Planting the Seeds of Civil Society

An Assessment of Philanthropy Education in K–12 Schools

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Abstract

The growing interest in philanthropy education in K–12 schools stems from concerns with the health of American democracy. This article analyzes the size and scope of philanthropy education at U.S. independent K–12 schools. Based on both a Web-based survey with 128 independent K–12 schools and telephone interviews with a purposive sample of teachers and program administrators, the article describes the variety of activities, educational methodologies, and learning goals associated with philanthropy education. It then develops a typology of philanthropy education at K–12 school that aims to clarify the terminology used in philanthropy education at K–12 schools. In so doing, this article assists teachers and program administrators in developing more effective programs and assessment tools in the field of philanthropy education.

Keywords: *philanthropy education; youth; independent K–12 schools; curriculum development; service learning*

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The rapidly changing social fabric of the United States has renewed concerns about the health of American democracy. In the 1980s and 1990s, public intellectuals and scholars pointed with alarm to the decreasing levels of civic engagement, which in the eyes of many social critics signaled the rapid erosion of American democracy's social basis (Skocpol & Fiorina, 1999). One scholar vividly captured these changes by arguing that Americans were increasingly "bowling alone" rather than in groups (Putnam, 1995). In the highly politicized public debate that ensued, both conservatives and liberals emphasized the necessity to emphasize "civic and character education" in schools (National Commission on Civic Renewal, 1998), which they viewed as one of civil society's "seedbeds of virtues" (Elshtain, 1999, pp. 13–17).

The transformation of American civic life has drawn attention to the civic mission of middle and high schools. Traditional venues of civic participation such as large membership organizations have steadily declined over the past decades (Goss, 2013; Skocpol, 2004). At the same time, scholars do not agree on the effects that social media has on civic engagement (Smith, 2013). With the decline of traditional educational institutions and the uncertainties about the new social media, schools are again at the forefront in teaching the "arts and habits of association" (Levine, 2012, p. 42).

In this essay, we focus on philanthropy education in K–12 schools. We define philanthropy education as programs or sets of activities with an aim to engage youth in philanthropy.[1] It combines traditional and experiential learning experiences that focus on philanthropy, civil society, and the nonprofit sector with the aim of teaching youth about their roles as individuals in the broader community. The aim of philanthropy education thus is to engage youth in philanthropy through various activities with the goal of forming engaged citizens for a modern democracy. As a particular approach to civic education, philanthropy education combines the goals of traditional civic education with the values and skills needed by the future nonprofit professionals of the 21st century.

In this essay, we describe activity-based learning (fundraising, grant-making, service-learning projects, etc.) and course curriculum (courses on philanthropy, nonprofit organizations, and civil society) that educators, teachers, and school administrators associate with the teaching of philanthropy and nonprofit organizations in K–12 schools. Through in-depth interviews and an online survey with 128 independent schools, we developed a comprehensive typology of philanthropy education. In this paper, our primary goal is to describe the development of this typology, because a substantial lack of agreement over terminology and the use of contradictory definitions hinder a debate over the prevalence and relevance of philanthropy education in K–12 schools. Finally, we make recommendations to strengthen the role of philanthropy education in K–12 schools, as well as to strengthen evaluation methods and student learning assessments of philanthropy education activities that are integral to determining students' ongoing success. By contributing to the definition of philanthropy education in K–12 schools, we build the foundation for a more comprehensive, nationwide examination of teaching philanthropy in K–12 schools and of the factors that influence the decision to offer this type of education at all levels of study.

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[1]Our definition and approach are in line with that of Learning to Give (n.d.-b), one of "the primary global source[s] for philanthropy education."

Background: Nonprofit Studies and Philanthropy Education

Administrators and instructors have integrated notions of philanthropy, nonprofit sector, and service at all school levels, from primary school to institutions of higher education. However, the emphasis on these notions, as well as the level of formalization of the teaching, varies across school levels. The growth of the nonprofit sector and the distinctiveness of nonprofit organizations have led to increased attention to the role of philanthropy and nonprofit studies in U.S. higher education (Mirabella, 2007). At the same time, however, concerns with America's civic health have renewed the focus on the state of civic education (Galston, 2004), thus drawing attention to the civic values associated with philanthropic practices and nonprofit organizations. Graduate degree programs have primarily focused on nonprofit organizations and their management and governance structures, whereas undergraduate programs as well as K–12 schools have emphasized the role of philanthropy education in civic education.[2] A recent report, emblematically titled *Guardian of Democracy: The Civic Mission of Schools* (Gould, 2011), points to the crucial role of K–12 schools in creating civic values. Investing in civic learning thus emerges as one countermeasure to the troublesome trends in civic engagement.

Over the past 30 years, multiple forces have contributed to advancing the national dialogue concerning service and volunteering, particularly among young people. Consequently, these discussions have increased the attention to philanthropy and nonprofit organizations in schools. The focus on philanthropy education in K–12 schools emerges out of a renewed emphasis on character education and service learning by public schools, federal legislation and funding for the growth of youth service as a field, and a new attention to youth development models and civic engagement by the scholarly community (Falk & Nissan, 2007).

