



YOUTH in PHILANTHROPY

A PROGRAM OF THE WINNIPEG FOUNDATION

# Organizing Your YiP Commitee

### Points to consider

There are several points you will want to consider as you form your committee. Even if much of your committee has participated in YiP in the past, it's a good idea to go through these questions each year. This helps to make sure that new recruits have an equal say in how things are done, and it also helps you evaluate what worked, and what didn't, in previous years. Once you've established some basic guidelines, your committee will be ready to work together efficiently and effectively.

- **Do you have enough committee members?**

Every committee is different, but experience has shown that a committee of 8-20 members works well. There are enough people to share the workload, but not so many that agreeing on meeting times and grants is too difficult. That's not to say that a committee of 5 or 25 can't work – just that it might be a little more challenging!

- **Is your committee diverse?**

Do you have members with a variety of interests? Do your members represent a variety of grade levels? And, is there a good mix of guys and girls? Research shows that the more diverse your committee and the more perspectives you're able to represent, the more effective your grantmaking will be.

- **What leadership roles will your committee use?**

See the Committee Roles section of this binder

- **How will you decide who takes these roles?**

By secret ballot, whoever volunteers, based on experience, etc

- **Will meetings be formal or informal?**

It's up to you to decide how your meetings will be run, but even if you want to keep them casual, you should still follow an agenda and assign tasks at each meeting.

- **How often will the committee meet?**

The amount of work to do might vary throughout the year, but it's always easier to cancel a meeting than to try to add one at the last minute. So, it's a good idea to schedule regular meeting times at the beginning of the year.

- **When and where will the meetings be held? How long will each meeting run?**

Base your decisions on what works best for the majority of the group and your teacher advisor.

- **How will you make decisions?**

Will your committee be democratic (majority vote) or work toward consensus? This binder contains lots of information about consensus.

# Your Committee

## Committee Roles

### Roles and Responsibilities

In order to work together efficiently, we recommend that you delegate roles among your committee members. This may be done through nomination and election or by volunteering for the roles – depending on the size of your committee and the experience levels of your members. Your committee may also choose to rotate roles among group members.

#### **Co-Chairs**

*(two positions – if one co-chair is not present or resigns, the other co-chair takes on the position of chair)*

- chairs the meetings
- sets the agenda and keeps the meeting on track
- makes sure that everyone gets a turn to speak at meetings
- keeps in touch with sub-committees (if applicable) and ensures they are being run effectively
- coordinates any projects that the group is working on

#### **Secretary**

- takes minutes during meetings
- keeps an organized file of all information
- has the previous meeting's minutes ready
- keeps an accurate membership list
- keeps a copy of all information and letters sent out
- keeps copies of information accumulated by sub-committees

#### **Contact Person**

- contacts all members of the Council with a reminder of meetings and events
- keeps an attendance list of meetings and Council events (i.e. if a Council member cannot attend a meeting, the contact person should be informed)

#### **Treasurer**

- keeps track of all funds that have been raised and how much is in the endowment fund
- keeps track of all administration grant expenses

(continued on next page)

# Your Committee

## Committee Roles...2

### ***Public Relations Contact***

- provides information on the committee to school newspaper, yearbook, and by word of mouth
- helps recruit new members by putting up posters, distributing handouts, making PA announcements, etc.
- acts as a spokesperson if your committee is contacted by the media, and/or contacts the media if your committee has an exciting story to tell

### ***Inter-School Committee Rep***

- Represents your school committee to The Winnipeg Foundation and other participating schools. He or she will be the student contact person for the Foundation and must attend all meetings throughout the year at The Winnipeg Foundation office
- The Rep will work with the Foundation to plan events and will provide advice and feedback on YiP programming

# Your Committee

## Communications

There are two types of communication that are important for your YiP committee: internal and external.

**Internal communication** means keeping everyone in your group aware of what's going on – when and where meetings and site visits will take place. Your committee should have a contact person who makes sure everyone has the info they need. However, it is the responsibility of each person on the committee to find out what they need to know if they've forgotten an appointment time or missed a meeting.

**External communication** means letting everyone else know what your committee is up to. "Everyone else" includes your fellow students and the teachers at your school, and could include the general public as well. So, how and why should you tell the world about YiP? Letting your school-mates know about YiP is an important recruiting tool. If everyone in the school knows about the cool opportunity that YiP provides, you'll have a better chance of getting a strong group of committed members on board each year. And it's a great idea to let the community know what you're up to as well. This helps to raise awareness about the program and may ultimately result in people lending their support – through donations to YiP endowment funds or the Foundation in general.

Your committee should have one person who acts as the **Public Relations Contact**, but each committee member can promote YiP in his or her own way. The role of the Public Relations Contact is to promote YiP in your school through: putting up posters, making announcements over the PA, submitting updates and articles to the school newspaper and yearbook, and generally spreading information by word of mouth. This person should invite interested potential participants to sit in on meetings so that they can see how the group works and decide if they are interested in joining.

The PR Contact may also promote your committee's work to the world outside your school by acting as a media spokesperson. This is great publicity for you, your school, and the YiP program in general. All you have to do is contact a newspaper (community newspapers like the Lance and Herald, and the community section of the Free Press are great places to start), radio station or TV station, and let them know what kind of work you're doing through YiP. It's a good idea to have a specific activity in mind to promote – like a fundraiser to build your school's endowment fund, a site visit or community work that your committee is taking on. If you have a story you think the media will be interested in, you can either call the newsroom (or a specific reporter) or send a press release. (A sample press release is included in this kit. Change the details to fit your committee.) For details on how to do this call Kerry at The Winnipeg Foundation at 944-9474.

# Your Committee

## Communications Samples

### In Writing...

Any time you're writing to someone about YiP (whether it's a letter to a charity to set up a site visit, a press release, or an article for your school newspaper) please include some background information to provide them with the bigger-picture of the program. Below is a sample paragraph that you can use when you're writing to someone:

The Winnipeg Foundation's Youth in Philanthropy (YiP) program is a leadership development initiative for local high school students. Each participating high school forms a student-led committee that oversees the allocation of \$5,000 in grants to local charitable organizations. The program currently runs in 20 Winnipeg high schools and approximately 300 students take part each year. The program is designed to give youth hands-on experience in the community's charitable sector, while empowering them as decision-makers.

### In Person...

In general, each member of your committee should be able to explain, in 2 minutes or less, what YiP is all about to anyone who is interested in listening! (Sometimes this is called an "elevator speech". The idea is that you should be able to tell a stranger what you're up to in the time it takes to ride an elevator, or stand in line for an ATM, or where ever else you might need to pass a few minutes.)

