



THE OREGON
COMMUNITY
FOUNDATION

Involving Youth Through Service, Leadership and Philanthropy

A program of
The Oregon Community Foundation and the PGE Foundation

2018-2019

Workbook



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Introduction



What is Community 101?

Founded in 1997, Community 101 is a program of The Oregon Community Foundation (OCF) with major support from the PGE Foundation (PGEF). The mission of Community 101 is to provide students opportunities for service and leadership through grantmaking and community service. The program continues to expand across Oregon thanks to collaborations with many generous funding partners.

How does Community 101 work?

Community 101 (C101) is a school-based program that connects students to neighborhood issues, such as hunger, homelessness and child abuse. In C101, each classroom operates as a mini- foundation; students are provided \$5,000 for grantmaking; \$1,000 of the \$5,000 can be used for in- school grants. The class identifies issues, researches nonprofits, reviews grant applications, performs community service and awards grants. Students see how nonprofits provide relief and support to those in need and how donors dedicate time and money to help improve our state. At the end of the term, students plan an awards ceremony where they conduct presentations and present grant checks to selected nonprofits. The students' teacher is the program advisor and empowers the students to make decisions while guiding them through the process. In addition, students are required to participate in a community service project. Students often fundraise for additional grantmaking dollars.

What is required to use Community 101?

- A completed Community 101 application.
- Funding for student grantmaking.
- A teacher and/or advisor.
- The Community 101 Workbook for teachers and students.
- A minimum of 12 students with a regular meeting time who are committed to completing the program in its entirety (i.e., seven to nine months, generally, although exceptions can be made for specific circumstances). Program time requirements average four classroom hours monthly, beginning in September and ending in April-May.
- Attendance by teacher (and one or two students) at Community 101 training in September.
- Community service - students are required to perform and document at least one volunteer project in the name of Community 101.
- An awards presentation by Community 101 students.
- Student fundraising is encouraged and must be done in the name of Community 101.
- Program recognition by school and community via press releases, other forms of media coverage and awards ceremonies.

About the Curriculum

The Community 101 curriculum is designed to be flexible and meet the individual needs of your classroom or group, while still giving students an opportunity to develop and demonstrate Oregon Department of Education Essential Skills, a high-quality service-learning experience, and an introduction to philanthropy and community issues.

ODE Essential Skills & Standards

In 2007 the State Board of Education adopted Essential Skills, which was required for graduation beginning in 2012. In 2008, the Essential Skills Taskforce recommended merging the Essential Skills and Career Related Learning Standards, given the level of overlap between the two. That merger started with the graduating class of 2012.

To draw explicit connections to these graduation requirements each exercise is tied to relevant skills and sub-definitions based on the June 2011 update of Essential Skills Definitions. While only reading, writing and math Essential Skills are required for graduation now, listening, critical thinking and personal management (which will be phased in starting in 2014) have been included as well. The entire program, by its very nature, works to prepare students for Essential Skill 7: Demonstrate Civic and Community Engagement, so that standard has not been tied to any particular exercise. Social Science Analysis standards are included, as relevant.

Service-Learning

The Community 101 curriculum has been intentionally aligned with Principles for Effective Practice for K-12 Service Learning as set forth in the 2007 State of Service-Learning report by the National Youth Leadership Council. These principles share much in common with those previously offered by Learn & Serve and the Oregon Department of Education. They include:

1. **Reciprocal Partnerships** – At the core of this youth philanthropy model is collaboration with all stakeholders: students, community partners, funders, and school leaders.
2. **Diversity** – The program fosters civil discourse and democratic values through the inclusion of diverse perspectives throughout and especially via the student body survey to the decision-making process.
3. **Youth Voice** – Community 101 engages the vision and leadership of young people by not just asking their input, but putting primary decision-making power in their hands.
4. **Meaningful Action** – Students apply problem-solving and critical thinking skills to community needs in a hands-on way through both volunteer and philanthropic action.
5. **Reflection** – Included before, during, and after the program are opportunities for students to reflect and draw connection to their personal, social, and academic lives.
6. **Progress Monitoring** – Through both qualitative reflection and quantitative evaluations Community 101 incorporates several avenues for yearly review and improvement.
7. **Duration** – Service and learning components are designed to last seven to nine months to provide sufficient intensity and duration for a meaningful exploration of community issues.
8. **Curriculum Integration** – The experiential components are aligned with Social Science Analysis and Essential Skill standards and individual teachers are encouraged to adapt the curriculum to the needs and lessons of their classroom or group.

Grantmaking guidelines

- Your class has \$5,000 to make grants to nonprofit organizations.
- \$5,000 is distributed as follows: at least \$4,000 must be granted to nonprofit organizations and up to \$1,000 may be given to your school to support in-school programs and/or projects. Students may choose to give the entire \$5,000 to nonprofit organizations.
- Grants must be given to programs that inspire change and encourage potential in one of four focus areas: arts and culture, education, environmental enhancement and the promotion of healthy families (basic needs, social services, mental health, etc.)
- Funding must be used to help people in Oregon, not animals, unless those animals are helping people, i.e., guide dogs, therapy horses.
- All organizations receiving Community 101 grants must be 501(c)(3) nonprofit organizations located within Oregon.
- Funds cannot be used for lobbying or for promoting a specific religion.
- Funds cannot be given to any organization that discriminates, in hiring practices and/or services rendered, on the basis of race, religion, creed, national origin, marital status, age, disability, gender or sexual orientation.

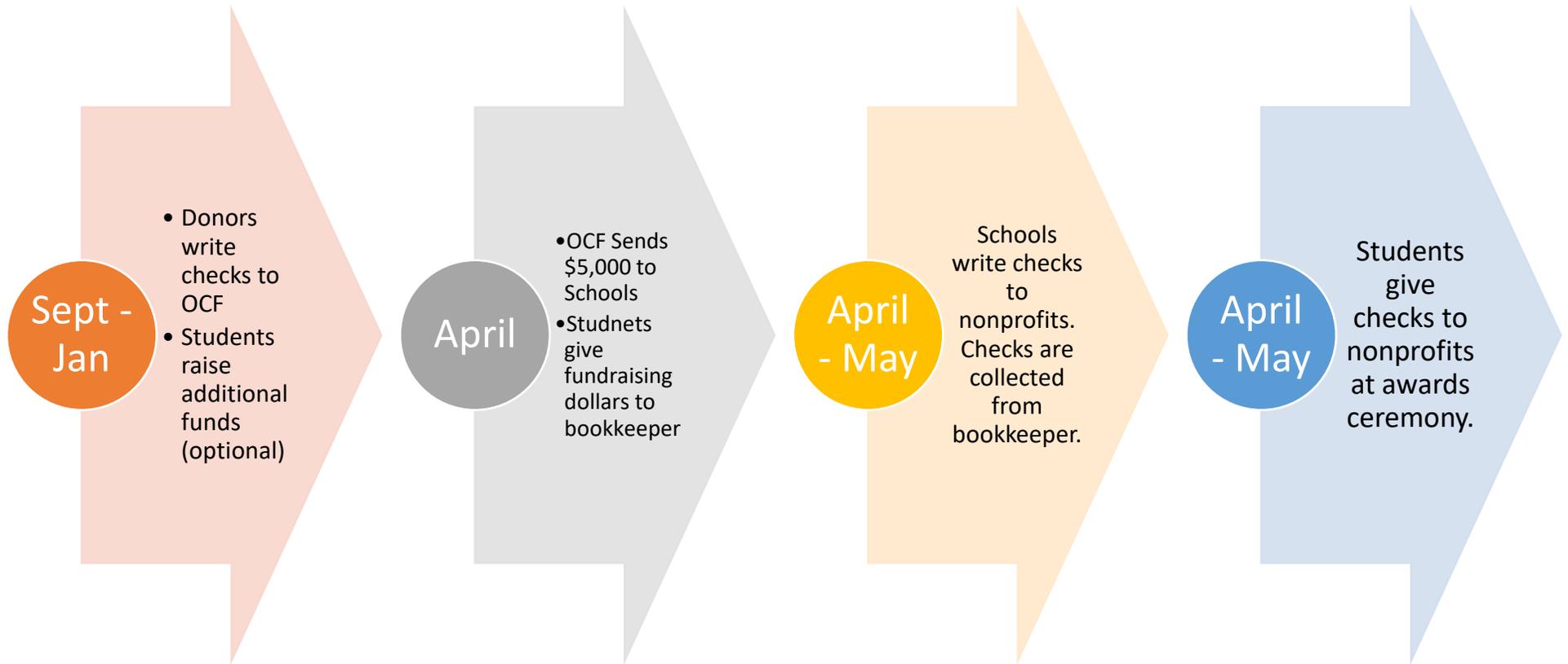
What is a 501(c)(3)?

The 501(c)(3) status is a designation assigned by the IRS (Internal Revenue Service) to an organization that exists for a charitable purpose, is a nonprofit organization and is tax-exempt. The IRS has many different designations for nonprofit organizations, so when someone calls an organization a “nonprofit,” that organization could be one of many kinds of nonprofits. It is helpful to know that organizations such as schools and governmental (city, county) entities are the government equivalent of nonprofit organizations and, therefore, are eligible for funding under the Community 101 program.

Where do I begin researching nonprofits in my area?

There are hundreds of resources available for students to investigate nonprofits. The easiest place to start is the Internet. Search for nonprofits that fall under your mission statement. Guidestar (www.guidestar.org), the National Center for Charitable Statistics (<http://nccs.urban.org/>) and the Oregon Department of Justice (www.doj.state.or.us) are great resources. Check out links to nonprofit search engines in this workbook. Other options are the library, local government offices, information offices and friends and family. You will be surprised how many agencies you hear about just by starting a conversation!

Funding Flow Chart



Brief History of Philanthropy in America

Historians trace the notion of philanthropy back to 346 BC when Plato willed his farm to a nephew with instructions the proceeds be used to support students and faculty at the academy he founded.

Many commentators remind us that the Pilgrims who arrived in America in 1620 owed their very survival to Native American charity and philanthropy.

“Historians generally refer to the early decades of the 20th century as the Golden Age of Philanthropy. It was the era of the great industrialists - men like Carnegie, Mellon, Rockefeller and Ford - who amassed great fortunes, then established the grand legacy of American philanthropy through the formation of the private foundation as their chosen vehicle for expressing their charitable intent. Their desire to make a difference and the wealth that spawned their philanthropic mission created a legacy that perpetuates to this day: Our nation remains by far the most generous nation on Earth.”

In 1638, John Harvard bequeathed his library and half of his estate to a newly founded school in Cambridge, Massachusetts, thus establishing the first college endowment in the United States. In 1643, the first fundraiser conducted by Harvard University raised 500 pounds. This same year, Harvard created the first scholarship, which was established by Ann Radcliffe and Lady Mowson.

The fundraising efforts during the Civil War introduced a process that helped the nation recognize charity as fundamental to the American social conscience. The income tax that Abraham Lincoln instituted to finance the Union's preservation grew to such an extent that exemptions from it now encourage charity—particularly among the wealthy.



The modern notion of philanthropy began with Andrew Carnegie, who in an essay titled "The Gospel of Wealth" published in 1889, gave birth to the idea that the rich should, instead of "leaving their wealth to their families, administer it as a public trust during life."

Mr. Carnegie is best remembered for providing the financial incentives to build almost two thousand free public libraries across the United States.

The Carnegie essay prepared the way for John D. Rockefeller, Sr., who in 1891 hired staff to help manage his philanthropic enterprises. The state of New York chartered the Rockefeller Foundation in 1913, but only after the U.S. Congress refused to do so.

Pressured by an increasingly charitable America and the increasing need for charity in a booming post war economy, legislation in 1921 finally brought tax relief in exchange for personal giving. Corporations were not granted tax relief until 1935 and the Great Depression. Perhaps prompted by tax breaks, out of a sense of gratitude or perhaps motivated by a desire to create a better world, giving has increased steadily, from an estimated \$1.7 billion in 1921 to more than \$335 billion a year now.

The long rich history of philanthropy in the United States is now deeply rooted in our national psyche. An entire philanthropic arena has taken hold and it includes more than 733,000 tax-exempt organizations that employ millions of people, generate trillions in revenues and are supported by the charity of over 80,000 foundations and the volunteer efforts of more than 90 percent of our adult population

2018-19 Program Timeline

September & October <i>Mission statement and raising awareness</i>	Teachers and lead students attend online webinar training on September 25 from 9:00am to 10:00 am.
	Students survey the entire student body about what they think are important community issues/needs in the community. Survey template is online.
	Students develop a mission statement based on the results of the student body survey. The mission statement helps guide students and determines which areas the students will grant funds.
	Students submit mission statement & Request for Funds letter to OCF by November 9, 2018 to Kim Whitney at kwhitney@oregoncf.org
	Students spread the word about the program, publicizing it within the school and the local community via press releases to the local newspapers. See Press Release template online.
	Students are encouraged to raise additional funds from community members by holding fundraisers. (The students will have \$5,000 for grantmaking but can raise additional funds.)
November <i>Research and grant applications</i>	Students learn about nonprofit organizations: Who, what, when, why and where.
	Students identify and research local nonprofits.
	Students request grant applications from nonprofits that support their mission statement.
	Fundraising and community service continues.
December	Students learn the principles of grantmaking and may host guest speakers knowledgeable about the subject.
January <i>Grant application review</i>	Students receive grant applications from nonprofits: Deadline is January 25, 2018.
	Students evaluate the grant applications and schedule site visits for February.
	Teachers and students set a date for the awards ceremony.
February	Students conduct interviews or site visits (site visits preferred) with the nonprofits that applied.
	Classroom funders visit the class to meet the students and learn where they are in the process.
March <i>Grant decisions</i>	Students evaluate the grant requests, site visits/presentations and make grant decisions as a team.
	Grant Recommendations can be submitted at any time and must include the following: <ul style="list-style-type: none"> • nonprofit grant recommendation form • copies of the grant applications • community service hours and fundraising amounts • date, time and location of the awards ceremony to OCF no later than April 26 to Kim Whitney at kwhitney@oregoncf.org
April & May <i>Celebrations & wrap up</i>	After receiving approval from OCF, students send award and declination notification letters to all nonprofit applicants.
	Students plan (and practice) an awards ceremony at which they will present their grant awards to nonprofits.
	Students host the awards ceremony, conduct presentations and distribute grant checks.
	Submit updated community service hours and fundraising amount to Kim Whitney at kwhitney@oregoncf.org by May 24, 2019.