Against the backdrop of the debate on civic engagement in the 1990s, policy makers increasingly focused on youth empowerment and creating new pathways to engagement. At the public school level, they debated the question of whether schools should require service hours for high school graduation; both the Bush and Clinton administrations supported legislation in favor of developing service-learning programs within and outside schools. Following the establishment of the Office of National Service in the White House (1989) and the National and Community Service Act (1990), the National and Community Service Trust Act (1993) created the Corporation for National and Community Service in Washington, DC, which supports youth service through programs such as AmeriCorps and Learn and Serve America (LSA).[3] The centrality of young people in the American nonprofit sector was made explicit at the 1999 White House Conference on Philanthropy during the the White House Youth Roundtable on Philanthropy, during which youth activists and leaders of the philan-

[2]Since the 1960s, the early pioneers of the service-learning movement have explored the basic approach of integrating service with the core educational curriculum. Experiential philanthropy or student philanthropy courses such as those supported by the Learning by Giving Foundation are part of this general emphasis on service learning. Olberding (2009) defined this as "an experiential learning approach that provides students with the opportunity to study social problems and nonprofit organizations, and then make collective decisions about investing funds in one or more nonprofits" (p. 463). A student philanthropy course combines an attention to technical competencies with a focus on developing leadership skills and social awareness (Campbell, 2014; Olberding, 2012). These courses therefore provide ways to embed managerial and leadership practices in the cultural and historical processes that undergird the U.S. nonprofit sector.

[3]Since beginning this research, the LSA program was terminated because of federal budget cuts.

thropic sector discussed youth involvement in philanthropy. As of 2011, 19 states have allowed course credits to be awarded for volunteering or service learning, up from seven states in 2001 (Sparks, 2013).

These developments at the federal level were complemented by the initiatives of community-based nonprofit organizations, such the National Youth Leadership Council, Youth Service America, and the Youth Leadership Institute.[4] Established in 1983 as a nonprofit in Minnesota, the National Youth Leadership Council brought new national attention to the service-learning movement by providing service-learning content to school districts and educators.[5] Likewise, Youth Service America (1886) and the Youth Leadership Institute (1991) were influential in organizing, respectively, the first large service day and youth grant-making.

In addition, established philanthropic institutions such as the Council of Michigan Foundations and the W. K. Kellogg Foundation developed specific programs to foster youth philanthropy. In its efforts to support youth philanthropy, the Council of Michigan Foundations established Learning to Give (LTG; initially named the K–12 Education in Philanthropy Project) in 1997. LTG (n.d.-a) aims to "to provide quality, inspirational, and field tested tools to help K–12 teachers educate, equip, and empower their students to be giving and caring citizens" (Vision and Mission section, para. 1) by providing K–12 teachers with the resources (information, curricula, etc.) to educate students and philanthropists. In 2000, the W. K. Kellogg Foundation appointed the National Commission on Service-Learning to investigate service-learning practices in American schools. The final report of the commission (Fiske, 2002) concluded with "A Call for Action" advocating for integration of service learning in schools to address the worrisome trend of civic disengagement among U.S. students.

Academic centers and professional organizations also became involved in engaging younger generations in the nonprofit sector. Most significantly, in 2001 the Association of Fundraising Professionals (AFP) designated "Youth in Philanthropy" as one of its three overarching strategic initiatives (Falk & Nissan, 2007). In 2006, the AFP Youth in Philanthropy Summit provided an important venue to discuss youth philanthropy programming and research that included representatives from K–12 programs, collegiate programs, youth philanthropists, youth grant-makers, and youth-serving organizations. The summit advocated for further integrating philanthropy in society and contributing to the growth and development of youth philanthropy by focusing on collaboration, education, infrastructure, public awareness, research, and resources.

In the context of this paper, it is not possible to provide an exhaustive overview of the interrelated initiatives and efforts that have informed the practice of youth philanthropy and contributed to promoting youth involvement in philanthropy through activities and projects created for K–12 students from kindergarten through 12th grade. However, a cursory overview shows that in K–12 schools, philanthropy education emerged at the intersection of concerns with the civic health of American youth, the

[4]Falk and Nissan (2007) provide a comprehensive overview of the multiple initiatives that have influenced and shaped philanthropy education today, discussing the role of school-based youth philanthropy programs such as the AFP-New Jersey Chapter Youth in Philanthropy (YIP) program, the El Pomar Youth in Community Service (EPYCS), and the Youth as Philanthropists: Developing Habits of Giving and Sharing and community-based programs such as the Youth Philanthropy Initiative of Indiana (YPII), the Kellogg Youth Initiative Partnerships, the Michigan Community Foundations' Youth Program, and the Youth Advocacy Council.

[5]An important initiative launched by the National Youth Leadership Council is the Generator School Network, an online community that provides members with "a wide range of service-learning focused resources that will inspire, motivate, and engage both students and faculty" (https://gsn.nylc.org/home).

development of new pedagogic strategies, and the transformation of the U.S. nonprofit sector (see also Falk & Nissan, 2007). The recent trend toward "family philanthropy," in which parents actively involve children in their philanthropic decisions (Fidelity Charitable, 2014; Sullivan, 2014), also contributes to the expansion of the role of philanthropy education in schools.[6] These multiple roots have broadened philanthropy education beyond the study of the nonprofit sector and led to approaches that link the traditional goals of civic education to leadership skills and technical competencies through an implicit and explicit focus on philanthropic and nonprofit institutions.

In K–12 schools, philanthropy education is therefore deeply intertwined with a variety of teaching strategies and activities. This approach broadens the focus beyond nonprofit organizations and emphasizes leadership skills, social awareness, and civic engagement, but it has led to varied, contradictory, and at times erroneous use of terms and concepts. In a study of philanthropy curricula, Bjorhovde (2002) noted the lack of consistency in the terminology adopted by educators and program providers. Furthermore, the conceptualization of philanthropy seems to vary by grade level (Agard, 2002). This terminological confusion and lack of consistency require the development of a comprehensive typology of philanthropy education that provides a better understanding of concepts, approaches, goals, and assessment tools.

Developing a common understanding of the field of philanthropy education is critical to expanding and standardizing this field. Although several initiatives have been created to address the terminological confusion in K–12 philanthropy curricula, teachers and program administrators still use a diverse and in some cases erroneous terminology.[7] To our knowledge, no comprehensive assessment of philanthropy education in K–12 schools exists since the earlier studies by Bjorhovde (2002) and Falk and Nissan (2007). Programs vary in how curricular elements, teaching methods (e.g., service learning, structured reflection), and cocurricular experiences (e.g., club activities, service organizations) are integrated. In this study, we provide a review of concepts, terms, and activities that are used in philanthropy education in independent K–12 schools and propose a typology for philanthropy education, as the confusing and misleading terminology risks undermining the effectiveness of these programs.