Your elevator speech should include:

1. What YiP stands for (Youth in Philanthropy)
2. What YiP is (A grantmaking program for high school students, where high schools form committees that research the needs of the community, visit local charities and make decisions on allocating \$5,000 in grant money)
3. Who puts it on and why (The Winnipeg Foundation, to provide a hands-on grant making experience for young people and to empower youth as decision-makers in our community.)
4. What the program involves (Committees are student-led and they follow a process of determining their areas of grantmaking focus for the year, researching local charities that meet that focus, visiting those organizations and learning more about them, and deciding how to divide up their grant-making funds.)
5. Why you like the program (This is up to you, but ideas include: because it's fun, it's great experience and it's cool to give back to the community, etc.)
6. Examples of cool grants your committee has made. (Real life examples are always more memorable than facts and figures. Tell a story!)

### Media Release

FOR IMMEDIATE RELEASE DECEMBER 7, 2003

#### Teens knit for charity

A group of six students from Miles MacDonell Collegiate is knitting up a storm this winter and their efforts will help keep Winnipeggers warm. Since September, the group of grade 12 students has been meeting regularly on their lunch hours to knit scarves, toques and mittens that will be donated to The Christmas Cheer Board.

The group of knitters is part of a committee that takes part in Youth in Philanthropy (YiP) – a grantmaking program for high school students, administered by The Winnipeg Foundation. Through the program, participating schools are allocated \$5,000 which they distribute as grants to local charitable organizations.

“Last year we made a grant to the Christmas Cheer Board to help them buy supplies,” says Jane Doe, one of the YiP committee members. “This year we wanted to help the organization even more, so we decided to take up knitting in our spare time.”

Doe says that through Youth in Philanthropy she and her classmates learned a lot about the needs of the community. This year the group plans to focus on the areas of housing, healthcare and recreation programs for children.

This year approximately 300 students from 20 schools are participating in the Youth in Philanthropy program. In addition to making grants, each school contributes to a permanent endowment fund at The Winnipeg Foundation, which will allow future YiP participants to grant even more into the community.

-30-

For more information, contact:

Jane Doe, Youth in Philanthropy Committee Chair

Miles MacDonell Collegiate

(205) 555-1234

[janedoe@milesmac.com](mailto:janedoe@milesmac.com)

# Your Committee

## Recruiting New Members

Research shows that the more diverse your committee and the more perspectives you're able to represent, the more effective your grantmaking will be. So, how do you get the word out about YiP?

Word of mouth is one of the most powerful advertising tools! Tell your classmates about YiP and what a great experience it is! Ask them to join the committee next year. You may also consider putting up posters around your school, placing a notice in the school newspaper or reading an announcement over the PA or at a school assembly.

You might want to start recruiting returning students before summer holidays. You can help to get potential YiPpers interested by inviting them to your committee meetings or the celebration event in May.

As you know, there are a lot of demands on students' time. When looking for new members, keep in mind that students with time, energy, interest and enthusiasm for the program will probably be the most reliable and work the hardest. You should also note that after your initial meeting, the number of participants in your committee may drop a little. This is natural, as some students will decide that they don't have the time or energy to commit.

Remember, your group doesn't have to be large to be successful – quality (IE dedicated members) is more important than quantity!

## ... and Keeping Them!

But if you are concerned that there are a lot of people dropping off your committee, try to make sure that everyone has something to do, most of the time. Delegate action items to everyone on the committee, don't let just a few people sign up for tasks.

If you have a large committee, try dividing it into sub-committees based on your areas of focus for grantmaking. You might also create a sub-committee that explores fundraising ideas for growing your endowment fund, or a sub-committee that looks at other community service and volunteer opportunities that your committee can take part in.

# Your Committee

## Recruitment Materials

In order to help your committee recruit new members, The Winnipeg Foundation has developed some materials that you may wish to use. (Or feel free to create your own!)

We'll provide your Teacher Advisor with posters and brochures to use to attract attention and boost your membership. You can also send or give the brochures to organizations you plan to visit – it'll give them more information about the program in case they haven't heard about it.

Below is a sample PA announcement that you or your Teacher Advisor can make at your school to promote your YiP committee.

### **PA Announcement:**

Have you ever thought about what you would do if someone gave you \$5,000? What about if someone gave you \$5,000 and told you that you had to give it all away to help our city? Would you use that money to help clean up the environment? To give kids more places to play? Or to help find a cure for a disease? Those are exactly the kinds of decisions you get to make when you join Youth in Philanthropy.

[Name of school]'s Youth in Philanthropy group gets to give away money to charities that help our community. It's a great opportunity to meet people, learn about our city, and gain valuable skills and experience. Check it out!

The next meeting for Youth in Philanthropy will be [time, date, location]. Or, ask [name of teacher advisor] for more info.

# Your Committee

## Regular Meetings

### Agendas

It's a good idea to have an agenda at each meeting. Your agenda might look like this:

- 1) Welcome from co-chairs and review of agenda
- 2) Review minutes from previous meeting
- 3) Reports on activities (letters sent, site visits etc.)
- 4) Old/unfinished business
- 5) New business (planning for upcoming visits, events, etc.)
- 6) Decision on next meeting time
- 7) Adjournment

### Attendance

Attendance at all meetings is important. Missing a meeting with a reason is acceptable if someone on the committee or the advisor is notified in advance. If a committee member misses three meetings without notice, the committee may wish to reassess that member's role on the committee. In fact, to prevent having to make a difficult decision down the road, your committee might like to set a policy at the beginning of the year, stating the committee's attendance expectations and repercussions for missing meetings.

### General Tips

- Advertise the date, time, place well in advance.
- The chair/co-chair and advisor may set the agenda for the following meetings, or the committee may decide the next agenda.
- Start meetings on time and stick to the agenda.
- Involve all members in the meetings, share the work load and ensure everyone knows what's expected of them.

### Tips for the Co-chairs

- Set some rules early on and ensure that everyone in the group follows those rules at every meeting. (For example a rule might be that everyone speaks at each meeting, or that no one is allowed to interrupt someone who is speaking.)
- The Co-chairs take responsibility for getting the meeting going and keeping it going.
- The Co-chairs start off by making sure everyone knows each other and make introductions when needed.
- Co-chairs review work done at the last meeting. If people had tasks to do, get an update from them about what has happened since the last meeting and if there's anything left to do.
- As people are reporting on their tasks, the Co-chairs need to be looking at the big picture. Eg. if one person has had roadblocks to their task, it could affect the work of someone else.
- The Co-chairs then take a few minutes to say what needs to be accomplished at that day's meeting (agenda) and ask if others in the group have anything to add to the agenda (this would include new business, or new information to share).
- The Co-chairs also need to make sure that the meeting stays on track, and try to build consensus when there are different views. (Restate what people have been saying; point out commonalities; reach some agreement and move on.)
- Every committee member needs to make sure communication doesn't break down. Know why you are there and be honest about what you're thinking.
- Before closing the meeting make sure everyone is clear about their tasks and when they must be completed, and knows when and where the next meeting is.