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2018-2019 Program

- **Albany:** South Albany High School, West Albany High School
- **Baker City:** Baker High School
- **Banks:** Banks High School
- **Beaverton:** Merlo Station Community School, Southridge High School
- **Bend:** Bend High School, Cascades Academy
- **Boardman:** Riverside Jr/Sr High School
- **Central Point:** Crater High School
- **Drain:** North Douglas High School
- **Eagle Point:** Eagle Point High School
- **Enterprise:** Willowa County Alternative Education Program
- **Eugene:** Kalapuya High School, South Eugene High School
- **Florence:** Siuslaw West High School
- **Gresham:** Centennial High School
- **Hillsboro:** Century High School, Liberty High School
- **Imbler:** Imbler High School
- **Medford:** McLoughlin Middle School, Washington Elementary School
- **Milwaukie:** La Salle Catholic College Preparatory, Milwaukie High School
- **Myrtle Creek:** South Umpqua High School
- **Ontario:** Four Rivers Community School
- **Portland:** David Douglas High School, De La Salle North Catholic High School, H.B Lee Middle School, Multnomah Youth Commission, NAYA Early College Academy, and Parkrose High School
- **Powers:** Powers High School
- **Redmond:** Ridgeview High School
- **Riddle:** Riddle Junior Senior High School
- **Roseburg:** Phoenix Charter School of Roseburg
- **Salem:** Houck Middle School, McKay High School
- **Scappoose:** Scappoose High School
- **Springfield:** Thurston High School
- **Stayton:** Stayton High School
- **Tigard:** Oregon Islamic Academy
- **Tillamook:** Tillamook High School, Wilson River School
- **Vernonia:** Vernonia High School

Thank you, 2018-2019 Community 101 Donors!

- PGE Foundation & Portland General Electric employees
 - Baron/Gilbert Fund of The Oregon Community Foundation
 - Ben Serafin Fund of The Oregon Community Foundation
 - Casey Family Fund of The Oregon Community Foundation
 - Robert W. Chandler II Fund of The Oregon Community Foundation
 - The Collins Foundation
 - Cow Creek Umpqua Indian Foundation
 - Douglas Crary Laidlaw Charitable Fund of The Oregon Community Foundation
 - The Hands & Feet Charitable Fund of The Oregon Community Foundation
 - Harry and Margurite Kendall Fund of The Oregon Community Foundation
 - OCF Joseph E. Weston Public Foundation
 - JYN Environmental Fund of The Oregon Community Foundation
 - Leland C. and Sandra Levenson Stapleton Fund of The Oregon Community Foundation
 - Lilja Family Fund of The Oregon Community Foundation
 - Meyer Memorial Trust
 - Mission Properties
 - Norman F. Sprague Jr. Foundation
 - Patsy Smullin
 - R.W. Family Fund of The Oregon Community Foundation
 - Star View Foundation Fund of The Oregon Community Foundation
 - Tillamook Charity Drive
 - An Anonymous Fund of The Oregon Community Foundation

September/October

Project Planning:

- September/October - Attend C101 Kickoff (teachers and 1 or 2 lead students)
- Introduce class to C101: What is it and why are we involved?
- Get organized! Plan to engage student body this year
- Plan! Plan! Plan! Schedule awards presentation for April/May
- Students conduct student body survey
- Students submit Mission Statement and Request for Funds letter to Kim Whitney at OCF by November 9: kwhitney@oregoncf.org
- Students post mission statement to padlet: <https://padlet.com/c1011/missionstatements>

Forms You Need: (www.oregoncf.org/c101)

- Community 101 Student Survey
- Mission Statement
- Student Grantmaking Request Letter for \$5,000
- Student Follow-Up Information Form

Reflection: Letter to the Future

Whether it's done individually or as part of a group, reflection is a vital part of service-learning (or any experiential learning) as it fosters critical thinking and provides an opportunity to draw connections between activities and learning objectives. However, reflection doesn't just happen at the end; students should have intentional opportunities to reflect on their personal, social, civic and academic experiences before, during and after the program.

Pre-Reflection: Letter to the Future

An easy way to introduce students to reflection is through a journaling activity. Students can reflect on their own experiences, biases and expectations without fear of judgment from peers. Whether it's done in just a short answer format or as letter to themselves nine months from now, by having students write down and turn in their thoughts you create an opportunity for students to read the journals at the end of the year; this often allows people to see changes and growth that might have otherwise gone unnoticed.

Provide prompt questions that are most relevant for your group, but some sample questions include:

- What are the most pressing needs in your community?
- What people, groups, or organizations are addressing those needs?
- What, if anything, do you think you can do as an individual to address those needs?
- Do people have certain responsibilities to their community?
- What does philanthropy look like to you?
- Is volunteering important to you?
- What do you hope to learn through the Community 101 program?
- How, if at all, do you think Community 101 might change your values or goals?

After students have written their letters/journals, be sure each one is labeled with a student's name and collect them. Save the letters to distribute at the end of the Community 101 program and, at that time, invite students to look at their answers and see if anything has changed.

Ongoing Reflection

There are a few reflection activities included in this workbook, but you can find a wide variety of reflection resources online. Whenever possible, try to incorporate different kinds of reflection (discussion, journaling, art projects, games, performances, etc.) to create variety and support different students' learning styles. Some helpful reflection resources include:

- http://www.dartmouth.edu/~tucker/docs/service/reflection_tools.pdf
- http://www.generationon.org/files/flat-page/files/service-learning_reflection_activities_0.pdf
- <http://www.servicelearning.umn.edu/info/reflection.html>

Activity: Determine Community Needs

In order to determine community concerns and needs from a youth perspective, students will conduct a survey of the student body; this includes the Community 101 group and the entire student body. In order to create a mission statement, students will learn about the concerns of their peers and will decide which concern(s) they would like to address in their student grantmaking. The mission statement will guide the Community 101 students throughout the program.

Plan Ahead!

To survey the student body, the Community 101 group needs to plan ahead. It's important for Community 101 students to begin early in order to have time to collect, study and use the information to create a mission statement. Community 101 students should speak with their teacher advisor and administrators about the survey process and set aside time in October to have the student body complete the survey.

We suggest refraining from referring to specific community nonprofit organizations in the survey. This can, and most likely will, bias your survey. Community 101 students want to know which **issues** their peers think are important, but the Community 101 group decides which organizations will receive the funds.

Survey Process

Community 101 groups have utilized varying methods. Listed below are two that have been the most successful:

- Online surveys will save you time, but everyone will need access to the internet:
 - www.surveyplanet.com
 - www.typeform.com
 - <https://www.quia.com/web>
- Have a Community 101 student speak briefly to each homeroom class prior to distributing the survey. The student should explain what Community 101 is and how the process works.
- Give surveys to every teacher or put surveys in teachers' boxes. Ask teachers to distribute the surveys during a specified class hour and collect at the end of class.

Students collect and analyze the survey, and discuss and identify the top three issues. Based on the discussion and survey results, students develop a mission statement and email the mission statement to Kim Whitney at OCF: kwhitney@oregoncf.org

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Write Clearly & Accurately	Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology.
Think Critically & Analytically	Gather, question and evaluate the quality of information from multiple primary and secondary sources.
Personal Management & Teamwork	Plan, organize and complete assigned tasks accurately and on time.
Social Science Analysis	SS.HS.SA.58 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

Sample: Student Body Survey

Our Community 101 group in _____ (insert name of class) is helping to improve our community through volunteerism and philanthropy. Our Community 101 group has \$5,000 to give to nonprofit organizations that inspire change and encourage potential in one of four areas: education, the promotion of healthy families, access to the arts or environmental enhancement. We need your help so that our time and money will have the biggest impact. We'd like your input in determining a focus for this funding.

What issues facing you and your community (school, neighborhood, family, and friends, whichever you choose) **do you think have the greatest need?**

Please choose a total of five issues and rank them in order from 1 to 5, with "1" being the most important to you and "5" being of least concern. If you think *none* of these are the number one problem, please check "Other" and tell us what you think it is.

Rank	Issue	Rank	Issue
	Alcohol abuse		Poor health care
	Decreasing voter turnout		Problems with education
	Teen pregnancy		Personal finance education
	Stress		Discrimination
	Lack of self esteem		Mental health (anxiety, depression, etc.)
	Racism		Illiteracy
	Suicide		Inadequate housing
	Bullying		Homelessness
	Healthy relationships		Civic engagement
	Children living in poverty		Vandalism and graffiti
	Lack of recreational facilities / programs		Easy access to guns
	Services for the disabled		Drug abuse
	Child abuse		Juvenile crime
	Rape/date rape		Lack of community involvement
	Services for the elderly		Lack of volunteerism
	Violence in schools		Domestic Violence
	Lack of awareness of available social services		Services for the immigrants
	Lack of arts and music		Transportation
	Equity		Environmental Issues
	Tourism		
	Hunger		Other:

Download a Word version of this template at www.oregoncf.org/c101

Reflection: Understanding Community Needs

This activity is best done in small groups but can also be done as an individual assignment or classroom discussion. The goal of this activity is help students think about issue they are addressing at a deeper level. Why is it a problem? What are the things that cause it and what are its impacts? What might the community look like if this issue were addressed?

1. Identify the **BIG ISSUE** the students want to address (this should relate to the mission statement). It's often helpful to write this as a statement rather than just a noun; e.g. "youth in our community are homeless" in lieu of "youth homelessness" or "many young adults don't vote" rather than "youth voter turnout."
2. Brainstorm all the different reasons why this is a problem. What are some of the things that cause or contribute to this problem? These are **ROOT CAUSES**.
3. Brainstorm the effects of this problem? What is happening in the community because the **BIG ISSUE** is present? Why does this issue matter? These are **IMPACTS**.
4. Pick which root cause(s) you are going to address. Draw an arrow from the **BIG ISSUE** circle to the **ROOT CAUSES** box.
5. Under the diagram, briefly explain the **RESEARCH** you have done to help you understand these root causes and how your project will begin to address the bigger issue by tackling the root cause.
6. Optional: Turn the **BIG ISSUE** around into a **POSITIVE VISION**. "Youth in our community are homeless" might become "All children have safe and stable homes." "Many young adults don't vote" could be "All young people vote." Brainstorm root causes (what would have to happen to make this **VISION** reality) and impacts (what would the community look like if this **VISION** were implemented).

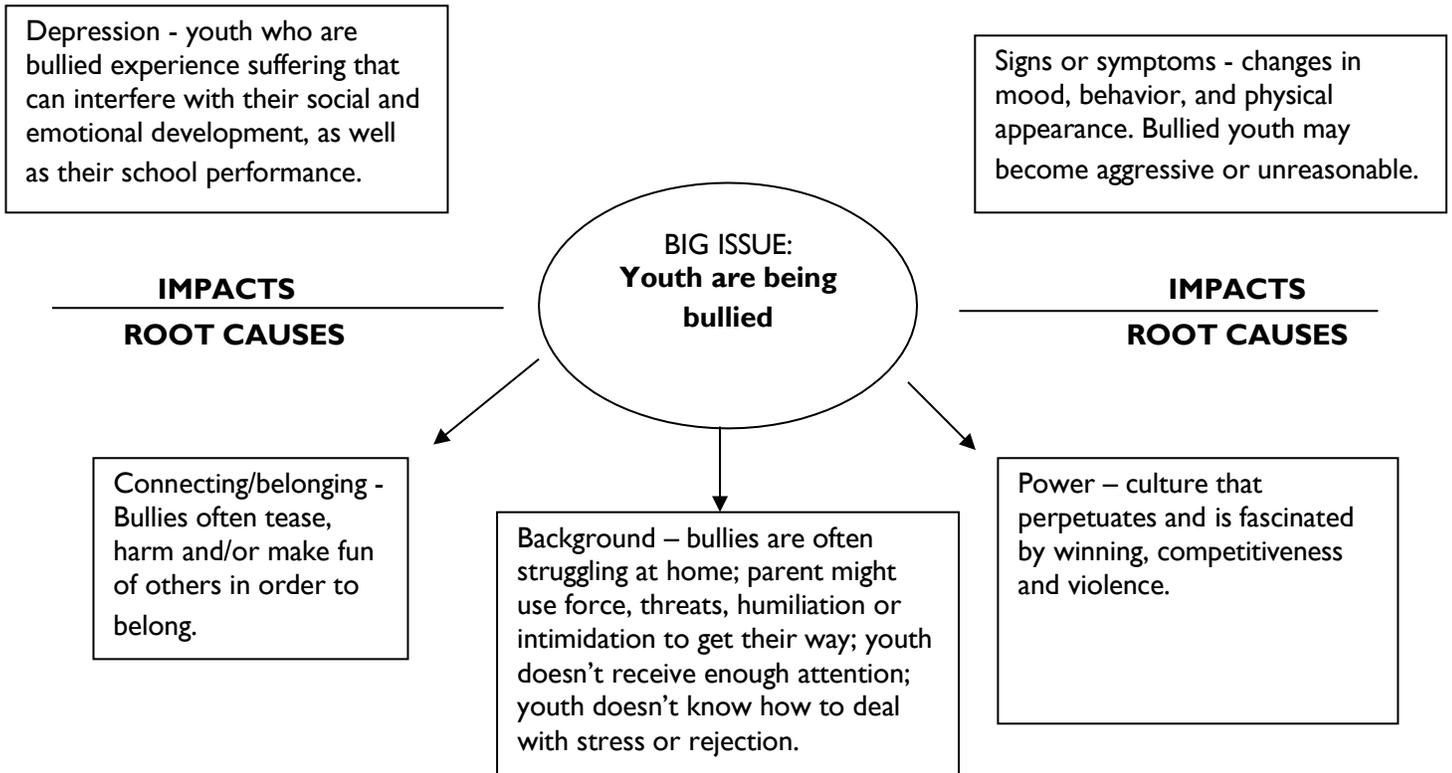
Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems.
Social Science Analysis	<p>SS.HS.SA.57 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p> <p>SS.HS.SA.60 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p>

Understanding Community Needs

This worksheet helps you to think about the issue you are addressing at a deeper level. WHY is it a problem? WHAT are the things that cause it? HOW does your project address one of the ROOT CAUSES? Here's how:

1. Identify the BIG ISSUE you want to address (this should relate to the mission statement).
2. Brainstorm reasons why this is a problem. What are some of the things that cause or contribute to this problem? These are ROOT CAUSES.
3. Pick which root cause(s) you are going to address. Draw an arrow from the BIG ISSUE circle to the ROOT CAUSES box.
4. Under the diagram, briefly explain the RESEARCH you have done to help you understand these root causes and how your project will begin to address the bigger issue by tackling the root cause.



