary awards enabling other individuals and groups to perform projects that benefit their communities, schools, or society. Historically, youth grantmaking programs first appeared in 1985 when the Community Foundation for the National Capital Region in the District of Columbia began a youth fundraising and grantmaking program. Two years later, the Marin County Youth Commission, with training provided by Youth Leadership Institute, was formed by that county’s community foundation, allowing young people to make grants to youth projects in their community. That same year (1987), the National Crime Prevention Council paired with the Boston Foundation to form Teens as Community Resources and, in Indiana, three Youth as Resources (YAR) sites. Following in 1988, the Michigan Community Foundations’ Youth Program (MCFYP), a state-wide but community-based youth grantmaking initiative, was formed and administered through the Council of Michigan Foundations.

Scope and settings of youth grantmaking

By the beginning of the 21st century, more than 250 youth grantmaking programs were in existence in the U.S. and other countries (Garza & Stevens, 2002).¹⁵ Thirty U.S. states had one or more youth grantmaking efforts in their community foundation settings, including Arkansas, California, Indiana, Kansas, Michigan, and New York (Tice, 2003, p. 6). Community foundations, in particular, are home to many of these initiatives, providing both funding for them and administrative support. Other types of institutions sponsoring youth grantmaking include: private foundations, public and private high schools, youth organizations, local United Ways, and city government offices (Garza & Stevens, 2002, p. 7).

Many small initiatives also exist across the country. Michigan's YACs and YAR in Indiana continue to thrive and serve as international models of successful youth grantmaking. Also, the long-standing Youth Leadership Institute has been instrumental in helping youth-to-youth grantmaking efforts in a number of California communities, including San Francisco and Los Angeles, for two decades.

Documenting key lessons, *Best Practices in Youth Philanthropy* by Pam Garza and Pam Stevens (2002) presents a broad framework to understand principles that serve as a base for effective youth grantmaking practices and program design. It synthesizes learnings from many national and local projects, youth and adult stakeholders, and national advisors; identifies common qualities of successful youth philanthropy programs; and presents examples and key advice. In addition, the report offers questions to guide program development and a section with a diverse listing of programs and resources.

Tool

Five Categories Essential to Effective Youth Grantmaking Programs

1. Building structure and capacity
2. Youth-adult partnerships
3. Building skills and knowledge
4. Connecting to the community
5. Planning for sustainability

Adapted from *Best Practices in Youth Philanthropy* by Garza & Stevens (2002), p. 3.

Benefits of youth grantmaking

In conducting a comprehensive review of youth grantmaking programs, Youth Leadership Institute (YLI) found substantial benefits: 1) they teach better decision-

¹⁵ There are also youth grantmaking initiatives in Great Britain, Northern Ireland, Australia, Bosnia, New Zealand, the Czech Republic, and Canada (Tice, 2003, p. 6).

making; 2) they raise youths' comfort level in sharing their viewpoints with others, particularly adults; 3) they increase interest in enrolling in college and subsequent attendance; 4) they help youth grantmakers understand community and youth issues; and, 5) anecdotally, youth involved in grantmaking have improved performance in academics (YLI, 2001). Research finds other skills these youth develop include: running meetings, planning projects, facilitating discussions, making presentations, and evaluating programs. American foundation leaders point to the long-range benefit that youth grantmaking "prepare a new generation to continue the foundations' legacies of community service and philanthropy" (Ibid., p. 3). In a scan of the field to determine best practices in youth grantmaking, Garza and Stevens asserted that what distinguishes youth grantmaking from other youth philanthropy activities is that "young people participate at a decision-making level – identifying community priorities, making grant decisions" (2002, p. 5).

Challenges of youth grantmaking

There are two main challenges to youth grantmaking.¹⁶ The first encompasses the need for more substantial funding (the average grantmaking pool available to these groups was under \$30,000 in 2000, with the average grant at \$2,252. Half of the groups awarded a total of less than \$16,000. Yet, by way of comparison, many of Michigan's pervasive Youth Advisory Councils gave away more than \$60,000 in 2000. In all, the monies awarded by youth-led groups are small and the funding available to them is minimal compared with most adult grantmaking initiatives. YLI researchers assert that though grants in this area are still relatively small, "a tremendous amount of human capital is being invested and is leveraging countless more investments. Greater attention is now being paid to youth in philanthropy and new opportunities are fast increasing" (2001, 7). The second challenge, confirmed by other research, lies in the difficulty of establishing and maintaining healthy and balanced youth-adult partnerships. YLI's research shows the most successful of these initiatives holds adults as advisors and, surprisingly, most programs YLI surveyed give youth final decision-making authority. Adults balance the role of providing structure and guidance without dictating the group's process and decisions on grant proposals (Ibid.).

Michigan Community Foundations' Youth Program (MCFYP)

In 1986, Council of Michigan Foundations' (CMF) president Dorothy A. Johnson approached the W.K. Kellogg Foundation, based in Battle Creek, Michigan, about offering challenge grants to communities to help them establish community foundations across the state. Foundation president Dr. Russell G. Mawby made a historic decision that would set in motion a chain of events to create the first of two of the largest and most successful youth philanthropy initiatives in the world – he would favorably consider the CMF's proposal if each foundation agreed to set aside funds for the creation and operation of youth grantmaking boards. After subsequent discussions and building community support, in 1988 the Kellogg Foundation began its historic commitment to

¹⁶ A third significant challenge lies in the non-representative demographics of youth grantmakers which reveal that the majority of youth are white, middle class, female, older, and high achieving – these youth are active, involved in an average of three extra-curricular activities (Tice, 2003).

youth philanthropy, partnering with the Michigan-based C.S. Mott Foundation and CMF to establish the initial endowments that formed Michigan's community foundations network.¹⁷ Following in 1990-91, the Foundation awarded further grants (\$35 million in total) as CMF engaged more communities in eventually building 35 community foundations, with each eligible for a \$1 million Kellogg challenge grant.

