

Association of Fundraising Professionals

Youth in Philanthropy Curriculum

MAKING A WORLD OF GOOD ©

A Manual for Teachers, Chapter and Community Leaders

Developed by the AFP Youth in Philanthropy Sub-Committee

2011

ACKNOWLEDGEMENTS

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GETTING STARTED

The Chapter YIP Committee

Once an AFP Chapter Board has made the commitment to undertake the teaching of the AFP YIP Curriculum, it will be important to recruit a YIP Committee with a strong chair. It is recommended that the board go outside of its own group to recruit a chair that has a passion for youth in philanthropy, and is willing to serve for two or more years. Likewise, the YIP committee members often come from members who are particularly drawn to working with and supporting young people. It should be stressed that a YIP commitment may be for several years, because a program like this requires consistency and constancy.

The role of the YIP Committee is to recruit the participating partners, organize the teaching (which may be done by committee members, other AFP members, appropriate community leaders and teachers), help with the scheduling and supporting the teachers and the program. In addition, the committee may be called upon to help recruit appropriate nonprofit organizations to present and/or submit RFPs, and to help the class with the fundraising project. The YIP Committee is also the liaison to the board, through the chair, and often will help to honor and recognize the young participants at the completion of the project and at National Philanthropy Day, if that is what the group decides to do. Some YIP Committees may create a long-term strategic plan that includes growing the program in their community and increasing the number of partners and collaborating organizations.

Partners You Will Need

An AFP Chapter can present the curriculum on its own, but it can be much more effective if it develops partnerships with others in the community. There are a variety of partnerships that can be developed. The first is with a target organization or institution. In order to have a group of young people to teach, it will be important to work with either a youth-serving organization with a youth program, a foundation that has a youth program, a school, either public or private, or a church-based youth group. Examples of these types of partnerships include a Boys & Girls Club, a scouting program, a local youth leadership/development foundation, a school that wishes to include this type of learning in its curriculum or has an active after-school program or a church youth-group. The key is to have the commitment and participation of the adult leaders of the group. A second type of partnership is a financial one. The curriculum recommends that the AFP chapter offer a match (up to whatever limit it wishes to set, of course) to the money raised by the group of young people. That match can be made even more impactful when it is double-matched by a community or other foundation. This type of partnership strengthens both the impact and the available resources for teaching.

TIPS FOR CHAPTERS & FACILITATORS

Why Teach Philanthropy?

It is generally recognized that philanthropy plays a critical role in American society. “Acts of individual generosity, whether contributions of money, goods, services or time, provide help for the homeless, food for the hungry, care of the ill, and aid to those in need.”¹ In the United States and many other countries, individuals, through their involvement with nonprofit organization, provide critical services that government should not or cannot provide. The current value of philanthropy in time, goods and services runs into the hundreds of billions of dollars. It is quite clear that for our society to stay strong, philanthropy must remain strong. For that to happen, every generation must learn the value of philanthropy.

Children learn from doing. The reasons for teaching philanthropy are so that all young people will learn about what philanthropy is, why it is important to their community, how it works and have a hands-on experience with giving (both time and money), raising (money and resources) and serving (volunteering). *Making a World of Good*®, *A Hands-On Learning Experience with Philanthropy, Fundraising & Making a Difference* is based on the belief that teaching philanthropy will have a threefold impact: young people will learn that each of them can make a difference; they will begin to understand what their passions are and how to act on them; and they will go on to participate in the community as donors and volunteers as they become adults.

Layout of the Curriculum

Making a World of Good®, *A Hands-On Learning Experience with Philanthropy, Fundraising & Making a Difference*, is a 12-unit program that includes a period of time for the actual fundraising project. It is designed for each unit to be able to be completed in one class period, but users may choose to split them up into smaller units or be flexible in the use of the material. Each Unit is made up of the following parts:

- Purpose for the Unit
- Unit Participants
- Duration
- Learning Objectives
- Vocabulary
- Materials Needed
- Teaching Process
- Learning Activity
- Culminating Activity
- Homework Assignment

In addition, the curriculum makes ample use of journaling, so participating AFP chapters are asked to provide notebooks that can be used by the students. It is hoped that, in the future, AFP will be able to provide journals to chapters using the curriculum. The curriculum is laid out

¹ BJORHOVDE, P., (Ed) (2002), “Creating Tomorrow’s Philanthropists, Curriculum Development for Youth”, *New Directions in Philanthropic Fundraising*, No. 36, Summer.

in a way to be entirely self-explanatory. In addition, the curriculum includes a Glossary that may be distributed to the students.