# Your Committee

## Participatory vs. Conventional Groups

Always try to make your group participatory.

<b>Participatory Groups</b>	<b>Conventional Groups</b>
Everyone participates, not just the vocal few.	The fastest and most articulate speakers get more airtime.
People give each other room to think and get their thoughts all the way out.	People interrupt each other.
Opposing viewpoints are allowed to co-exist in the room.	Differences of opinion are treated as conflict that must either be stifled or solved.
People draw each other out with supportive questions. "Is this what you mean?"	Questions are often perceived as challenges, as if the person being questioned has done something wrong.
Each member makes the effort to pay attention to the person speaking.	Unless the speaker is captivating, people don't pay attention.
People are able to listen to each other's ideas because they know their own ideas will also be heard.	People have difficulty listening to each other's ideas because they're too busy rehearsing what they want to say.
Each member speaks up on matters of controversy. Everyone knows where everyone stands.	Some members remain quiet on controversial matters.
Members can accurately represent each other's points of view— even when they don't agree with them.	People rarely give accurate representations of the opinions that are at odds with their own.
People refrain from talking behind each other's back.	People talk behind each other's backs outside the meeting.
Even in the face of opposition from the person-in-charge, people are encouraged to stand up for their beliefs.	People with minority perspectives are discouraged from speaking out.
A problem is not considered solved until everyone who will be affected by the solution understands the reasoning.	A problem is considered solved as soon as the fastest thinkers have reached an answer. Everyone else is then expected to "get on board" regardless of whether s/he understands the logic of the decision.
When people make an agreement, it is assumed that their decision still reflects a wide range of perspectives.	When people agree, it is assumed that they are all thinking the same thing.

# Your Committee

## Introducing Consensus

Reaching consensus isn't an easy process, but it should always be a goal for your committee.

### What does consensus mean?

Consensus doesn't mean that everyone thinks that the decision made is necessarily the best one possible, or even that they are sure it will work. What it does mean is that in coming to that decision, no one felt that his/her position on the matter was misunderstood or that it wasn't given a proper hearing. Hopefully, everyone will think it is the best decision; this often happens because, when it works, collective intelligence yields better solutions than working individually does.

Consensus takes more time and skill, uses lots of resources before a decision is made, creates commitment to the decision, and often facilitates creative decision. For consensus to be a positive experience, it is best if the group has: common values, some skill in conflict resolution, commitment and responsibility to the group by its members, and sufficient time for everyone to participate in the process.

Consensus is reached when participants can say:

- I believe that you understand my point of view.
- I believe that I understand your point of view.
- Whether or not I prefer this idea or concept, I will support it publicly because it was reached openly and fairly.
- I can live with this decision.

### Consensus vs. Voting

Voting is a means by which we choose one alternative from several. Consensus, on the other hand, is a process of synthesizing many diverse elements together.

Voting is a win or lose model, in which people are more often concerned with the numbers it takes to "win" than with the issue itself. Voting does not take into account individual feelings or needs. In essence, it is a quantitative, rather than qualitative, method of decision-making.

With consensus people can and should work through differences and reach a mutually satisfactory position. It is possible for one person's insights or strongly held beliefs to sway the whole group. No ideas are lost; each member's input is valued as part of the solution.

A group committed to consensus may utilize other forms of decision making (individual, compromise, majority rules) when appropriate; however, a group that has adopted a consensus model will use that process for any issue that brings up a lot of emotions, or concerns people's ethics, politics, morals or other areas where there is much investment.

# Your Committee

## How Consensus Works

### Consensus Meetings

During discussion, a proposal for resolution is put forward. It is amended and modified through more discussion, or withdrawn if it seems to be a dead end. During this discussion period it is important to articulate differences clearly. It is the responsibility of those who are having trouble with a proposal to put forth alternative suggestions.

The fundamental right of consensus is for all people to be able to express themselves in their own words and of their own will. Fundamental responsibility of consensus is to assure others of their right to speak and be heard. Coercion and trade-offs are replaced with creative alternatives, and compromise with synthesis.

When a proposal seems to be well understood by everyone, and there are no new changes asked for, the facilitator can ask if there are any objections and can call for consensus. If there are still no objections, after a moment of silence, you have your decision. Once consensus appears to have been reached it helps to have someone repeat the decision to the group so everyone is clear on what has been decided.

#### *Roles in a consensus meeting*

There are several roles that, if filled, can help consensus decision-making run smoothly.

*The facilitator(s)* aids the group in defining decisions that need to be made, helps them through the stages of reaching an agreement, keeps the meeting moving, focuses discussion on the point at hand, makes sure everyone has the opportunity to participate, and formulates and tests to see if consensus has been reached. Facilitators help to direct the process of the meeting, not its content. They never make decisions for the group. If a facilitator feels too emotionally involved in an issue or discussion and cannot remain neutral in behaviour or attitude, then s/he should ask someone else to take over the task of facilitation for that agenda item.

*A vibes-watcher* is someone besides the facilitator who watches and comments on individual and group feelings and patterns of participation. Vibes-watchers need to be especially tuned in to any sexism in the group's dynamics.

*A recorder* can take notes on the meeting, especially of decisions made and means of implementation. *A time keeper* keeps things going on schedule so that each agenda item can be covered in the time allotted for it. (If discussion runs over the time for an item, the group may or may not decide to allow for more time to finish up.)

Even though individuals take on these roles, all participants in a meeting should be aware of and involved in the issues, process and feelings of the rest of the group, and should share their individual expertise in helping the group run smoothly and reach a decision. This is especially true when it comes to finding compromise agreements to seemingly contradictory positions.

# Your Committee

## Difficulties with Consensus

### Difficulties in reaching consensus

If a decision that you cannot support has been reached, or is on the verge of being reached, there are several ways to express your objections:

- Non-Support (“I don’t see the need for this, but I’ll go along.”)
- Reservations (“I think this may be a mistake but I can live with it.”)
- Standing aside (“I personally can’t do this, but I won’t stop others from doing it.”)
- Blocking (“I cannot support this or allow the group to support this. It is immoral.” If a final decision violates someone’s fundamental moral values they are obligated to block consensus.)

Obviously, if many people express non-support or reservations or stand aside or leave the group, it may not be a viable decision even if no one directly blocks it. This is what is known as a lukewarm consensus.

If consensus is blocked and no new consensus can be reached, the group stays with whatever the previous decision was on the subject, or does nothing if that is applicable. Major philosophical or moral questions that will come up with each group will have to be worked through as soon as the group forms.