Method

In this paper, we develop a typology for philanthropy education to provide a better understanding of the terminology used in philanthropy education at independent K–12 schools. We sought to identify specific attributes, characteristics, and curriculum elements of philanthropy education and to investigate the terminology used to describe philanthropic concepts and core curriculum components at K–12 schools. We relied on qualitative and quantitative methods to address these aims. We conducted telephone interviews with teachers and program administrators at K–12 schools that offered philanthropy education programs. Given the diverse language used in the field, these interviews allowed us to identify activity-based learning experiences and course

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[6]Ottoni-Wilhelm, Estell, and Perdue (2014) found that young people are more likely to give and volunteer if they have been exposed to both conversations about philanthropy and role-modeling of philanthropic behaviors.

[7]The AFP (n.d.) has developed a curriculum, a glossary, and a teacher's manual "to promote and encourage the involvement of young people in philanthropy and the profession of ethical fundraising" (para. 1). In addition, other programs such as Learning to Give (http://learningtogive.org/) and GenerationOn (http://www.generationon.org/) provide tools to systematize the teaching of philanthropy in K–12 schools.

curriculum that teachers and program administrators associate with philanthropy education and to develop the questions that were used in a Web-based survey within a sample of independent schools.

As an initial step, we conducted semistructured, open-ended telephone interviews with a selected group of teachers and program administrators active in philanthropy education at K–12 schools. Ten teachers and program administrators participated in the interviews, representing two public and eight private (five secular and three nonsecular) schools from eight states (two from Kentucky, two from Indiana, and one from each Tennessee, Ohio, Pennsylvania, Michigan, New York, and California). Through the interviews, we sought to gain a better understanding of K–12 philanthropy education programs and activities. We primarily aimed to identify core activities of philanthropy education and common and contrasting definitions and views of these activities. In addition, in these interviews we focused on how programs were initiated, delivered, and maintained; how learning outcomes were assessed and evaluated; and what funding sources were available and used to support these activities.

The interviews allowed us to develop a Web-based survey, which integrated the qualitative methodology with a quantitative approach. We collected data from schools that were members of the National Association of Independent Schools (NAIS). The NAIS defines independent schools as

> private schools that are independent in philosophy: each is driven by a unique mission. They are also independent in the way they are managed and financed: each is governed by an independent board of trustees and each is primarily supported through tuition payments and charitable contributions. (What Are Independent Schools? section, para. 1)

During February and March 2014, 128 schools participated in the survey, representing various sizes, locations, and grade levels served. Using the surveys, we targeted philanthropy education teachers and program administrators and sought information on the terminology, activities, and learning outcomes of philanthropy education. We also inquired about the context (i.e., curricular, cocurricular, and extracurricular) in which programs were offered and the reasons for discontinuing these programs.

The focus on independent schools limits the generalizability of this study. Research shows that students attending private schools are 50% more likely to engage in school-based service than students attending public schools—students attending religious private schools are most likely to participate in school-based service (Spring, Dietz, & Grimm, 2006). Likewise, Kahne and Middaugh (2008) found that students who are more successful academically and those with parents coming from a higher socioeconomic status are more likely to be exposed to classroom-based civic learning opportunities. The data included in this investigation therefore are not representative of all K–12 schools in the United States, as we expect that students attending independent schools are more exposed to service-learning experiences in general and philanthropy education in particular.

The narrow focus on independent schools, however, offers two advantages for this study. First, as we aim to develop a typology of philanthropy education in K–12 schools, the focus on the subgroup of schools with a higher number on philanthropy education offers a good perspective for an analysis of philanthropy education terminol-

ogy. Second, examining a sample that includes a higher number of schools providing philanthropy education affords us opportunities to assess the effects of and develop tools to evaluate these programs. Independent schools, although limiting the generalizability of our findings, therefore offer a fruitful vantage point for studying philanthropy education and the ways that schools provide such activities and programs to students.

Philanthropy Education at Independent K–12 Schools

Philanthropy education is expanding in schools across the United States. The growing attention to philanthropy and the nonprofit sector in the U.S. educational system stresses the need to conduct a comprehensive review of existing programs and activities, as well as to develop a typology for philanthropy education in K–12 schools. In this section, we provide an overview of philanthropy education at independent K–12 schools in the United States.

During the first quarter of 2014, 128 independent schools reported on their philanthropy education. The sample in this study was fairly well distributed by location, with the exception of the schools located in the eastern region, which represented less than 10% of the sample. Most schools (62%) were located within suburban areas and enrolled between 501 and 700 students (26%). The sample also included a high percentage of day schools (85%) and few boarding schools (2%). All grade levels were represented, but surveyed schools enrolled more middle school students (81%) than students in any other grade level.

Schools reported on the number of students participating in philanthropy education activities during the 2013–2014 school year. As shown in Figure 1, nearly three quarters (70%) of schools reported that at least half of their student population was engaged in philanthropy education, and 20% indicated that a quarter of their students were involved. These numbers testify to the increasing role of philanthropy-related activities in independent K–12 schools.
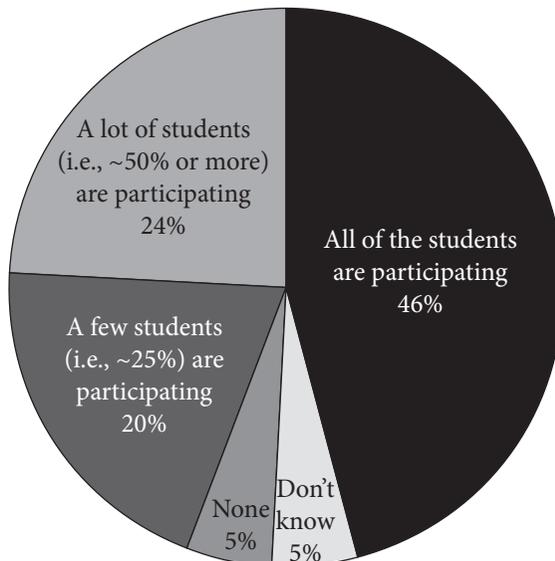

Figure 1. Student participation in philanthropy education at K–12 schools (*n* = 128).