Research has shown that young people develop their own values by learning about it, seeing it and experiencing it. The lessons in the curriculum have been designed to incorporate various types of learning, including knowledge acquisition (reading, listening, inquiry, research and discussion), learning from practitioners (observation of modeling), journaling (self reflection) and hands on practice through a project (experience).

Working with Youth

Working successfully with high school-aged students can be challenging, but very rewarding. Many chapter members who volunteer to teach parts of the curriculum may not have much experience working with youth. The following tips are drawn from the experiences of Youth Engaged in Leadership and Learning (YELL)² over several years working in many communities.

Building a Culture of Belonging

- Make the agenda visible so everyone is aware of the unit's plans.
- Post group agreements, consequences, and incentives, and hold youth to them.
- Ask the youth to read the agenda and group agreements aloud.
- Post pictures of youth and their artwork where you hold the sessions.
- Try to organize the classroom so that the group works in a circle and everyone is visible.
- Make sure everyone knows each other and give congratulatory "shout outs" when appropriate.
- Check in regularly to make sure the group is on the same page.
- Keep the sessions dynamic by including ice breakers and activities.
- Reflect on the session (What worked well? What might we change for the future?)
- Provide a "preview" of the next session so students come prepared.
- Keep the larger context in mind (are things going on in the community or school?) What happens outside greatly impacts what happens in the session.
- Celebrate accomplishments and good work.
- Check in with individuals in the group to ensure they are "getting it" and feel involved.

What to Avoid

- Calling kids out or embarrassing them.
- Ignoring or overlooking an agreement.
- Negativity.
- Lecturing.
- Telling youth what you think they should do (instead of asking a lot of questions).

² The John W. Gardner Center for Youth and Their Communities (2007). *YELL (Youth Engaged in Leadership and Learning), A Handbook for Program Staff, Teachers and Community Leaders.*

- Moving ahead with a plan that is not working.
- Asking for youth input and then ignoring it.

Decision-Making Strategies

Fist to Five: A quick “rating” or voting system.

- In response to a statement, students will hold up one to five fingers showing how strongly they feel about it. Five is very strong. One is very weak.

Dot Voting: To rank items on a list or to shorten a long list.

- Decide on the number of votes or dots for each participant. A good method is to take the total number of choices on a list and divide by three. Have participants use stickers (or markers) to place dots next to the items they support on a list of items on butcher paper or flipchart paper. Participants can place one dot on each of their top choices or place two or more of their dots on their favorite item. Participants can place their votes at the same time as others or wait until they see how others are voting.

Advice from Youth

You may not be able to employ all of these suggestions, but when working with high school aged youth, the following advice, which comes from former members of the California-based Youth Engaged in Leadership and Learning³, may be helpful:

1. Be a Friend and a Partner

- Take the time to get to know youth on a personal level.
- Create a friendly environment so youth are not intimidated to talk to you.
- Show youth that you are interested in what they say by asking questions and using other positive nonverbal cues like nodding and acting on their ideas.
- Be patient.
- Tell youth what you (as an adult) are learning from them.
- Remember that respect goes both ways.
- Use props (acknowledge positive qualities and contributions).
- Share your authority and power.
- Be consistent in communicating the message that everyone is in this together.

“The relationship between participants and adults is not like parent-child or teacher-student. It is just a shared commitment you have for one another and pursuing the same thing despite differences in ages and beliefs.”

