

GOALS

GIVING
WITH
GOALS

A workbook for donors who want to give strategically



The Seattle Foundation

Your gift. Your community.

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Introduction

Your philanthropy is as unique and individual as you are.

A giving plan can be a powerful tool. It can help you personalize your giving and make sure your contributions are as strategic and meaningful as possible. By tailoring your giving plan to your style and personality—or your family’s—you can identify the kinds of gifts that best reflect your vision and values. Whether formal or informal, these plans not only help make your philanthropy satisfying, they can also help guide future generations.

This workbook, along with The Seattle Foundation’s Giving with Goals workshop, is intended to help you identify your values and the issues you care about, establish goals and strategies for giving, involve family members and evaluate the nonprofits in which you invest.

We hope to provide you with some ideas and tools to create your personal giving plan.

CREATING YOUR PERSONAL GIVING PLAN

Identify Your Values

Our lives and experiences inform our personal values and teach us what is most important to us.

Our values can be rooted in faith or spirituality, tradition, career or personal interests. Values held by families also stem from life experiences and are largely influenced by traditions passed down through generations. Ideally, they incorporate each family member's individual values.

Values motivate and feed the creation of goals and strategies for giving, providing the foundation for a philanthropic plan.

The following exercise will help identify what you value most as an individual or as a family.

EXERCISE: Value Cards

- Review the list of values or tear out the **VALUE CARDS** on the following pages (note that there are blank spaces and cards for you to fill in values that are not on this list).
- Choose your top 10 values from the list.
- Next, narrow the list to your top five values, and then eliminate two more to identify only three.
- Why are you so motivated by these three values? How did you feel when you were asked to eliminate values from your list?

LIST OF VALUES

Community
Compassion
Creativity
Dignity
Entrepreneurship
Equality
Excellence
Faith
Family
Freedom
Happiness
Harmony
Honesty
Humility
Integrity
Independence
Justice
Knowledge
Leadership
Loyalty
Respect
Responsibility
Security
Self-reliance
Tolerance

IDENTIFY YOUR TOP TEN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IDENTIFY YOUR TOP FIVE

1. _____
2. _____
3. _____
4. _____
5. _____

IDENTIFY YOUR TOP THREE

1. _____
2. _____
3. _____

Community

Compassion

Creativity

Dignity

Entrepreneurship

Equality

Excellence

Faith

Family

Freedom

Happiness

Harmony

Honesty

Humility

Integrity

Independence

VALUE

VALUE

VALUE

VALUE

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VALUE

VALUE

VALUE

Justice

Knowledge

Leadership

Loyalty

Respect

Responsibility

Security

Self-reliance

Tolerance

VALUE

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VALUE

Identify Your Interests

Given a community's many issues and needs, it can be challenging to determine where you want to focus your philanthropy.

To help narrow that focus, The Seattle Foundation has identified seven elements that we believe make up a healthy community.

- Meets the basic needs of its residents
- Promotes health and wellness
- Creates quality education and learning opportunities for all ages
- Ensures a vibrant and diversified economy
- Provides broad access to arts and culture
- Fosters strong and connected neighborhoods and communities
- Protects and stewards its natural environment

EXERCISE: Interest Cards

Use the following list and **INTEREST CARDS** to help you identify the issues about which you most care. Go through the same process as the values exercise, narrowing your list to identify your top three. We have also included blank interest cards for you to use. Discuss as a group if you are working with others.

LIST OF INTERESTS**ARTS & CULTURE**

Access and participation
Arts for children
Helping the arts flourish
Historic preservation
Performing arts
Public radio/TV
Visual arts

BASIC NEEDS

Addressing poverty
Food
Housing and homelessness
Social justice/civil rights

ECONOMY

Economic development
Small business/entrepreneurial
development
Training workers for better jobs

EDUCATION

Continuing education
Early learning
English as a Second Language/
Adult Basic
Higher education
Libraries
Lifelong learning
Literacy
Programs supporting children
in and out of school
Supporting school children

ENVIRONMENT

Caring for the environment
Environmental protection
Environmental quality
Environmental education advocacy/
environmental justice
Sustainability
Wildlife conservation and protection

HEALTH & WELLNESS

Access to health care
Adoption services
Domestic animal welfare
Domestic violence and sexual assault
Health and dental care
Long-term care
Medical research
Mental health
Prevention of disease
Substance abuse
Support services
Wellness and preventative care

NEIGHBORHOODS & COMMUNITY

Citizen education, engagement
and participation
Community building
Community revitalization
Faith communities and
religious organizations
Neighborhood living
Parks and open space
Public safety
Social support