The survey showed that independent schools offer a variety of activities and pro-grams associated with philanthropy education. Nearly all schools reported offering some type of philanthropy education activity to students, but in most cases they offered opportunities for community service (97%). By contrast, only a little over a third (37%) of schools surveyed provided opportunities for youth grant-making and less than a fifth (18%) offered philanthropy education courses (see Figure 2).
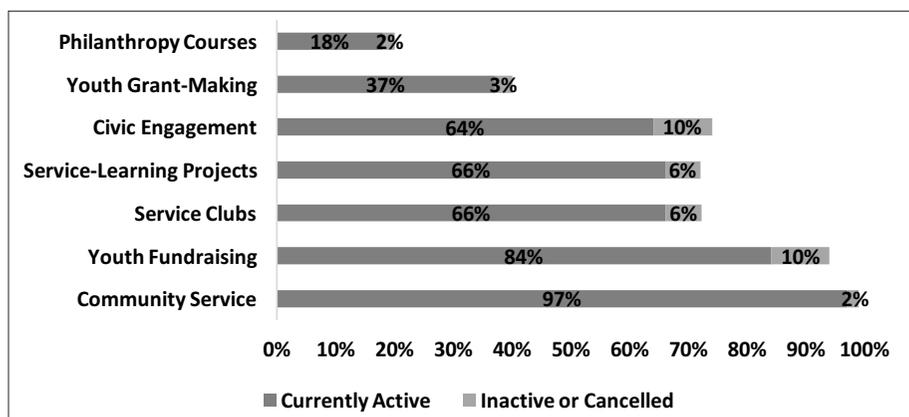

	Currently Active	Inactive or Cancelled
Philanthropy Courses	18%	2%
Youth Grant-Making	37%	3%
Civic Engagement	64%	10%
Service-Learning Projects	66%	6%
Service Clubs	66%	6%
Youth Fundraising	84%	10%
Community Service	97%	2%

Figure 2. Philanthropy education activities at K–12 schools (*n* = 128).

A relatively small number of schools (20%) reported offering philanthropy educa-tion courses to their students. When offered, in most cases these courses focused on the scope, practice, and value of the nonprofit sector (71%) and on the history and traditions of philanthropy (62%). The percentage of high schools (80%) dedicated to examining the history and traditions of philanthropy significantly differed in mid-dle schools (73%) and elementary schools (64%). Irrespective of grade level, 81% of schools reported that courses educated students about raising money for charitable causes and 85% engaged students in researching nonprofit organizations. These results varied little across grade level.

Different actors were involved in initiating as well as organizing and delivering philanthropy education activities. In most cases, faculty members initiated philan-thropy education activities; however, students were most often the initiators of student fundraising and service clubs (70% and 49%, respectively). Similarly, most schools re-ported that faculty, as a part of their teaching course load, were responsible for deliver-ing philanthropy education activities. Again, youth fundraising was an exception, with nearly half (45%) of schools reporting students being responsible for implementing this philanthropy-related activity.

Philanthropy education in K–12 schools relies on a diverse pool of funding sources. Designated school funds (60%) and parent donations (54%) are predomi-nant sources of funding for independent K–12 philanthropy education activities and courses. Surprisingly, however, schools (64%) identified youth fundraising as the ma-jor source of philanthropy education activities. This response is difficult to interpret because it is not clear to what extent funds raised by students support the full cost of certain programs and activities. By contrast, external funds played only a minimal role

in the development of philanthropy education activities (10% from foundations and nonprofit organizations and 4% from corporate grants).

Results also showed that once in place, philanthropy education activities are rarely discontinued. In fact, approximately half of the schools (52%) reported no discontinuation of activity or program. When activities were terminated (23%), respondents identified students' lack of time and interest (70%), rather than a lack of funds (12%) or unavailability of philanthropy education lesson plans (4%), as the reason. Nonetheless, these results should not be overemphasized, with a quarter (25 %) of schools not knowing whether programs had been discontinued in the past.

Last, the aim of the survey was to gain a better understanding of the effects of philanthropy education on students. With few exceptions, schools did not rely on standardized assessment tools. Nearly one third (29%) of schools did not assess student outcomes, and 41% assessed outcomes via student-led presentations. Less than a quarter of schools used student surveys (23%), course evaluations (10%), or tests (2%) to evaluate student outcomes. The specific outcomes that schools observe from students' participation in philanthropy education programs are largely unrelated to their academic performance, as Figure 3 shows.

Most of the schools (69%) reported an increase in student participation in social and community causes, and more than a third (34%) reported that students were behaving in increasingly prosocial ways. For the category "Other" (22%), schools listed leadership skills, increased participation in specific community organizations, and the celebration and appreciation for diversity as the most common learning outcomes. These data suggest that increased engagement in social issues and increased prosocial behaviors are prominent outcomes of these activities and programs.