Student Project

Research

Bullying and teen suicide is Oregon's second leading cause of death among 10 to 24-year-olds, stats via OHS 2006 report. According to the Oregon Department of Human Services, suicide is the 2nd leading cause of death among 15 to 34-year-olds. Oregon's teen suicide rate has been higher than the national average for decades and has seen an increase since 2002.

Our group has decided to focus on teen bullying prevention by supporting organizations that address this issue in our school and our community. We plan to raise awareness about this issue, the impact it has on youth and provide grants to nonprofits that are addressing bullying prevention.

Download a Word version of this template at www.oregoncf.org/c101

Activity: Write a Mission Statement & Request for Funds Letter

As a group, Community 101 students decide how they will tally the results to determine one or two issues from the student body survey to address in their mission statement. **A mission statement is a statement of purpose that explains the Community 101 group's expectations for the use of the funds.** This statement will define what your Community 101 group stands for.

Sample Community 101 Mission Statements: Crater High

School

“With support from the Meyer Memorial Trust and the Robert & Francis Chaney Family Foundation, Crater High's Community 101 mission will be to target and impact the effects of stress, self-esteem and depression in youth of the Rogue Valley through public awareness and education.”

Oregon Islamic Academy

“We, the students of Oregon Islamic Academy's Community 101 class, believe that our success lies in our diversity. We seek to empower and positively integrate new immigrants and enhance community- building dialogue towards an equitable, sustainable, cohesive, and well-connected community. Through the assistance of The Oregon Community Foundation, we will grant funds to nonprofit organizations that support these goals.”

Create the Mission Statement, submit it along with the Request for Funds letter to Kim Whitney at kwhitney@oregoncf.org.
(See “Forms” section for Request for Funds letter template)

Download a Mission Statement template at www.oregoncf.org/c101

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology. •Develop organized, well-reasoned, supported, and focused communications.
Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Personal Management & Teamwork	Plan, organize and complete assigned tasks accurately and on time.
Social Science Analysis	SS.HS.SA.62 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

Sample (#1): Request \$5,000 from Your Funder

Use this letter if your funding is from one funder. Students should send this letter after they create their mission statement. Be sure to print the letter on school letterhead.

November 2, 2018 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW Yamhill
St., Suite 100
Portland, OR 97205

Re: Request for \$5,000 for Community 101 Student Grantmaking for 2018-2019 Dear Ms.

Whitney:

We, the students of South Albany High School are writing to ask the Trail Blazers Foundation to grant our Community 101 group \$5,000 so we can help nonprofit organizations that help victims of violent crime.

Organizations have a mission statement that guides the actions of the organization, spells out its overall goal, and provides a sense of direction. Our mission statement is:

“We, the student of South Albany High School Community 101, want to assist the Linn and Benton Counties address issues surrounding homelessness in the area. With the assistance of the Trail Blazers Foundation, we will target homelessness by addressing housing needs, hunger and hygiene within the local non-profits.”

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement.

We will keep in contact with OCF throughout this school year. We thank the Trail Blazers Foundation for providing \$5,000 for student grantmaking. The funds help us learn the importance of giving back.

Sincerely,

Clair Smith, Teacher
South Albany High School

Community 101 student
South Albany High School

Download a Word version of this template at www.oregoncf.org/c101

Sample (#2): Request \$5,000 from Your Funders

Use this letter if your funding is from multiple funders. Students should send this letter after they create their mission statement. Be sure to print the letter on school letterhead.

November 2, 2018 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW Yamhill
St., Suite 100
Portland, OR 97205

Re: Request for Funds for Community 101 Student Grantmaking for 2018-2019 Dear Ms.

Whitney:

In order to fund this year's Community 101 student grantmaking, the Wallowa County Alternative Education Program's Community 101 class respectfully requests a grant of \$5,000 from the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation. After conducting a school-wide survey to determine which issues are of the highest priority within our community, our mission statement is as follows:

“We, the Students of Wallowa County Alternative School’s Community 101 Project, are concerned with the prevalence of Youth Suicide and Teen Depression in Wallowa County. With the assistance of the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation, we seek to support non-profit and community civic groups/agencies that work to provide programming and awareness to address this very real issue.”

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement.

We will keep in contact with OCF throughout this school year. We thank the PGE Foundation and the Robert Motors Charitable Fund of The Oregon Community Foundation for providing \$5,000 for student grantmaking. The funds help us learn the importance of giving back.

Sincerely,

Maria Weer, Teacher
Wallowa County Alternative Education Program

Community 101 student
Wallowa County Alternative Education Program’s

Download a Word version of this template at www.oregoncnf.org/c101

Activity: Create a Buzz

Involve Students

Involving many students in the Community 101 process will result in more creative and unique perspectives. Most importantly, the Community 101 group will be more representative of the student body as a whole. This also means that more students will be able to help when reading the grant proposals, writing letters, putting together fundraising events and conducting site interviews. Besides, more students mean more fun and friendships.

Below are some ways to share what you're doing and to make more students aware of C101:

- Post signs around the school.
- Contact the school TV or local community access station. Maybe you have an internal news channel or student-run network? They will surely want to cover an important program like C101.
- Send out a school wide email to students and teachers.
- Publish information about Community 101 on the school website or class blog.
- You are the best publicity of all! Spread the word to friends, family, teachers, and other members of the community.

This is an important part of the grant making process. Foundations put time and effort into publicity and marketing not just to toot their own horn, but to raise awareness of important community issues, nonprofits doing great work, and the funders that make that work possible. In addition to involving more people and perspectives in the process, by publicizing your Community 101 group you'll increase the number of great grant applications you receive, highlight the generosity of your funder (which is a nice incentive for them to continue giving), and potentially mobilize other students and individuals in your community to take action on the issues you're working on.

**Be sure to sign a student release form for photos that you send to OCF!
You can find it on page 6 in the forms section.**

Oregon Department of Education Essential Skills for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none">•Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology.•Develop organized, well-reasoned, supported, and focused communications.•Write to explain, summarize, inform and persuade, including business, professional, technical and personal communications.•Use appropriate conventions to write clearly and coherently, including the correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
Think Critically & Analytically	<ul style="list-style-type: none">•Identify and explain the key elements of a complex event, text, issue, problem or phenomenon.•Propose defensible conclusions that address multiple and diverse perspectives.
Personal Management & Teamwork	<ul style="list-style-type: none">•Participate cooperatively and productively in work teams to identify and solve problems.•Plan, organize and complete assigned tasks accurately and on time.

Activity: Write a Press Release

Write a Press Release

- Students should contact the school newspaper and ask them to run two articles - one with the results of the student body survey and one after the student grant decisions are made. This is an effective way to inform the entire student body about the Community 101 endeavors and to thank them for completing the survey.
- Students should write a press release and send it to the local media (newspaper, local cable TV, Rotary, Chamber of Commerce, etc.). This will help inform the community as well as nonprofit organizations about the good work the Community 101 students are doing. This is also a great way to let potential donors know about the amazing work the students are doing!

When Writing a Press Release, Think About:

- Your schedule
- Your target audience
- The main idea you want to get across
- The most important information, which should be in the first two sentences of the release

When Writing a Press Release, Students Should:

- Ensure every name, date, time, place, fact and figure in the release are recorded accurately, are spelled correctly and have been checked with sources.
- Ensure all copy is typewritten and double-spaced on a single side of a sheet of standard 8 ½ x 11 inch paper.
- Ensure page margins are at least one inch on each side.
- Ensure the word “more” is typed at the bottom of the page. Indicate the end of the release by inserting the symbols “###.”
- Use short paragraphs -- even one-sentence paragraphs are okay in press releases.
- Be consistent with your style (font type, font size, spacing, etc.) throughout.
- If possible, include a high-resolution photo of your Community 101 class.
- Include a quote from at least one source. A source can be the Community 101 teacher advisor, school principal, Community 101 funder, other Community 101 students or anyone else of significance, if you have the space.

And Finally, Remember to:

- Review a draft of the press release with Kim Whitney, kwhitney@oregoncf.org
- Include the Community 101 class contact name, phone number and e-mail address in case the media has questions.

Download a Press Release template at www.oregoncf.org/c101

Activity: Community Service/Volunteering

Volunteers help get work done, introduce new ideas and make a community strong. Some of the most active leaders in America today are often the least paid. Volunteers bring experience and working hands to communities and nonprofits to complete tasks that otherwise could not be accomplished. On average, approximately 1.10 million volunteers in Oregon contribute 136.7 million hours of service. Oregon is ranked 8th out of 50 states and Washington DC for volunteering.

In 2015-2016, Community 101 students collectively volunteered over 8,000 hours!

By volunteering, you gain valuable experience, knowledge, confidence, and friendship that far outweigh the few hours of sacrifice you give. Community service is of such benefit to the individual that colleges and employers look for people with volunteer experience. In the context of Community 101, volunteering also provides an opportunity to gain hands-on insights into the community issues you're working to address.

Engage the entire student body in the Community 101 volunteer project!

Tips for Community Service:

- Know what you want out of volunteering, such as how to weatherize a home, plan an event, prepare and serve food, plant vegetables in a community garden, etc.
- Check out the time it takes to do a particular volunteer project
- Think about interests and life experiences and how they fit into a volunteer setting
- Encourage your advisor, principal, funder, friends and family to participate in your project
- Keep your eyes and ears open to find out about prospective jobs when you volunteer
- Be open and honest about your desire for meaningful and satisfying work
- Be willing to give and take honest feedback when volunteering
- Bring your heart and your sense of humor!

After your Community Service:

- Be sure to send a thank-you to both the community organization and anyone you recruited to volunteer with you (your principal, friends, family, etc.)
- Take time to reflect on your service. In particular, think about WHAT you did, WHY it mattered, and HOW it will change your actions/ideas in the future. Students can do this by writing individual journals, making a collage or other art project, or having a class discussion – the most important piece is taking time to think critically about the volunteer experience and draw connections to daily life.

Oregon Department of Education Essential Skills for this activity:

Think Critically & Analytically	<ul style="list-style-type: none">•Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.
Listen Actively & Speak Clearly	<ul style="list-style-type: none">•Listen actively to understand verbal and non-verbal communication.•Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
Personal Management & Teamwork	<ul style="list-style-type: none">•Participate cooperatively and productively in work teams to identify and solve problems.•Plan, organize and complete assigned tasks accurately and on time.•Exhibit work ethic and performance, including the ability to be responsible and dependable.

November

Project Planning:

- Identify and research local nonprofits
- Send letters and grant applications to nonprofits
- Plan volunteer project(s)
- Begin to plan & organize fundraising activity

Forms You Need: (www.oregoncf.org/c101)

- Sample Letter to Nonprofits (Request for Proposal)
- Community 101 Grant Application

Understanding Nonprofit Organizations

Boardsource.org states that “the nonprofit sector is the collective name used to describe institutions and organizations in American society that are neither government nor business. Other names often used include the not-for-profit sector, the third sector, the independent sector, the philanthropic sector, the voluntary sector, or the social sector. Outside the United States, nonprofits are often called nongovernmental organizations (NGOs) or civil society organizations.” According to the National Center for Charitable Statistics, there are over 22,000 registered nonprofits in Oregon!

Nonprofits have the following characteristics:

- They are not a part of the government.
- They have a mission statement that guides their work.
- They use all funds to operate their services and organization.
- They are self-governing, meaning a board of directors guides the organization.
- They serve a public purpose that has been evaluated by the U.S. Congress - and often state and local legislatures – that entitles them to full or partial exemption from most forms of taxation.
- They may not participate in certain kinds of political activity.
- A nonprofit is not prohibited from making a profit but must put all funds received back into the organization and the services provided. The money raised by a nonprofit organization cannot be used to benefit private individuals.

501(c)(3) Status Definition:

The 501(c)(3) status is a designation assigned by the IRS (Internal Revenue Service) to an organization that exists for a charitable purpose, is a nonprofit organization and is tax-exempt. The IRS has a number of different designations for nonprofit organizations; so, when someone calls an organization a “nonprofit,” that organization could be one of a number of different kinds of nonprofits. It is helpful to know that organizations such as schools and governmental (city, county) entities are the government equivalent of nonprofit organizations and, therefore, are eligible for funding under the Community 101 program.

Oregon Department of Education Essential Skills for this activity:

Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none">•Identify and explain the key elements of a complex event, text, issue, problem or phenomenon.•Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

Activity: Identifying Nonprofit Organizations

The student body/community survey determines which issue(s) are of greatest concern to your peers. The mission statement clearly states which issues your Community 101 group plans to address. This next step will help your Community 101 group assess nonprofit organizations; but first, students need to locate those organizations. There are many ways to find nonprofit organizations in your community. After identifying nonprofits in your community that align with your mission statement, you'll want to reach out to them and invite them to apply for a grant. Sample invitations can be found on the following pages.

