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PURPOSE OF THIS WORKBOOK

You know there are things that need to change in your world. This workbook is about helping you create that change.

Use it if you need help with any of the following:

- You want to know how to apply for money from Youth Grants Board for your idea.
- You need help identifying a key issue or coming up with a project idea.
- You need suggestions about how to carry out that idea.

If you need more help, or have any other questions, feel free to call YIP staff at 836-9160. We want to help you.

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HOW YIP WORKS

HOW YOU APPLY

YIP has money for youth-led groups who want to create positive change in their community. If you are a youth group, this is how you get the money:

1. Come to the YIP workshop to learn more about how to apply.
2. Get a YIP application.
3. Work with your group to research the need & come up with an idea.
4. Fill out the application and get it in by the deadline.
5. Hear back from YIP about whether you got the money. Use the money to make your idea work!

HOW FUNDING DECISIONS ARE MADE

A board of young people makes the decisions about which groups get the funding. This board also helps lead application workshops and organizes events for youth groups that get funding.

WHERE YIP GETS ITS MONEY

YIP gets its money from the San Francisco Department of Children Youth and their Families, the Cricket Island Foundation, the W. Clement and Jesse V. Stone Foundation and the Stuart Foundation.

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BRIGHT IDEAS FOR YOUTH-LED PROJECTS

- A strategy to deal with “gentrification” in a neighborhood or city
- A project that teaches other youth how to produce music
- A curriculum that helps get ethnic studies into your school
- An event that brings youth groups together to promote community
- A hip-hop concert that also connects youth to good jobs
- A gardening project that trains youth on how to run a business
- A youth-written play that addresses the struggles of LGBTQ youth
- A campaign to get more counselors hired at your school
- A campaign to get SF police to train their officers on effective communication with youth
- A performance that highlights the culture of your neighborhood and breaks down stereotypes
- A film that tells the story of the positive accomplishments of youth
- A campaign to get beer companies to quit advertising to minors
- A magazine that helps promote the voices of immigrant youth
- A campaign to get local stores to sell healthy food instead of junk food, tobacco and alcohol

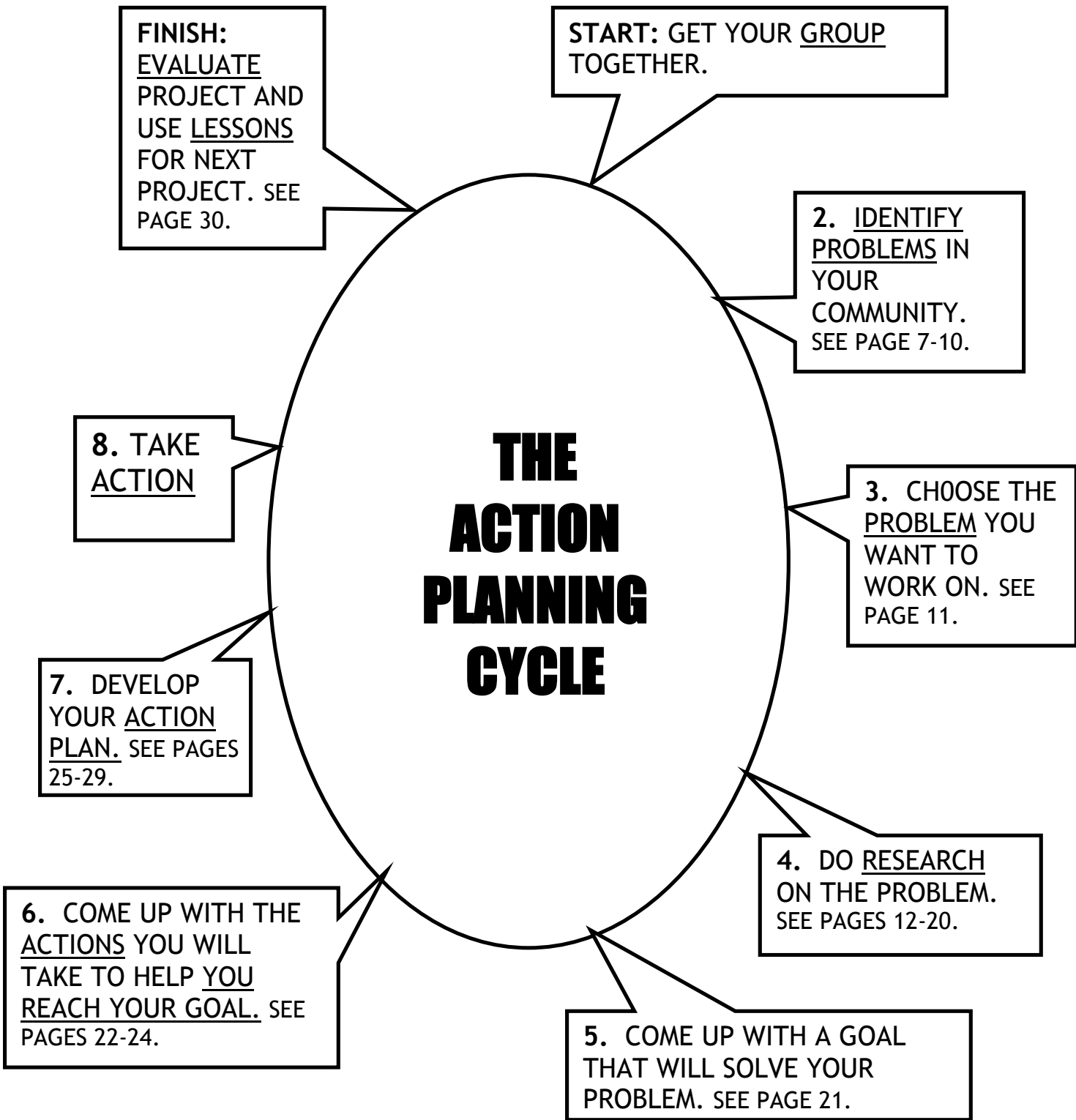
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PLANNING: AN OVERVIEW

On the next page, you'll find a diagram that shows the steps in PLANNING FOR ACTION. Each step on the diagram is covered in a section in this workbook. It's a circle because planning for action is continuous. Taking action doesn't mean you will completely solve a problem that's important to you. But it can get you further, and help you take on other, more complex problems in the future or try out more complicated solutions to the same problem. Good Luck in planning!