The scale and variety of philanthropy education in the United States point to the complex role of this field in today's educational system. Schools providing philanthropy education presented similarities in the activities, funding sources, and student assessment techniques.[8] Notwithstanding these similarities, many schools expressed divergent views in terminology and in the context within which philanthropy education activities are offered. Effectively uniting the professionals in this area of study is critical to expanding and standardizing the field of philanthropy education. In the remainder of the article, we draw on open-ended survey responses and semistructured interviews with educators and program administrators to analyze their understanding of philanthropy education and to develop a typology of philanthropy education.

Philanthropy Education Typology: A Qualitative Analysis

The initial telephone interviews with 10 teachers and program administrators drew attention to the multiple "languages" spoken in K–12 schools in relation to philanthropy education. Respondents associated multiple terms, concepts, and activities to the broad notion of a "philanthropy education" for youth in K–12 schools. These terms and concepts were often used interchangeably without distinguishing between activities, outcomes, and approaches. In this section, we will present the concepts and activities that both interviewees and respondents to the online survey more commonly associated with philanthropy education and point to recurrent themes and tensions.

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[8]The particular nature of the sample group (independent schools) certainly influenced not only the number of programs, but also some of their characteristics such as the ability to rely on internal funding sources.
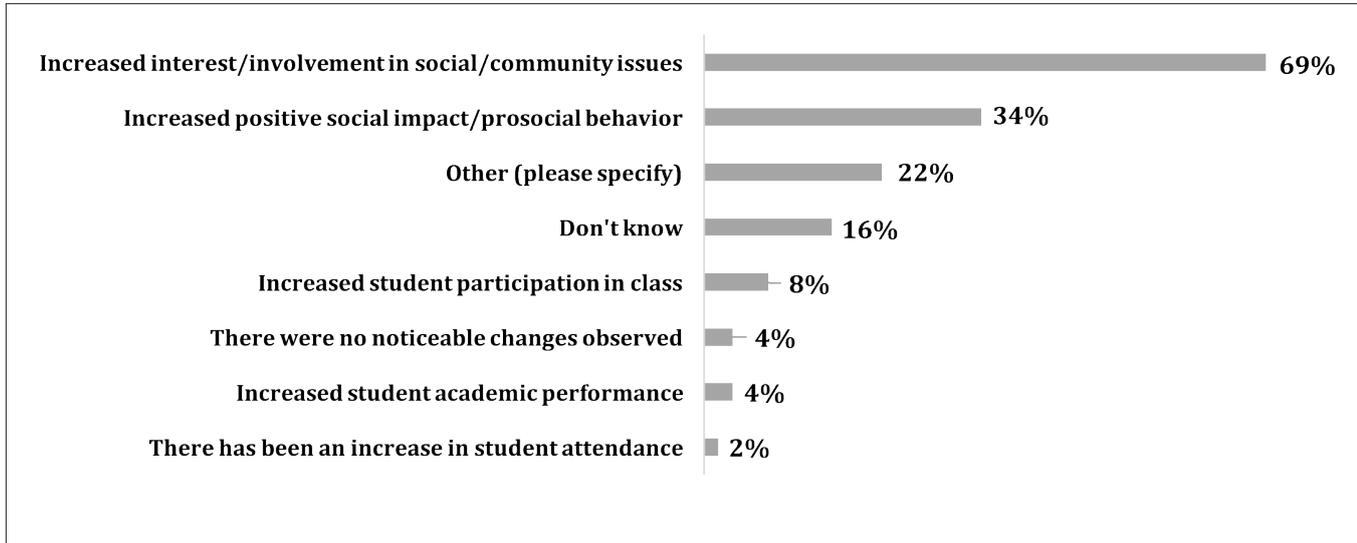
Figure 3. Student outcomes from participation in philanthropy education (*n* = 128).

Some schools equate philanthropy education to philanthropy education courses. According to one survey respondent, philanthropy education refers to "formal or informal courses that explain the importance and role of philanthropic giving in our society." In this paper, we distinguish between philanthropy education and philanthropy education courses. We use *philanthropy education* as a broad umbrella term encompassing a set of activities and educational methodologies to engage youth in philanthropy. By contrast, we use *philanthropy education courses* to refer to traditional, in-class learning experiences focusing on nonprofit organizations, philanthropy, and civil society.

In discussing philanthropy education courses, teachers and administrators alternatively emphasized technical competencies and the values that students gain by participating in such courses. One survey respondent defined philanthropy education courses as "learning opportunities for professional fundraisers, organization leaders, and philanthropists," whereas another claimed that such education is "for professionals or volunteers seeking greater understanding in philanthropy." From this perspective, philanthropy education courses are "designed to teach about giving, that includes nonprofit fundraising, and teach how relationships, reputation, and resources for an organization are leveraged."

By contrast, other schools move to the foreground the values that philanthropy education courses address and aim to foster. One survey respondent argued that a philanthropy education course is "good for our youth because it strengthens the humanitarian part in them and core values . . . and is valuable in teaching children about servant leadership." More specifically, these courses "teach people about empathy, giving, ethics, and responsibility and broaden the student's understanding of the moral and ethical needs of others," another respondent stated. In their responses, therefore, teachers and program administrators expressed the fundamental duality of philanthropy education, with an attention to civic values and a focus on the practical competencies that future nonprofit sector professionals need.

In fact, respondents used a particular language that linked philanthropy education courses to a broader understanding of philanthropy education. One respondent argued that students would learn to "to make strategic investments of time and resources in the community." Another respondent stressed, "All students are taught about saving, sharing, and spending. Philanthropic activities are part of the school culture and help students understand that no matter how young, they can help others with their time, their energy, and their resources."

These comments suggest that teachers and administrators view philanthropy education courses as part of a broader set of activities to engage youth in philanthropy. This connection between philanthropy education and philanthropy education courses is confirmed by the few voices critical of these courses, which—as one respondent pointedly remarked—are "useless without a vehicle for the real expression of philanthropic urges."