Attitudes that may NOT support consensus:

#### Competition

- achieving your own goals at the expense of others can manifest as: withholding information, manipulation or focusing on others’ weaknesses
- belief that there is only one way to do things

#### Lack of Interest in Others

- putting your personal needs ahead of others’
- focusing on your own ideas and contributions and not listening to others’ input

#### Ownership of Ideas

- your ideas are your property and you expect credit for them
- not open to suggestions or compromise

#### Reliance on Authority

- depending on others to give answers

#### Lack of Participation

- not actively participating through active listening and/or contribution of ideas and opinions

#### Unacknowledged Biases

- unspoken judgments, racism, unresolved conflicts, unpleasant past dealings, sexism and other prejudices affect the way you listen to others

### How to make your meetings more effective

Consensus does not mean that everyone agrees with the decision, but that everyone is willing to live with it.

*Standing Aside* – If you do not agree with the direction in which the group is heading, but you are not willing to stop the rest of the group from going ahead with a generally accepted idea, you can choose to stand aside. This should only be done after you have clearly articulated your concerns and there has been a discussion in the group about your concerns. If there are more than one or two people standing aside, it would be wise to continue to search for other ideas.

*Blocking* – One individual has the power to block a decision, even if it goes against something on which the rest of the group agrees. Again, this should be done only after lengthy discussion, and only in situations where you feel that the decision is morally wrong and would harm the group or other people in some way. Good conflict management skills are necessary in these situations to try and work out solutions.

*Modified Consensus* – some groups use a modified form of consensus that allows for a fall back to voting if consensus is not working, or if someone is blocking a decision that the group feels strongly about. A vote must be taken to determine if a vote will take place. Both votes need 75% approval.

# Your Committee

## Parliamentary Procedure at Meetings

Depending on the needs and personality of your committee, you may wish to follow a structure at your meetings that ensures all debate and decision-making is fair and balanced. Below is an overview of parliamentary procedure:

*Four basic principles of parliamentary procedure:*

- 1) Justice and courtesy to all
- 2) One thing at a time
- 3) The rule of the majority
- 4) The right of the minority

In order for an organization to conduct business in a professional and effective manner, rules and procedures should be adopted so that all members know the correct process. *Robert's Rules of Order* is the most commonly used rule book for the conduct of business in organizations. This outline is designed to provide some basic information about parliamentary procedure to assist student leaders as they work within their organization. For additional information about parliamentary procedure, obtain a copy of *Robert's Rules of Order* from a library, bookstore, or online at [www.amazon.com](http://www.amazon.com)

### *Securing the floor*

When a member wishes to bring a matter before the house, he/she must first secure the floor. To do this, the following steps are necessary:

- 1) Member raises hand or rises.
- 2) Member addresses the chair.
- 3) Chair recognizes the member. Recognition may come in the form of calling a name or by a nod of the head. A common mistake is for the member to assume that he/she has the floor as soon as he/she has spoken to the chair.

### *Introducing Business*

After securing the floor, a member is ready to introduce business. As in the first stage, there are three distinct steps to be taken:

- 1) One member makes a motion by saying, "I move that" or "I move to"
- 2) Another member seconds the motion in the form: "I second the motion." A motion must be seconded in order to indicate that more than one person is in favour of the matter under consideration. It is not necessary to secure the floor in order to second a motion.
- 3) The chair states the motion by saying, "It is moved and seconded that ... are there any remarks?"

### *Debating the motion*

Debate, or remarks on the motion, is not in order until after the chair has stated the motion and called for remarks. In the interval between the second and third stages, after the motion is stated and before it is put to vote, the motion may be debated.

# Your Committee

## Parliamentary Procedure at Meetings...2

### *Principal motions*

When a motion has been made, seconded and stated by the chair, the assembly is not at liberty to consider any other business until the motion has been disposed of. If the motion is long and involved, the chair may ask the mover to hand it in writing to the secretary. The mover cannot withdraw his motion after it has been stated by the chair. All motions must be seconded.

### *To Adjourn*

This motion is always in order except:

- 1) When a speaker has the floor
- 2) When a vote is being taken
- 3) After it has been voted down
- 4) When the assembly is in the midst of business that cannot be stopped abruptly.

Under all of the above circumstances, the motion is not debatable. When a motion is made to adjourn to a different place, and time, it is debatable.

### *To Amend*

This motion is “to change, add or omit words” in the original main motion. This motion is debatable and needs a majority vote in order to pass.

### *To Amend the Amendment*

This is a motion to change, add, or omit words in the amendment. This motion is debatable and needs a majority vote in order to pass. An amendment can be amended only once. Voting on amendments can be confusing: The first vote is on changing words of second amendment, the second (if first vote adopts change) on first amendment as changed; the third vote is on adopting main motion as changed.

### *To Commit*

When a motion becomes involved through amendments or when it is wise to investigate more carefully, it may be moved to commit the motion to a committee for further consideration. This motion is debatable and amendable. The chosen committee must report finding, and a new motion must be made in considering the topic.

### *Personal Privilege*

Request by member to have an item of some concern to himself as a member of the organization considered by those attending the meeting, such as noise, temperature, etc.

### *Point of Information*

Request that is made when a member desires clarification of details. The member may interrupt a speaker and need not obtain the floor.

# Your Committee

## Parliamentary Procedure at Meetings...3

### *Point of order*

This motion is always in order, but can be used only to present an objection to a ruling of the chair or some method of parliamentary procedure. The form is “I rise on a point of order” or “Point of order.” The Chair need not recognize the member. The chairman: “Please state your point of order.” If the member is not satisfied, he/she may appeal the decision of the chair. The Chairman then addresses the assembly. “Shall the decision of the chair be sustained?” This is debatable and the presiding officer may discuss it without leaving the chair. It is voted on like any other motion, and a majority or tie vote sustains or reverses the decision of the chair.

### *The Previous Question*

Moving to a previous question is to close debate on the pending question. This motion may be made when debate becomes long and drawn out. It is not debatable. The form is “I move the previous question.” If this motion is seconded and adopted by a two-thirds vote, the question before the assembly is immediately voted upon. Note the difference between moving to the previous question and calling the question: calling a question is simply an opinion and does not require a vote. If objected to, debate continues.

### *To Reconsider*

The motion to reconsider a motion that was carried or lost is in order if made on the same day or the next calendar day, but must be made by one who voted with the prevailing side (for clarification: if the motion passed, one who voted “yes” would need to make a motion to reconsider; if the motion failed, one who voted “no” would need to make a motion to reconsider). Motion in question can be twice reconsidered. The motion is debatable and needs majority rule.