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IDENTIFYING PROBLEMS TO SOLVE

Many youth groups start taking action by identifying a problem they want to solve—this is a great place to begin. There are other ways to start, as well. A group could start with a vision of what they want to see in the future, or do a project that helps them use and develop their interests, talents or skills. Where you start is less important than the act of starting. Just start!

SOME EXAMPLES OF PROBLEMS YOU MIGHT FACE

- There is nothing to do after school in our neighborhood or city.
- School is boring and kids are always getting in trouble.
- We don't learn much about our community's history & culture.
- My family has to work at too many jobs because of the high cost-of-living in SF.
- Youth in our community don't know youth in other communities.

EXAMPLES OF VISIONS THAT YOU MIGHT HAVE FOR YOUR COMMUNITY

- "My vision for my community is that it's a place where youth feel respected by adults."
- "My vision of a community is where there are lots of fun things for youth to do - like having a great skate park."
- "My vision of my community is where public transportation is easy and affordable for everyone."
- "My vision is of a school where teachers and administrators take the ideas of students seriously and get them involved in making important decisions."

**HEY! THE
NEXT 3
PAGES HAVE
EXERCISES
TO GET YOU
GOING.**

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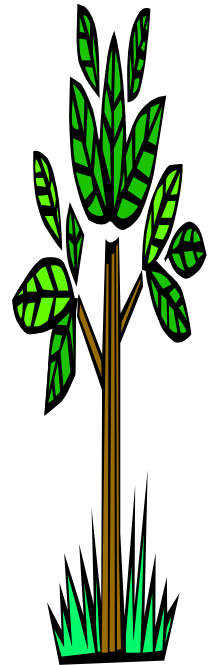
EXERCISE 1: THE PROBLEM TREE

This exercise helps you identify and organize different problems that your community might have, and think about the root causes.

Materials: Large paper tree, green pieces of paper to symbolize leaves, other paper to symbolize roots, tape, markers

Directions:

1. Tape up a big piece of paper on the wall. For the full effect, the paper should be in the shape of a tree, with roots, trunk and branches.
2. Hand out 3-5 pieces of paper in the shape of leaves to each person. Ask people to think about the problems and concerns youth face in school or in their community—things they might want to do something about. Give an example to help people get going. Make sure they write in large letters so it will be visible.
3. In silence, have participants write down the problems on the leaves. Take about 5 minutes to do this. Have tape ready so that when individual writing is done, you are ready to post the leaves on the trees.
4. Ask participants to come up and tape their leaves on the tree.
5. Ask volunteers to identify the concerns or problems that appear most frequently on the tree. Have volunteers reorganize leaves so that there are clusters of problems that are similar (example: put all the education-related problems in one cluster).
6. Have another volunteer write down the general cluster themes on a separate piece of flip chart paper so that everyone can see the themes clearly.
7. Now you have identified a number of problems that are important to the group.
8. Next Steps:
Assign partners to identify 1 or 2 *root causes* for each of the problem-clusters. Explain that we can often get at the root of a problem by continuing to ask “why?” (see page 13.)



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EXERCISE 2: YOUR VISION FOR YOUR COMMUNITY

Sometimes it's better to start with a positive vision, rather than focusing on problems. Once people have a vision, it can be compared with their reality and help them focus on changing their reality. This exercise helps to do this.

Materials: Flipchart paper and different colored markers

Directions:

1. Explain that you want people to create a picture of what their *ideal community* would look like. Another way to put it might be to say, "If you had a chance to create your own school, what would it look like?" Remind people to move beyond how the school should look physically to what happens inside (or outside). Encourage participants to draw what they want to see, unless they feel more comfortable with just writing it out. Give examples like those listed in the beginning of this section to help get people going.
2. Hand out markers and flip chart paper to everyone.
3. Have people take 10 minutes to draw out their vision of their community and present back what they've done.
4. Discuss people's visions. Where were there similarities and real differences in people's visions? Are there places where it looks like everyone has a common vision?
5. Break people back up into small groups. Give each small group a part of the vision that seemed to ring true for many in the group.
6. Have each small group answer the following questions:
 - **What does the reality look like in this community, compared to our vision?**
 - **What's getting in the way of us reaching our vision?**
7. Have the small groups present their answers to these questions.
8. Discuss as a large group what the reality is, and what's getting in the way of reaching your combined vision. Discuss possible steps to take in learning more about the reality of the situation and ways to change it.

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EXERCISE 3: THE TALENTS & SKILLS IN YOUR GROUP

You can start with problems or a vision, but you should also think about the talents and skills of your group. Use this exercise to figure out the talents that people have that could help point the way to a project idea. **Here's an example: Say a bunch of youth in your group have great artistic skills. A mural, graphic design business, or after-school art program are some ideas that build on these skills.**

Materials: flip chart paper and markers

Directions:

1. Use large butcher paper posted on the walls.
2. Explain that the purpose and power of the exercise is to identify and make visible all the talents present in the group; and to look at the ways these strengths can be applied or built into the project idea.
3. Give the group some time to think about what they are good at, and what they have to offer to others.
4. Have a group facilitator get the group to list their talents and abilities on butcher paper. To help a shy group get started with this exercise you can list headings or categories for group members to expand upon. Some examples of headings: *artistic talents, cultural talents, peer education, youth organizing, media production, sports, reaching out to other youth, etc.*
5. Next, tape the list(s) on the wall and have a group discussion on what was generated. This exercise is an excellent starting point to begin thinking about the project your group may want to embark on. For example, if there are a lot of artistic and cultural talents in the group, your group may want to start thinking about a project that would put all this talent to work!