Teachers and program administrators therefore tend to link philanthropy education to a broader set of activities that extends beyond the regular curriculum and in-class courses. Schools regularly associated philanthropy education with a set of activities and educational methodologies ranging from experiential learning to youth grant-making. This variety of methodologies and activities testifies to the confusion

in regard to philanthropy education, with teachers and educators not always clearly distinguishing between traditional courses, activities, and educational methodologies. The emphasis on these activities and methodologies, however, points to a conception of philanthropy education that combines traditional learning activities with practical and experiential learning experiences.

One aspect that respondents linked to philanthropy education was community and voluntary service. In our conversations with teachers and program administrators, community and voluntary service emerged as a vehicle for the expression of philanthropic knowledge. Respondents agreed that voluntary service meant "doing unpaid work[,] which impacts the community in a positive way." Similarly, another respondent argued that community service was committing "one's time to charitable causes willingly for the common good, rather than being forced to do so by an authority." A certain tension, however, emerged around the understanding of "voluntary service" as uncoerced activity. One respondent perhaps unconsciously expressed this tension by stating that community service referred to a "service in the community that is done on a voluntary basis that can be mandated by the school or initiated by the student or the student's family, church, etc." Similarly, another respondent confirmed the primary focus on unpaid work rather than the lack of coercion: "Service without pay. [It] can be required or self-directed."

Teachers' and program administrators' understanding of community service also included slightly different notions of "community." *Community* was used to refer to the school community, the local community, the national community, and a broader, potentially all-encompassing notion of democracy. Community service thus refers to "activities that engage the student outside of normal classes, often in the community, either school community or larger community, in which the school is located." At the same time, on a broader level, it was regarded as "a fundamental responsibility for all persons living in a democracy and for all students and adults in our school community" and therefore "essential as a member of a democracy." This connection with the broader community was often described as a key element of students' experience: Community service "connects our students to local, national, or international communities in need through sustained, meaningful relationships. This work broadens student horizons and makes the world a better place."

A second set of activities that respondents related to philanthropy education was service clubs. They viewed these clubs as a voluntary association that provides students with "community service opportunities." Respondents stressed that service clubs play a major role in youth empowerment and raising students' social awareness. In fact, one respondent noted that these clubs help students to "identify and research issues, concerns, and needs of local and global communities—students then share findings with the school community and propose a call to action." In particular, they provide "opportunities for students to explore their interests and passions with others in the community." In so doing, students learn the art of compromise and dialogue when they "discuss and agree on how the group would like to invest their time and resources in the community." This collective decision-making process helps students to develop leadership skills and shapes their understanding of the relationship between the individual and the community.

Third, teachers and program administrators often related philanthropy education to fundraising and grant-making activities. Respondents defined youth fundraising as "fundraising by kids and young adults in which youth take ownership of collecting funds for a particular cause, group, or individual, for a positive benefit." By contrast, youth grant-making refers to "young people making choices of where philanthropic dollars are invested." The line dividing these activities is thin, with respondents often associating a grant-making dimension to fundraising activities.

As a result of the conflating of the two activities, however, respondents disagreed on the primary beneficiaries of youth fundraising. Some schools suggested that it was "fundraising that benefits youth," which allows young people to "raise money for something they want to do and cannot afford" such as "a trip or new uniforms." By contrast, youth fundraising was also referred to as raising funds "for a charitable cause" or "for other nonprofit social service organizations." One respondent argued that youth fundraising allows students to "raise support for issues about which they care deeply," subsequently teaching them "specific principles" and "entrepreneurial skills" while they are involved in "identifying causes that matter and designing campaigns to raise funds to make an impact."

Most respondents discussed outcomes and goals of philanthropy education activities rather than describing the essence of the activities. In particular, respondents repeatedly mentioned "civic engagement" and "service learning" when asked about philanthropy education. They associated the concept of civic engagement to philanthropy education and viewed it as a way for students to be "engaged in the needs and issues facing a community." Teachers and administrators viewed civic engagement as the long-term involvement of students and attributed a clear political and participatory dimension to it. Civic engagement requires "staying on top of and informed about social and political changes or issues in our community" and, as one respondent concluded, "becoming involved directly where appropriate." Civic engagement thus emerged in relation to the notion of engaged citizenship: "It means demonstrating one's rights and embracing one's personal responsibility to be an active citizen in our democracy."

Survey data showed that teachers and administrators often associated philanthropy education to service learning. This connection is not too surprising, with survey respondents referring to service learning as "education that is conducted or enhanced through participation in a form of service to others." Respondents emphasized the combination of classroom learning and a hands-on approach of service learning, which thus becomes an "experiential education methodology."

Accordingly, schools viewed service learning as an educational methodology in which material learned in the classroom is applied to the outside world. In this context, students learn about philanthropy because philanthropy itself—understood as the giving of time, talent, and treasure—provides an effective vehicle to apply lessons learned in the classroom. One respondent expounded, service learning is

> a more comprehensive approach to educating students about philanthropy. This might include understanding budgets, boards, laws, volunteer engagement, etc. Ideally it would culminate with the students developing a meaningful and sustainable program to support an existing nonprofit or to support an underserved group/need.

Teachers and program administrators also aligned service learning with philanthropy education courses by mentioning specific philanthropic outcomes such as "understand[ing] their responsibility to give some of their time to others," "learn[ing] how to care enough for others to serve them unselfishly," and realizing "the power of giving."

The open-ended responses from teachers and program administrators point to the diverse and in part confusing terminology used in philanthropy education at independent K–12 schools. The major source of confusion appears to be the grouping together of educational strategies and desired outcomes of philanthropy education. Based on these findings, we propose a Typology of Philanthropy Education (Table 1), which distinguishes strategies and outcomes/goals.