Here are some suggestions:

- Research nonprofits on the internet. For example, Google “Bend social service organizations”
- Talk to friends, parents, teachers, school counselors and administrators
- Research nonprofit agencies at the library
- Look for feature articles in newspapers or local publications
- Ask for a list at the Chamber of Commerce or at service clubs such as Rotary, Kiwanis and Optimists
- Contact Kim Whitney at The Oregon Community Foundation, 503-227-6846 or kwhitney@oregoncf.org

Online resources: (See “Publicity & Resources” tab for additional resources)

www.guidestar.org

Guidestar is the world’s largest source of information on nonprofit organizations.

<https://justice.oregon.gov/Charities>

Oregon Department of Justice, nonprofit database

<http://www.idealists.org>

Idealist has a database you can search for Oregon nonprofits. Just enter “Oregon” in the search box to reach organizations and then click “Search.”

Oregon Department of Education Essential Skills for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology. •Develop organized, well-reasoned, supported, and focused communications. •Use appropriate conventions to write clearly and coherently, including the correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.

Sample: Request for Proposal Letter to Nonprofits

Print the following on your school letterhead. **Be sure to include the blank Community 101 application with your letter.**

November 15, 2017 Ms. Jane Doe
Name of Nonprofit Organization
1212 N. Smith Street Salem, Oregon
97305

Dear Ms. Doe:

We, the members of _____(insert SCHOOL NAME) Community 101, invite you to submit a grant application to our class.

Community 101 involves students through service, leadership and charitable giving; we learn about our community through volunteering and grantmaking. Our Community 101 group has the opportunity to distribute \$5,000 to Oregon nonprofits that help people in our community. Funding is provided by____(insert FUNDER(S) NAME). Grants generally range from \$500 to \$2,000, and will promote our mission statement, which is:

INSERT YOUR MISSION STATEMENT HERE

We will be accepting grant applications until **January 26, 2018** *(or a convenient date of your choice)*. **Please complete the attached grant application and submit it to the address listed below.** We will review all proposals and request a site visit and/or an interview with a representative from your organization. Applications submitted after the deadline will not be considered.

You will be notified of our decision and grants will be awarded in May. If you have any questions, you may call me at _____(name of school and phone number), or call Kim Whitney, The Oregon Community Foundation, 503-227-6846.

Thank you for your interest in this exciting program! Sincerely,

Community 101 student
Imbler High School

JD Cant, Teacher
Imbler High School Enclosure

RETURN 2 COPIES OF YOUR APPLICATION WITH 501(C)(3) VERIFICATION LETTER BY JANUARY 31 TO:

JD Cant, Community 101 Program Imbler High School
PO Box 164
Imbler, OR 97841

Download a Request for Proposal Letter template at www.oregoncncf.org/c101



GRANT APPLICATION

Thank you for submitting this application. Please complete and sign this application and submit two copies to the

Community 101 class at _____ School at the address listed on the cover letter, along with the following:

- Copy of your IRS 501(c)(3) determination letter
- Organization budget for current year, including revenues and expenditures to date (one page)
- Organization/program mission statement
- One-page description of the program for which you are funds and what need this program addresses
- Program budget for which you are requesting funds

APPLICANT ORGANIZATION

Name of organization: _____

Mission statement: _____

Project contact name & title: _____ Year Founded: _____

Address: _____

City, State & Zip code: _____

Executive Director: _____

Telephone number: _____ Fax number: _____

Website: _____ E-mail: _____

Federal tax identification number: _____

Is the name of the organization as stated the same as it appears on the IRS letter of determination?

Yes: _____ No: _____ If not, please explain: _____

REQUEST FOR FUNDS

Project description:

Amount requested: \$ _____ Date funds needed: _____ Total project cost: _____

Timeframe in which funds will be used: _____ From: _____ To: _____

ORGANIZATIONAL INFO

Number of full-time staff: _____ Number of part-time staff: _____ Number of volunteers: _____

Geographic area served: _____ Total operating budget for fiscal year: _____

SOURCES OF INCOME:

Fees/earned income: _____ Individual contributions: _____ Special Events: _____

Memberships: _____ Grants: _____

Certification: I hereby certify that the information included in this application is true and correct, to the best of my knowledge. I further certify that this organization does not discriminate on the basis of race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color. I understand that if my organization receives a grant, a representative from my organization must attend the awards ceremony to receive the grant, otherwise the grant will be forfeited.

Signature of authorized agency officer: _____

Title: _____ Date: _____

Questions? Contact Kim Whitney, The Oregon Community Foundation, 503-227-6846, kwhitney@oregoncf.org

Student Reflection Activities

(see Student Reflection Activity Tool in the Forms section)

Charitable giving, just like volunteering, is an important way to address community issues and is one type of community service. In order to get the most out of the experience of giving back, it's important to reflect on the experience and what it means for the students and the community. Here are a few active reflection activities followed by a list of potential journal/discussion prompts.

Gallery Experience

Post a series of questions/statements around the room, all related to a topic of interest. Students move around the room (can be structured or unstructured movement) and respond to the question. Then have a discussion about each question/statement using the written comments and group input. For example: if students are exploring issues related to homelessness questions might include: Homeless people are____; Define homeless; why does homelessness exist? What other challenges do homeless people face? Discuss your understanding of social service agencies.

Three Minute Speeches

Select a common question for the group. Examples include “Why are you involved in community service?” or “How can we end hunger in Oregon?” Give students 30 minutes to prepare a 3-minute speech. The speeches are given consecutively. One student serves as a timer, giving one minute and thirty second warnings. As each speaker begins, he or she must relate their topic to the previous speech to create a threaded narrative. After the speeches, discuss.

Leader of the World

Select a big picture issue the group has been exposed to: poverty, homelessness, bullying, etc., and split into groups of 4-8. Give the students 15 minutes to “solve” the problem. How would they end homelessness or world poverty? Would they start locally or globally? Have them present their solution to the group. Compare ideas.

Who’s Can Help?

Brainstorm a written list of people and circumstances that contribute to the issue you identified as important. Consider local, county, city, state, national, and global sources. Find categories or patterns in the list – how can you create categories based on economics, politics, or geography? Ask some critical inquiry questions (see Critical Thinking). What can you identify as strategic or key areas for creating change? If you had to create a plan to create change, what would it be?

Journal/Discussion Prompts

- What is a global citizen?
- How might you be able to use your education and knowledge base to address community issues?
- What community issues concern you the most?
- What communities/identity groups are you a member of? How might this be related with your commitment to service and philanthropy?
- What are some of the problems facing the world today? How does your service and philanthropy connect or address these issues?
- Identify a person, group, or community that you got to know this year, who is significantly “other” for you. What are the needs or challenges facing them that particularly got to you? What is one way in which you’ve allowed yourself to be changed as a result of knowing these folks?
- What is one way in which you expect the community you are serving to nourish, nurture, or satisfy you? What are two ways you will take responsibility for that community?
- Summarize the most important things you will take with you from this experience.

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Think Critically & Analytically	<ul style="list-style-type: none"> •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.
Social Science Analysis	<p>SS.HS.SA.57 Define, research, and explain an event, issue, problem or phenomenon and its significance to society.</p> <p>SS.HS.SA.60 Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.</p> <p>SS.HS.SA.61 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p> <p>SS.HS.SA.62 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.</p> <p>SS.HS.SA.63 Engage in informed and respectful deliberation and discussion of issues, events, and ideas.</p>

December/January

Project Planning:

- Nonprofit grant applications are due to you by January 25. Students ought to make phone calls to remind nonprofits of the deadline.**
- Review Nonprofit Grant Applications.
- Schedule site visits or classroom interviews with nonprofits.
- Meet your funder. OCF will coordinate the funder visit with the teacher or lead student.
- Teachers – take a class period for students to reflect on their participation in the program.

Forms You Need: (www.oregoncf.org/c101)

- Grant Application Score Sheet
- In-Class Student Reflection Activity

Grantmaking Guidelines

- Your class or group has \$5,000 to grant to nonprofit organizations.
- The \$5,000 is distributed as follows: at least \$4,000 must be granted to nonprofit organizations in Oregon, and up to \$1,000 may be granted within your school and school district to support educational programs and/or projects. Students may choose to give the total \$5,000 to nonprofit organizations.
- Funding must be granted to programs that inspire change and encourage potential in one of four focus areas: arts and culture, education, the environment, or the promotion of healthy families.
- Funding must be used to help people in Oregon, not animals, unless those animals are helping people, i.e., guide dogs.
- All organizations receiving Community 101 grants must be 501(c)(3) nonprofit organizations located within Oregon.
- The funds must go directly to the nonprofit organization and not pass through any other organization, unless that organization is a fiscal sponsor.
- Funds cannot be used for lobbying or for promoting any specific religion.
- Funds cannot be given to any organization that discriminates on the basis of race, religion, creed, national origin, marital status, age, disability, gender or sexual orientation.

Activity: Grant Application Evaluation

- **Make grants only after you consider the priorities that you want to address with your funding.** Are there unmet needs today, or will there be future unmet needs if services are not available?
- **Learn all you can about the organization(s) that you want to support.** What is their mission? How do you know this program is successful? Who else in the community is supporting them? **Do not feel compelled to make a grant to support a program or organization that does not meet your own mission statement, needs or values.** Read and understand the cost of a program. How much of each dollar actually goes to provide the needed service?
- **Help as many people as possible** with the grants you award.
- **Talk with the person or people who will actually be doing the work you are supporting.** Are they excited about their work and the value the grant will bring to the project? Can they tell you exactly how your grant will make a difference in the operation of their program?
- **Get a written proposal** from the organization about exactly what they plan to do with their project, the goal(s) they hope to achieve and how they plan to spend the grant funds.
- **Conduct a site visit in advance of making a grant** or to monitor how a previous grant is being used.
- **Inform the grant recipient that they are required to complete a final report** to tell next year's Community 101 class about the successes and failures of the funded project as well as details about how the grant money was spent. The grant evaluation form for nonprofits is included with the grant check, which is distributed at the awards ceremony in April or May.

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Read & Comprehend Text	Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.
Social Science Analysis	<p>SS.HS.SA.58 Gather, analyze, use and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes and persuasive appeals.</p> <p>SS.HS.SA.59 Demonstrate the skills and dispositions of what it means to be a critical consumer of information.</p>

Student Tips for Reading Grant Applications

As you read, you should take notes in the margins of the grant applications or on a separate pad of paper. As questions arise, jot them down. Some questions will probably be answered further along in the application. If they are not, put the questions on a more permanent list for follow-up.

Throughout the reading, you should search for the following:

Credibility. The proposal will indicate whether the organization appears to be a reliable potential grantee. Ask yourself: Does the organization know what it wants to accomplish? What is the evidence that the organization is currently achieving its goals? What kind of reputation does the group enjoy within its community and beyond?

Capability. What skills do the organization's staff and board bring to the project? Are they relevant to the project's goals? Has the organization succeeded in similar projects of equal size and scale to what they are now proposing? In short, you want to find out if the staff and board of the applicant organization can carry out the project or program effectively.

Feasibility. You will be trying to determine whether the grant application is advancing a worthwhile project built upon a good idea that can be successfully implemented by the organization. Simply put, can the project be done? You will need to consult the budget to make certain that the organization has allocated sufficient resources to execute the various tasks and strategies described in the grant application.

Importance. Beyond the very sensible question of can and will a project be completed, you will necessarily ask yourself: Should it be done? Is the project significant? Is there evidence that the project will trigger action or work that the community wants? Will the project make a difference in the community it claims to aid or resolve the issue it addresses? Given the other opportunities for funding, is it the right one to support at this time?

Impact. How much of an impact will this project have? What's the cost-per-student/house/meal ratio? Additionally, if your mission statement is focused on creating lasting community change, it's good to consider what the long-term impact of your grant will be.

Comparison Exercise: Traditional foundations craft grant evaluation criteria closely tied to their mission and the needs they're working to address. Think about the needs you identified through your student body survey and the mission that came out of that and adapt these guidelines and the Grant Application Score Sheet to be in line with those.

Sample: Grant Application Score Sheet

Students can use this form to evaluate nonprofit grant applications. Encourage students to come up with their own questions to ask. After the student completes this form, the entire group can discuss the pros and cons of each application. This is a launching point for the decision-making process.

Nonprofit Organization:	
Project:	
Questions:	Your Score: Possible score: 10; total 100
1. Project promotes healthy development of young people and provides youth with a safe environment.	
2. Project is viable and realistic; has a realistic plan, timeline and budget.	
3. Project provides opportunities for young people to give back to the community in meaningful ways.	
4. Project involves youth and adults in project planning, grant writing and implementation.	
5. Project brings together diverse people and organizations in proposal and project development.	
6. Project develops skills in young people.	
7. Project promotes positive relationships between youth and adults.	
8. Project shows creativity and innovation.	
9. Project is a vehicle for positive social change.	
10. Project has elements of sustainability.	
	Total score: _____
Your Name:	
Comments:	

Download a Word version of this template at www.oregoncf.org/c101

February

Project Planning:

- Finish reviewing nonprofit grant applications
- Complete interviews/site visits by the end of February
- Start decision-making process – Which organizations should receive funding and why? This is a team decision! Be prepared to submit grant recommendations for review by OCF before spring break or by April 26!**
- Meet your funder. OCF will coordinate the funder visit with the teacher or lead student.
- Submit award ceremony date to Kim Whitney at The Oregon Community Foundation:
kwhitney@oregoncf.org

Forms You Need:

- Grant applications you receive from nonprofits.
- Site Visit Interview Form. Students should bring this form to their site visit and take turns asking questions.
- Student photo/media waiver and release form

Smile! Your picture might be taken while you're volunteering and conducting site visits.