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CHOOSING A PROBLEM TO FOCUS ON

If you did Exercise One, you have probably come up with lots of problems you want to address. If you did Exercise Two, you probably came up with lots of things that are in the way of you reaching your vision. Think of these things as problems, too. **How then, do you pick the problem you want to focus on?**

Think about these questions to help you choose:

- Is it a problem that all of our group members care about? Does it seem more important than the other problems we are looking into?
- Is it a problem that affects our group directly? (If it does, you'll be more motivated to look into it.)
- Does the problem affect lots of our peers? (If so, you will find more support from others to help you achieve your goals.)
- Is there a clear action we can take to address the problem?

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ANALYZING & RESEARCHING PROBLEMS

OK, so you have tentatively decided that you want to focus on a particular problem. Now you should look into it more deeply.

WHY DO WE WANT TO LOOK MORE DEEPLY INTO A PROBLEM?

- So you can get to the **root cause** of the problem.
- So you can see **other people's perspectives** on the problem.
- So you can **identify strategies** that might be effective in solving the problem.



THREE GOOD WAYS TO DO THIS:

- Talk about it with your **group**.
- Get info from other **people who are affected directly** by the problem.
- Get info from **people who are trying to deal with the problem**, or who study the problem.

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STARTING BY TALKING ABOUT THE PROBLEM

[YOU KNOW A LOT ALREADY]

Below are some different ways you can talk about a problem to begin to understand it better. It's best to start with your group first in thinking about problems. The obvious reason is that group members often know a lot about the problem already, and might have been affected by it too.

Just ask "WHY"

Why ask "WHY?" Asking "WHY" helps a group think about **root causes**. It helps you go from **symptoms** of a problem to the deeper reasons for the problem. It's a simple process: just keep asking "why" to people's answers.

Here's an example:

What's the problem?

There is too much drinking going on among youth.

Why is this happening?

There's nothing else to do.

Why is there nothing else to do?

Because there are no cool "underage" spots to hang out at.

Why aren't there any cool spots that cater to youth? . . .



Ask other questions too

Here are a few other important questions to ask about problems you are trying to address:

- Do you think other people feel the same way about it?
- How widespread is the problem?
- What is the effect of the problem on students, teachers and others?
- How long has the problem been around?¹ How did it begin?

¹ Page 27. Leigh Dingerson and Sarah H. Hay. Co/Motion Guide to Youth-led Social Change. Washington, DC: Alliance for Justice. 1998. 242 pages.

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SURVEYS

It seems like we are asked to fill out lots of surveys or questionnaires. They are used a lot because they are a great way to get basic, concrete information from lots of people at once. (Interviews are better if you need more in-depth info.)

Don't forget to keep track of surveys after they have been filled out, and make sure that the information gets **compiled** (put together so you can see patterns). Excel, a computer software program that most schools have, is the best tool for compiling your data. You can also compile data by hand; it just takes longer.

HOW TO DESIGN A SURVEY

1. First write down all the possible questions you might ask to get the information you need.
2. Then narrow down the questions to make sure you get to the most critical ones (for the specific info you need); you don't want the survey to be too long.
3. Then make sure the questions are written in such a way that they don't imply a "correct" answer. Make sure, in other words, that the questions are as **neutral** as possible, so people feel free to respond honestly.
4. Once the questions have been revised, look at the **order** in which you want to ask them. Order is really important, because how people think about one question will influence how they look at the questions that follow. Make sure the order makes sense in terms of getting to the most specific, detailed info you need.
5. Keep the survey length to 2 pages max. Any longer, and people will be a lot less likely to fill it out.

HOW TO GET PEOPLE TO FILL OUT SURVEYS

1. **STAND AROUND WHILE THEY ARE FILLING THEM OUT.** Otherwise, the surveys might not get returned. For example, you might want to go to an after-school club while they are having a meeting and ask them to take 5 minutes to fill out the survey. You can collect them right there.
2. **MAKE IT EASY FOR THEM BY HAVING THEM CHECK BOXES OR CIRCLE ANSWERS.** By making the survey simple to fill out, people will be more likely to complete it. Don't have too many questions where people have to write out their answers. One or two of these types of questions is enough.

**See the next page
for examples of survey questions**

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SAMPLE SURVEY QUESTIONS

Fill-in-the-blank question example:

What are some activities you want at the Rec Center?

Art classes, music studio, getting help with homework

Multiple choice question examples:

Has your locker ever been searched by a security guard?

Yes no

Is English the first language you learned to speak?

Yes no

"I feel like my teachers listen to me."

Strongly agree agree neutral disagree strongly disagree

"The rules at our after-school program. . ."

Make a lot of sense make some sense make little sense are totally wack

Check 2 things that you would like our group to deal with in this community:

- Bad Relationships between youth and storeowners
- Lack of interesting things for youth to do in their free time
- Feeling unsafe on the streets
- Dirty parks with no new equipment

The bathrooms in my school are usually: (on a scale of 1-10)

1 2 3 4 5 6 7 8 9 10
 disgusting spotless

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CONDUCTING INTERVIEWS

Interviews let you get in-depth info about how people are affected by the problem, and also hear their ideas for possible solutions. One important strength of an interview is the opportunity to ask *follow-up questions* if you need to. You can also clarify questions that people don't understand. A drawback of interviews is that they take time, so you can't do too many of them.

STEPS TO PREPARE FOR AN INTERVIEW:

1. Talk about the problem as a group first. This will help you generate good questions to ask other people.
2. Decide as a group which questions you want to ask. Try to keep the list of questions reasonable. People are busy and may not have time to answer a whole lot of questions.
3. Practice carrying out an interview with a member of your group. Developing a **script** is helpful. Begin by introducing yourself, tell them why you are doing the interview, how long it's going to take and confirm that it is a convenient time to conduct it. Make sure you tell the person how you are going to use the information. Also, if you want to quote someone, you should get his or her permission first.
4. When doing interviews, practice *active listening*. Active listening is about concentration, making eye contact, and really focusing on what the person has to say. It also involves asking clarifying questions to be sure you understand. Writing notes during the interview may be distracting for you; if so, take as few notes as possible during the interview—go back and write it up later.

SOME TIPS

1. Ask follow-up questions:

A follow-up question allows you to get more information than you normally would.