The requirement set forth by Mawby created the Youth Advisory Committees (YACs) and began the Michigan Community Foundations' Youth Program (MCFYP). In 1991, Mawby explained his vision for MCFYP:

"The Michigan Community Foundations Youth Project 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." (in Tice, 2003)

Since 1990, MCFYP has operated as a program of CMF and supported the network of local YACs, promoting young people's involvement in Michigan's communities. Showing the power of their commitment, in 1998, Michigan's YAC members successfully worked to change state laws to lower the age of voting nonprofit board members from age 18 to 16 (Garza & Stevens, 2002, p. 6). In fact, as of 2003, about one-third of Michigan's community foundations (19 out of 56) had young people serving as voting members on their boards of trustees and approximately 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.

How MCFYP works

The basis for the MCFYP program is the work of YACs, youth boards with approximately 20 youth members (age 12 to 21) and two or more adult advisors. Each YAC is located in one of Michigan's numerous community foundations. It conducts a community needs assessment to determine community issues important to teens (YLI, 2001). It then distributes grant applications to schools, congregations, and community organizations and reviews the grant proposals it receives back. YAC members make funding recommendations for activities that meet the needs of youth, which they then present to their community foundation's board of trustees for approval. The board approves the YAC's grantee selections and the community groups receive their grant awards.

The MCFYP website offers "Getting Started" guidelines and sample documents, at http://www.mcfyp.org/Starting_menu.html, for organizations who want to establish YACs. This resource offers step-by-step templates, including application forms for new members, job descriptions for advisors and members, recruiting brochures, needs assessment examples, grant agreements, and many other tools.

¹⁷ The Council of Michigan Foundations is the nation's largest regional association of grantmakers and has been a leader in grassroots youth philanthropy, administrating both the MCFYP youth grantmaking program and the school-based philanthropy education curriculum program, Learning to Give.

El Pomar Youth in Community Service (EPYCS)

In Colorado exists the rarest example of a youth philanthropy initiative – a pervasive state-wide youth grantmaking program *that operates as a program of the private foundation which funds and staffs it*. Since 1991, El Pomar Foundation, located in Colorado Springs, began an ongoing commitment, working with staff, teachers and students in 9 schools (El Pomar Foundation, “About EPYCS”). The project’s mission statement reflects the goal of building in youth a conceptual foundation with knowledge about more than grantmaking: “El Pomar Youth in Community Service (EPYCS) is a leadership experience that teaches high school students the importance of service, philanthropy, and the nonprofit sector, while empowering them to directly make an impact on Colorado communities through grant making” (Ibid.). By 2006, a growing staff (22 young fellows work part-time on the project) assisted 140 high schools located in 50 of Colorado’s 64 counties in EPYCS participation. What is the scope of EPYCS’ grantmaking? “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.).

How the EPYCS program works

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 members serve as trainers, conducting five visits to each school to meet with the groups. The training sessions include a grantmaking workshop and leadership and administrative skill-building. “Ultimately, students meet and interview nonprofit representatives to make well-informed grant decisions” (Ibid). The group is required to raise \$500 or more within their 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. For a step-by-step snapshot of the EPYCS process, see “EPYCS Best Practices” Appendix 2 of this report.

Youth as Resources (YAR)

Youth As Resources (YAR) is a youth grantmaking program, and the third oldest of the country’s existing major youth philanthropy programs. It began in 1987 when the National Crime Prevention Council, with a grant from the Lilly Endowment, Inc., established three YAR sites in Indiana. Since 1988, YAR has provided grants for thousands of youth-led projects in more than 75 communities across the U.S., involving hundreds of thousands of young people in projects to help their communities. 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, beginning child care programs for children, providing chore services for the elderly, cleaning up local parks and playgrounds, and decorating homeless shelters. Projects vary in length and occur in urban, suburban and

rural settings.

Benefits for YAR youth board members, primarily ages 8 - 18, include gaining knowledge of community problems and local organizations; increased feelings of usefulness and the belief they can make a difference; and, increased likelihood to volunteer in the future. YAR volunteers also report changes in skills, knowledge, behavior, attitudes and/or values. These volunteers include students, youth and church group members, school drop-outs, delinquents, and teenage mothers.

How YAR works

YAR sites are governed by boards of youth and adults 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. Youth members take a leadership role while it is essential they have at least one caring adult who will serve as the group's "guide" as opposed to "director."

The YAR boards provide small grants for youth-initiated, youth-led community projects that are also assisted by one or more adult advisors (e.g., a teacher, church leader, community organization staff member). These grants cover materials, supplies, training and transportation to conduct the projects. YAR challenges youth groups to identify local problems and needs, study solutions, and develop volunteer activities that will solve problems and meet needs. Small grants are awarded to assist with materials, supplies, training and transportation related to the projects, as well as recognition of the young volunteers. The grant recipient groups range in size from about five 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), religious congregations and schools.

4-H phone-a-thons and youth in philanthropic fundraising

In the U.S., children and teens fundraise. In our youth organizations, schools and congregations, they sell, sell, sell – cookies, popcorn, gift wrapping paper, t-shirts, Christmas ornaments, bake sales – youth members sell it as a required activity to support their organization. The activities are rarely based upon written activities or curriculum involving training. Their knowledge of why they are selling an item and how it helps the organization is often minimal. Far less frequently, these youth participate in more sophisticated fundraising training and lucrative fundraising techniques, such as mail requests, phone-a-thons, securing sponsorship for activities, and face-to-face donor visits. A broader discussion about systematic, profitable youth fundraising has arisen alongside the increased sophistication of philanthropic practices, the growing professionalism of fundraising, and the proliferation of youth involvement in board governance.