### *Methods of Voting*

Voting can be the most crucial part of a meeting. Once debate has concluded, following a motion of the previous question or due to lack of debate, the chair should relate the question. Several methods of voting can be used, and some are best for particular types of business. The chair or any member of the board may suggest a voting method.

### *Voting by Consensus*

A vote used when a unanimous decision is expected, such as approval of minutes. Once motion is made, the chair asks, “Are there any objections to voting by consensus?” Lack of response indicates a unanimous vote in favour of the motion.

### *Voting Viva Voice*

This is the form generally used when taking the vote in an ordinary motion. The form is “All who are in favour of the motion will say aye,” (meaning yes). In response, the members who are in favour of the motion should say “aye,” clearly and distinctly, and loud enough to be heard. The chair will then put the negative in this manner: “All who are opposed will say No,” and those opposed will say “No.” After the negative vote has been taken, the chair announces

# Your Committee

## Parliamentary Procedure at Meetings...4

the result by saying either, “The ayes have it, the motion is carried,” or “the no’s have it, the motion is lost.”

### *Show of Hands*

This vote is carried out similar to viva voice vote, as the chair asks for those in favour and those opposed. This vote, however, allows for an exact number count of “aye” and “nay” votes, and may be called for following a voice vote.

### *Abstention*

Abstention is an option for a voting member of a board when a conflict of interest is present. This allows for a member to be present, but not voting. Beware of abstentions used as an easier way of opposing the majority – members may abstain instead of casting a different vote than their peers.

# Your Committee

## Conflict of Interest Guidelines for YiP

To ensure the integrity of the grantmaking process, it is important that YiP committees and members remain unbiased in their decision-making. For that reason, the Foundation has developed the following Conflict of Interest Guidelines for Youth in Philanthropy, which is similar to the Conflict of Interest Policy followed by Board and Staff of the Foundation.

### **A statement of principle:**

Integrity is a core value of The Winnipeg Foundation and all actions of the Board, management, staff and volunteers are founded on the principle of ethical community leadership.

### **Definitions:**

Integrity means conducting all affairs of The Winnipeg Foundation in an honest and impartial manner, and building our community relationships on the basis of respect for the values, perspectives and aspirations of others.

Conflict of interest is a situation in which a person's decisions in one setting (eg. as part of a YiP committee) could benefit him or her (or his or her family or friends) in another aspect of their lives.

It is important that YiP committees remain unbiased when making decisions about organizations with which they might already have a relationship. For that reason, YiP committees should adhere to the following guidelines:

#### *1. Obligation to Declare:*

If a YiP committee member works or volunteers for a non-profit organization, or has a family member who does, that individual must declare their conflict of interest to the group. The individual should not use undue influence on the committee's decision.

#### *2. Free of outside influence:*

Decisions about which organizations will receive grants from the YiP committee should be made by student committee members based on the grantmaking priorities and criteria established at the beginning of the year. Other students, friends, teachers (including teacher advisors), school staff, parents and family members should not try to influence YiP committee members or pressure them to consider or support particular charities.

# Your Committee

## Conflict of Interest Guidelines for YiP...2

### *3. Acceptance of Gifts:*

No YiP committee member or teacher advisor shall accept gifts (other than of nominal nature) or use their relationship with The Winnipeg Foundation for personal gain.

### *4. Confidentiality of Information:*

Information about community projects reviewed by The Winnipeg Foundation and YiP committees is not generally considered to be confidential but some guidelines do apply:

- it is expected by organizations that information gained on site visits will be used with discretion
- no information obtained through involvement with The Winnipeg Foundation is to be used for personal gain

### *5. Orientation Program:*

These Conflict of Interest Guidelines shall form part of the orientation of every Youth in Philanthropy committee member and teacher advisor.

# Your Committee

## Administrative Grant

Every year, each Youth in Philanthropy committee receives an administrative grant of \$1,000 from The Winnipeg Foundation. This money is to be spent on costs associated with running your committee.

These costs might include:

- transportation to and from site visits or other meetings
- gas
- mileage
- bus fare
- parking
- photocopying (if not available at school)
- refreshments for meetings, etc.
- supplies for fundraisers (to raise money for your school's endowment fund)

In most cases, committees don't use the entire amount through the year. Usually, these committees return a portion of their administrative grant to their High School Philanthropy fund, thus enabling future committees to distribute more grant money in the community.

Please use the attached expense sheet for tracking how you spend your administrative grant. If you have any doubt about appropriate use of the grant, please ask your Youth In Philanthropy contact at The Winnipeg Foundation before spending the money.



# Your Committee

## Your High School Endowment Fund

Each Youth Advisory Committee also contributes to their grantmaking activities by establishing a High School Philanthropy Fund at The Winnipeg Foundation.

Your high school's fund works the same way all funds at the Foundation do – the money you raise will be invested and the income earned on that investment will be added to the \$5,000 already available to your committee for grant making. But how do you raise those funds? Some Youth in Philanthropy committees have contributed to their endowment funds by holding fundraisers, such as bake sales and sock hops, and donating the proceeds. At the end of May, each committee also turns back any unused portion of its \$1,000 administration grant. This goes directly into your school's endowment fund. In this way, the grantmaking capacity of each Committee will gradually increase every year. That means the work you do this year for Youth in Philanthropy will be felt in the community for years to come.



YOUTH in PHILANTHROPY

A PROGRAM OF THE WINNIPEG FOUNDATION

# Grantmaking for YiP committees

### Grantmaking steps

1. Find out if the organizations that received grants from your committee last year have sent follow-up letters, photos etc. If not, contact them and ensure that they spent the grant money as intended.
2. Determine your group's grantmaking priorities (eg health, children, environmental responsibility, equality, etc.) Try to choose at least three areas that your committee can agree are important for our community.
3. Develop criteria that you will use to assess each potential grantee. (eg organizations that serve your neighbourhood, charities with a strong track record, projects that will make a tangible difference in the community.)
4. From your criteria, develop questions and evaluation forms for your site visits.
5. Research agencies that might meet your criteria and develop a list of organizations (at least 10-15) that you think would have a good fit with your grantmaking focus and criteria. Even though you might make as few as five grants, it's important to visit more than five organizations. You may find that some don't fit your criteria or meet your expectations.
6. Submit your list (this is called the Interim Report)
7. Send introduction letters and arrange site visits. (A sample letter is in this section of the binder and has been provided on CD.)
8. Go on site visits and take notes.
9. After the site visit, send each agency a letter thanking them for their time and letting them know that they will be notified of your decision (either way) in May. (A sample letter is in this section of the binder and has been provided on CD.)
10. Complete your evaluation form.
11. Report back to your committee on your impressions of the organization.
12. Decide, as a group, how you will distribute your grant money.
13. Make your written recommendations to The Winnipeg Foundation's Board of Directors.
14. Once you have been notified that your grants have been approved, inform the grant recipients and invite them to the Celebration! Make sure you also send letters to organizations that you visited but decided not to recommend for a grant, to let them know and to thank them for their time.