Former YELL Participant

³ The John W. Gardner Center for Youth and Their Communities (2007). *YELL (Youth Engaged in Leadership and Learning), A Handbook for Program Staff, Teachers and Community Leaders.*

2. Be Clear

- Set personal boundaries: speak your mind as an adult, and let youth know if you feel disrespected.
- Have youth create their own guidelines and post them. They will follow guidelines better if they help create them.
- Find out what motivates youth to be involved, and remind them of their main motivation.
- Create specific roles and job descriptions for the project.
- Have youth evaluate the program and teaching: ask “What can we do to change this or make it better?”

“If youth are bored or not paying attention, an energizer is good. But once you know them - if they are goofing around in order to get a break, don’t give in. Always put it clear: this is a place to have fun, but this is also a place to work.”

Former YELL Participant

3. Be Inclusive

- Write everyone’s ideas down - not just the ideas of certain people.
- Don’t have favorites.
- Give everyone opportunities to take on leadership roles.
- Don’t call people out just because they are quiet. It is important to find out what they have to say - but be careful not to make them feel “on the spot”. Start by pulling them out in small breakouts, not in front of the whole group.

STRATEGIES FOR LEARNING

Each Unit in the curriculum has included one or two learning activities in order to involve the youth participants in many different types of learning. However, chapters are encouraged to be flexible with the curriculum and may choose to employ some or all of the following strategies to make the learning more interesting. These activities can easily be adapted to the material in many of the units.

Round Robin

Create different stations with information that students can rotate through. This might be a way to present the work of several non-profit organizations who are involved in the cause the students have identified, rather than straight presentations by the representative. Or, to make sure that every student has a chance to express his/her feelings, go around the room and make sure each person answers a question.

Jigsaw

Hand out pieces of paper with written facts, statements or questions - one paper per person. Give students a certain amount of time to pair up and share their information, or to ask

their question to another person in the group. Once both partners have completed their statements or question, have them swap papers with someone else.

Think-Pair-Share

Think: Have students spend a few minutes thinking about an issue and writing down their thoughts.

Pair: Have students pair up with someone and share their thoughts. Remind them about listening techniques.

Share: Have a sample of individual volunteers from different groups share what they discussed in their pairs.

Fish Bowl

Ask a group of volunteers to have a conversation or dialogue that is facilitated by the teacher, with the other students listening and not interrupting, commenting or asking questions. This is followed by a general discussion about what the small group talked about.

Role Play

Have groups create skits that demonstrate what they are learning, how they feel, or what they want to accomplish.

Game Shows

Students can use game shows, like *Jeopardy* or *Who Wants to Be a Millionaire* to test their learning. Be sure to have fun prizes if you do this.

PRE-TEST and POST-TEST

As a means to assess what students know about philanthropy, giving and the nonprofit world, the following pre-test and post-test have been developed. The pre-test (see Addendum I) is designed to learn what students know about philanthropy and their community before the program begins.

The post-test (see Addendum II) is designed specifically to ascertain what the students have learned from participation in the program. By comparing answers to the pre-test, it will be easy to determine the impact of the program.

Please note that rather than the word “test”, they are being called surveys, to make it less onerous to the students. These are samples, and chapters are encouraged to edit or add questions to make it appropriate for their community and situation, or to gain additional information from participants. The name of the community is left blank, to be filled in prior to copying the survey for distribution.

At the completion of the program, chapters are encouraged to share the results of the pre- and post-tests with the AFP YIP Subcommittee. We are attempting to build a database of statistics about the impact of *MAKING A WORLD OF GOOD*®.

IMPLEMENTATION OF THE CURRICULUM

Use of the Journals

The use of journals has been built in as an integral part of the AFP Curriculum. It is recommended that, until such time as AFP can provide the journals to be used, that chapters provide a simple spiral notebook that students can use throughout the period of the program. Students will be asked at various times to reflect on what they have learned in their journals, do interviews, record information and various other homework assignments. The journals will become a valuable record of their philanthropic experience.

The Glossary

The Glossary has been prepared with definitions of all of the philanthropy and fundraising terms used in the curriculum. The Glossary should be copied and distributed to the students for their use throughout the units.

Notes on Specific Lessons

Making a World of Good® was written and developed based on a curriculum created by the AFP Southern Arizona Chapter, in Tucson, Arizona. Because the curriculum was originally based in Tucson and piloted in that city, you will find references to Tucson throughout the curriculum. The “script” for the lessons should be considered a model or an outline and should be changed to reflect the community in which the work is taking place. Please note that not all units have additional information.