In the mid-1990s, the 4-H National Council began exploring the development of a formal and sophisticated fundraising curriculum for its youth members, catalyzed by a supporter of 4-H, the Land O' Lakes Foundation. The most successful 4-H initiative to

date was South Dakota's 4-H Foundation's fundraising phone-a-thons with young members making telephone appeals to adults across the state. Beginning the tradition in 1991, the Foundation's executive director, Nancy Swanson, creatively led the phone-a-thon involving 20 of the state's counties. By 2006, 37 of its more than 70 counties participated in the annual event. Unique within 4-H and, indeed, youth organizations, the youth phone-a-thons proved that fundraising appeals of this type were actually more lucrative with young members making the requests.

Utilizing Swanson's knowledge and passion for youth fundraising, the 4-H Community-Based Fund Raising Initiative (CBFR), a national task force, was formed to explore the idea of building a fundraising culture in 4-H and the effective fundraising tools needed for the task. It aimed to teach young people how to be effective fundraisers while instilling a sense of stewardship for the organization to which they belonged.

After a decade of development, the resulting curriculum called *The Power of YOUth in Philanthropic Fundraising*, contains a series of experiential activities connecting youth members to their communities as they draft a case statement (a convincing argument for a fundraising effort that verbalizes the case for a request) and conduct a fundraising campaign. Key components of the curriculum include:

Teaching youth about *organizational stewardship* [asking young people to do everything they can to help their organization carry on its work]; analyzing youth and community needs; developing the case statement; donor relationship building; making the personal solicitation; allocating resources; donor stewardship; and furthering the work of philanthropy. (AFP, "YIP Resource," p. 11)

A significant contribution of this curriculum which can be adapted by other youth organizations is this idea of calling youth to take on responsibility for their organization's stewardship, its programmatic and funding success. 4-H offers the following steward characteristics:

Tool
4-H's Traits of Good Stewards

1. Make sure your organization is doing good work.
2. Be an active participant in your organization.
3. Volunteer for your organization.
4. Recruit new members.
5. Tell the organization's stories and promote it to the community.
6. Make your own financial gift first.
7. Invite donors to invest in the work of your organization.

The 4-H curriculum is unique in the field of youth philanthropy – “the first curriculum of its kind that integrates youth development principles with philanthropic fundraising

concepts” (Ibid.). In the summer of 2007, the curriculum is in 4-H’s materials review process, conducted by the National Extension Office. As one of the country’s largest youth organizations – 4-H boasts 6.5 million members by 2006 (National 4-H Council, “Frequently Asked”) – there is great promise for broad use of *The Power of YOUth in Philanthropic Fundraising*.

Girl Scouts’ Philanthropy Patch

Scouting and service

With service to others at the core of many character-building organizations, both the Boy Scouts and Girl Scouts particularly promote the concept in small, everyday actions and through formal programs. Since 1912, Boy Scouts across the U.S. have participated in the annual Good Turn program with a new theme each year: get-out-the-vote drives, emergency handbook distribution, conservation projects, and book drives for military personnel. Between 1989 and 1991, in Food Good Turns, more than one million Scouts each year collected 209 million total cans of food for the needy. Citizen, Conservation and Rescuing Badges promote aspects of philanthropy at all levels of scouting.

Like their male counterparts, Girl Scout programs also incorporate the values of conservation, service, and active citizenship. For example, Girl Scouts may earn an Eco-Action badge by completing activities related to understanding energy use and conservation. Yet, in the late 1990s, Girl Scouts were introduced to the concept and term *philanthropy*.

The *Strength in Sharing* Philanthropy Patch

Making the connection between its traditional value of service and philanthropy, Girl Scouts of the USA developed the Strength in Sharing badges for all levels of scouts (from Daisy to Senior Girl Scouts). Officially called the “*Strength in Sharing* Philanthropy Patch,” this sophisticated program offers a wide array of activities that provide a depth of knowledge about philanthropy and nonprofits as well as in the experience of giving (Lewis & Palm, 2000). A few of the many badge activities include:

- discussing “what is giving?”;
- becoming involved in fundraising for Girl Scouts (beyond cookie sales);
- researching how a local foundation operates;
- starting a book club focused on readings that deal with philanthropic topics; and,
- exploring careers in the nonprofit sector.

With its 2.7 million youth members and more than 900,000 adult volunteers by 2006 (Girl Scouts of the USA, “Who We Are”), Girl Scouting has the potential to reach more youth and adult role models with the message of philanthropy than any other youth philanthropy program existing today. Though this organization has less than half the members of 4-H, its national programs reach all state chapters and are broadly accepted and used by local troops.

Habits of the Heart

Back to a focus on the state level, the Indiana-based Lilly Endowment, Inc. funded “Habits of the Heart: Strengthening Traditions of Giving and Serving among Youth” in

1997. The Initiative sought to translate broad philosophical goals of philanthropy into specific thinking and practice, building upon existing traditions and seeking new opportunities to involve young people within Indiana's youth organizations and faith-based congregations. The project brought together the expertise of its partners:

- (1) Indiana Humanities Council (administration of project and development of a broad curriculum; worked with Search Institute on youth philanthropy in congregations);
- (2) Center on Philanthropy at Indiana University (research regarding the development of philanthropic behaviors in young people);
- (3) Community Partnerships with Youth (after-school youth programs; materials and training);
- (4) Council of Michigan Foundations' Learning to Give (expertise in K-12 school-based philanthropy education); and,
- (5) Search Institute (research on youth development; materials and training; experience working with congregations).