# Grantmaking

## Following Up

Part of your responsibility as a grant maker is ensuring that the funds you've granted have been spent appropriately and according to your wishes.

After receiving a grant from your committee, charitable organizations are asked, by The Winnipeg Foundation, to let you know that the funds have been spent according to your specifications. Many organizations send letters, receipts, photos or invite committees to visit them again to see their grant in action.

However, since grants are made at the end of the school year, it's sometimes difficult for organizations and students to follow up and ensure that the grant money has been spent appropriately. And, since membership on your committee might change from year to year, it's possible that this stage of the granting process could be missed.

We suggest that one of your first activities as a committee is following up on grants that were made the previous year. Many charities will send letters directly to your school or to The Winnipeg Foundation to pass along to your school. Check with your Teacher Advisor and School Secretary to see if your committee received any letters over the summer. If you did not receive letters from some or all of your grantees, check with The Winnipeg Foundation to see if the letter has gone to them.

If there has been no follow-up from an organization, call and ask if the grant money has been spent yet, and ask for: a letter explaining how the funds have been used, a photo of the item(s) purchased, copies of receipts, or even if you can visit and see first-hand how the grant has benefited the organization.

When you go on your site visits you might consider asking an organization if they've received YiP grants in the past and, if so, how they've followed up. It might become one of your criteria for grantmaking.

# Grantmaking

## Setting Priorities

Giving money away may seem like an easy thing to do at first, but effective grantmaking takes some thought and organisation. There are many charities in Winnipeg working on various causes – all of which need funding to continue their work. You cannot give to every charity even if you think they are all worthy of your support. The challenge of every grantmaker is to set priorities.

At the beginning of the year, Youth in Philanthropy committees examine what they consider to be important and what is needed by the community. This will help establish grantmaking priorities that reflect the interests and values of the committee, and that respond to the needs of the community.

### Know Your Community

One way to get to know your committee is to perform a needs assessment. With a needs assessment, you identify issues or problems in the community that need to be addressed. However, focusing on a community's needs, deficiencies and problems only provides half of the picture. Increasingly, grantmakers are using asset-mapping to assist with their grantmaking.

Assets are positive attributes, resources, gifts, talents, skills, programs and people in your community. Knowing what strengths your community already has leads to informed grantmaking and can help you improve it even more. Asset-mapping is a way to see what is happening in your community, and to see how your grantmaking can contribute to these efforts.

#### *Example:*

A neighbourhood is experiencing increased incidents of crime. A needs assessment identifies the problem and determines that the community should have increased police presence. However, asset-mapping discovers a group of community residents who are dedicated to making their neighbourhood safer. A grant to provide this group with flashlights and safety vests helps them start a community safety patrol. Both solutions help reduce crime, however the assets-based approach uses existing assets in the community to make it a safer place to live.

The exercises on the following pages have been developed to help you set your grantmaking priorities.

# Grantmaking

## Grantmaking Priorities Exercise 1 and 2

Exercises 1 and 2 have been developed to prepare your committee to determine its grantmaking priorities. After completing both exercises, you will have a list of strengths and challenges for our community, as well as an idea of what the main interests of your committee are.

### Exercise 1: Know your community

Have your committee brainstorm answers to the following questions. It would be helpful if group members do some research before this session. Researching your community does not have to be complicated. It can be as simple as reading the newspaper and watching the news.

- What makes Winnipeg a great place to live? What are our assets?
- What are the key social issues affecting our community?
- What resources exist to address these issues? (don't name specific organizations)

*Remember, when you're brainstorming, there are no wrong answers!*

### Exercise 2: Know your committee

Have your committee brainstorm answers to the following questions. Group members should have some time to think about each question on their own before the group session.

- What do we want to accomplish as a group and how will we get there?
- What are our strengths? What resources, skills and knowledge do we have?
- What community needs are of prime concern to us? Is there an issue or area of particular concern to us?

At this point we suggest that you take a break, or even adjourn until the next meeting so that group members have a chance to reflect on what you've discussed.

# Grantmaking

## Grantmaking Priorities Exercise 3

### Exercise 3: Choosing grantmaking priorities

Your grantmaking priorities are based on what you want to promote in your community and where you feel your support is needed most. Your committee should decide on at least three areas of focus for your grantmaking.

So how do you decide? A good place to start is with ideas you generated in the previous two exercises: the community strengths and challenges, and the main interests of your committee. Are there any issues that overlap?

Some people use voting to narrow down their choices. Some people debate until they come to a consensus. Some people use a 'star' system to show where their priorities lie. Use whatever method works best for your group, just make sure that everyone has a chance to voice their opinions and that you all agree on the final choices.

*Tip: Make sure you have clear definitions of each focus area before you start to make your final choices so that everyone in the group understands what is being discussed.*

### Deciding which agencies should receive funding

What are the kinds of things you will need to consider? You may find out there are so many worthy agencies and projects that you will have a hard time deciding how to allocate the funds. How can you decide which ones to select? Begin by brainstorming a list of criteria to review when making your decisions. Some ideas are:

- Is the agency eligible? Are they registered as a charity with Canada Customs and Revenue Agency? (*NOTE: **NOT** all organizations listed in the Contact Community Information guide are registered charities. An organization must have a registered charity number to receive a grant.*) You can confirm by checking the website, [www.ccra-adrc.gc.ca/tax/charities](http://www.ccra-adrc.gc.ca/tax/charities) and clicking on “List of registered charities”; or by calling 1-800-267-2384
- Please be sure that the charitable registration number belongs to the organization you are meeting with. If it does not, please contact Kerry or Megan at the Foundation (944-9474) for guidance.
- Where would up to \$1,000 be most useful? (For example, if a daycare only needs a playstructure which costs \$40,000, will \$1,000 help? Can they raise the rest?)
- How many people will the money help, and who are they? (For example, if you want to make a grant to an agency that provides resources to the blind, is it better to provide \$1,000 worth of new technology that can only be used by one client, or provide 20 \$50 books on tape for the agency’s library?)
- Does the agency have a good reputation in the community? How do we know? For example, what do our teachers, parents, and others know about this agency?
- Will this grant duplicate any services that already exist in the area? Are there many agencies that offer the same kind of service in the same area of Winnipeg?
- What resources does the agency have to ensure the proposed program or project will be a success (eg: staff training and expertise)?
- Does the grant fit our grantmaking focus?

With so many schools participating in YiP, we'd like to avoid duplicate grants and site visits as much as possible. We know that there will always be some organizations that are more popular than others! It's OK for a handful of committees to visit, and make grants to, the same charities – however we don't want any one organization to have to host ten site visits if there is a similar organization that isn't hosting any.