Examples of some follow-up questions:

Say more about this? Where did you get that info? What do you mean by that?

2. Ask open-ended questions:

A "closed question" is a question that is designed to get only YES or NO answers. An "open-ended question" makes sure that the person being interviewed explains his- or herself, including the reasons behind her/his opinion. Detail is good because it will help you get to the **root** of the problem. *Some examples:*

- Closed Question: Do you like this class?
- Open Question: What do you like most about this class?

SEE THE DIFFERENCE?

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HOLDING GROUP DISCUSSIONS

A great way to collect important information about problems is through a group discussion. The scientific term for this discussion is a FOCUS GROUP.

PLANNING FOR THIS DISCUSSION

- Come up in advance with a few (3-5) questions to ask your focus group. Do a test run of these questions with your planning group to make sure they make sense.
- Find a space where people can sit in chairs in a circle.
- Invite 3-10 people to come to the focus group. Make sure you are prepared to tell them why you want them there and how long it will take.

RUNNING THIS DISCUSSION

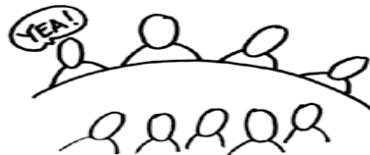
- Have someone take notes either on flip chart paper or in a notebook. The facilitator should not be the note-taker—it's too distracting.
- If you are going to do a focus group with people that don't know each other, start out with a quick icebreaker to get things moving. You'll get better answers.
- Get going with easy questions—save harder, important questions for the middle—and try to finish up with an easier question, too.
- Make sure that as many people as possible answer each question that you pose. You might need to call on people or do a go-around to ensure that everyone is heard.
- Ask follow-up questions. Also, try to get people to build on statements that others have made. Here's an example:

Facilitator to Marilyn: *How can teachers in this school prevent students from dropping out?*

Marilyn answers: *Teachers need to have better relationships with students...*

Facilitator to Eduardo: *Eduardo, what do teachers need to do differently to have better relationships with students?*

Eduardo answers: *they need to learn more about the personal backgrounds of their students....*



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OBSERVING WHAT'S GOING ON

Sometimes you need to see what's going on to better understand the details and extent of the problem. Observations might work well for problems like:

- **Bathrooms**—doing daily inspections of the bathrooms. This can tell you when the bathrooms get gross, and why it's happening.
- **Parks and Rec Centers**—take pictures of parks & rec centers in your neighborhood, and compare them to other neighborhoods. This can help you judge the quality of those in your neighborhood.
- **Liquor and tobacco ads**—check out how many of these ads are around your neighborhood and where they are located. Observe if the patterns are similar or different in other neighborhoods
- **Bullying**—Listen closely to what's going on around you and take notes in a notebook or on an audio recorder every time you hear bullying. See how often it's going on, where it seems to happen most, during what times and under what conditions.

TOOLS FOR OBSERVATION

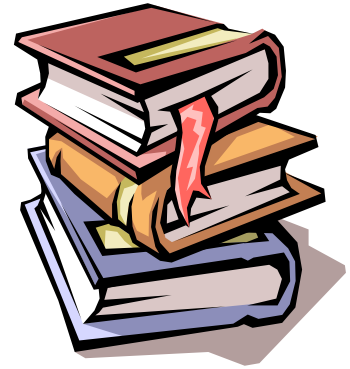
1. Video camera
2. Clipboard / Notebook
3. Regular cameras
4. Hand-counters for counting people
5. Tape recorder
6. **Most importantly, your eyes and ears!**

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OTHER WAYS TO COLLECT INFORMATION

NEWSPAPERS, BOOKS & ARTICLES

Many books and articles have been written about the problems you are trying to deal with. Lots and lots of written information are also on the Internet.



VISITS WITH EXPERTS

Meeting with people that are already addressing the problem (especially other youth-led groups) can be really helpful.

Here are some questions you might want to ask:

- What do you think the cause of this problem is?
- What are things that people are doing about it?
- If we wanted to know how this problem affects other students, what questions should we ask them?
- We are thinking about trying solution X to address this problem. What do you think might be some challenges in making it happen? Who might be willing to help us?

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THE LAST RESEARCH STEP: MAKING SENSE OF THE IDEAS AND FACTS YOU'VE GATHERED

Before you move on to the next step, you need to reflect on all the info you have gathered. Here are some questions you can use to discuss what you've found:

- What do we know about the problem now, compared to when we started this process?
- Are there different ideas about how the problem is caused? What is the reason for the difference of opinions in our group?
- What's the most accurate source of information? Are there sources of info that are sketchy?
- What are the different types of solutions we have discovered in the process? Why do we think people have different solutions? Which type of solution makes the most sense for us?
- What does our research tell us about where we need to go next? Do we need additional info from someplace else?



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SETTING GOALS

Ok, so you know a lot more about the problem now; you are ready to take action! But hang on for a second. Before you rush off and start coming up with project ideas to solve your problem, make sure you have a goal to guide you.

WHAT IS A GOAL?

A Goal is a big picture statement that your group can use to help guide what you do. A goal is something really big that we hope for in our community, knowing that it is not achieved with one project alone, but with the work of many people over time.

WHY ARE GOALS IMPORTANT?

Goals are important because they keep us focused on what we really want, even if we know we can't fully achieve it yet.

SOME EXAMPLES OF GOALS

Plenty of jobs for youth in our community

Youth in our community have lots of fun and productive things to do after school

Our neighborhood has a local park that is clean and safe

Peace and harmony among youth in our neighborhood

HOW YOUR GROUP CAN COME UP WITH GOALS

One good way to do this is by following these simple steps:

1. Get clear as a group about the problem you really want to solve. If you did research on the problem, you might have uncovered deeper problems hidden underneath the problem you started with.
2. Take this problem and turn it into a positive statement of what you really want. Here is an example of how to do this:

Problem you started with: students are bored in class and dropping out.

Real problem that you discovered through research: Students don't have the opportunity to learn about subjects they really care about.

Goal: our school offers lots of classes in subjects that are important to us.