Though *Habits of the Heart* ended in 2002, the materials developed by partner institutions are still available and cover each arena in a young person's life. Taking a holistic approach to philanthropy, *Habits'* materials are grounded in a basic understanding of the concepts of philanthropy, teaching youth giving, activism, board membership, service to others with a focus on the common good, and other forms of philanthropy.

The *Habits of the Heart*® curriculum guide developed by the Indiana Humanities Council consists of two distinctive sets – one for youth organizations and the other for faith-based youth organizations (drawing from Christian, Jewish, Muslim, and Buddhist materials). Each set contains three resources: one for the leaders of institutions, one for trainers who work with youth in those institutions, and a third called *A Program Handbook*, “which is designed for use in establishing *Habits of the Heart*® programs at the community level and by the national, regional, and local staffs of both youth-serving organizations and faith-based youth organizations” (Indiana Humanities Council, “About *Habits of the Heart*”). This curriculum contains consecutive activities that take young people through a process of philanthropic action. Effective activities similar to those of past curricula are found here – a community walk-through to document assets and issues; young people conducting a community needs assessment; components of financial literacy; and service project planning and implementation. But the curriculum offers new nuggets such as the learner making a presentation about their favorite charity or determining their own gifts, talents and values; and the process is grounded in the history and conceptual understanding of philanthropy.

Also produced for the project, *Habits of the Heart* partner Search Institute created a series of booklets. In particular, *Kids Have A Lot to Give: How Congregations Can Nurture Habits of Giving and Serving for the Common Good* presents the ideas of giving and service for youth work in religious congregations and parochial schools. Also,

Community Partnerships with Youth (CPY) developed the *Youth As Philanthropists* curriculum for use in after-school youth programs with 5-18 year-olds. The unique development of this curriculum occurred as CPY invited seven national and state-wide youth organizations to participate in the writing of the materials and development of its training activities. These organizations included: Girls Incorporated, Center for Youth as Resources, Indiana and National FFA Association, Key Club International, Purdue University Cooperative Extension/4-H, Indiana Youth Services Association, and the National Association for Community Leadership.

AFP's Youth in Philanthropy Program

As one of the nonprofit sector's longstanding flagship organizations, AFP (the Association of Fundraising Professionals) utilizes its connections to state-based affiliates to encourage the growth of youth philanthropy in the U.S. Previously known as the National Society of Fund Raising Executives (NSFRE), AFP boasts more than 28,000 members internationally. Unique grassroots youth philanthropy programs arose in state-based affiliates, with a particularly powerful program in its New Jersey chapter. AFP launched its national Youth in Philanthropy initiative in 1991, advocated by legendary fundraiser Milton Murray, to encourage youth to raise funds and allocate them as part of National Philanthropy Day. It called on its chapters to become involved. This was the first initiative that sought to teach youth about philanthropic fundraising. In 2001, Youth in Philanthropy was declared one of the Association's three strategic initiatives and the Youth in Philanthropy Task Force of the Board was formed. With new focus, AFP called on all of its chapters (today there are 191) to support or create youth philanthropy initiatives in their communities (AFP, "AFP and Youth").

AFP's awards for young philanthropists

In fact, beginning in 2004, AFP began annual recognition awards, called the William R. Simms Award for Outstanding Youth in Philanthropy, for individual youth or groups of young people during its premier international fundraising conference. These awards, for ages 5-17 and 18-23, are given to those young people "who have demonstrated outstanding commitment to the community through direct financial support, development of charitable programs, volunteering and leadership in philanthropy" (ibid.).

The YIP Resource Guide

AFP's Youth in Philanthropy Task Force (which consisted of experts from AFP and outside organizations) created the *Youth in Philanthropy (YIP) Resource Guide for Chapters* (available on the AFP website). It provides brief examples of youth involvement in school and community-based philanthropy (not only fundraising) from AFP chapters. The guide's contribution to the field is a listing of "Key Concepts" to be contained in any youth philanthropy program (see Appendix 3).

AFP's Youth in Philanthropy Summit (2006)

On November 12-14, 2006, AFP convened a third pivotal gathering for this field, the Youth in Philanthropy (YIP) Summit. This event was the first to bring together representatives of all known North American programs distinguished as "youth

philanthropy” initiatives. The purpose of the gathering was information sharing and creating a vision for collaboration. The Summit involved practitioners, scholars, and 10 leading high school and college-age students representing 30 national and regional organizations. The two and a half-day gathering was funded by the Edyth Bush Charitable Foundation, located in Winter Park, Florida.

Participants discussed best practices and ways to collaborate in their programming and philanthropy education endeavors. Notably, adults participating in the Summit who had not previously partnered with youth felt the students presented in-depth input that changed recommendations and made the experience uniquely significant. The group chose strategies to mobilize North American organizations to encourage youth involvement in philanthropy. AFP is collaborating with the Center on Philanthropy at Indiana University to develop a paper about the Summit.

AFP-New Jersey Chapter’s Youth In Philanthropy Program (YIP)

One of the country’s earliest existing youth philanthropy efforts has grown, adapted and flourished across the state of New Jersey since its humble beginning as a contest for children in 1994. The AFP-New Jersey Chapter’s “Together We Can Make a Difference” Youth In Philanthropy program (also known as AFP-NJ’s YIP) is the largest of the AFP chapters’ initiatives and one of the largest programs in the country based on the number of youth participants. The program won the 1998 and 2004 AFP public service awards as the national and now international organization, called chapters to use New Jersey’s YIP as a prototype for their own programs. One of the participating schools in New Jersey also won the international association’s first William R. Simms Outstanding Youth in Philanthropy group award in 2004.

