

# 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.

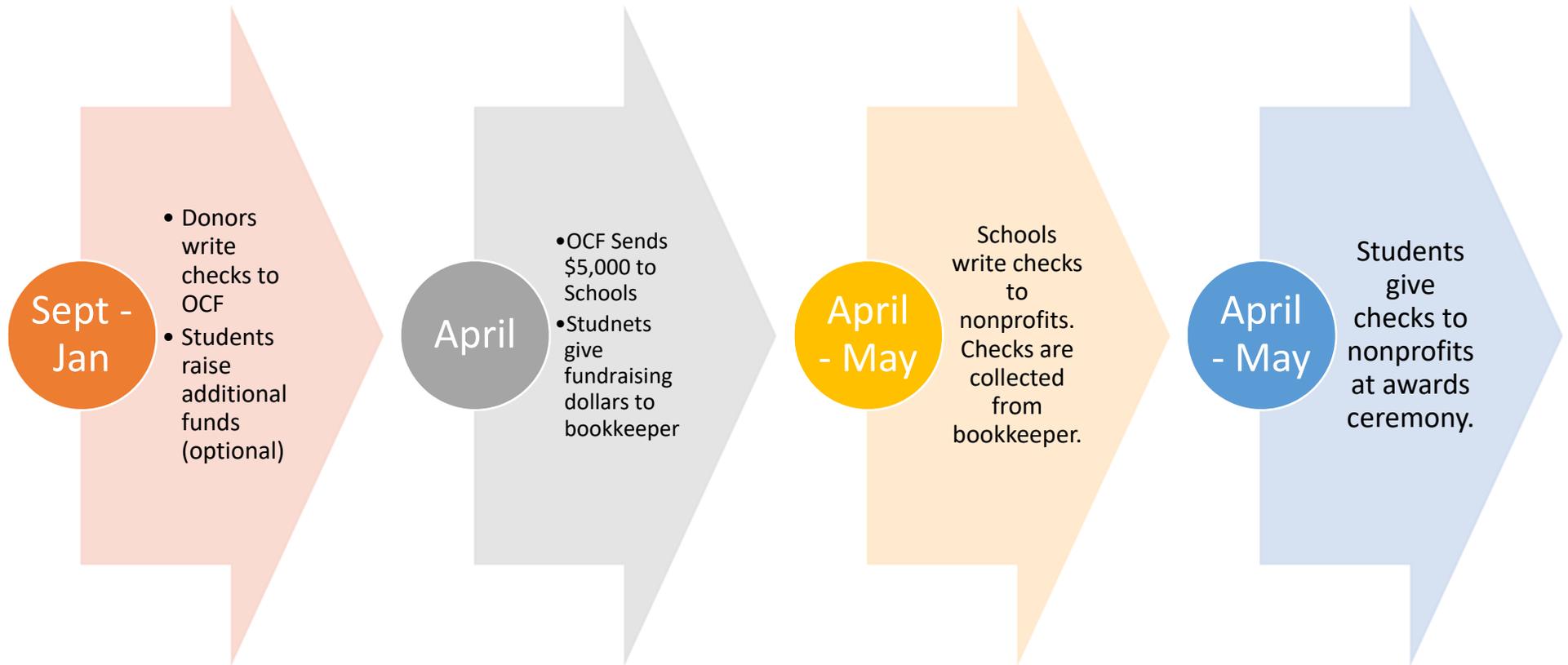
### What is a 501(c)(3)?

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](http://www.guidestar.org)), the National Center for Charitable Statistics (<http://nccs.urban.org/>) and the Oregon Department of Justice ([www.doj.state.or.us](http://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

|  |  |
|--|--|
| <b>September &amp; October</b><br><br><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.   |
|  | <b>Students submit mission statement &amp; Request for Funds letter to OCF by November 9, 2018 to Kim Whitney at <a href="mailto:kwhitney@oregoncf.org">kwhitney@oregoncf.org</a></b>  |
|  | 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.)  |
| <b>November</b><br><br><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.   |
| <b>December</b>  | Students learn the principles of grantmaking and may host guest speakers knowledgeable about the subject.  |
| <b>January</b><br><br><i>Grant application review</i>                                | <b>Students receive grant applications from nonprofits: Deadline is January 25, 2018.</b>  |
|  | Students evaluate the grant applications and schedule site visits for February.  |
|  | <b>Teachers and students set a date for the awards ceremony.</b>   |
| <b>February</b>  | 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.  |
| <b>March</b><br><br><i>Grant decisions</i>   | Students evaluate the grant requests, site visits/presentations and make grant decisions as a team.  |
|  | <b>Grant Recommendations can be submitted at any time and must include the following:</b> <ul style="list-style-type: none"> <li>• nonprofit grant recommendation form</li> <li>• copies of the grant applications</li> <li>• community service hours and fundraising amounts</li> <li>• date, time and location of the awards ceremony</li> </ul> <b>to OCF no later than April 26 to Kim Whitney at <a href="mailto:kwhitney@oregoncf.org">kwhitney@oregoncf.org</a></b> |
| <b>April &amp; May</b><br><br><i>Celebrations &amp; 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.  |
|  | <b>Submit updated community service hours and fundraising amount to Kim Whitney at <a href="mailto:kwhitney@oregoncf.org">kwhitney@oregoncf.org</a> by May 24, 2019.</b>   |



THE OREGON  
COMMUNITY  
FOUNDATION

## 2018-2019 Program

- **Albany:** South Albany High School, West Albany High School
- **Baker City:** Baker High School
- **Banks:** Banks High School
- **Bandon:** Bandon High School
- **Beaverton:** Merlo Station Community School, Southridge High School
- **Bend:** Cascades Academy, Silver Rail Elementary School
- **Boardman:** Riverside Junior Senior High School
- **Central Point:** Crater High School
- **Drain:** North Douglas High School
- **Eagle Point:** Eagle Point High School
- **Enterprise:** Wallowa 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:** 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, and NAYA Early College Academy
- **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
- **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
- Bandon-By-The-Sea Rotary Club
- 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 Marguerite Kendall Fund of The Oregon Community Foundation
- OCF Joseph E. Weston Public Foundation
- JYN Environmental Fund of The Oregon Community Foundation
- Juan Young Trust
- 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
- 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