Unit 1: **Philanthropy & Me**

Unit 1 is the introduction to the curriculum and to the concept of philanthropy. Prior to beginning this unit, the Pre-Test should be given to the students and the answers recorded for comparison with the Post-Test results. (See samples in Addenda I and II).

The teacher should take the interview questions included for the homework assignment and copy them to distribute to each student to use to complete the assignment.

Unit 2: **Identifying & Meeting Community Needs**

For Unit 2, the teacher may want to create a list of well-known nonprofits in the community that serve causes familiar to the students, such as the Boys & Girls Clubs, the local Humane Society, and charity that serves women and children or the homeless, the local Food Bank, etc. This will be helpful if students cannot come up with an organization to research on their own. Often a list of nonprofits is available from the local community foundation or volunteer organization.

Unit 3: **Helping Others**

Having several copies of the Yellow Pages or a list of local nonprofit agencies (described for Unit 2) will be helpful. If the classroom has computer access, students can do very thorough research on organizations by category of the need they serve, as well as the services each provides.

It will be helpful for the AFP chapter liaison to work with the teacher and the students in determining which organizations and who from that organization should be invited to present to the class. The AFP member can then facilitate the process by encouraging the selected organization to participate in the project, help them understand that their role is to outline how their agency works to provide services and meet the particular need the students have selected. The AFP chapter liaison may even recruit other YIP Committee or chapter members escort the representatives to the class on the given day (Unit 5).

Unit 4: **Fundraising for Good**

This unit introduces the students to the concept of philanthropic fundraising. Most students have a great deal of experience in selling products as a means for raising money. This unit focuses on philanthropic fundraising, including asking others to make a gift because they want to make a difference, and creating a fundraising project that does not involve selling a product.

Unit 5: **Hearing from Nonprofits & Selecting the Cause**

Getting nonprofits to respond can be challenging. If not getting responses after a certain period of time, the chapter/committee needs to reach out to their colleagues to get them to respond. Be proactive and talk to the nonprofits to explain it is not about the money, but more about supporting the efforts of the program in terms of future volunteers and donors.

Unit 6: **Creating a Request for Proposal (RFP)**

Unit 6 teaches the students about the Request for Proposal process for obtaining applications that will include the information the students need in order to make informed decisions about which charity they want to support. See Addenda III, IV and V for a sample letter, two sample RFP forms and a sample Project-end report.

- Sample letter

- Two sample RFP forms
- Project-end report

Unit 7: **The Ethics of Fundraising**

Unit 7 focuses on ethics. For this unit the students will need copies of the Donor Bill of Rights and the AFP *Code of Ethics*. Both of these documents can be ordered by the chapter at no cost from AFP IHQ through AFP PrintQ.

For the discussion on the ethical situations, see Addendum VI. Students can work in groups, read the cases and discuss what they think is the right thing to do in their groups, then discuss as a whole class. The Teacher should facilitate the discussion, referring to the *Donor Bill of Rights* and *AFP Code of Ethics*.

Unit 8: **Building the Case for Support**

Unit 8 teaches the students to be very clear about what their “case” is - why they are raising money. The Case for Support should be short and to the point. See Addendum VII for a sample.

Unit 9: **Evaluating the RFP & Selecting the Grantee**

Evaluating: Refer them to some of the strategies for learning, how to build consensus - important that kids all feel they have a say in the final decision.

Unit 10: **Developing a Fundraising Plan**

A fundraising plan is really a project plan. Because fundraising includes making donations, asking for donations and some type of fundraising event, each of these activities can be a part of the Fundraising Plan. In Addendum VII, you will find a sample Project Timeline, which can be changed to fit the project the class decides on. In it you will find categories to think about, including the giving and asking pieces, as well as some sample questions to ask when thinking about each. You may have fewer or more categories and different questions to consider for your event.

Unit 11: **Our Fundraising Project**

This unit deals with the hands-on culmination project for the curriculum. It is the creation and implementation of the fundraising project. This is a place where chapter members can be recruited and can be very helpful in working with the students to assist them in their project. The students will create their event, develop the timeline and produce the fundraising event.