Don't forget to complete the photo release form.

Download forms and templates at www.oregoncf.org/c101

Activity: Student Site Visits & Interviews

A site visit is a valuable method for gathering information about a nonprofit organization. Site visits are useful because they can help you have a better understanding of what the organization does. They can also provide useful information when deciding to award the organization a grant.

Prepare for a site visit (or interview) by re-reading the application and supporting materials. Be prepared to articulate the Community 101 grant-making process and timeline. **You represent your school and peers at these visits!**

There is no single, correct procedure for interviews or site visits. Some students prepare an agenda, others prepare a list of questions and others ask for an informal description of the project and agency.

Be clear in communicating your expectations of the agency:

- Do you want to meet with a board member?
- With which staff members do you want to meet?
- How much time do you have scheduled?
- Are there any other written materials that should be made available to you before or during the visit?

When conducting interviews, **your role is one of an impartial investigator.** You are gathering facts. You are trying to understand the need for the project, the level of research and planning behind it, the capacity of the organization to carry it out, the reasonableness of the budget for the activities planned, and the extent to which community members have been involved.

Do not be afraid to ask tough questions. Your job is to gain a thorough understanding of the project and be able to present a clear picture of it to other Community 101 students. If a question is not answered, ask it in a different way. Probe for specifics; and if they remain unclear, request supplemental written information. It is acceptable to express admiration for the nonprofit’s work, but be aware that too much enthusiasm will be misinterpreted as a “sure thing” in terms of getting the grant.

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Develop organized, well-reasoned, supported, and focused communications. •Write to explain, summarize, inform and persuade, including business, professional, technical and personal communications.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. •Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. •Use language appropriate to particular audiences and contexts.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Exhibit work ethic and performance, including the ability to be responsible and dependable.
Social Science Analysis	<p>SS.HS.SA.57 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p> <p>SS.HS.SA.59 Demonstrate the skills and dispositions needed to be a critical consumer of information.</p>



Sample: Student Site Visit Interview Form

Your Name _____ Date of Site Visit _____

Community 101 at (Name of School) _____

Name of Nonprofit Organization _____

Address _____

Phone Number _____ Web Site _____

Person Interviewed _____ Title _____

Email address _____

Organization Information:

Is your nonprofit a registered 501(c)(3) organization? Yes No What is your agency's mission?

What does your agency do? **How** do you achieve your mission? *(Be sure you understand this!)*

How long has your agency been in existence? _____ Years

Who works here? _____

Does your organization use volunteers? If so, how? Do you have volunteer projects for students?

What would funding be used for? *(Be sure you understand this!)*

What are the goals and purposes of this program?

For this program, what geographic area do you serve?

Who do you serve? _____

How many people does this program serve? _____

How do you know this program makes an impact?

Financial information:

Where does your organization get money to operate?

Where do the contributions come from?

What percentage of your budget goes to the program/supports our community? _____%

What are your current fundraising activities? Have they been successful? _____

Download a Word version of the Site Visit Form at www.oregoncf.org/c101

Activity: Report-Out Meetings & Grant Decisions

After reviewing applications and conducting site visits or classroom interviews, your group conducts a “Report-Out Meeting.” This is a great way to share information and make sure everyone is included in the process.

Each student evaluator, or group of student evaluators, gives a brief oral report about the grant application and site visit. After the report, other students ask questions and help to determine funding decisions. The oral report of the student evaluator(s) should include:

- A brief description of the grant request and nonprofit applicant, including what the nonprofit does, who it serves and which project/program they are seeking money for.
- A description of the strengths and weaknesses of the proposal and its fit with the students’ Community 101 mission statement.
- A recommendation of the project’s urgency for funding (high, medium or low).

Oregon Department of Education Essential Skills and Social Science Standards for this activity:

Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives. •Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Listen actively to understand verbal and non-verbal communication. •Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems.
Social Science Analysis	SS.HS.SA.62 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

Student Decision-Making Models

Decision-making models help students decide, as a group, which organizations should receive funding. This exercise is done after the students review grant applications and conduct site visits and/or hear presentations by nonprofits requesting funds.

Consensus

Consensus is used to make sure everyone involved in Community 101 has a say in the outcome of which organizations will receive funding. Consensus-based decisions are achieved through discussion and must be approved by everyone at the meeting. A particular decision might be reshaped many times before unanimous consensus is reached. Groups that choose to use the consensus process often do so because voting on issues can divide membership and leave some people feeling unheard. Reaching unanimous consensus also may raise levels of commitment by group members because everyone is agreeing on a solution. The consensus-building process, however, requires time, discipline and patience on the part of meeting participants as well as a careful and attentive facilitator. Eventually, the choice is narrowed down and fine-tuned, until all the parties at the table agree.

Examples:

- Use red, green and yellow cards to express opinions. Red blocks the decision, yellow passes it with some hesitation and green passes the decision completely. The group cannot go forward if someone is holding a red card, and groups are encouraged to ask those holding a yellow card to express their hesitation. Everyone should have the opportunity to discuss why they are holding a particular card. After discussion, ask the students to hold up the cards again. Once everyone feels their voice has been heard, make a final decision based on everyone's input.
- Use the thumb method. Thumb up, thumb to the side, and thumb down. Thumb up means the student agrees with the decision, thumb to the side shows hesitation, and thumb down means the student does not agree with the decision. Everyone should have the opportunity to discuss why they are in agreement, hesitant or do not agree. After discussion, ask the students to come to a decision, as a unit, about which organizations they want to support.

Majority or 2/3 vote

This model usually works best. Make sure students know which organizations are being voted on and the details of the project which they are funding.

Examples:

- Ask students to raise their hand to vote.
- Post nonprofit and project names on the wall and ask everyone to place one or two stickers on the nonprofit for which they want to vote.

Scores/Ranking

Ask students to rank or score the projects or programs they are deciding on. The project with the highest score is passed or awarded the amount of money requested.

Examples:

- Use a scoring system of 1 to 5 to score items to be decided. Use criteria to score grant request.
- Use a recommendation system (highly recommend, recommend, undecided, hesitation, do not recommend) to help alleviate scoring discrepancies.

March

Program Planning:

- Participate in a community service project(s)
- Complete fundraising activities. Be sure to include amount raised from student fundraising in the Request for Approval of Grant Decisions letter
- Classroom decisions: Students decide which nonprofit organization(s) will receive Grants
- Complete Request for Approval of Grant Decisions letter and submit to Kim Whitney no later than April 26!**

Form You Need:

- Request for Approval of Grant Decisions (see “Forms” section). **Be sure to include the one-page grant application and the 501(c)(3) letter for each organization that is receiving a grant.**

Download a Word version of the Site Visit Form at www.oregoncf.org/c101

Oregon Department of Education Essential Skills and Social Science Analysis Standards for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology. •Develop organized, well-reasoned, supported, and focused communications. •Write to explain, summarize, inform and persuade, including business, professional, technical and personal communications. •Use appropriate conventions to write clearly and coherently, including the correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
Think Critically & Analytically	<ul style="list-style-type: none"> •Identify and explain the key elements of a complex event, text, issue, problem or phenomenon. •Propose defensible conclusions that address multiple and diverse perspectives.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.
Social Science Analysis	SS.HS.SA.62 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

Sample Letter: Request for Approval of Grant Decisions

The grants must be approved by OCF before you inform the nonprofits of their grant status. Include copies of each 1-page grant application and the 501(c)(3) letter from every organization that will receive a grant.

Download a Word version of this template at www.oregoncf.org/c101

April 26, 2018

Ms. Kim Whitney
The Oregon Community Foundation 1221 SW Yamhill,
Suite 100
Portland, OR 97205

Re: 2018-19 Community 101 student grant recommendations

Dear Ms. Whitney:

The Community 101 class at (INSERT SCHOOL NAME) is pleased to submit the following list of grants to The Oregon Community Foundation for approval. Once we receive your approval of these recommendations, our class will notify agencies that applied to us of our decisions.

These recommendations fit our mission statement:

(INSERT YOUR MISSION STATEMENT HERE)

<u>Organizations to receive funding</u>	<u>Amount</u>
CASA of Central Oregon (funds to buy mattresses for families staying in the shelter)	\$2,500
Project Lemonade (funds to purchase clothing, shoes, and backpacks to fill inventory gaps for back-to-school items for foster youth)	\$2,500
<u>In-school grant</u> Funds for Science Lab equipment	\$500
Total:	\$5,000

STUDENT FUNDRAISING DOLLARS

Cider Pressing	\$ 400
----------------	--------

Our class conducted 100 volunteer hours at the following organizations: Local Food

Bank	50 hours
SMART	50 hours

Sincerely,

Community 101 Student Leader

Teacher

April/May

Program Planning:

- Submit student grant recommendations to Kim Whitney at The Oregon Community Foundation no later than April 26**
- Receive approval of grant recommendations from Kim
- Send award and declination letters to nonprofits
- Your school will receive a \$5,000 check for grant making. This will go to your school bookkeeper, who will prepare the grant checks for your awards ceremony
- Mail awards ceremony invitations to Kim, your funder, school principal, school administrators, community leaders, family and friends!
- Plan, prepare and practice for the awards ceremony presentation
- Write a press release about the CIOI program and nonprofits that are receiving funds and submit it to the local media
- Teacher submits optional Outstanding Student Volunteer Award to Kim Whitney
- Conclude community service project(s)

Forms You Need (Download Word templates at www.oregoncf.org/cioi)

- Award letter
- Declination letter
- Press release
- Outstanding Student Volunteer Award (optional)

Oregon Department of Education Essential Skills for this activity:

Write Clearly & Accurately	<ul style="list-style-type: none"> •Adapt writing to different audiences, purposes and contexts in a variety of formats and media, using appropriate technology. •Develop organized, well-reasoned, supported, and focused communications. •Use appropriate conventions to write clearly and coherently, including the correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
Listen Actively & Speak Clearly	<ul style="list-style-type: none"> •Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. •Use language appropriate to particular audiences and contexts.
Personal Management & Teamwork	<ul style="list-style-type: none"> •Participate cooperatively and productively in work teams to identify and solve problems. •Plan, organize and complete assigned tasks accurately and on time. •Exhibit work ethic and performance, including the ability to be responsible and dependable.

Sample Letter: Grant Award Notification to Nonprofits

Students use this template to send professional business letters to nonprofits that will receive grants.

Students must receive approval from OCF prior to sending this letter.

April 15, 2018

Mr. Albert Einstein Executive
Director Boys & Girls Club 123
Main Street
Anytown, Oregon 97524

Re: Community 101 grant request

Dear Mr. Einstein:

The Community 101 group at _____ School is pleased to inform you that we have approved a grant to your organization in the amount of \$_____.

Community 101 grants are made possible through collaborative efforts between The Oregon Community Foundation, the PGE Foundation, _____ (insert funder) and _____ (insert school).

We look forward to presenting you a grant check for this amount at an awards ceremony organized by our Community 101 class. This ceremony will take place on _____ (day, date, time,) at _____ (location and address). An invitation to the awards ceremony is enclosed. Please RSVP by calling _____ at _____ (phone number or email address). **Please note: You, or a representative from your organization, must attend the ceremony or your organization will forfeit this grant.**

At the awards ceremony, you will receive the grant, a letter and a blank final grant evaluation report for your completion. The final grant report is due to Kim Whitney, The Oregon Community Foundation, by December 8, 2019.

Our Community 101 class extends its best wishes for your success in this program, and we look forward to seeing you at our awards ceremony.

Sincerely,

Community 101 Student Leader
School Name

Teacher
School Name

Download a Word version of this template at www.oregoncf.org/c101

Sample Letter: Declination Letter to Nonprofits

Students use this template to send letters to nonprofits that will not receive grants.

April 15, 2018

Mr. Wilbur Wright Neighborhood Food
Bank 10 Franklin Street
Any Town, Oregon 97524 Dear Mr.

Wright:

The members of the Community 101 group at _____ School would like to thank you for submitting a grant request to our class. It is with regret, however, that we respectfully decline this request. We gave each application we received serious consideration, but we were simply not able to fund them all.

Thank you for giving us the opportunity to learn about your organization. We appreciate your interest. This experience has made an impact on each student in our class.

If you have any questions, we invite you to contact our advisor or Kim Whitney at The Oregon Community Foundation. She can be reached at 503-227-6846 or kwhitney@oregoncf.org

Sincerely,

Community 101 Student Leader
School

Teacher
School

Download a Word version of this template at www.oregoncf.org/c101

Remember: All your applicants are doing important work in your community; even if you weren't able to fund someone, it's important to respect their work by informing them in a timely manner that you won't be providing funds.

Activity: Awards Ceremony

This is your chance to celebrate and let the community, school, friends, and family know what you've accomplished! The first step is to decide when and where you want to have the awards ceremony. An evening program will allow more parents and local business leaders to attend, while one held during the day may allow you to include the student body. Whichever you choose, make it special and include your school and local media.

How to plan ahead for a successful awards ceremony:

1. Create an invitation list. This is an opportunity to celebrate your accomplishments and to inspire the community. Besides the Community 101 grant recipients, C101 coordinator, your funder and classroom volunteers, consider inviting the principal, school board members, local businesses (through the Chamber of Commerce), parents and other community members.
2. **Set a presentation date and time.** Keep in mind the availability of your teacher, fellow students, nonprofits and funders.
3. **Determine where you'll hold the awards ceremony and schedule the venue in advance.**
4. **Design invitations and send them out at least three weeks in advance** (see examples of award invitations in the "Forms" section). Make sure to communicate the date, time and location of your awards ceremony to Kim Whitney.
5. **Make sure the checks will be available for the ceremony.** Coordinate with your school bookkeeper.
6. **Make reminder calls to all nonprofit grantees at least two weeks in advance.**
7. Create an agenda for the presentation; include introductions of teacher, funder, and students.
8. Plan awards ceremony program. Make sure everyone participates in the awards ceremony, whether they are greeting people or presenting. Everyone in attendance should know who you are, what you are doing and why you are doing it. Include this information in your verbal presentations.
9. **Practice! Practice! Practice!**
10. If you choose to arrange for refreshments, such as cookies and punch, plan in advance and ask local stores for donations. If they have enough notice, Starbucks and some grocery stores are happy to donate food items for charitable purposes.
11. Arrange for a photographer and news coverage. Contact the school newspaper and your school's marketing/communication class. This is a great opportunity to highlight your efforts in the community!