**THE NEXT FEW PAGES WILL HELP YOU COME UP WITH
ACTIONS TO REACH YOUR GOALS!**

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FIGURING OUT ACTIONS YOU ARE GOING TO TAKE

You just finished your research and have a better sense of what's going on. You also have come up with a big goal to guide your work. Now you are ready to come up with some possible activities—or ACTIONS—you can take to help you reach your goal. Here's how to do it:

STEP 1: COME UP WITH LOTS OF DIFFERENT ACTIONS or ACTIVITIES

Actions and activities come from a good understanding of the problem. If you feel like you understand the causes and effects, you are ready to start thinking about different kinds of solutions you could work towards. Here are some examples:

Problem

- Lack of understanding between teens and adults in our neighborhood.

Goal

- Youth and adults in our community respect each other and see each other as resources, not problems.

Possible Actions/Activities

- Hold a positive event that brings youth & adults together with a common purpose
- Work with business owners to establish some youth internships at local businesses, so adults in the community can witness young people's responsibility and work-ethic
- Do ongoing workshops for adults that help them understand youth culture, and teach more youth about the various roles that adults in their communities play

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STEP 2: SELECT CRITERIA YOU WILL USE TO HELP YOU CHOOSE THE BEST ACTION FOR YOUR GROUP.

After you have generated lots of possible actions to help you reach your goal, how do you decide which one to choose? One good way is to use CRITERIA (guidelines) to figure which one is best.

Here are some criteria you can use to make group decisions about which possible action to choose:²

- Does the action get to the root of the problem we face?
- Does it fit with YIP (or other funders') guidelines?
- Is this something that youth in our group are interested in doing?
- Do we have enough time to do it?
- Is it achievable by our group?
- Will it build our group's skills?
- Can we get support from adults for it?
- Will it have a noticeable impact on the lives of youth in our community?
- Will it build our group's power to solve more problems in the future?
- Is it straightforward enough that everyone will understand what we are trying to do?

STEP 3: CHOOSE YOUR ACTION or ACTIVITY

The ACTION you choose should fit most or all of the criteria that you selected.

This is your project idea!

**SEE THE NEXT PAGE FOR
AN EXERCISE ABOUT HOW
TO DO THIS.**

² Adapted from Kim Bobo, Jackie Kendall, and Steven Max. *Organizing for Social Change: A manual for activists in the 1990s*. Midwest Academy. Cabin John MD: Seven Locks Press. 1991. 271 pages.

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EXERCISE 4: HOW TO CHOOSE AN ACTION OR ACTIVITY

Materials: Markers and flipchart paper

Directions:

1. Decide on 4-6 of the most important *criteria* you want to use to evaluate your possible actions. We have given you some suggestions in the chart below.
2. Create a chart like the one you see below.
3. Put all of the possible actions you came up with in the left-hand column.
4. As a group, go through each action, and give an “A,” “B” or “C” rating for how well each action fits each of the criteria.

A=Yes, this is definitely true; B=this is sort of true; and C=this isn’t really true.

5. Use the scores to talk about each possible action. Try to answer some of these questions:
 - Do any stand out (have lots of A’s or lots of C’s)?
 - Are there possible actions we can eliminate now?
 - Which action makes the most sense to us now?
6. Come to an agreement about which action your group wants to take.

	<i>Is it achievable by our group?</i>	<i>Is it something that YOUTH in our group are very interested in doing?</i>	<i>Will it have a real impact on the lives of YOUTH in our community?</i>	<i>Does it build the leadership skills of our group?</i>
Action 1				
Action 2				
Action 3				
Action 4				

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COMING UP WITH AN ACTION PLAN

You have come up with a solution (Action) that you want to carry out as a group - this is your project idea. Now you are ready to make it happen. Focus your efforts on answering these three questions:

1. HOW ARE YOU GOING TO MAKE IT HAPPEN?

This is your TO-DO LIST. You need to figure out all of the activities and tasks necessary for the project to be successful.

Some examples of tasks and activities include:

- Publicizing your project to the rest of the school
- Recruiting other youth to get involved
- Getting permission from the Principal to do the project
- Training group members in their specific roles as project leaders
- Finding a space for your project
- Buying food for an event / getting donations

2. WHEN ARE THINGS GOING TO HAPPEN?

In order to complete a project successfully, you need to set some **deadlines**. You need deadlines to complete specific tasks along the way.

TIP: It always takes longer than you think to accomplish things, so give yourself lots of time. Pay close attention to outside deadlines too, like when school is out for summer vacation, or when the Board of Supervisors is set to vote on a particular issue.

3. WHO IS GOING TO DO WHAT?

Look closely at the tasks you need to accomplish. Are there members of your group who might be good at particular pieces? Match up natural organizers with organization tasks; artists with brochure design; non-stop talkers with outreach work, etc.. This will help you get the work done most effectively. However, remember that people need opportunities to try new things, and teamwork *always* helps.

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EXERCISE 5: HOW TO CREATE A WORKPLAN FOR YOUR PROJECT

This is a group activity that will help you answer the HOW, WHEN and WHO questions on the previous page. It uses post-it notes to have people come up with tasks, put them in order on a timeline, and assign people to do the tasks. It has a lot of steps, but is straightforward, active, and fun.

Materials: Lots of large post-it notes, markers, flip chart paper, 2 pieces of flip chart paper taped together for a timeline.

