

Student Philanthropy Program • 2011 – 2012 Final Report

1) **Your Name:** Sharon Meyerrose and Jennah Lalley

School: Saint Henry District High School

2) **How was the program implemented in your school and how were students selected?** National Honor Society members voted to continue the Magnified Giving Program. Leaders were selected from this group and 4 students led. Members of NHS were given priority to join and then we opened it up to other members of the school that teachers recommended to participate. We met every Monday morning from 7:15-7:40. A few additional meetings were also required to complete the necessary parts.

3) **Student Participants (numbers by grade level):** 9th: 0 10th: 4 11th: 6 12th: 10

4) **If you have participated in past year(s), what major changes (if any) did you make this year?** Last year we only allowed NHS members to participate. This year we attempted to divide our members into 2 groups because we intended to raise our own funds to sponsor a second monetary award, but the fundraising efforts fell short.

4) **What was the timeline for your program?** *When did you begin the program, how often did you implement the various components of this program, what did each meeting look like, etc...*

At the end of last school year we voted to continue the program. At our first NHS meeting at the end of August we picked leaders and our first meeting was at the beginning of September. One of the leaders created a timeline of what needed to be completed at what meeting. We had all of the agencies turn in their paperwork in the middle of February and students started site visits in March. We had decided on an agency by the start of April.

The students led all meetings and the moderators were there to ensure the tasks were being completed.

5) **Describe how you went about implementing the various components of this program into your class or afterschool curriculum.** *You may answer each part separately or as one longer answer at the end. Be as specific as possible and be sure to share any stories or provide insights that you realized during the process.*

- a. **Basic components of Philanthropy education** *What did you teach? How did you teach it?* Since a majority of the members of the philanthropic group are NHS members they were aware of philanthropy. Also our students have service requirements built into their religion classes and philanthropy is taught there. No additional teaching was necessary.
- b. **Identifying community needs** *How did you do this? What needs were selected and why?* At the first meeting the students brainstormed the areas they intended to use when selecting qualifying agencies. They chose children, poverty, disabled, local, and a newer agency.
- c. **Forming community boards (small work groups).** *How did you group your students?* The students split themselves up into 2 equal groups.
- d. **Interaction with non-profits.** *Method - phone, email, site visits, guest speakers, etc...? How many agencies were contacted? Any was visited? Any send guest speakers?* Our first contact was via the letters provided by Magnified Giving that explained the program and asked for their information/level of interest. From there the students made phone calls/send e-mails asking the agencies to set up a visit. Two students visited each agency. Eleven total agencies were visited. No guest speakers were obtained. Most agencies sent information back with the students so that they could share with the rest of the group.
- e. **Issuing RFPs.** *How did this go? Who received RFPs? Who responded?* Our students turned in their lists of agencies. The moderators drafted the cover letter and included the necessary paperwork. A

total of 35 RFPs were sent out and 12 were returned. There was one organization that a student was passionate about and that organization was given an extension for returning the RFP, but it was never returned.

- f. **Evaluating RFPs.** *What process did you use?* Students were given copies of the returned paperwork and they went line by line and evaluated each agency. Some agencies were weeded out immediately, while others were put in the keep pile to be looked at and visited later. All but one agency was granted a site visit in order for students to gain more information.
- g. **Selecting Grant Recipient.** *How did you go about selecting the winner? What were the students' reasons for selecting the winning agency?* After the site visits the students went back to their original set of criteria and then weeded some of the organizations out from there. Then the students that visited each specific organization got up and shared (again) their mission and their thoughts on the organization. Each student group was trying to petition their specific organization. In the end the students took a vote and the agency with the most votes won.
- h. **Awards Ceremony.** *Did you or your students have any comments to share about this event?* We enjoyed the event and thought that this year's event was better organized and more professionally done compared to last year's. Bravo!
- i. **Reflective questions.** *Did you have your students write any reflective pieces about the process?* No

6) What were some of the highlights of this year?

The program is really starting to catch on and gain excitement throughout the school. We are eager to see the number of participants for next year.

7) What were some of the low points or challenges you faced?

The students formed a fundraising group at the beginning of the year. They had wonderful ideas and a lot of enthusiasm, but as the pressures of school weighed on them, their enthusiasm faded and little attempt was made to raise adequate funds to fund our own award. Next year we are hopeful the fundraising team will have better success.

8) Student outcomes: Did this program...

...have positive impact on your students? Explain. They told their friends and family about the project and took much pride in it.

...allow any students to accept the leadership challenge? Explain. The students learned what it was like to be 'in charge' of something because the moderators took a backseat to the leadership aspect.

...have any noticeable impact on student behavior? Explain. Students have started to volunteer at these agencies.

9) If you were doing this program again, what changes/improvements would you make? We will make the students write out their goals and timeline and make sure that they stick to these. We will also encourage them to get more people involved.

10) At this time are you still interested in participating in next year's program? Yes/No Yes

11) In order to help future Philanthropy participants, please share the following materials. *You will receive proper acknowledgement for the materials you provide.*

- a. **Educational components:** Powerpoint presentations, handouts, websites, etc...
- b. **Correspondence:** Copies of the RFPs you sent, acceptance and rejection letters, etc...
- c. **Student work:** Reflective essays or other student responses.

We used all of the resources provided by your website.

12) We are putting together a Teacher Manual over the summer. Is there anything specific that you want us to make sure to include in the manual?

No—encourage students to be the true leaders of this project.

13) MG Website. The website will continue to be developed over the summer. Is there anything specific you would like to see included on the site? No

14) Where would you like me to mail your stipend check? Note: *If there are multiple teachers at your school involved with the program, please indicate how you would like me to divide the check...and where you would like each check sent.*

Please divide the check equally (\$125 to each moderator)

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