Forms

Student Body/Community Survey	p. 56
Understanding Community Needs Diagram	p. 57
Mission Statement template	p. 58
Sample Letter #1: Request \$5,000 from Your Funder	p. 59
Sample Letter #2: Request \$5,000 from Your Funders	p. 60
Photo/Media Release Form	p. 61
Sample Letter: Request for Proposal to Nonprofits	p. 62
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Sample Letter: Grant Award Notification to Nonprofits	p. 69
Sample Letter: Decline Letter to Nonprofits	p. 70
Outstanding Student Volunteer Nomination	p. 71



Student Body/Community Survey

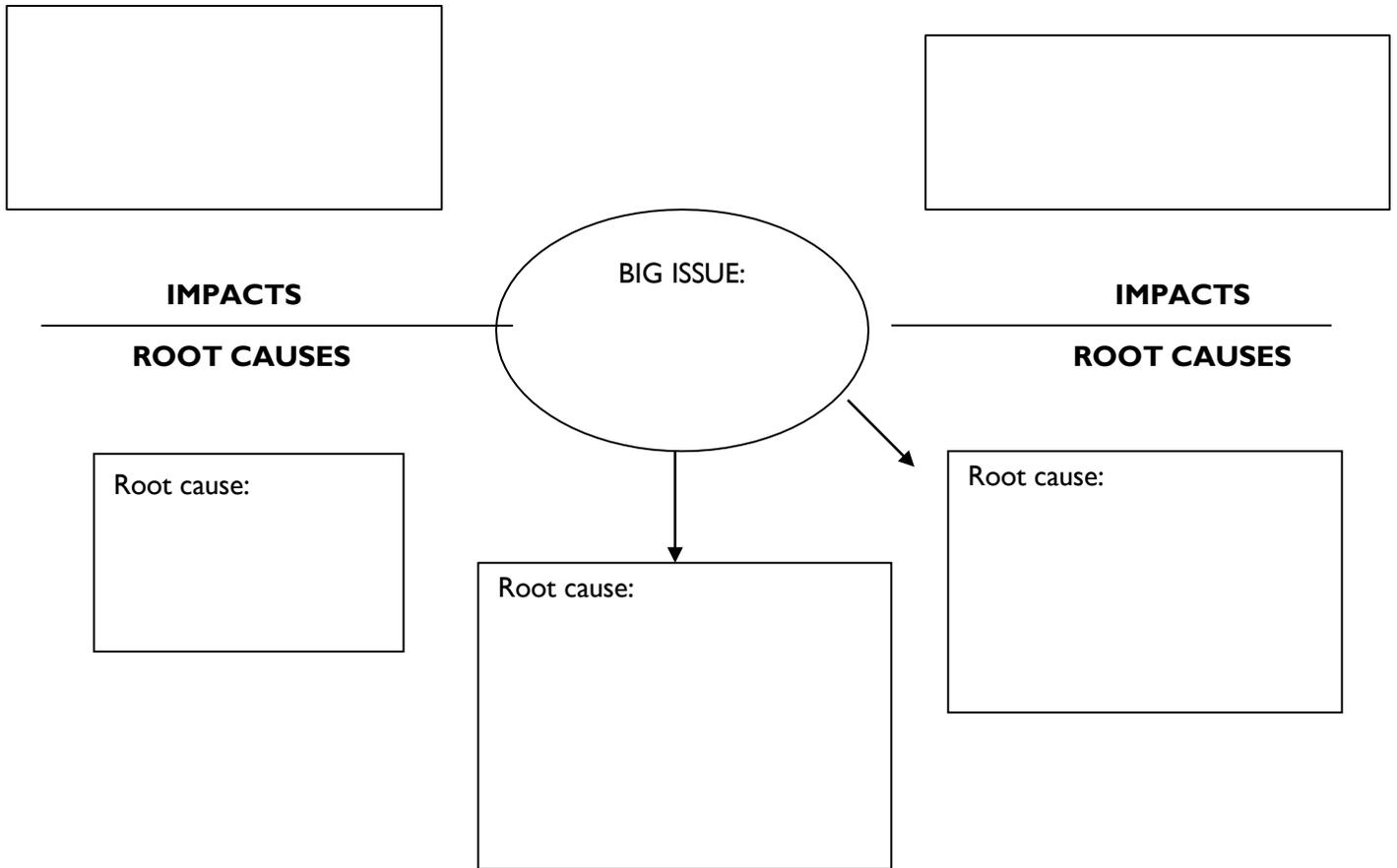
Our Community 101 group in _____(insert name of class) is helping to improve our community by awarding grants and volunteering. Our Community 101 group has \$5,000 to give to nonprofit organizations that inspire change and encourage potential in one of four areas: education, the promotion of healthy families, access to the arts or environmental enhancement. We'd like your input in determining a focus for this funding.

What issues facing you and your community (school, neighborhood, family, and friends, whichever you choose) do you think have the greatest need?

Please choose a total of five issues and rank them in order from 1 to 5, with "1" being the most important to you and "5" being of least concern. If you think *none* of these is the number one problem, please check "Other" and tell us what you think it should be.

Rank	What's important to you?	Rank	What's important to you?
	Alcohol abuse		Poor health care
	Decreasing voter turnout		Discrimination
	Teen pregnancy		Mental health (anxiety, depression, etc.)
	Stress		Illiteracy
	Lack of self esteem		Inadequate housing
	Racism		Homelessness
	Suicide		Civic engagement
	Bullying		Drug abuse
	Healthy relationships		Juvenile crime
	Children living in poverty		Lack of community involvement
	Lack of recreational facilities / programs		Lack of volunteerism
	Services for the disabled		Domestic violence
	Child abuse		Services for immigrants and refugees
	Sexual assault		Transportation
	Services for the elderly		Environmental Issues
	Violence in schools		Hunger
	Social justice		Other:
	Lack of arts and music		Other:
	Diversity and inclusion		Other:

Understanding Community Needs Diagram



Research:

Approach:

This tool is based on a worksheet created by the young people involved in the Youth Innovation Fund at the Oasis Center in Nashville, TN. Bullying information resources include: <http://www.keepyourchildsafe.org/bullying/causes-of-bullying.html>, http://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Bullying_Resource_Center/Home.aspx/



**2017-2018
Community 101 Mission Statement**

School: _____ **Date:** _____

Submitted by: _____ **Teacher:** _____

Name of funder: _____

Mission statement:

**Important! Email the Request for Funds letter, with your mission statement, by:
November 9, 2018**

Kim Whitney: kwhitney@oregoncf.org

Sample (#1): Request \$5,000 from Your Funder

Use this letter if your funding is from one funder. Students should send this letter after they create their mission statement. Be sure to print the letter on school letterhead.

November 2, 2018 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW
Yamhill St., Suite 100
Portland, OR 97205

Re: Request for \$5,000 for Community 101 Student Grantmaking for 2017-2018 Dear Ms.

Whitney:

We, the students of South Albany High School are writing to ask the Meyer Memorial Trust and The Oregon Community Foundation to grant our Community 101 group \$5,000 so we can help nonprofit organizations that help victims of violent crime.

Organizations have a mission statement that guides the actions of the organization, spells out its overall goal, and provides a sense of direction. Our mission statement is:

“We, the students of South Albany High School Community 101, want to assist the Linn and Benton Counties address issues surrounding drugs and alcohol, along with issues surrounding mental health needs; especially those leading to suicide. With the assistance of the Meyer Memorial Trust and The Oregon Community Foundation, we will support these issues through local nonprofit organizations.

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement.

We will keep in contact with OCF throughout this school year. We thank the Trail Blazers Foundation for providing \$5,000 for student grantmaking. The funds help us learn the importance of giving back.

Sincerely,

Clair Smith, Teacher
South Albany High School

Community 101 student
South Albany High School

Sample (#2): Request \$5,000 from Your Funders

November 2, 2017 Ms. Kim

Whitney
The Oregon Community Foundation 1221 SW
Yamhill St., Suite 100
Portland, OR 97205

Re: Request for Funds for Community 101 Student Grant making for 2018- 2019 Dear Ms.

Whitney,

To fund this year's Community 101 student grantmaking, the Crater High School's Community 101 class respectfully requests a grant of \$5,000 from the Robert & Frances Chaney Family Foundation and The Oregon Community Foundation. After conducting a school-wide survey to determine which issues are of the highest priority within our community, our mission statement is as follows:

With support from the Robert & Frances Chaney Family Foundation and The Oregon Community Foundation, Crater High's Community 101 mission will be to target and impact the effects of self-esteem, stress, and depression in youth in the Crater Community and in the Rogue Valley through public awareness and education.

As a class, we will review all nonprofit grant applications and rate each one based on which most closely meets our mission statement. The funds help us learn the importance of giving back.

Sincerely,

Mike Rogan, Teacher
Crater High School

Community 101 student
Crater High School

Student Photo/Media Waiver and Release Form

I, _____, hereby grant to The Oregon Community Foundation (OCF) and the PGE Foundation (PGEF) the rights to use, for its purposes, and RELEASE, WAIVE AND FOREVER DISCHARGE any and all claims arising out of the use by OCF or PGEF (and their authorized designees) of my likeness, my spoken words, and/or my voice, whether on film, videotape, sound recording, photograph, or published material, including but not limited to in any educational film, news article, press kit or company publication which may be published in newspapers, exhibited or broadcast on television, radio, cable television, by means of video cassette recorders, advertisement, or any other business use or purpose by PGEF, OCF or their authorized designees.

I have read and understood the foregoing and sign this release of my own free will.

Witnessed by: _____ Signed by: _____
(Signature of witness) (Signature of photograph, publication or recording subject)

Date: _____ Date: _____

If under 18, parent or guardian must complete the following:

I, _____, parent or guardian of _____ (student's name), do hereby give my consent and agreement to the foregoing waiver and release.

Witnessed by: _____ Signed by: _____
(Signature of witness) (Signature of parent or guardian)

Date: _____ Date: _____

Sample Letter: Request for Proposal to Nonprofits

November 15, 2017 Ms. Jane

Doe
Name of Nonprofit Organization 1212 N. Smith
Street
Salem, Oregon 97305 Dear Ms.

Doe:

We, the members of _____(insert SCHOOL NAME) Community 101, invite you to submit a grant application to our class.

Community 101 involves students through service, leadership and charitable giving; we learn about our community through volunteering and grantmaking. Our Community 101 group has the opportunity to distribute \$5,000 to Oregon nonprofits that help people in our community. Funding is provided by____(insert FUNDER(S) NAME). Grants generally range from \$500 to \$2,000, and will promote our mission statement, which is:

INSERT YOUR MISSION STATEMENT HERE

We will be accepting grant applications until **January 26, 2018** *(or a convenient date of your choice)*. **Please complete the attached grant application and submit it to the address listed below.** We will review all proposals and request a site visit and/or an interview with a representative from your organization. Applications submitted after the deadline will not be considered.

You will be notified of our decision and grants will be awarded in May. If you have any questions, you may call me at _____(name of school and phone number), or call Kim Whitney, The Oregon Community Foundation, 503-227-6846.

Thank you for your interest in this exciting program! Sincerely,

Community 101 student
Imbler High School

JD Cant, Teacher
Imbler High School Enclosure

RETURN 2 COPIES OF YOUR APPLICATION WITH 501(C)(3) VERIFICATION LETTER BY JANUARY 31 TO:

JD Cant, Community 101 Program Imbler High
School
PO Box 164
Imbler, OR 97841



GRANT APPLICATION

Thank you for submitting this application. Please complete and sign this application and submit two copies to the

Community 101 class at _____ School at the address listed on the cover letter, along with the following:

- Copy of your IRS 501(c)(3) determination letter
- Organization budget for current year, including revenues and expenditures to date (one page)
- Organization/program mission statement
- One-page description of the program for which you are funds and what need this program addresses
- Program budget for which you are requesting funds

APPLICANT ORGANIZATION

Name of organization: _____

Mission statement: _____

Project contact name & title: _____ Year Founded: _____

Address: _____

City, State & Zip code: _____

Executive Director: _____

Telephone number: _____ Fax number: _____

Website: _____ E-mail: _____

Federal tax identification number: _____

Is the name of the organization as stated the same as it appears on the IRS letter of determination?

Yes: _____ No: _____ If not, please explain: _____

REQUEST FOR FUNDS

Project description:

Amount requested: \$ _____ Date funds needed: _____ Total project cost: _____

Timeframe in which funds will be used: _____ From: _____ To: _____

ORGANIZATIONAL INFO

Number of full-time staff: _____ Number of part-time staff: _____ Number of volunteers: _____

Geographic area served: _____ Total operating budget for fiscal year: _____

SOURCES OF INCOME:

Fees/earned income: _____ Individual contributions: _____ Special Events: _____

Memberships: _____ Grants: _____

Certification: I hereby certify that the information included in this application is true and correct, to the best of my knowledge. I further certify that this organization does not discriminate on the basis of race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color. I understand that if my organization receives a grant, a representative from my organization must attend the awards ceremony to receive the grant, otherwise the grant will be forfeited.

Signature of authorized agency officer: _____

Title: _____ Date: _____

Questions? Contact Kim Whitney, The Oregon Community Foundation, 503-227-6846, kwhitney@oregoncf.org

Student Reflection Activity

Teachers can use this tool to further delve into the impact of Community 101. For students: think about the relationships between your Community 101 experiences and what you are learning in school, the impact you are having on your community, and how what you're learning in Community 101 might affect your future.