Table 1

Typology of Philanthropy Education

Educational Strategies
Youth philanthropy (Student philanthropy)
Youth grant-making
Youth fundraising
Community service/volunteering
Service clubs
Philanthropy education courses
Service learning
Outcomes or Goals
Youth development and empowerment
Character education
Knowledge of community issues
Technical skills
Leadership skills
Civic engagement

In Table 1, we distinguish between educational strategies and outcomes (or goals). Youth philanthropy, service clubs, philanthropy education courses, and service learning are activities employed within the broader framework of philanthropy education. Youth philanthropy may refer to grant-making, fundraising, or volunteering activities that work as strategies to provide students with a better understanding of philanthropy and the nonprofit sector through real-life activities and experiences. These activities assist students in achieving learning outcomes including youth development and empowerment, character education, knowledge of community issues, technical and managerial competencies, leadership skills, and civic and social awareness and engagement.

A further clarification, however, is needed. In fact, respondents did not distinguish between general educational strategies such as service clubs and service learning and discipline-specific educational activities such as youth philanthropy and philanthropy education courses. Likewise, respondents often conflated discipline-specific learning goals such as gaining an understanding of philanthropy, nonprofit organizations, and civil society; learning specific managerial skills; and developing knowledge about community needs with broader (or general) learning outcomes (character and leadership education, social awareness, and civic engagement). In Figure 4, we distinguish between discipline-specific education—that is, philanthropy—and general education in terms of strategies and outcomes, and we also illustrate the relationships between education type, strategies, and outcomes.

Figure 4 illustrates the pathways through which students achieve general education learning goals and philanthropy education–specific learning goals at K–12 schools. Accordingly, at the first level, the diagram distinguishes between two paradigms of student learning: general education and philanthropy education. Below this separation on the first level, the diagram identifies education methodologies (second level), education activities (third and fourth level), and learning goals or outcomes (fifth level).

The second level of the diagram distinguishes between the methodologies that teachers use to disseminate content-specific information. General education/academic courses represents a first distinctive methodology, with an aim to educate students in subjects such as English, math, history, and science, and through which students achieve the specific outcomes of understanding English, math, history, science, and a knowledge of community needs. Philanthropy education courses is the second distinctive methodology, with an aim to educate students about the history and traditions of philanthropy, as well as the scope and practice of the nonprofit sector. These courses assist students in achieving the specific outcomes of understanding philanthropy, nonprofit organizations, and civil society; acquiring managerial and technical skills specific to philanthropy and the nonprofit sector; and understanding community needs. Last, service learning is positioned between general education and philanthropy education. It is a methodology on which both general education and philanthropy education rely, as it provides hands-on experiences and experiential learning opportunities that include an element of philanthropy.

The typology's third and fourth levels identify a diverse set of activities on which philanthropy education relies to integrate academic knowledge and hands-on experiences. The typology positions service clubs on the third level, as they are not only a philanthropy education activity, but also a mediator to the remaining philanthropy education activities: community service activities, youth fundraising, and youth grant-making, which are illustrated in the fourth level of the diagram. Service clubs often introduce students to philanthropy education activities and in many cases represent students' first step into more extensive participation in other activities. To a certain degree, therefore, service clubs may be viewed as a methodology or strategy for further educating and engaging students in philanthropy education. Community service activities, youth fundraising, and youth grant-making are listed on the fourth level, with respondents describing them as students' expressions and practices of their philanthropy education knowledge. In other words, these activities are ways students can participate in philanthropy.
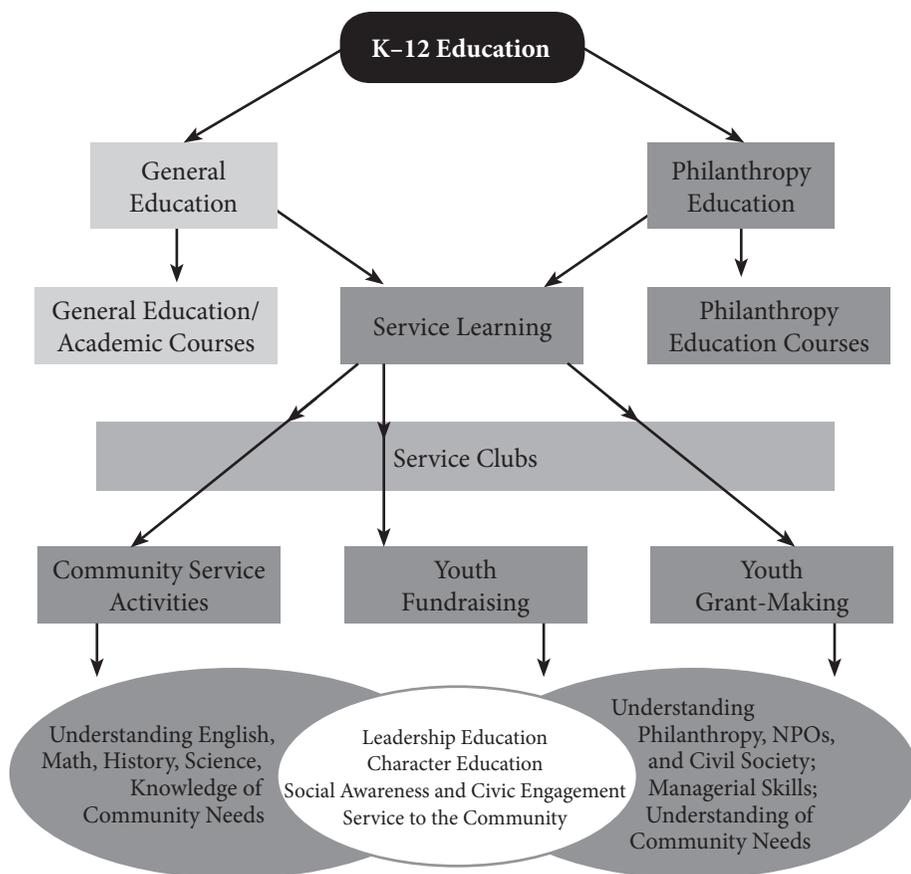
Figure 4. Philanthropy education learning process.