It should be noted that there may be several extra weeks needed for the preparation and the execution of the fundraising project the students create. The culminating activity includes a discussion of the AFP Code of

Ethics, and these also can be ordered by the chapter at no cost from AFP PrintQ.

The students should be encouraged to let the community know what they are doing by sending out a press release to the local newspapers, radio and television stations. Your local AFP Chapter may be able to help with this. A sample press release can be found in Addendum IX.

Unit 12: **Wrap-Up and Review**

The final unit is the wrap-up meeting. It is an opportunity to review everything that was done, including looking at any publicity materials that were submitted.

The unit includes both reflection on what has been achieved as well as giving the student participants the opportunity to think about what they have learned and what impact it has had on them. Students also have the chance to give feedback on the project.

Celebration: **Let's Party! Celebrating Our Success**

Included with the curriculum is an outline for a celebration. For many students this may be their first experience with philanthropy and it is important that they come away from the experience feeling that they have made a difference and had a positive experience. And there is no better way to do this than to have a party.

The AFP Chapter may wish to present certificates to all of the students who participated. A simple certificate form may be created by the chapter for this purpose

Finally, it is recommended that the final post-test (survey) be sent out electronically by the teacher and students should be asked to respond and help with the collection of data from the students and be able to combine that data with the data from other participants.

FINAL THOUGHTS

As stated at the beginning of this Teacher's Manual, this document is meant to be a living program. The AFP Curriculum Workgroup encourages every chapter that uses the curriculum to make suggestions about ways the curriculum can be improved, ideas for activities that have worked well, and documents chapters have developed that would be helpful to other chapters.

Please let us know about any of these and send them to the following email address:

yip@afpnet.org

All suggestions will be evaluated, changes made as appropriate and supplementary materials added as appropriate.

We are sure you will enjoy your connection with students through the use of this curriculum and you will be helping all of us to grow the number of people engaged in philanthropy and fundraising in the future.

RESOURCES FROM AFP

For more information, go to the AFP website, YIP homepage: www.afpnet.org, click on tab, About AFP, then click on Youth in Philanthropy. Or, click here or type the url into your browser:

<http://www.afpnet.org/About/content.cfm?ItemNumber=3121&navItemNumber=4262>

For information specifically for YIP Chairs, log into the Chapter Resource portion of the AFP website and go to Chapter Resources, then All Resources for Committee Chairs. Or, click here or type the url into your browser:

<http://www.afpnet.org/Audiences/ChapterNewsDetail.cfm?ItemNumber=1702>

Finally, to speak to an AFP staff member about the AFP curriculum, call 800-666-3863 and ask to speak to the staff member in charge of Youth in Philanthropy, or email to yip@afpnet.org.

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I. Pre-Test

Youth In Philanthropy Making a World of Good© Pre-Program Student Survey

Current Grade Level _____

Welcome to the Youth In Philanthropy (YIP) program! This survey will help us understand what you currently know and may need to know about helping your community become a better place in which to live. This is not a test and there are no right or wrong answers. Thank you!

Please circle **one** answer.

1. I am aware of the needs and issues of the _____ community.

1 2 3 4 5
Not Somewhat Very

2. I am currently involved in doing volunteer work in the community.

1 2 3 4 5
Not Somewhat Very

3. I have been involved in community volunteer work in the past.

1 2 3 4 5
Not Somewhat Very

4. I have donated money to help others or to make a difference in my community.

1 2 3 4 5
Not Somewhat Very

5. I consider myself a leader.

No Sometimes Yes

6. I have helped raise money to help people or to make a difference in my community.

1 2 3 4 5
Not Somewhat Very

Do you have any additional comments?

II. Post-Test

Youth In Philanthropy Making a World of Good© Post-Program Student Survey

Current Grade Level _____

Thank you for participating in the Youth in Philanthropy program! This survey will help us understand what you may have learned through this program and how you are going to help in your community in the future. This is not a test and there are no right or wrong answers. Thank you!

Please circle **one** answer.