Circle the number that most closely matches how you feel on a scale from 1 to 5.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
What I am doing in this class is interesting.	1	2	3	4	5
I have been given clear instructions.	1	2	3	4	5
I have been given challenging tasks to complete.	1	2	3	4	5
This program has enabled me to address real needs in my community.	1	2	3	4	5
I have been given opportunities to assume responsibilities.	1	2	3	4	5
I am having fun in Community 101!	1	2	3	4	5
I am making important decisions.	1	2	3	4	5
I can see the connection between my Community 101 experiences and what I am learning in school.	1	2	3	4	5
I get help from outside resources (teachers, mentors) when I need it.	1	2	3	4	5
I am learning things that will help me in my future employment or education.	1	2	3	4	5
I understand more about how a community works.	1	2	3	4	5
I can see how what I am doing is a benefit to my community.	1	2	3	4	5
My classmates appreciate what I do.	1	2	3	4	5
I am working well with others on the team.	1	2	3	4	5
I have learned more about myself through my participation in Community 101.	1	2	3	4	5

Other Reflection Suggestions:

- Keep a journal – on your own or as a group.
 - Create a video or PowerPoint presentation.
 - Write a letter to your local newspaper – to the editor or an opinion editorial about one of your activities.
 - Plan an activity involving younger children.
-
- Plan a training session for other students.
 - Compile a scrapbook or photo collage.
 - Develop a presentation to involve your neighbors.
 - Draw plans, based on your experience, to show *your* ideal community.



Grant Application Score Sheet

Students can use this form to evaluate nonprofit grant applications – they can add additional questions, too! Once a student completes this form, the entire group can discuss the pros and cons of each application. This is a launching point for the decision-making process.

Nonprofit Organization:	
Project:	
Questions	Your Score Possible score: 10/100 total
1. Project promotes healthy development of young people and provides youth with a safe environment.	
2. Project is viable and/or realistic; has realistic plan, timeline and budget.	
3. Project provides opportunities for young people to give back to the community in meaningful ways.	
4. Project involves youth and adults in project planning, grant writing and implementation.	
5. Project brings together diverse people and organizations in proposal and project development.	
6. Project develops skills in young people.	
7. Project promotes positive relationships between youth and adults.	
8. Project shows creativity and innovation.	
9. Project is a vehicle for positive social change.	
10. Project has elements of sustainability.	
Total	
Your Name:	
Comments:	



Sample: Student Site Visit Interview Form

Your Name _____ Date of Site Visit _____

Community 101 at (Name of School) _____

Name of Nonprofit Organization _____

Address _____

Phone Number _____ Web Site _____

Person Interviewed _____ Title _____

Email address _____

Organization Information:

Is your nonprofit a registered 501(c)(3) organization? Yes No

What is your agency's mission?

What does your agency do? **How** do you achieve your mission? *(Be sure you understand this!)*

How long has your agency been in existence? _____ Years

Who works here? _____

Does your organization use volunteers? If so, how? Do you have volunteer projects for students?

What would funding be used for? *(Be sure you understand this!)*

What are the goals and purposes of this program?

For this program, what geographic area do you serve?

Who do you serve? _____

How many people does this program serve? _____

How do you know this program makes an impact?

Financial information:

Where does your organization get money to operate?

Where do the contributions come from?

What percentage of your budget goes to the program/supports our community? _____ %

What are your current fundraising activities? Have they been successful? _____

Sample Letter: Request for Approval of Grant Decisions

April 26, 2018

Ms. Kim Whitney
The Oregon Community Foundation 1221 SW
Yamhill, Suite 100
Portland, OR 97205

Re: 2017-18 Community 101 student grant recommendations

Dear Ms. Whitney:

The Community 101 class at (INSERT SCHOOL NAME) is pleased to submit the following list of grants to The Oregon Community Foundation for approval. Once we receive your approval of these recommendations, our class will notify agencies that applied to us of our decisions.

These recommendations fit our mission statement:

(INSERT YOUR MISSION STATEMENT HERE)

<u>Organizations to receive funding</u>	<u>Amount</u>
CASA of Central Oregon (funds to buy mattresses for families staying in the shelter)	\$2,500
Project Lemonade (funds to purchase clothing, shoes, and backpacks to fill inventory gaps for back-to-school items for foster youth)	\$2,500
<u>In-school grant</u> Funds for Science Lab equipment	\$500
Total:	\$5,000

STUDENT FUNDRAISING DOLLARS

Cider Pressing: \$ 400

Our class conducted 100 volunteer hours at the following organizations: Local Food

Bank	50 hours
SMART	50 hours

Sincerely,

Community 101 Student Leader
School

Teacher
School

Sample Letter: Grant Award Notification to Nonprofits

April 15, 2018

Mr. Albert Einstein Executive
Director Boys & Girls Club 123
Main Street
Anytown, Oregon 97524

Re: Community 101 grant request

Dear Mr. Einstein:

The Community 101 group at _____ School is pleased to inform you that we have approved a grant to your organization in the amount of \$ _____.

Community 101 grants are made possible through collaborative efforts between The Oregon Community Foundation, the PGE Foundation, _____ (insert funder) and _____ (insert school).

We look forward to presenting you a grant check for this amount at an awards ceremony organized by our Community 101 class. This ceremony will take place on _____ (day, date, time,) at _____ (location and address). An invitation to the awards ceremony is enclosed. Please RSVP by calling _____ at _____ (phone number or email address). **Please note:**

You, or a representative from your organization, must attend the ceremony or your organization will forfeit this grant.

At the awards ceremony, you will receive the grant, a letter and a blank final grant evaluation report for your completion. The final grant report is due to Kim Whitney, The Oregon Community Foundation, by December 8, 2019.

Our Community 101 class extends its best wishes for your success in this program, and we look forward to seeing you at our awards ceremony.

Sincerely,

Community 101 Student Leader
School Name

Teacher Name
School Name

Sample Letter: Declination Letter to Nonprofits

April 15, 2018

Mr. Wilbur Wright Neighborhood
Food Bank 10 Franklin Street
Any Town, Oregon 97524 Dear Mr.

Wright:

The members of the Community 101 group at _____ School would like to thank you for submitting a grant request to our class. It is with regret, however, that we respectfully decline this request. We gave each application we received serious consideration, but we were simply not able to fund them all.

Thank you for giving us the opportunity to learn about your organization. We appreciate your interest. This experience has made an impact on each student in our class.

If you have any questions, we invite you to contact our faculty advisor or Kim Whitney, Community 101 Coordinator, at The Oregon Community Foundation. She can be reached at 503- 227-6846 or kwhitney@oregoncf.org

Sincerely,

Community 101 Student Leader
School

Teacher
School



Outstanding Community 101 Student Volunteer Nomination

Student Nominated: _____

School: _____

Teacher/Advisor: _____ Class: _____

Student's year in school: _____

Reason(s) for nomination:

If a senior, future plans:

Submit this nomination form to Kim Whitney by May 1:

kwhitney@oregoncf.org



Publicity

- Website and photos
- How to write a press release

Website

You are encouraged to create a webpage that is linked to your school's homepage where you can post mission statements, pictures, awards, news articles and upcoming volunteer activities. Be sure to send the link to Kim Whitney, kwhitney@oregoncf.org. You are responsible for the creation and upkeep of the site. Be creative and have fun!

Don't have the technology know-how? Talk to your school district technology coordinator or school web design class for help.

Take Photos

You are doing great work – let people know about it! A great way to get community exposure and to celebrate your achievements is with photos. Pictures of your group volunteering, making tough decisions and celebrating are invaluable reminders of your hard work.

How to take good photos:

- **Get pictures of students in action.**
- **Make sure you can see their faces!**
- **Sign and send your photos release form!**
- Volunteer activities where you are interacting with community members are great opportunities for action shots.
- Make sure the flash is on – there is nothing like an overcast day to ruin a good photo.
- Try to get digital photos – emailing photos to your contacts and uploading photos to a website are much easier when your memories are digital. Don't forget to email photos and media release form to Kim Whitney, OCF, kwhitney@oregoncf.org

Essential Skills related to this activity:

Communication	CS.CM.01 Locate, process and convey information using traditional and technological tools.
Essential Skills	Use technology to learn, live and work.

Writing a Press Release

(See Press Release Template)

When writing a press release, think about:

- Your schedule.
- Your target audience.
- The main idea you want to get across.
- The most important information: this should be in the first two sentences of the release.

Check your release to be sure that:

- Every name, date, time, place, fact, and figure in the release are accurately recorded (spelled correctly) and have been checked with sources.
- All copy is typewritten and double-spaced on a single side of a sheet of standard 8 ½ x 11 inch paper.
- Page margins are at least one inch on each side.
- If the release continues for more than one page, include the word “more” at the bottom of the page indicate the end of the release by inserting the symbols “####.”
- You use short paragraphs -- even one-sentence paragraphs are okay in press releases.
- You are consistent with your style throughout.
- You include a quote from at least one source-- your principal or anyone else of significance-- if you have the space.

And finally, remember to:

- Review your draft press release with Kim Whitney, kwhitney@oregoncf.org.
- Include your Community 101 class contact name, phone number and email address in case the media has questions.

Essential Skills related to this activity:

Personal Management	CS.PM.02 Plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.01 Locate, process and convey information using traditional and technological tools. CS.CM.05 Write instructions, technical reports and business communications clearly and accurately.
Essential Skills	Write clearly and accurately.

Press Release Template

For immediate release

For more information, contact: First Name Last Name, Student 503-867-5309

High School Students Grant \$5,000 to Oregon Nonprofits

Location, OR, November 4, 2017 – This is the story. Write about your Community 101 project; include your group’s Mission Statement, results from the student body survey, volunteer projects, fundraising activity, etc. Always answer the questions WHO, WHAT, WHEN, WHERE and HOW in this first paragraph.

Be concise– your news release should be one page long and should include only the most important points. If the media contact is interested, you can send him or additional information later. Media may be interested in where you are volunteering and how much money is involved or the total giving from all Community 101 programs.

“Include a QUOTE by you, your principal or anyone else of significance if you have space,” said Steve Smith, Title.

The last paragraph should be the BOILER PLATE, a statement that explains in the plainest of terms what you do. You should put the Community 101 description here. You also include the Community 101 boiler plate as follows:

Administered by The Oregon Community Foundation, Community 101 is a program that provides student leadership and civic engagement through charitable giving. Over the last 20 years, Community 101 has taught civic engagement, grant making, leadership and teamwork skills to Oregon students; approximately 20,550 Community 101 students have granted \$4.5 million to thousands of organizations throughout Oregon, volunteered 90,000 hours and raised more than \$200,000 to give to causes they care about. For information about how to become involved or to support a class at your local school, please contact Kim Whitney, The Oregon Community Foundation, kwhitney@oregoncf.org or 503-227-6846.

If you happen to run onto two pages (but really try not to), you need to type “-more-” below the last line of the first page, and type “####” below the last line of the article.

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Press Release Example

May 29, 2018

Community 101 Grant Presentation at Ruch School

Information & Photo Captions for *The Applegater*

Ruch School's Community 101 program, an effort of The Oregon Community Foundation and several local donors, presented checks to six nonprofit organizations on May 27. The students, under the direction of teacher Jason K. Straube, also shared their learning experiences and project highlights at an all-school assembly.

Organizations receiving awards were ACCESS (\$1,200), The Family Nurturing Center (\$1,000), Children's Advocacy Center (\$1,000), Hearts with a Mission (\$600), CommunityWorks (\$600) and CASA of Jackson County (\$600).

About Community 101

CI01 is a classroom-based program of The Oregon Community Foundation that gives students the opportunity to get involved in their communities through grant-making and volunteering. Each school presents \$5,000 in grants to local nonprofits. The students have worked hard to identify community needs and determine how best to meet those needs with limited resources.

A CI01 class acts as a mini-foundation. The students receive grant-making funds, work to identify community needs, decide where to focus, and then implement a grant program. As part of the program, students participate in at least one service project, which brings them even closer to community issues. Many CI01 classes are supported by generous local donors and businesses.

Information

Jason Straube, Jason.Straube@medford.k12.or.us, (541) 842-3496

Photo Captions

PHOTO 1. Community 101 students at Ruch School present giant checks to six local nonprofit organizations. PHOTO 2.

Teacher and CI01 Leader Jason Straube shares with young students what the program is all about. PHOTO 3. The 2018

Community 101 team at Ruch School.

PHOTO 4. Lisa O'Connor of The Family Nurturing Center shows her appreciation for the \$1,000 donation from Community 101 students at Ruch School.

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Resources

- Researching Oregon nonprofits
- Volunteering – Oregon & National
- Youth philanthropy activities
- Youth action organizations
- Giving in diverse communities

CRLS/Essential Skills related to this activity:

Personal Management	CS.PM.05 Maintain appropriate interactions with colleagues.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.03 Give and receive feedback in a positive manner.
Essential Skills	Use technology to learn, live, and work.

Researching Oregon Nonprofits

Oregon Secretary of State

<http://sos.oregon.gov/business/Pages/research-oregon-nonprofit-data.aspx>

Research all active nonprofit organizations operating in Oregon. Information in this database is updated at the start of every month. Search by keywords, nonprofit names, location or category.

Guidestar

www.guidestar.org

Guidestar is the world's largest source of information on nonprofit organizations.

Oregon Department of Justice, nonprofit database

<https://justice.oregon.gov/Charities>

Idealist

<http://www.idealists.org>

Idealist has a database you can search for Oregon nonprofits. Just enter "Oregon" in the search box to reach organizations and then click "Search."

Urban Institute's National Center for Charitable Statistics

nccs.urban.org)

The Oregon Community Foundation Giving Explorer

<http://www.oregoncf.org/ocfgrants>

Volunteer Resources

Discuss with your Community 101 group what volunteer project interests you the most. The best place to find volunteer opportunities is to look right in your own community and start talking to people. Check with local service clubs (Rotary, Kiwanis, or Soroptimist) and other organizations such as 4-H, FFA, YMCA, churches, senior centers, and community centers to see if they have a group volunteer project available. Check to see if your school or school district has a volunteer coordinator or service learning coordinator. Look within your school for volunteer opportunities.