Directions:

1. Tape a piece of flip chart paper on the wall—write BEFORE at the top.
2. Explain that we are going to brainstorm potential activities that need to happen to get the project underway. Give at least one example. If you are doing an activism workshop, an example of a task might be: “find a space to hold the workshop”.
3. Pass out at least 10 post-it notes to each participant. Have the group brainstorm on post-it notes all the tasks they think they need to accomplish. Remind people that a separate post-it note should be used for each task.
4. Have everyone put up their post-it notes on the BEFORE flip chart paper.
5. At the flip chart, have a participant cluster similar tasks. The facilitator should ask the group if there were any tasks that were left out. If additional ones are given, have someone record them on post-it notes & add to the flip chart paper.
6. Now you are ready for the Timeline. First decide as a group how long you want the timeline to be (1 month, 4 months, 6 months, a year?; keep in mind outside deadlines). Use cross marks to note months.
7. One at a time, have participants take a post-it that represents a specific task and put it in a place they think it needs to be. Give an example like this first: “If you are doing a large event, you might want to reserve the room 3 months in advance to be sure you get it.”
8. As a group, look at all the tasks arranged on the timeline. See if it makes sense to move tasks around, or add and remove tasks. Use the following questions to help stimulate discussion:
 - Do any tasks seem out of order? *Example: sometimes, people make the mistake of finishing a flyer before they secure dates and locations that need to be on the flyer.*

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- Do any tasks need more time to be accomplished?
 - Are there any tasks that should be on this list but aren't yet?
9. Reserve time in this exercise for group members to assign people to carry out tasks. Write names of participants under the post-it notes.
10. Copy all of the information into a chart so you have this information for planning! Below is an example of a chart you can use.

SAMPLE WORKPLAN CHART

PROJECT NAME _____

Task	Task Start Date	Task Completion Date	Who's Responsible
<i>Secure location for big event</i>	<i>March 2, 2004</i>	<i>March 14, 2004</i>	<i>Anthony</i>
Design recruitment flyer	March 14, 2004	March 25, 2004	Lydia and Miguel
Write story for school newspaper	March 14, 2004	April 3, 2004	Angelo

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USING YOUR RESOURCES TO OVERCOME CHALLENGES

As you already know, making change isn't easy. Sometimes, people and other things stand in your way. However, you'd be surprised how many resources you can draw on to overcome your challenges. For example, you want to do art classes with young people in Juvenile Hall. Somebody needs to give you permission to do that, and it might be hard to get that permission. First you need to find out who it is, and then figure out how to meet with her and convince her to support what you want to do. Perhaps your adult ally has a friend who knows the head of the Hall, and might help you set up a meeting. Or perhaps you can talk to the local non-profit that has access to the Hall through their writing workshops.

EXAMPLES OF CHALLENGES YOU MIGHT FACE

- You need lots of money to do your project
- The adult at your organization who must approve the project doesn't like your idea
- The project you propose is going to mean a lot of work for some adults

PEOPLE WHO CAN HELP & SUPPORT YOU (RESOURCES & ALLIES)

- Your family members
- Other adult allies in your neighborhood
- Teachers
- School counselors or librarians
- Outside organizations that are doing the same kind of work
- Youth from other groups who are working on the same issues

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EXERCISE 6: CHALLENGES AND RESOURCES

Use this exercise as a way to identify challenges that you will face, and people & other resources that can help you be successful.

Materials: Flip chart paper and markers

Directions: 1. First list potential challenges that you think you may face on flip chart paper. Use the format below when brainstorming.

EXAMPLE

Person or thing that we need to deal with	Their connection to us	Potential challenge
Lisa M.	Vice-Principal	Needs to approve our project but isn't too enthusiastic about it.
Student Council (ASB)	Official student voice in school	We need their support but they are too busy with other projects to help us.

2. On a separate flip chart, list people or other resources that could help you. Use the format below.

EXAMPLE

Name of Ally or Resource	Their connection to us	Ways they might be able to help you
Joe R.	Teacher in our school	Likes our project idea—might put in a good word with the principal
Barbara P.	Mother of one of our members	Is on the PTA and can vouch for us.
Maria K.	Works for a local School Change Organization—came to our class one day	Is working on a similar project—might want to give us some help for ours
D'Angelo N.	Student from another school who led a successful change project last year	He might have ideas about ways to make our project stronger and address potential obstacles

3. Discuss strategies to overcome challenges. Think about how allies can help you do this. For example, Joe R., the teacher in the school (ALLY), might want to join you when meeting with the Vice Principal (CHALLENGE) to get approval for your project—and he might want to help in some other ways too!

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EVALUATING YOUR PROJECT

Evaluation is a way of reflecting on how your project is going, or at the end, how it went. You do it so you can learn from your experience. Also, the YIP Review Board will want to know how things turned out.

WHAT TO EVALUATE

The two important things to think about in evaluation are:

- How well did you accomplish what you proposed to accomplish?
- How did your project impact the issue or problem you were trying to solve?

EVALUATION TOOLS

Earlier in the workbook, we listed a number of methods that you can use to research problems. These same methods can be used to evaluate your project.

TYPES OF QUESTIONS YOU COULD ASK IN AN EVALUATION

- What did the planners learn from this project?
- What worked well about this project? What didn't work so well and why?
- What could we have done differently?
- What are the next steps our group should take to build on this?

WHO TO EVALUATE

It makes sense for planners to evaluate how it went for them. In addition, you also want to target those youth, community members, or others who were involved in the project. Group discussions work well for getting the planners' feedback on how the project went, but you might want to also think about surveys or interviews to find out how the project went for those that participated in it.

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APPLYING TO YIP

You have completed your plan; now it's time to fill out the YIP Application. This section helps you write the essay and come up with a budget. We have broken it down into **3 simple steps** (step 3 begins on page 34).

STEP 1: REVIEW YIP GUIDELINES

You need to follow the YIP Guidelines in order for the Board to be able to give you the money. *You will find the Guidelines on page 6 of the Application Packet.*

STEP 2: WRITE THE ESSAY

Writing a grant can sometimes feel scary, especially if it is your first time. When you sit down to write your essay, keep in mind that we want it to be in your own words. You don't have to make it look professional—big words aren't important to us. Also, it is mostly young people who are going to read it, so gear the writing to them. **CHECK OUT A SAMPLE ESSAY ON PAGE 33.**

We would like the essay typed—it is easier for us to read it. **MAKE SURE THE ESSAY IS COMPLETE:** The questions that you need to answer in your 1-3 page essay are the following: *(they are also found on page 7 in the Application Packet)*

- **Who are you?** We want to know more about your group. Tell us your vision as a group, a little history about you, and some strengths and experiences of your group that will contribute to the project's success.
- **Why do you want to do this project?** How did you figure out that your community needs this project? What problem or issue does your project address? What are the root causes? Who is most affected by this problem or issue, and how?
- **What do you want to do?** Start by telling us the **GOAL** of your project. Then, describe your project idea in more detail: What is the **ACTION** you will take? Who will benefit directly from your project and in what ways? Finally, tell us what your project will do for your community.
- **How will you make this project happen?** Tell us the **MAJOR STEPS (TASKS)** you are going to take to accomplish your Action or Activity. When and where will things happen? How will you make sure things get done? Who else are you working with outside of your group, and how? Etc.