AFP-NJ’s YIP boasts the involvement of more than 40,000 students to date, driven by adult volunteers and passionate YIP advocate and chairperson Katherine Falk, in a spectrum of philanthropic activities. Students decide (with adult guidance) what type of service or fundraising project their class will complete. For example, one school engaged in a school-wide philanthropy project that involved 28 fourth and fifth grade classes (AFP, “New Jersey”). Washington Elementary, a decade-long participating K-4 school in Union, New Jersey, “does something philanthropic every day of the school year.” Annually, students participate in a range of more than 30 projects and raise approximately \$30,000 (with about \$19,000 of this being donated to the American Cancer Society each year) (Ibid.).

How AFP-NJ’s YIP works

This award-winning educational program engages elementary (K-8) classrooms, entire schools and school districts. In a mass mailing to approximately 10,000 elementary school teachers, principals, superintendents, and administrators, YIP invites educators to participate. Upon registration, teachers are “invited to attend a full-day orientation session, which is facilitated by the chapter’s YIP committee members” or they arrange for in-service training at their school for 10 teachers or more (Ibid.). 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.

A unique aspect of the program, and to its credit a reason for its grassroots growth, is the engagement of the state's AFP-NJ members and the YIP committee in providing support to the schools across the state's communities. On a voluntary basis, members trained by the program's committee, "visit each class to speak about philanthropy and ethics and to serve as mentors" (Ibid.). This engagement of professional fundraisers and philanthropists is at the heart of the many partnerships that sustain the New Jersey program. The AFP members' organizations as well as other nonprofits, a diverse group of funders from the business sector and private foundations, and the New Jersey Department of Education all work together with the YIP committee and participating schools. In fact, corporate donors go beyond financial support, explains Katherine Falk. They are partners in planning and execution of YIP. She illustrates, they "provide space for us to train our volunteers and the elementary school teachers... They offer ideas, perspective and introductions to others... They visit classrooms and share insights with the students" (in AFP, "AFP and Youth"). These highly involved donors also participate as presenters and hosts at teacher orientation sessions and speak to teachers.

Youth Philanthropy Initiative of Indiana (YPII)

In 2001, a meeting of committed youth philanthropy advocates spurred the formation of a unique program, the Youth Philanthropy Initiative of Indiana (YPII). At the table were representatives of the Indiana Grantmakers Alliance, the Moore Foundation, Community Partnerships with Youth, and the Indiana Commission on Community Service and Volunteerism. YPII, run by a very small staff and operating budget, formed partnerships with (1) youth organizations (such as Big Brothers Big Sisters and Youth as Resources), (2) community groups (including South Madison Community Foundation Youth Commission) and (3) local funders to bring training and a wealth of youth philanthropy resources to Indiana institutions and groups. YPII supports action that "grows lifelong philanthropists who give their time, talent, and treasure for the common good" (Craig, Wakefield & Finn, nd, p. 4). Its goals are:

- To promote youth philanthropy through partnerships and collaboration;
- To support giving and serving among young people through training, education, and resources; and,
- To sustain youth philanthropic efforts in ways that meet local community needs.

(YPII brochure, nd)

How the YPII program works

Spanning the state of Indiana, YPII is customized and multi-dimensional in its approach. YPII staff works with interested schools, congregations, youth groups, local foundations, and community organizations who want to engage young people in any aspect of philanthropy. Because of partnerships with Youth as Resources, Community Partnerships with Youth, Learning to Give, the Center on Philanthropy at Indiana University, and others, YPII is able to offer numerous resources created across the field of youth philanthropy. YPII helps each group distinguish their needs, goals and the best

programs or resources to adopt to achieve their goals. For some groups, this has meant access to youth grantmaking activities and training while, for others, YPII has offered youth-adult partnership training and a youth governance curriculum. Also, YPII staff has been instrumental in helping to introduce more than 28 Indiana schools to the curriculum-based philanthropy education of the Learning to Give program. The variety of programs inspired by YPII's involvement covers school subject-based philanthropy education, youth grantmaking, youth fundraising, youth service, youth leadership, and youth trusteeship.

Breaking national and international ground: The Learning to Give Project

The impetus of the K-12 Education in Philanthropy Project

The Learning to Give project (LTG), first known as the K-12 Education in Philanthropy Project, is unlike any other major American youth philanthropy initiative. It did not arise because of the passion and vision of one or two individuals. It did not start with simple goals. It did not have existing materials from which to build its curriculum or resources. It did not operate "on a shoestring budget." Learning to Give began as the brainchild of a group of individuals and leaders. It was an ambitious, well-funded project of an organization that had weighty experience with youth philanthropy, and funded by the leading foundation in the field. Involved in this initiative were, arguably, five of the key leaders and four influential institutions of American youth philanthropy.¹⁸ Of the project's beginning, LTG Steering Committee Chairman, Dr. Russell G. Mawby, wrote:

Our American democratic society is made up of three major sectors: the private, for-profit... the public sector -- government... and the independent or nonprofit sector -- the vast array of institutions, organizations and programs voluntarily supported, that provide much of the quality and character of life at the community level... Our research showed that our schools and history classes weren't teaching much about this... In 1994, the CMF Committee to Improve Philanthropy assembled a team of visionary thinkers to figure out what an educational program that taught the American traditions of volunteerism and sharing might look like. The diversity of the thinkers on that original planning team accounts for the phenomenal success of this Project. Elementary and high school teachers, business leaders, State Board of Education members, foundation staff, philanthropists, university faculty and experts in teaching and technology brainstormed for many months... This effort became Learning to Give. (Dr. Mawby, Chairman Emeritus, W.K. Kellogg Foundation, in *Learning To Give*, 2002, p. 2)