1. I am more aware of the needs and issues of the _____ community than at the beginning of the program.

1 2 3 4 5
Not Somewhat Very

2. I am currently involved in doing volunteer work in the community.

1 2 3 4 5
Not Somewhat Very

3. I plan to be involved in community volunteer work in the future.

1 2 3 4 5
Not Somewhat Very

4. I consider myself a leader.

No Sometimes Yes

5. What I learned in this program that surprised me the most:

6. If I could donate money, what two questions would I ask?

7. Do you have any additional comments?

III. Sample RFP Letter



Youth In Philanthropy Program Request for Proposals (RFP) Tortolita Middle School

December 7, 2009

(Name of Organization)
(Address of Organization)
(Tucson, AZ zip code)
(Phone number)

RE: Request for Funding Proposals

Dear (Executive Director),

We would like to invite you to submit an RFP for programs and services you offer to abused women and children in Metro Tucson/Pima County, Arizona. Following is pertinent information about our program and grant application criteria and guidelines.

The Youth In Philanthropy Program

AFP's Youth In Philanthropy program helps young people to understand the value of philanthropy for our community and to provide them with an opportunity to raise money for a charity. AFP has partnered with Every Voice in Action Foundation to offer this program at Tortolita Middle School in the Marana Unified School District.

Fundraising and grantmaking professionals are working with the Cougar's Den at Tortolita Middle School to give the students an opportunity to better understand and practice the act of philanthropy. Youth select an issue that is important to them, and then hold a fundraiser to raise money to support that issue. Youth will use the responses to this RFP to choose a charitable organization to whom to award those funds. Funds raised by the students will be matched by AFP and Every Voice in Action. The amount of funding available will depend on the success of the students' fundraising efforts, but we anticipate making a single award of \$500 - \$2,000.

Deadline for proposals: January 8, 2010 at 4:00 p.m.

Guidelines:

Please complete all questions in this RFP. Incomplete applications will not be considered. Limit your response to **three (3) pages total**, using no smaller than an 11- point font. **Note: Only 501(c)(3) tax-exempt nonprofit organizations are eligible to apply.**

Please remember that your responses will be read by middle school students – *write at a 6th-grade level and avoid jargon and acronyms.* **Proposals may be submitted electronically.** Please do not attach information not specifically requested.

Your organization **must be available** to give a 10-15 minute presentation to the Youth in Philanthropy participants at Tortolita Middle School the week of January 11, 2010 (date and time to be announced) in order to be considered for funding. Based on RFP responses, youth will invite three organizations to give in-person presentations. Your organization will be notified if you have been selected to give such a presentation to the youth. Selection will be made January 18; funds will be awarded the week of February 1, 2010 (date and time to be announced).

Send proposals to:

Name, Teacher
Name of School
Address
City, State, ZIP
Telephone
Email address

Reporting: Grantees will submit a written report within one (1) year of the award date (see reporting form, attached) and should be prepared to give a brief presentation to the students of Tortolita Middle School regarding the use of funds to date in the spring of 2010 (date and time to be announced).

Attached you will find application instructions. Please contact me if you have questions, or need additional information.

Cordially,

Teacher's Name

IV. SAMPLE RFP PROPOSAL FORMS (2)



**Youth In Philanthropy Program
Request for Proposals (RFP)
Tortolita Middle School**

Organization Information Form

Organization
Name: _____

Organization
Address: _____

Phone
Numbers(s): _____

Chief Executive: _____

Number of Full-time Employees: _____ Annual Operating Budget: _____

Tax-exempt Status: _____ Date of Incorporation: _____

Briefly state the PURPOSE and OBJECTIVE(s) of your Organization:

Current Sources of Support:

_____	%	_____
_____	%	_____
_____	%	_____
_____	%	_____

Grant Application Information

Contact Person and Telephone Number for Grant Request:

Amount of This Request: \$ _____ Total Budget for Proposal/Project: \$ _____

Reason for Grant Request:

Briefly Summarize the PURPOSE and TIMING for you Proposal/Project:

List other Prospective Sources of Support for this Proposal/Project (e.g. local clubs)

I, the undersigned authorized representative, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives stated herein.