- Ideas for volunteer projects include: planting trees, picking up litter, painting a school, serving food at a local shelter, packing food boxes at a local food bank, removal of invasive species of plants, sorting books at a library, or reading to elementary students.
- Do you see a need for a volunteer project in your community? You can create a volunteer project that is fun and interesting.

Web-based volunteer resources:

Central Oregon:

Better Together

<http://bettertogether.wp.hdesd.org/>

Volunteer Connect www.volunteerconnectnow.org

Volunteer Connect links community members with rewarding volunteer opportunities to enhance Central Oregon. We partner with non-profit and public organizations to recruit and connect volunteers, matching volunteer interests and skills with community needs.

Portland:

Hands On Greater Portland

<http://www.handsonportland.org/>

Hands On Greater Portland works with organizations to connect community volunteers to a variety of meaningful opportunities for service and leadership. The website includes a searchable database of volunteer opportunities.

Statewide:

Oregon Volunteers!

<http://www.oregonvolunteers.org/>

Oregon Volunteers promotes and supports AmeriCorps, volunteerism and civic engagement to strengthen Oregon communities. Oregon Volunteers! develops and maintains a clearinghouse of Oregon volunteer resources. For volunteer opportunities, go to:

<http://www.oregonvolunteers.org/cgi-bin/display.cgi?page=volunteer>

SOLV

<http://www.solv.org/>

SOLV brings together volunteers in programs and projects to enhance the natural environment and livability of Oregon. The website lists a variety of volunteer opportunities available throughout the state at all times of the year. Students are invited to join in regularly scheduled events as well as education programs designed to be incorporated into school-based curricula.

National Volunteer Resources

Idealist.Org Kids & Teens

<http://www.idealist.org/info/Volunteer/Ideal>

Need some help finding volunteer opportunities in your community? You have come to the right place.

Global Youth Service Day

<http://ysa.org/act/programs/gysd/pick/>

Join millions of youth around the world that are volunteering to improve their communities. Global Youth Service Day is an annual campaign that celebrates and mobilizes the millions of children and youth who improve their communities each day of the year through service and service-learning.

Generation On

<http://www.generationon.org/teens/projects>

Our vision: A world where all young people have the opportunity to make a positive mark on the world.

Our mission: To provide programs and resources that support the development of caring, compassionate and capable kids and teens through service, empowering them to become changemakers in their communities and the world.

Youth Service America, Youth Changing the World

<http://www.ysa.org/>

Youth Service America is dedicated to engaging youth in their community to build upon the pillars of civic engagement, youth development and social change. This website is rich in resources and opportunities to engage young people in their communities.

Youth Philanthropy Resources

Exponent Philanthropy – Teen Philanthropy Café series

<http://www.exponentphilanthropy.org/docs/default-source/tools-and-resources/teenphilanthropycafe-nonprofit-universev2.pdf?sfvrsn=0>

Teen Philanthropy Café is a website series chalk full of useful information about grantmaking, collaboration nonprofits, leadership, impact, and using your voice.

Learning to Give

<http://www.learningtogive.org/>

Learning to Give offers lesson plans, activities, and resources to educate youth about the power of philanthropy - sharing time, talent, and treasure - empowering young people to make a difference in their schools, their communities and their world!

SOLV

www.solv.org

SOLV provides oodles of lesson plans – all free, and all aligned to Oregon content standards and diploma requirements. Some lesson plans are posted on the website for downloading, others can be ordered from SOLV directly. SOLV staff can also offer project planning assistance and both site and technical assistance with restoration and enhancement projects.

Youth Giving

<http://youthgiving.org/learn/>

Youth Giving is more than just a website; it's a movement. Every year all over the world, youth invest hundreds of thousands of dollars in their communities. They are empowering themselves and finding support through youth grantmaking programs that strengthen their independence, leadership development, and decision-making power. These programs enable youth to grant funds to organizations through established institutions or governing bodies, with the support of community, family, and private foundations, schools, and nonprofit organizations.

Giving in Diverse Communities

Learning to Give http://www.learningtogive.org/resources/search?search_api_views_fulltext=african%20American
http://www.learningtogive.org/resources/search?search_api_views_fulltext=Latino
http://www.learningtogive.org/resources/search?search_api_views_fulltext=Huerta

Learning to Give offers lesson plans, activities, and resources to educate youth about the power of philanthropy - sharing time, talent, and treasure - empowering young people to make a difference in their schools, their communities and their world!

Youth Action Organizations - Get Connected & Involved

(Here are a few, but there are many more throughout the state!)

CAUSA

<http://www.causaoregon.org/>

Causa works to improve the lives of Latino immigrants and their families in Oregon through advocacy, coalition building, leadership development, and civic engagement. Latino immigrants and their families are the heart of Causa and inspire, implement, and champion our work.

Classroom Law Project Project Citizen

<http://www.classroomlaw.org/programs/>

Classroom Law Project brings Oregon's education, legal and business communities together by providing innovative, timely, practical and fun programs for students in grades K-12. Our programs reach both rural and urban communities throughout the state, and affect youth of all ethnicities and income levels.

DoSomething

<http://www.dosomething.org/>

Do Something is all about your ideas, your solutions, and your vision for a better community. Do Something is a nationwide network of young people who know they can make a difference and take action to change the world around them.

Multnomah Youth Commission

<https://multco.us/multnomah-youth-commission>

The Multnomah Youth Commission (MYC), the official youth policy body for both Multnomah County and the City of Portland, is a group of young people, ages 13-21, that strives to provide a voice for youth in the County & City's work. In addition to its advisory role within local government, the MYC provides youth input to its parent organization the Commission on Children, Families & Community and works to improve the community through service projects. The MYC works to change policy affecting young people, as well as stereotypical community perceptions.

Oregon Voice

<http://www.oregonvoice.org/members.html>

Our network is comprised of organizations both small and large, representing a range of constituencies and issue areas. Some of our members work in Oregon's urban centers while others are headquartered in Oregon's rural agricultural communities in the eastern part of the state.

The Bus Project

<http://busproject.org/>

We're Oregon's next generation, doing democracy right. We're building a great future and empowering great people (like you) to lead it. We're grassroots, nonpartisan and all about organizing Oregonians, face-to-face.

Frequently Asked Questions (FAQ)

What is the PGE Foundation (PGEF)?

The PGE Foundation's permanent endowment of \$25 million ensures support to Oregonians in perpetuity. Since its inception in 1997, the Foundation has awarded millions of dollars in grants, ranging from programs that give people a healthier life, to efforts that bring the arts to rural communities, to educational projects for students from pre-school through college. PGEF founded the Community 101 program in 1997. PGEF is the Portland General Electric Foundation; for more info visit the foundation website: www.pgefoundation.org.

What is The Oregon Community Foundation (OCF)?

Founded in 1973, The Oregon Community Foundation is a nonprofit organization that works in partnership with individual, family and business donors to improve the lives of Oregonians through philanthropy and by building an endowment for Oregon's future. OCF awarded more than \$108 million in grants and scholarships in 2016. For more information, please visit OCF's website: www.oregoncf.org

What is the role of The Oregon Community Foundation and the PGE Foundation? OCF

administers the Community 101 program. OCF reviews school applications and secures student grant making funds for each school. OCF provides support to teachers and students throughout the course of the year. OCF is here to answer questions, help research nonprofits in the community, be a resource to teachers and students, act as a liaison between the funder and the school and make the program a fun and rewarding experience for everyone! The PGEF founded the program and provides a large portion of the student grant making funds.

What is required to be involved with Community 101?

- A completed Community 101 application.
- Funding for student grantmaking.
- Community-service: students are required to perform and document at least one community-service project during the course of the program.
- The Community 101 Workbook for teachers and students.
- A teacher or an advisor.
- A minimum of 12 students who are committed to completing the program in its entirety (i.e., 7 to 9 months, generally, although exceptions can be made for specific circumstances). Program time requirements average 4 classroom hours monthly, beginning in September and ending in April-May. A regular meeting time must be set at the beginning of the course.
- Attendance by the teacher (and 1 or 2 students) at a Community 101 training workshop in September.
- An awards ceremony that is hosted and organized by Community 101 students.
- Student fundraising is encouraged and must be done in the name of Community 101.
- Program recognition by school and community.
- Students and teachers must complete pre- and post-program surveys.

How long has Community 101 been in operation? Where did the idea come from? Community 101, a program of The Oregon Community Foundation and the PGE Foundation, is a student grantmaking and civic engagement program. It was modeled after a similar program, EPYCS (El Pomar Youth in Community Service), pioneered by the El Pomar Foundation in Colorado. In 1997, the PGE Foundation began Community 101. In 2008, the PGE Foundation partnered with The Oregon Community Foundation to offer the program to more students throughout Oregon. Since its inception, over 10,000 students have been involved and distributed more than \$2.2 million to Oregon nonprofit organizations.

Where does the funding come from?

The Oregon Community Foundation seeks support from local businesses, foundations and individuals to sponsor programs so that young Oregonians can experience the opportunity to

learn about civic engagement and social responsibility. Funding comes from a variety of donors including individuals, businesses, statewide corporations, service-clubs and OCF Donor Advised Funds. The PGEF provides a large portion of the student grantmaking funds.

What is service-learning?

Service-learning is a teaching and learning strategy that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities. Service learning is education through experience with civic engagement. Community 101 and is a great example of how students develop invaluable life skills through interacting with members of their communities. Service learning is the future of education because it is practical, applicable, interdisciplinary and personally meaningful to the student.

What is a grant?

A grant is the award of funds to an organization or individual to undertake charitable or tax- exempt activities.

What is a 501(c)(3)?

The 501(c)(3) status is a designation given by the IRS (Internal Revenue Service) to an organization that exists for a charitable purpose, is a nonprofit organization and is tax exempt. The IRS has a number of different designations for nonprofit organizations. A “nonprofit” organization could be one of many different types of nonprofits, including a foundation, public art organizations, mental health agencies, food banks, etc. Schools and governmental (city, county) entities are the government equivalent of nonprofit organizations. United States nonprofits are exempt from income and property taxation.

What are the most common grants awarded by Community 101 students? Community 101 grants are required to be in accordance within these focus areas: arts and culture, education, environmental enhancement and healthy families. Grants usually range between \$500 to \$2,000.

Does Community 101 have to be implemented in a high school class curriculum? The Community 101 syllabus is flexible and can be incorporated into almost all curricula; teachers implement the model in various classrooms and clubs. Teachers use the program as a tool to enhance the class curriculum by providing a service-learning opportunity.

How does Community 101 help meet Oregon’s high school diploma requirements? In 2002, the Oregon Department of Education adopted the career-related learning standards (CRLS) as a requirement for graduation. Like the Essential Skills, the CRLS are foundational skills that prepare students for post high school success. They are applied across the curriculum and in a variety of settings. Proficiency levels and assessments, however, are determined locally.

To earn a high school diploma, in addition to completion of District-prescribed numbers of credits in various subject areas (math, language arts, science, etc.) students must develop an education plan and build an education profile; demonstrate an extended application through a collection of evidence; demonstrate career-related knowledge and skills in six areas and participate in career-related learning experiences as outlined in the education plan.

The Community 101 program provides students an ideal opportunity to demonstrate proficiency in all six areas of Career Related Learning Standards: personal management, problem solving, communication, teamwork, employment foundations and career development. Activity- by-activity alignments are included in this handbook, demonstrating the link between the proposed activity and the specific standard.

Program Glossary

C101 program coordinator: A representative from The Oregon Community Foundation who administers the Community 101 program, coordinates funding, engages schools, provides materials and training to teachers, visits classrooms to meet the students and is the “go to” person for all C101 related questions.

C101 volunteer: Volunteers facilitate the implementation of the Community 101 program with youth. They provide technical assistance to teachers and students and updates to OCF about your class progress.

Grantmaking: Giving money for a philanthropic purpose, i.e., funding nonprofit organization programs that help people in need.

Funder, sponsor, donor: Organization or person providing the funds for student grantmaking.

In-school grant: Money to help fund a project or program that aids students in an educational manner.

501(c)(3) nonprofit organization: An organization that does not distribute its surplus funds to owners or shareholders but instead uses them to help pursue its goals as defined in its mission statement. Also known as a 501(c)(3) organization, an NPO (nonprofit organization), an NGO (nongovernmental organization). Most governments and government agencies meet this definition,

Oregon Department of Education Career-Related Learning Standards (CRLS) and/or Essential Skills: Part of Oregon's K-12 system of required standards, curriculum goals and common criteria, the Career-Related Learning Standards are designed to provide each student with fundamental skills essential for success in employment, college, family and community life – and are a requirement for the high school diploma. The CRLS standards areas are: personal management, problem-solving, communication, teamwork, employment foundations and career development.

Philanthropy: desire to help mankind, especially as shown by giving money and/or personal time to charitable or humanitarian organizations, also known as charitable giving.

Service–Learning: Service-learning is a teaching and learning strategy that involves the intentional connection of academic learning (often classroom-based) with meaningful service to the community (addressing real needs). Service-learning always includes structured time for students to think, talk or write about what they did and saw during the service activity (reflection). Service-learning helps foster the purposeful development of a sense of community connection and caring for others (civic engagement).

Student grantmaking funds: students are provided up to \$5,000 for student grantmaking to nonprofit organizations and schools in Oregon; \$4,000 must be granted to nonprofits and \$1,000 may be used for in-school grants.

Student fundraising dollars: Funds raised by students to grant to a nonprofit organization through the Community 101 program.

Youth development: a combination of all the people, places, supports, opportunities and services that young people need to be happy, healthy and successful.

Youth leadership: Young people empowered to act and inspire others to act in order to make a positive change.