As an answer to this call, the Council of Michigan Foundations began its second youth philanthropy initiative, named the K-12 Education in Philanthropy Project, in 1997. CMF president Dorothy Johnson and MCFYP director, Kathryn Agard had witnessed the

¹⁸ A list of key visionary leaders for youth philanthropy would include Dr. Russell G. Mawby (Kellogg Foundation), Dorothy A. Johnson (CMF), Dr. Joel Orosz (Kellogg Foundation), Dr. Kathryn A. Agard (CMF), and Dr. Dwight F. Burlingame (IU Center on Philanthropy). Institutions that have influenced the development and funding of youth philanthropy programs, advanced the youth philanthropy agenda, and helped to institutionalize philanthropy education for K-12 teachers include the W.K. Kellogg Foundation, the Council of Michigan Foundations, Ferris State University, and the Center on Philanthropy at Indiana University.

power of youth through the contributions of MCFYP's network of youth grantmakers. Joined by an influential Steering Committee and funded in large part by the W.K. Kellogg Foundation, Agard became the K-12 Project's founding director. From the onset, Kellogg Foundation program officer, Dr. Joel Orosz, became and remained closely involved with the K-12 Project.

Within a short time, the productive and passionate LTG staff forged relationships with allies in the education world, state government, the service learning movement, Michigan universities, and academic centers focused on philanthropy. Among the array of resources and expertise these groups brought to the project were (1) access to curricula and other education resources; (2) legislative and policy connections; (3) service learning affiliations; (4) technology expertise; (5) connections to state and national educational networks; and, (5) affiliations with national organizations and university graduate programs. It also had a long list of support from local funders to national foundations.

How Learning To Give works

From the onset, the LTG staff took a grassroots "let the flowers grow" approach, assisting interested teachers in incorporating philanthropy into their academic content. Beyond the concepts of philanthropy, the work with teachers both encouraged using the experiential method of service learning and helping students attain a personal commitment to philanthropy. The initial teacher training experiences affirmed the findings of CMF's Committee to Improve Philanthropy – that the understanding of *philanthropy* (as distinguished from service and prosocial behaviors) was non-existent in K-12 schools. So, the teacher training and the resulting K-12 lesson plans were designed to work on multiple levels. At a basic level, they promoted philanthropy's broad definition: "the giving of time, talent, and treasure for the common good." They also helped teachers and students explore their experiences of being generous or receiving generosity from others.

The project thrived in Michigan schools, as small groups of teachers participated in summer training institutes and developed their own lesson plans.¹⁹ Staff, experts in philanthropy and service learning, and institute graduates ("teacher consultants") served as trainers to new groups of teachers. The institutes were a challenging, in-depth, week-long immersion into philanthropy education. Participants learned about: (1) the history of American philanthropy; (2) economics of the nonprofit sector; (3) service learning; (4) how lessons meet state education standards; and (5) how to develop philanthropy lesson plans in their subject area. Teachers took their newly acquired knowledge, inspiration, and interest in philanthropy back to their classrooms and school systems. They utilized their lessons and developed additional ones, providing feedback on their successes or challenges to LTG staff.

In this way, the "flowers" analogy had worked and within a few years, teachers across the state were advocates for philanthropy education. And children and teens in rural, urban and suburban settings, in private, public and parochial schools, engaged in

¹⁹ The LTG Summer Residential Institutes were held at Michigan State University and Central Michigan University.

service, learned about the nonprofit sector, and reflected an understanding of basic and sophisticated philanthropic concepts. The testament of this change was the teachers' testimonials and students' work. Artwork, craft projects, essays, community clean-up events, tests, philanthropic parties, journal entries – the results were an in-depth reflection of understanding, far beyond the “feel-good” results of basic community service. The LTG project had met its goal: “to infuse academic content about philanthropy and the service learning process into the curriculum” (Learning To Give, “About Us”).

The LTG resources

Within ten years, the project had produced more than 800 lesson plans covering social studies, language arts, math, science, art, and philanthropy.²⁰ The authenticity of the curriculum lay in its teacher-developed and field-tested journey prior to its online debut. The initial commitment of its founders, that teachers across the nation and the world could access materials developed for the project *at no cost* (and with no copyright issues) became a reality with the development of the LTG website.

The website is the most-comprehensive singular resource for the youth philanthropy field. In addition to lessons, it offers additional tools for use in schools and other settings. These include:

- A search engine for lesson plans;
- Lessons correlated to state standards (and standards of select countries) and searchable by standard;
- A Philanthropy Curriculum Framework that defines philanthropic concepts and what students should understand at specific grade levels (i.e., benchmarks);
- An online version of *The Student Service & Philanthropy Project: A Resource Guide for Establishing a Student-Run Foundation*;
- Biographies of philanthropists;
- Materials for use in youth organizations and congregations and by parents;
- A calendar of national and international events;
- Searchable quotes
- An annotated bibliography of children's literature;
- Service learning information;
- Briefing papers on philanthropic subjects;
- A glossary of terms and,
- An online institute that offers lessons for teachers and other adults similar to LTG's summer institutes.

The project's other major success was helping to infuse philanthropy education into college-level teacher education programs. LTG's summer institutes qualify as continuing

²⁰ In order to strengthen consistency in format and concepts in the lessons drafted by teachers, LTG staff assisted with editing, developing and writing curriculum lessons and units.

education for teacher's master's level credit requirements. At the degree level, LTG's alliances created the Master's in Education with an emphasis in philanthropy. This partnership between Ferris State University and Indiana University's Center on Philanthropy is a first for the fields of education and philanthropy education.