Signed: _____

Title: _____

Date: _____



**Youth In Philanthropy Program
Request for Proposals (RFP)
Tortolita Middle School**

Application

Please complete all questions in this RFP. Incomplete applications will not be considered. Limit your response to **three (3) pages total, using no smaller than 11-point font. Note: Only 501 (c) (3) tax-exempt nonprofit organizations are eligible to apply.**

Name: _____

Email: _____

Address: _____

City: _____ State: _____ Zip: _____

- 1. What is the proposed project? What is the significance or uniqueness of this project in relation to other work being done in this field within Tucson or the greater Tucson Metro/Pima County area?**
- 2. What documented need/opportunity is being addressed by this project?**
- 3. What are the objectives of this project? (What are you trying to accomplish? Please be specific).**
- 4. Please provide project cost, amount requested and project Timeline.**
- 5. Please provide amount of existing funds and other funding sources for this project.**
- 6. What outcomes are expected for this project? (What will be changed?).**

Please include the following with your submission:

- 1. Copy of your organization's Mission Statement.**
- 2. Copy of your organization's 501 (c) (3) Tax exempt form.**
- 3. Detailed Budget for this Project.**
- 4. Project Timeline.**

Please send completed application via mail or email to:

Teacher

Address, Telephone, Email

V. SAMPLE YEAR-END REPORT



Year-End Progress Report

Name of Organization: _____

Address: _____ City: _____

State: _____ ZIP: _____ Phone: _____

Contact Person: _____ Title: _____

Amount of Grant: _____ Grant Award Date: _____

On a separate sheet, please provide responses to the following questions:

1. Describe how Youth In Philanthropy funding was used. Please include numbers of people served, a brief description of services provided through this funding, and program outcomes.
2. Please tell us a client success story – we want to hear about the impact your program made on the life of one person or family.
3. Please share with us any photographs, media coverage and print materials associated with your program this year.

Please submit this completed report one year from the funding award date to:

**Youth In Philanthropy Committee Chair
Chapter Name
Chapter Address**

VI. SAMPLE ETHICS CASES (2)

Case 1. A Promise is a Promise?

You are a member of the junior class at Anytown High School and you are part of a special project to raise money for the local Boys and Girls Club to help them build a basketball court outside their building. Three of your classmates paid a visit to the local grocery store owner and asked him for a contribution of \$200 to go toward the basketball court fund. The grocery owner was delighted that your class is involved in such a good project for the community and gave them the money.

Meanwhile, you and another student from the class visited the local hardware store to ask for a gift. The manager of the hardware store said he would give you \$200, but only if the money was matched by another business, and if the money was used for the organization he supported, the local food bank.

You both knew that the class had the \$200 from the grocery store to make the match, but the class had voted for the basketball court project and your classmates had told the grocery store owner that is what the money would be used for.

1. What would you do? Why or why not?
 - a) Accept the money from the hardware store manager anyway?
 - b) Thank the hardware store manager for wanting to make a gift, but tell him that your project is the basketball court and they have to finish fundraising to complete that project?
 - c) Take the money and tell the class they have to change their project to the food bank and use the grocery store money for the match?
 - d) Tell the hardware store manager that if he gives you the \$200 for the basketball court project now, the class will do a fundraising project later for the food bank.
2. What is the “right” thing to do in this case? What is the principle that governs your decision?

Case 2. The Big Gift

Your class has decided to put on a film festival to raise money so that the arts program at your high school does not have to be shut down. The class has picked three films, including one that might be considered controversial by some people. Your teacher and the class think it is a very good film that deals with topics that are important to young people growing up in our society today. The film festival is expected to raise \$2,000, which will ensure the arts program for another year.

Four days before the festival, after the publicity has gone out and most of the tickets are sold, the principal gets a call from Mr. Bigdonor, who is the largest donor to the school’s foundation. Mr.

Bigdonor is extremely upset and wants to know how the school can condone showing “this piece of filth”. He says that if the festival goes on, he will not make any future gifts to the school.

The principal comes to your class and says that she will support whatever decision you, as a group, make.