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- **How will you know if your project is a success?** Tell us what you will do to find out how your project made a positive change in the community. For example, you could survey youth and/or adults to find out what they thought of your project, or hold a focus group.
- **How much will things cost?** Follow the instructions on the budget form *on page 8 of the Application*. Using this form, tell us the things you need to buy, how much they cost, what you want us to pay for, and how much money you are getting for the project from other places. See a sample budget on page 34 of this workbook. **THIS STEP IS KEY! MAKE SURE YOUR BUDGET MATCHES YOUR PROPOSAL!**

GOALS, ACTIONS AND STEPS: WHAT'S THE DIFFERENCE?

A Goal is something really big that we hope for but know that we can't reach through a single project alone. Goals help keep us focused.

Here is an example of a goal: Youth have a safe place to skate and hang out in our community.

An Action helps you attain your goal - For example, your project will be a concrete action that gets you closer to the goal. It's your project idea! *An action should be realistic and achievable.*

Here are different actions you could take:

1. We will develop a campaign to get the park & rec department to build a skatepark in the local playground; or
2. We will build a series of ramps and other features and set them up in our community center's parking lot every week for 3 hours.

Steps are the things you do along the way to complete your Action.

Ex: If you are doing Action 1, here are some possible steps:

- Survey youth in the neighborhood to show how many youth want a skatepark.
- Identify the person at the Park and Rec Department who can make the decision about building a park.
- Plan a presentation to this person, involving other youth, to convince him/her to do it.

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SAMPLE OF A PROJECT PROPOSAL

DOIN' BETTER ON THE SAT

We are members of SAT Crew, a group of 8 teens from the Excelsior. We are writing to ask you to support our project, "DOIN' BETTER ON THE SAT". We want \$1500 from YIP to help youth improve their SAT scores. YIP, show us the money!

WHO WE ARE

We are teens, ages 16-18, who live in Excelsior. We have been living in this community for years. We came together to help each other improve our SAT scores. All of us have taken many practice tests and know the test really well.

WHY WE WANT TO DO THIS

The **MAIN PROBLEM** that we are trying to address is that many youth in our community can't afford to take SAT prep courses. These courses can really help students improve their scores. Better scores mean a choice of better colleges and a bigger chance of getting scholarships. However, these courses cost up to \$1000. We talked to 20 of our peers to find out more about the situation. Most of the youth we talked to said they would take this course if they, or their parents, could afford the cost, but it's too expensive for most. Students who can afford these courses get a real advantage in getting into colleges over those who can't afford the courses. We also did research to find out if there were any free SAT prep courses in our community, but no schools or after-school programs were offering them.

WHAT WE WANT TO DO

OUR GOAL is to help youth in our community raise their SAT scores without having to break the bank to do so. **OUR ACTION** is to offer an SAT prep course for 25 youth who live in Novato. This course will be 4 sessions long, with each session lasting about 2 hours. Experienced youth test-takers, plus a professional adult SAT trainer will teach these sessions. We will also make available 3 extra help periods. These will take place one week after the last session is over. We will hold the course at the local library. The sessions will take place in February and March. Because of our course, youth who participate will get a better score, which will help them get into college and get more scholarship money.

HOW OUR GROUP WILL MAKE IT HAPPEN

Here are **OUR STEPS**. First we are going to secure the location for these workshops. Next, we are going to get training from an SAT expert to help us prepare for this. So that lots of youth know about this project, we are going to do presentations to the high schools, and contact guidance counselors so they can direct their students to our workshops. Finally, we will enroll 25 students and keep in contact with them throughout.

HOW WE WILL KNOW THAT OUR PROJECT IS A SUCCESS

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Our project will be a success if at least 50% of youth who take our course raise their scores at least 50 points. We will do a survey of all participants to figure this out.

STEP 3: DO THE BUDGET

WHAT IS A BUDGET?

The budget that you will fill out is found on page 8 of the Application Packet. A BUDGET is a chart that gives the following information:

- What your group is going to spend its money on
- How much each item costs AND what the entire project will cost
- Who is going to pay for what

HERE'S A SAMPLE BUDGET

BUDGET FOR <i>DOIN' BETTER ON THE SAT</i>			
A. WHAT YOU NEED	B. ESTIMATE OF HOW MUCH IT WILL COST	C. AMOUNT YOU ARE REQUESTING FROM OTHER PLACES & THE NAMES OF THESE PLACES	D. AMOUNT YOU WANT FROM YIP
30 SAT prep books	\$600 (\$20 per book)	None	\$600
3 pads of flip chart paper	\$60 (\$20 per pad)	None	\$60
Markers and pens	\$20	None	\$20
Snacks for trainings	\$200 (2\$ per person, at 25 people, for 4 sessions)	None	\$200
Stipends for youth planners	\$600 (\$200 for 3 youth planners)	None	\$600
Training services of Pro SAT instructor	\$1000	Pro SAT instructor will donate all his time—worth \$1000	\$0
400 copies for flyers	\$40 (400 copies at 10 cents a copy)	Kinko's will give us 1/2 price on copies (we save \$20)	\$20
TOTAL	\$2,520		\$1,500

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Total project cost

Amount you want from YIP

HOW TO CREATE A BUDGET

1. Brainstorm all the Costs you think you will have for the project.

- A. Look at your plan first. Think about all the things you need to buy to make it happen. Include all the things or services you can think of. Examples of things: food, equipment, CDs. Examples of services: security guards, graphic designer.
- B. Include the time it takes for the youth on your team to carry out your project. Remember, your time is worth something and you can value it by the hour. (For example, our youth team will spend 30 hours on this project at \$7/hour).
- C. When you think you have the final list, put all the different items ("Costs") in the 1st column.