Though the number of visitors to its website is prolific, it is difficult to measure the use and dissemination of LTG's resources because teachers, youth workers, and parents may access and utilize them without any affiliation with project staff. By 2006, the number of known participating classroom teachers included a broad sweep across Michigan, and involvement in approximately 25-30 Indiana schools, and schools in England, Japan and South Korea.

The League

Keeping in sight the project's long-term goal of broad dissemination and LTG's "plans for a national and international infusion of this academic content into the core curriculum of schools" (LTG, "About"), its Steering Committee made the decision to merge Learning to Give with the New Jersey-based youth service program, The League, in 2006. The League, a former program of the Do Something organization, utilizes the language of sports and its competitive nature to entice young people to serve and become engaged in their communities. Schools that participate have "players" (students) and "coaches" (teachers or adult advisors) who keep track of "points" earned for learning philanthropy lessons and participating in events. The program uses teaching resources provided by Learning to Give, the curriculum division of the organization. Students and schools are recognized for their service through the League's website. In fall 2007, The League made its national launch.

The Internet and Key Websites Support Youth Philanthropy

By the writing of this report in 2007, the potential for dissemination of youth philanthropy materials, best practices and even expert advice has become boundless with leaps in technology, and sophistication in website design. The proliferation of website use and listserv mailing lists offers young people and adults who work with youth quick, free and open access to resources that took years (even decades) to develop and compile. Why reinvent the wheel... Readily accessible tools related to youth philanthropy include:

1. Resources of the nation's major youth philanthropy initiatives (including Learning to Give's lesson plans and the complete curricula of EPYCS' grantmaking guidebook);
2. The National Service-Learning Clearinghouse;
3. Resources of national service organizations (such as Youth Service America);
4. National and international youth organizations (like Do Something and National 4-H Council);

5. Websites of individual teachers, youth workers or youth activists that provide examples of their philanthropic work;
6. Training organizations with tools and training in youth-adult partnerships, youth board development, and other areas (such as Innovation Center for Community & Youth Development);
7. Publishers that sell social action guidebooks, biographies of philanthropists, parenting tools, and similar resources that encourage philanthropy (check out Free Spirit Publishing); and,
8. Research institutions that focus on youth development, engagement and empowerment (such as Search Institute and CIRCLE).

Web searches for key words (such as “service learning” or “youth grantmaking”), programs and national or local institutions listed in this report unveil a variety of surprising resources or links to other sites. Experiment, but also try visiting the many sites listed in this report.

Conclusion: Looking to the Future

Imagine a society that values young people for their present worth, not their future value. Envision communities where young people routinely make and inform decisions of consequence – to neighborhoods, to schools, to the environment, that address issues such as race and violence – in short, decisions in aid of the greater good. This vision is a reality, but it exists in pockets of opportunities available for miniscule numbers of youth. It is not nearly enough. It is not the norm... but it could be. (Cindy Sesler Ballard in Garza & Stevens, 2002, p. 1)

Within the field of youth philanthropy lie five areas of great promise to draw larger numbers of youth into the life-changing experiences of becoming community change-agents and civically-minded, philanthropic citizens. These keys to growth also hold the promise of evolving this work into the category of *social movement*.

First, schools remain the most practical and effective vehicle for transformative experiences to reach the majority of America's children – through their minds, hearts and spirits. Therefore, both effective service learning methodology and formal philanthropy education must become a part of the educational pedagogy of schools, public and private, in the United States. Of its many benefits, a philanthropy education program that also offers the conceptual backdrop helps students see society and their place within it in a new light. They build empathy, community, and an understanding of responsibility for “the other” – mighty tools to offset today's competitive, materialistic tenets of American culture documented by social scientists. The power of combining these educational initiatives of philanthropy education and effective service learning could be an answer to re-engaging a young apolitical, volunteer-oriented generation in the American political and civic life.

Second, education about the nonprofit sector, including opportunities for nonprofit career education, must become a part of the school-based education to fairly provide students a complete understanding of the American economic landscape. Within our society, the for-profit sector functions in tandem with the nonprofit and governmental sectors. Most of our young people graduate with an incomplete picture of society and its potential careers. Leaders of nonprofit and youth organizations can become natural partners with schools in teaching about careers in the sector. They can lucidly pass on an understanding of the profound distinction between being a mission-driven versus a profit-driven organization.

Third, initiatives can be implemented to bolster collaboration and communication among youth philanthropy programs and institutions that support them. This allows cross-fertilization in their programs and benefits to the communities in which they operate. This relationship support, for example, has proven integral to the growth of resources for the Michigan and Indiana-based projects and fostered new ideas of institutional collaboration to benefit the nonprofit sector. Collaboration is a key to building support for replication of existing successful programs, and fostering new programs utilizing lessons learned from those who have paved a similar path before.

Fourth, leaders in the field must continue to document and widely disseminate effective practices while creating a clearinghouse for youth philanthropy resources. The proliferation of websites and its free or inexpensive access to information and expansive materials is a bountiful resource for communities across the U.S. and the world if only they had a portal through which to access this information. With focused care and a strategic approach, news about existing programs and best practices can reach a far wider audience. One clearinghouse, both web-based and physical (a library collection or repository), is a natural evolution for the movement at this phase in its maturity. Tying the development of the clearinghouse to a network of communication among the projects (perhaps, the new loose consortium arising from the AFP YIP Summit) might facilitate this wide dissemination.