The lowest level of the typology focuses on learning goals and outcomes, which clearly link philanthropy education to the broader concerns with the health of American democracy. The learning goals that teachers and program administrators identified include paradigm-specific student learning outcomes and shared student learning outcomes, including leadership education, character education, social awareness and civic engagement, and service to the community. These outcomes are the overarching, most important learning outcomes for K–12 schools. By including them among the paradigm-specific outcomes, we suggest that, although the approach is different, common learning outcomes may be achieved.

Conclusion

In this study, we analyzed philanthropy education in independent K–12 schools. In previous studies, the variety of activities and the contrasting definitions of key concepts associated with philanthropy education have emerged as significant impediments to unifying this field. As a result, there has been no standardized approach or set of

activities in the organization or delivery of philanthropy education in K–12 schools. In this examination of independent K–12 schools, we identified similarities, differences, and core focus areas in philanthropy education. We found similarities in activities and learning goals, funding sources, and student assessment techniques. Schools, however, differed on whether these activities were offered as part of the regular curriculum or as cocurricular or extracurricular activities. We then used these findings to develop a typology that clearly distinguishes between methodologies, activities, and desired outcomes of philanthropy education.

Although youth grant-making and philanthropy education courses have recently generated interest among educators, they necessitate ongoing rigorous academic student learning coupled with "action-based" activities. These activities, therefore, generally require a longer term commitment from participants, teachers, and program administrators, whereas community service and youth fundraising may be offered as activities with little ongoing student engagement. Schools may find it increasingly beneficial to look beyond traditional activities such as community service and focus on youth grant-making and philanthropy education courses as mechanisms not only to educate students about philanthropy and the nonprofit sector, but also to provide them with opportunities to develop character and acquire leadership skills, while becoming civically engaged in and offering service to their community.

Two major recommendations emerge from this study. First, the lack of uniformity in the terminology suggests the need to increase the training of teachers in philanthropic studies. Second, the limited use of assessment tools suggests the necessity to implement new approaches to measure the civic and social outcomes of philanthropy education activities. These recommendations aim to strengthen philanthropy education at K–12 schools and increase its role in preparing future civic leaders and forming an engaged citizenship.

A crucial step in creating consistency within philanthropy education is professionalizing this field across school levels. Specialized organizations and online platforms such as Learning to Give, GenerationOn, and the Generator School Network provide critical resources in terms of curriculum development and networking. Furthermore, professional organizations for K–12 teachers and program administrators could offer networking opportunities and forums for discussing philanthropy education. Through these, teachers would have opportunities to learn from and with each other about the best methods to educate and engage students in commonly identified areas of philanthropy education. In addition, it is also important to strengthen the connections between school levels by developing graduate and undergraduate certificates geared toward K–12 teachers and developing networking opportunities at major conferences such as the annual conferences of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and the biannual conferences of the International Society for Third-Sector Research (ISTR). These efforts across school levels would further professionalize philanthropy education and strengthen and standardize its contents, thus developing and establishing a consistent terminology in the field. Providing teachers and program administrators with opportunities to develop a common understanding of key concepts and teaching methodologies would also increase the role of philanthropy education courses in K–12 schools.

A second crucial step in supporting the development of philanthropy education is strengthening evaluation methods of student learning outcomes and assessments of philanthropy education activities. This report shows that schools overwhelmingly rely on reflection activities and student-led presentations to assess student learning. The particular nature of philanthropy education (with its emphasis on values and skills) requires the development of techniques and assessment tools to measure student learning and teacher implementation in philanthropy education. In fact, although testing might be appropriate to measure factual knowledge retention, this method is not adequate to assess student values, beliefs, or collaborative efforts in achieving a goal or providing a service to the community (which are the main desired outcomes of philanthropy education).

The emerging field of philanthropy education may draw on the expertise of service learning scholarship. In this area, scholars have developed innovative approaches to measure the civic outcomes of learning processes that are deeply intertwined with philanthropy education. For example, the director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE), Peter Levine (2012), suggests that multiplayer computer games and fictional simulations may help in measuring civic-oriented learning outcomes. Games such as InterroBang, by Nuvana, encourage students to engage in self-designed community service "missions." Student participation in these types of games provides a framework for ongoing philanthropy education learning opportunities and assessment of less tangible outcomes, both bundled into one activity.

A different approach has been developed by Julie Hatcher, the executive director of the Center for Service and Learning (CSL) at Indiana University-Purdue University Indianapolis (IUPUI). Hatcher and the staff of the CSL rely on a Civic-Minded Graduate model to capture the civic-mindedness of students graduating from IUPUI. Civic-mindedness refers to "a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community" (Steinberg, Hatcher, & Bringle, 2008, p. 20). The model is based on three dimensions—identity, educational experiences, and civic experiences—and may be measured through a Civic-Minded Graduate Scale (a quantitative self-report measure), a Civic-Minded Graduate Narrative Prompt and Rubric (a qualitative measure), and a Civic-Minded Graduate Interview Protocol and Rubric (face-to-face interview questions; Steinberg et al., 2008; see also Hatcher, 2008). Although developed in the context of postsecondary education, the Civic-Minded Graduate model could provide a valid assessment tool for philanthropy education in K–12 schools.

This study is a first step in helping schools articulate more clearly how they educate young people for giving their time, talent, and treasure. Further research, however, is needed on how philanthropy education is understood, how it impacts students, and the quality and consistency of curricula in the field. We hope that this study will spur additional research in the field, particularly in crucial areas such as evaluation methods to measure the quality and consistency of existing curricula and developing other tools upon which fields of practice are built.

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