Therefore, we ask each committee to submit an Interim Report, listing the organizations you'd like to visit. Your Interim Report must also include your committee's areas of focus for grant-making as well as the criteria you've established. **Your Interim Report must be submitted by the deadline indicated on your timeline.** You can send us your list by e-mail, fax or mail. Once we've reviewed all lists, we'll confirm with you that you can go ahead and arrange your site visits.

# Grantmaking

## Introducing Yourself

The first step in setting up a site visit is to introduce yourself and Youth in Philanthropy with a letter. You should address it to an actual person, rather than “To Whom it May Concern.” If you can’t find the name of the organization’s Executive Director in materials or on the Internet, call and ask for his or her name.

February, 2005

Jane Jones  
Executive Director  
ABC Daycare

Dear Ms. Jones,

I am contacting you as a member of the Youth Advisory Committee at XYZ High School, part of The Winnipeg Foundation’s Youth in Philanthropy program.

Our Youth Advisory Committee has the opportunity to allocate funds to worthwhile charities. We may recommend grants of up to \$1,000 to a single charity, and have a total of \$5,000 to distribute. We have been allocated the funds by The Winnipeg Foundation, which was the first, and is one of the largest, community foundations in Canada. We will also have the opportunity to build capital in a high school philanthropy fund, the income from which will be dispersed in future years.

After researching and reviewing many voluntary sector organizations, we are interested in meeting you, discussing our program, and learning more about your agency and services. We would like to determine if there is a good fit between your organization and our granting interests and requirements.

We hope to meet with you to learn more about your organization. We hope to arrange this meeting for March 2, 3 or 8 any time after 2pm. We expect the meeting will take about an hour and there will be three members of our committee attending. At the meeting we will be asking you some questions about your organization and the work it does in the community. We hope that we will also be able to have any printed materials about your organization, including brochures and an annual report. If possible, we’d also like to tour your facility.

I will contact you by telephone shortly to discuss a time for a meeting. In the meantime, please feel free to e-mail me at [myaddress@yahoo.com](mailto:myaddress@yahoo.com) and let me know if you are available on any of the days listed above. If not, please suggest some alternate dates and times.

Yours Truly,

[Chairperson’s name]

**One of the most challenging aspects of a site visit can be just setting up the visit in the first place. Many YiPpers have had difficulty getting in touch with the organizations they'd like to visit. Because your schedule as a student is quite different from those in the working world, you may have trouble reaching organizations. Leave detailed messages, be patient and try to be flexible.**

Once you have arranged a date and time for your visit, there are a few things to keep in mind:

1. Let your contact know how much time you have to spend (most site visits take half an hour to an hour). Ask him or her to have some printed materials ready for you to take (annual reports, brochures, etc.)
2. Make sure you know where you're going. Ask your contact at the organization for directions, where parking is available or the nearest bus stop.
3. Make sure at least two and no more than five YiPpers attend the site visit. Let the organization know how many people they can expect.
4. Make sure you're on time.
5. If your group absolutely can't make the site visit, call the organization as soon as possible to reschedule.
6. Never visit an organization without making an appointment.
7. Come prepared with your list of questions and a notebook and pen for taking notes.
8. Complete your site visit report form as soon as possible after the visit, while the information and your impressions are fresh in your mind. Every committee member who attended the visit should have input into the site visit report.

### **AND...**

**Ask the person you're meeting with for his/her business card. You must submit your contact's full name, phone number and address, and asking for a business card is a great way to get this info. If you like, staple it right onto your site visit form!**

## Developing Questions for Site Visits

It's best to develop your site visit questions as a group and make sure that everyone is asking the same questions on each site visit. This will give you a basis on which to compare the organizations you're visiting. Ask about things you think are important to your committee, based on the grantmaking focus and criteria you've established. Take your list of questions with you to the visit to make sure you don't forget anything or get distracted. Having your list with you should also limit having to call back later for further information.

Your questions should be based on your grantmaking focus and criteria and reflect the interests of your committee. It's up to you to develop the questions that best suit your group, but a few ideas are:

- Are you a registered charity? (To receive a grant, an organization must be a registered charity. You must include the registered charity numbers in your grant recommendations to The Winnipeg Foundation.)
- Tell us about your organization's mandate and history.
- What services do you provide and to whom?
- How many people does your organization reach?
- How many people work here? How many volunteers does your organization have?
- If you received a grant of up to \$1000, how would you use it?
- What are your greatest needs as an organization?
- What other revenue do you receive? Who else funds your operations?
- Has your organization received a grant from a Youth in Philanthropy committee in the past? If yes, what was it for and how did you follow up with the committee?

# Grantmaking

## Business Communication

Participating in Youth In Philanthropy is a unique experience for students. It allows you to work closely with your peers and with members of the community. Although it's always important to have fun and enjoy your experience with Youth In Philanthropy, the nature of the program means it's important to act professionally. Here are some points of business etiquette that you should keep in mind, especially when it comes to dealing with agencies.

### Arranging a meeting

Once you have selected the agencies that you would like to learn more about, it's time to send them a letter introducing yourself. Try to keep the letter to one side of one piece of paper. In this letter, you should:

- Inform the contact person about the program
- Briefly describe the goals of your committee
- Mention that meeting with them does not ensure funding
- Suggest possible meeting times (ie: we're available Tuesdays after 3:00 or the mornings of March 3, 6, 9 etc.)
- Tell them how long you expect the meeting will take
- Ask them to have any appropriate printed materials about the organization ready to give to you
- Include contact information, including school and home phone numbers and an e-mail address. Remember that most offices close at 4:30 or 5:00 and contacts may have trouble reaching you at school.

After the letter has been sent, you may need to do some follow-up. If you have not heard back from the agency within a few days, you should make a follow-up phone call. When you call, you should confirm that the person has received your letter, ask if they have any questions about Youth In Philanthropy or the information you are looking for and ask if you can arrange a meeting with him/her. Arrange a meeting at a time that is convenient for both of you. Let them know that you'd like a tour of their facility and any printed information they can give you. Ask for specific instructions on how to get to the agency. (Is there parking available and where? Where is the nearest bus stop?) You may want to make notes before you call so that you won't forget any of your questions or feel nervous.

### Voice Mail

When you're calling an agency, especially if it's on your lunch hour or after school, you should be prepared to leave a voice mail message. Some business people never answer their phones and only respond to voice mail messages at a time that's convenient for them. So, it's often best to leave a detailed message rather than trying to reach them in person. Again, you may want to prepare notes so that you include as much information as possible in your message (but avoid being long-winded). Remember to clearly state your name, the specific reason for your call and your phone number. You should also let them know what time it's best to contact you. (For example: "Hello my name is Jane Doe calling from Degrassi High School's Youth in Philanthropy committee. I'm calling to confirm that you received the letter I sent you last week and to see if it would be possible to meet with you in person. You can reach me after 4 o'clock today or before noon tomorrow at 555-1234. I look forward to speaking with you soon.")