1. What should the class do? Why or why not?

- a) Tell the principal that our country is based on freedom of speech and the film festival should go on as scheduled?
- b) Change the choice of the offensive film to one that Mr. Bigdonor would approve of?
- c) Send a delegation of students to talk with Mr. Bigdonor to explain why it is important that this particular film be shown and why it is not “filth”?
- d) Ask the principal to visit with Mr. Bigdonor and tell him why the film is going to be shown?

2. What is the “right” thing to do in this case? What is the principle that governs your decision?

VII. SAMPLE CASE STATEMENT

Case for Support Prevention of Child Abuse Cougar's Den, Tortolita Middle School

We believe that all children should be able to grow up in a home free of abuse, verbal, mental, physical and sexual. Many of us in our class have been victims of, have survived, or know others that have suffered abuse or neglect by a family member. The abuse has had many negative effects on our lives, including lowering our self-esteem.

Through support of the parenting classes of Casa de los Ninos families will be strengthened, we will prevent abuse for other children, and they will grow up with greater self-esteem. We are raising money to support Casa de los Ninos. Please help us in our efforts to educate parents on how to raise safe and healthy children.

VIII. SAMPLE PROJECT TIMELINE

	Week 1	Week 2	Week 3	Week 4	Event Date
Organizing Committee - Who is on it? - What are their jobs? - Who is the leader?					
Budget Committee - How much do you want to raise? - How much will the things you need cost? - Where will the money come from?					
Fundraising - Are you going to make donations? - Are you going to ask others to give? - How much will you ask for?					
Volunteers How many people do you need? What do you need them to do? When do you need them to work?					
Publicity					
Food & Drinks					
Equipment/Materials					
Decorations					
Money Handling					
Set-up					
Clean-up					
Thank you letters					
Recognition					

IX. SAMPLE PRESS RELEASE

Association of Fundraising Professionals Southern Arizona Chapter

For Immediate Release: Tuesday, November 3
MEDIA CONTACT: YIP Committee Chair or Teacher

Youth Philanthropists to hold Cougar's Den Salsa Sale to support Casa de los Ninos

(Tucson, AZ) October 25

Outstanding youth philanthropists of Cougar's Den, Tortolita Middle School are holding a sale of their homemade salsa on Tuesday, November 3 at Tortolita Middle School to raise funds in support of The Parenting Classes for Casa de los Ninos. The community is invited to participate by coming to the Middle School from 12:00 p.m. to 4:00 to purchase chips and salsa.

The youth volunteers who participate in Cougar's Den Youth in Philanthropy program have learned the importance of taking an active role in the community through a special Youth in Philanthropy course, sponsored by the Association Fundraising Professionals of Southern Arizona. Through this experience, they have become aware that they can make a difference, individually and collectively; they have researched their community and have found that they are passionate about changing conditions for children who live with abuse; and they have organized the Salsa Sale to raise funds to donate to the Casa de los Ninos, an organization which addresses the needs of children who have lived with abuse. The students in the class raised the tomatoes and herbs for the salsa and prepared the salsa themselves in accordance with Pima County Health regulations.

The students believe that all children should be able to grow up in a home free of abuse, verbal, mental, physical and sexual. Many of the students in the class have been victims of, and survived, abuse by a member of their family or their community. Through support of the parenting classes of Casa de los Ninos, these students feel that they are being proactive in an effort to prevent abuse for other children.

About the Cougar's Den, Tortolita Middle School

The Cougar's Den is an alternative class which provides innovative teaching methods to engage at-risk youth in the classroom.

About the Association of Fundraising Professionals (AFP)

The Association of Fundraising Professionals (AFP) is the professional association of individuals responsible for generating philanthropic support for a wide variety of nonprofit, charitable organizations. The Southern Arizona Chapter includes over 180 members from Tucson, Marana, Green Valley, and Southern Arizona. Founded in 1960, AFP (formerly the National Society of Fund Raising Executives) advances philanthropy through its more than 30,000 members in 200 chapters throughout the world, working to advance philanthropy through advocacy, research, education, and certification programs. For almost 50 years, AFP has been the standard-bearer for professionalism in fundraising.

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