Fifth, now that intentional youth philanthropy is a phenomenon in America, it is time for a sensitive historical documentation of its growth. The field would benefit from understanding the factors that led to and support this growth. Also, there is a window of opportunity to record the stories of its greatest adult champions who advanced the ideas of youth philanthropy in the meeting rooms of foundations, universities, corporations, and national nonprofits as they begin to retire or move onto new phases in their careers. Similarly, as the first generation of youth activists inculcated within the experience of youth philanthropy programs grow up, there is a profound opportunity to document their journeys as they move into adulthood's career, leadership, civic, donor and volunteer roles. Knowledge *in one place* to all youth philanthropy efforts in American communities does not exist – a book could provide both historical benefit and a starting point of discovery for readers interested in joining.

Community infusement may be a final natural next step to engage together life-transforming philanthropic experience and community building. In no one community have all the resources of the youth philanthropy field been brought to bear. Imagine...

- teachers work with students in effective service learning throughout the school year and across the curriculum, meanwhile students explore lessons that tease out the philanthropic messages in history, literature, art, science, music, math.
- parents reinforce classroom lessons about generosity of time, talent and treasure as they intentionally discuss and engage in their family's philanthropic values and model civic political engagement.
- troop and youth group leaders explore why serving others is important; encourage intentional philanthropy; and empower young people to become positive change-agents.
- community foundations and organizations utilize effective youth-adult partnerships (with adult mentors and youth decision-makers) to award substantial grant pools addressing community needs.
- religious and faith leaders tie congregational youth work and religious education to the philanthropic tenets of their faith while asking young people to give of their time, talents and treasure to their faith community and beyond.

- adults emphasize positive peer and sibling relationships (utilizing mentoring and youth leadership skill-building) in these many settings.
- all groups have access to trainers, researchers, and information on existing youth philanthropy initiatives (in youth development, financial literacy, board development, youth-adult partnerships, philanthropy, etc.) as they need resources to support their efforts.
- foundations, donors, and corporate partners provide needed resources and advocacy for the many community members engaged in the community's infusement experience.
- longitudinal research and portraiture methodology documents the effects of community infusement on youth and adult members.

More than a decade ago, the Transmitting the Philanthropic Tradition to Youth project hypothesized that because research documents giving and serving behaviors can be taught, "parents, teachers, religious and youth organization leaders, and peers can serve as exemplary role models. The more of these positive role models in a child's life, the more likely philanthropic lessons will be learned" (Bentley & Nissan, 1996, p. 71). Perhaps it is time to try this approach in one community. Certainly, a tapestry of resources now exists. A multitude of approaches to engage all the socializing influences in a child's life meanwhile empowering the young person to take on leadership could produce unparalleled philanthropic results in communities – for youth and adults.

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Appendix 1

THE 19 CORE INDICATORS OF ENGAGEMENT

Civic indicators

- *Community problem solving.*
- *Regular volunteering for a non-electoral organization.*
- *Active membership in a group or association.*
- *Participation in fund-raising run/walk/ride.*
- *Other fund raising for charity.*

Electoral indicators

- *Regular voting.*
- *Persuading others.*
- *Displaying buttons, signs, stickers.*
- *Campaign contributions.*
- *Volunteering for candidate or political organizations.*

Indicators of political voice

- *Contacting officials.*
- *Contacting the print media.*
- *Contacting the broadcast media.*
- *Protesting.*
- *E-mail petitions.*
- *Written petitions.*
- *Boycotting.*
- *Boycotting* (Purchasing a certain product or service because one likes the social or political values of the company that produces or provides it).
- *Canvassing* (Door to door promotion for a political or social group or candidate).

Source: Keeter, Scott, Zukin, Cliff, Andolina, Molly, and Jenkins, Krista (2002). "The Civic and Political Health of the Nation: A Generational Portrait." The authors explain, "the 19 core activities were measured using a national telephone survey of more than 3000 participants to get determine 'the civic and political behavior of the American public,' particularly the Generation DotNet age (15 to 25)."

Appendix 2

EPYCS (El Pomar Youth in Community Service) Best Practices

1. Students conduct a fundraiser
2. Students lead and advisors guide the club
3. Meet every other week (at least) and make the meetings high energy
4. Hold a training for the students on proper grant making
5. Conduct a community service project to create a tangible experience
6. Conduct site visit and/or interviews during the grant making process
7. Frequently communicate meeting dates, times and locations to students
8. Allow open enrollment so all students can experience being a philanthropist
9. Hold a celebration at the end of the year to award grant recipients and celebrate the students' hard work

Source: El Pomar Foundation website at
<https://epycs.elpomar.org/page.asp?id=18&name=Best%20Practices>.

Appendix 3

Key Concepts to be contained in any Youth in Philanthropy Program

Knowledge

- A. Definitions of philanthropy and philanthropic fundraising
- B. History and role of the nonprofit sector in the United States
- C. Introduction to the role of non-governmental organizations internationally
- D. Characteristics of nonprofit organizations including fundraising
- E. The ethics of the philanthropic sector and philanthropic fundraising

Skill

- A. How to be a good volunteer
- B. How to implement a community service project
- C. How to serve on a board
- D. How to raise money and also how to give it away
- E. How to be a community decision maker or take philanthropic action

Attitude

- A. Commitment to volunteering, raising money, donating money
- B. Commitment to engaging in civic life for the common good

Values

- A. Caring about the unknown “other” or common good
- B. Willingness to share resources, serve as a steward of resources, and ask for volunteer and financial help for worthy causes
- C. Motivation to act to improve the world through appropriate citizen action, to voice opinions and engage in civil discussion
- D. Determine your own “habit of heart” for life long giving of time, talents and treasures for the common good.

Source: AFP. *Youth in Philanthropy Resource Guide for Chapters. 3*. Available at http://www.afpnet.org/content_documents/YIPResourceGuide.pdf