### E-mail

If you're communicating with an agency via e-mail, make sure that you always use an appropriate description of your message in the subject line. An agency that receives an e-mail from an unfamiliar recipient with a vague subject line may think that the e-mail is spam or contains a virus.

Keep your message concise and professional. Don't use emoticons. Sign the message with your full name and school name. Spelling counts!

Don't add that person's address to your own address book – if you get a virus on your computer, it may send itself to all of your contacts.

### Meeting in person

It is very important that you make an appointment before you arrive for your site visit. If you have to change your appointment time for any reason, give as much advance notice as possible and reschedule. You should only reschedule an appointment if it's absolutely necessary. Don't reschedule a meeting more than three times.

At the beginning of the meeting re-iterate how long you expect the meeting to take and what you will expect of the other person. Always be respectful of the other person's time and expect the same from them. Make eye contact.

It's a good idea to bring a written list of questions to your meeting. This will help to keep you focused and on track. Remember to bring a pen and paper and take notes.

For specific information about site visits, check the Grantmaking section.

# Grantmaking

## Agency Thank You Letter

March 25, 2005

Jane Jones  
Executive Director  
ABC Daycare

Dear Ms. Jones,

On behalf of the Youth Advisory Committee at XYZ High School, I would like to thank you for the time you took to meet with us on March 15th. We enjoyed touring your site and learned a great deal about your organization. Thank you for taking the time to answer our questions and for providing all of the information we requested.

We are now in the process of deciding how to allocate our grants. Once our decisions have been made and approved by the Board of The Winnipeg Foundation in mid-May, we'll be in touch with you to let you know the results.

Thank you once again.

Yours Truly,

[Name of a person who visited the organization]  
Youth Advisory Committee

# Grantmaking

## Recommendation Form

***Photocopy this form and fill one out after each site visit. Once your decisions have been made, you must return your completed forms to The Winnipeg Foundation.***

Name of organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Registered Charity Number: \_\_\_\_\_

Name of contact person at organization: \_\_\_\_\_

Date of site visit: \_\_\_\_\_

Participants in site visit: \_\_\_\_\_  
\_\_\_\_\_

Amount to be granted: \$ \_\_\_\_\_ or  declined

Description of grant (or reason for decline):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other information about your site visit or the organization that you would like to share:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Once your group has decided which charities to fund and how much each will receive, it's time to make your written recommendations to the Board of Directors of The Winnipeg Foundation. **Your Final Report must be submitted by the deadline indicated on your timeline.** (If recommendations are submitted late, they will not be presented at the Board Meeting and the grants cannot be made.) Your package to the Foundation must include:

- **Completed site visit forms** (for every site visit, even those for organizations you're not recommending for a grant) Your forms **MUST** include:
  - Full name of organization
  - Name of your contact person at the organization
  - Charitable Registration Number
  - Description of the project
  - Amount of grant or reason for the decline
- **Evaluations**
  - Completed evaluation either from each member of your group, or one evaluation on behalf of the entire committee
- **List of members**
  - A typed list of all student committee members and teacher advisors involved in this year's Youth in Philanthropy program
- **Photo of your committee**
  - If you don't have access to a camera, let us know and we'll arrange to come out and take your photo
- **Completed administrative grant expense form**
- **Any other information you'd like to share**
  - What you learned about the voluntary sector and charitable organizations
  - Interesting aspects of your grantmaking process
  - A particular story about an organization
  - An issue deserving greater attention from The Winnipeg Foundation
  - Your most difficult decision as a group
  - Recommendations for improving the "Youth in Philanthropy" initiative

# Grantmaking

## Sample Letter to Grant Recipients

**DO NOT send letters to grant recipients until The Winnipeg Foundation has approved your grants!**

May 7, 2005

Sister Bernadette O'Reilly  
Co-Executive Director  
Rossbrook House  
658 Ross Avenue  
Winnipeg, MB R3A 0M1

Dear Sister O'Reilly,

On behalf of the Winnipeg High School Youth in Philanthropy committee, we are pleased to advise you that Rossbrook House has been selected to receive a grant from our committee and The Winnipeg Foundation. This grant, in the amount of \$750, is to be used for summer programming and to purchase basketballs.

We would like to take this opportunity to invite you to a Celebration of Youth in Philanthropy. This event brings together all of the students and grant recipients who took part in this year's program. The event is at 7:30 pm on Thursday, May 19th at CanadInns Polo Park. Please RSVP to Megan or Kerry at The Winnipeg Foundation at 944-9474 or [yip@wpgfdn.org](mailto:yip@wpgfdn.org)

We look forward to seeing you there!

Sincerely,

Winnipeg High School Youth in Philanthropy Committee

# Grantmaking

## Sample Letter to Grant Declines

**DO NOT send letters to grant recipients until The Winnipeg Foundation has approved your grants!**

May 7, 2005

Sister Bernadette O'Reilly  
Co-Executive Director  
Rossbrook House  
658 Ross Avenue  
Winnipeg, MB R3A 0M1

Dear Sister O'Reilly,

On behalf of the Winnipeg High School Youth in Philanthropy Committee, we would like to advise you that Rossbrook House was not selected to receive a grant from our committee. However, we would like to take this opportunity to once again thank you for your time.

Thank you for your interest in Youth in Philanthropy.

Sincerely,

Winnipeg High School Youth in Philanthropy Committee

# Websites

The following websites may be helpful to your Youth in Philanthropy Committee. Check out the following to research charitable organizations or find out more about Youth in Philanthropy.

## **Contact Community Information**

[www.contactmb.org](http://www.contactmb.org)

## **Canada Customs and Revenue Agency** (to confirm charitable numbers)

[www.cra-arc.gc.ca/tax/charities](http://www.cra-arc.gc.ca/tax/charities) and click on “List of registered charities”

## **Youth in Philanthropy Canada**

[www.yipcanada.org](http://www.yipcanada.org)

## **International Youth Foundation**

[www.youthactionnet.org](http://www.youthactionnet.org)

## **The Winnipeg Foundation**

[www.wpgfdn.org](http://www.wpgfdn.org)

## **Community Foundations of Canada**

[www.community-fdn.ca](http://www.community-fdn.ca)

## **Youth Grantmakers**

[www.youthgrantmakers.org](http://www.youthgrantmakers.org)

If you find other websites that are helpful, let us know and we will add them to next year’s workbook!