2. Calculate a dollar value for each of the costs you listed above <<BE ACCURATE>>

- A. Call stores that sell the things or services you want to buy and get a price.
- B. Figure out how many of each thing you need to buy (ex: bag of chips costs \$2--we need 10 bags)
- C. Decide how much your time and adult's time will cost per hour. For example, you might say that your time is worth \$7 per hour.
- D. Estimate how much time you will spend on this project. A way to do this is to multiply the total hours per week you think you'll work on the project by the number of weeks the project will last.
- E. When you have figured out how much everything is worth, put the answers in the 2nd column.

3. Figure out who's paying for what.

- A. Review our Guidelines for what we can and can't pay for in the application (page 6).
- B. Brainstorm places and people that might help you pay for some of the things you need. For example, a local grocery store might give you half price on snacks for your event.

4. Figure out what you want YIP to pay for

- A. For stuff that we can't pay for, figure out who can pay for it or where you can get it donated.
- B. Use the information from above to fill out the 3rd and 4th columns.

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C. Total up the 2nd & 4th columns. The total of the 2nd column is the total project cost. The total of the 4th column is the total funding you want from YIP.

EXERCISE 7: HOW TO WRITE A GRANT AS A GROUP

Materials: Flip chart paper and markers; TIME!

Directions:

1. Take all the questions you need to answer and put each one on a piece of flip chart paper. As a group, go over each one, writing down the important points on the flip charts.
2. After this is done, assign one or two people to take the notes and write the draft essay.
3. Once the first draft is written, have the whole group read the grant and make comments about how to make it stronger. **THIS SHOULD HAPPEN AT LEAST TEN DAYS BEFORE THE PROPOSAL IS DUE.** When discussing the draft essay, ask questions like:
 - Is it clear what we're trying to do and why?
 - Are there any important pieces missing?
 - Have we answered all the questions completely and clearly?
 - Is it written clearly enough that a high school student who doesn't know about this topic or our group could understand?
4. Write your next draft and check with group-mates to make sure you've addressed any concerns raised at the last meeting.
5. Have a couple of people proofread for grammar and spelling and make any final edits.
6. **Double check to make sure that what you ask for in the essay matches exactly what you ask for in the budget, and that your budget makes sense.**
7. Submit the proposal. You're done! Congratulations, Grant Writers!

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DEAR YIP-STER: COMMONLY ASKED QUESTIONS ABOUT YIP

We have brainstormed some common questions and issues that might really help you improve your application. **CHECK THIS SECTION OUT!**

Q: We want to do our dance one month after the application is due. Should we bother applying?

A: We don't recommend it. It takes at least 3 weeks for us to make the final decisions, and then it's a few weeks until you could have your check. If you really need our money to make the project work, push the dance date back at least 3 months. If you don't get our money, then you still have some time to get funds from other places.

Q: We are having a hard time getting members of our group interested in applying since we aren't sure we are getting the money. Why bother working hard on this application if we aren't sure we are going to get the funds?

A: In the past, YIP has funded more than half of the applications it gets. The projects that don't get money are usually those that didn't follow the directions in the Application Packet. So, you have a great chance of getting a YIP grant. In addition, if we don't fund you, you still will have a project plan that you can use to get other people to give you money.

Q: A youth cafe is what we want to do, but we haven't located a space. Should we bother applying?

A: The YIP Review Board feels more comfortable giving money to these types of projects if you have located a space already. But, if you haven't located a space, a good alternative is to tell us about some options you might have, or give us a plan for how you will locate a space.

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Q: I have this great idea for a project. Nobody else knows about it but me. Will that hurt me when I apply?

A: One-person projects won't fly with YIP. We want to see a group of people doing this together. This shows us that your idea is important enough that people are going to be interested in it.

Q: I belong to a basketball team and we need uniforms and some new basketballs. Can you hook us up?

A: We can give money for that type of stuff. However, you need to show us how your project meets the guidelines in the application. In other words, you need to explain what the basketball team or league (the project) is doing to help youth and the community, and how it can be long lasting.

Q: We heard about this great 2-day youth conference in Sacramento. We think we would learn a lot as a group if we go. Does YIP fund trips like this?

A: We require that YIP funds be used to benefit SF youth. The only situation where we could give money for trips would be if you could show us clearly how the trip would directly benefit your work in SF. This means the skills or knowledge gained at the conference would need to explicitly support your project. Before you send in a proposal that has a lot of money for travel, call us to make sure it is something we could fund.

Q: We want to put together some peer-to-peer workshops on Sexual Harassment and do them in SF public schools. Can we do this?

A. Sounds like a great project! However, before you do any kind of presentation in a classroom, you need to get the principal's permission. If you can tell us in your application that 1 or 2 principals already have given you approval to do this, it would really strengthen your proposal. Call YIP about how to get this permission.

Q: We have an idea for a video that tells stories about some youth activism to get liquor stores to stop selling beer to minors. Would YIP go for this?

A: Videos, like books, tend to sit on the shelf collecting dust if you don't do a good job of getting them out to the community. We want to see that you have thought of who your audience is *and how you'll get it to them*. Your proposal will be stronger if you develop some kind of workshop or youth presentation to go with the video, and a clear plan for getting it out there.

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ARE YOU READY TO APPLY FOR YIP FUNDS?

Use this checklist to help you figure out if your group is ready to apply for money from YIP. If you wrote YES for all of these, you are well on your way to doing a great project! If you have answered "NO" for more than a few of these, you might want to hold off on applying till you deal with some stuff in your group.

Write YES or NO to the following questions:

- Is your group comfortable working with each other? Do you like and trust each other?
- Are the youth planners excited and motivated to do this project?
- Does the leader of the sponsor organization (like the Executive Director or Principal) know what you want to do?
- Has your sponsor organization given full support to your application?
- Are your youth planners going to stick around to help you carry out the project if you get funded?
- Will your adult ally stay with you to finish this project if you get funding?
- If you get the money, will you have time to do the project before your group disbands or breaks for the summer?

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