Access and participation	Arts for children	Helping the arts flourish	Historic preservation
Performing arts	Public radio/TV	Visual arts	Addressing poverty
Food	Housing and homelessness	Social justice/ civil rights	Economic development
Small business/ entrepreneurial development	Training workers for better jobs	Continuing education	Early learning

ARTS & CULTURE

ARTS & CULTURE

ARTS & CULTURE

ARTS & CULTURE

BASIC NEEDS

ARTS & CULTURE

ARTS & CULTURE

ARTS & CULTURE

ECONOMY

BASIC NEEDS

BASIC NEEDS

BASIC NEEDS

EDUCATION

EDUCATION

ECONOMY

ECONOMY

English as a Second Language/ Adult Basic	Higher education	Libraries	Lifelong learning
Literacy	Programs supporting children in and out of school	Supporting school children	Caring for the environment
Environmental protection	Environmental quality	Environmental education advocacy/ environmental justice	Sustainability
Wildlife conservation and protection	Access to health care	Adoption services	Domestic animal welfare

EDUCATION

EDUCATION

EDUCATION

EDUCATION

ENVIRONMENT

EDUCATION

EDUCATION

EDUCATION

ENVIRONMENT

ENVIRONMENT

ENVIRONMENT

ENVIRONMENT

**HEALTH &
WELLNESS**

**HEALTH &
WELLNESS**

**HEALTH &
WELLNESS**

ENVIRONMENT

Domestic violence
and sexual assault

Health and
dental care

Long-term care

Medical research

Mental health

Prevention
of disease

Substance abuse

Support services

Wellness and
preventative care

Citizen education,
engagement and
participation

Community building

Community
revitalization

Faith communities
and religious
organizations

Neighborhood
living

Parks and
open space

Public safety

**HEALTH &
WELLNESS**

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WELLNESS**

**HEALTH &
WELLNESS**

**HEALTH &
WELLNESS**

**HEALTH &
WELLNESS**

**NEIGHBORHOODS
& COMMUNITY**

**NEIGHBORHOODS
& COMMUNITY**

**NEIGHBORHOODS
& COMMUNITY**

**HEALTH &
WELLNESS**

**NEIGHBORHOODS
& COMMUNITY**

**NEIGHBORHOODS
& COMMUNITY**

**NEIGHBORHOODS
& COMMUNITY**

**NEIGHBORHOODS
& COMMUNITY**

Social support

Social support			

**ADDITIONAL
INTEREST**

**ADDITIONAL
INTEREST**

**ADDITIONAL
INTEREST**

**NEIGHBORHOODS
& COMMUNITY**

**ADDITIONAL
INTEREST**

**ADDITIONAL
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INTEREST**

Your Personal Giving Plan

While creating a giving plan can seem daunting, the following questions will help get you started. Remember, there are no correct answers, but thinking about and discussing your responses will help to shape your plan.

HOW DO YOU DEFINE THE COMMUNITY YOU WANT TO SUPPORT?

Your community is not just the place where you live. People identify communities and populations they want to support in terms of ethnicity, culture, sexual orientation and more. Some donors choose to give in communities defined by a neighborhood, city, county or region, while others focus on international grantmaking.

Think about the communities with which you identify. Which are the most important to you?

WHAT IMPACT DO YOU WANT TO HAVE ON THE ISSUES YOU MOST CARE ABOUT?

There are three main strategies for effecting change in the areas you most want to impact. *Intervention* provides direct service to those requiring immediate help (e.g., a community food bank). *Prevention* programs identify causes and proactively offer services and support to avoid the need for additional services in the future (e.g., a workforce development program that helps marginalized populations learn job skills). *Systems change* efforts advocate for improvements to current systems, laws and policies (e.g., an advocacy organization working to pass legislation that will offer summer lunch programs to students on free and reduced lunch).

The following illustrates the differences among these types of impacts.

TRY THIS: FISH IN THE RIVER

Hiking in the woods, you come upon a mountain stream. You stop for a moment to watch the water run by and realize that the fish in the stream are dead. On closer inspection, you see that the stream is severely polluted, which is killing the fish. Feeling inspired to help save the fish, you decide to take action. What might be your impulse reaction to help the fish?

- A. Jump into the stream, rescue the surviving fish and take them to a clean stream.
- B. Begin cleaning up the riverbed to reduce the pollution and save fish in the future.
- C. Head upstream to locate the cause of the pollution and stop it at the source.

In this scenario, **A** represents intervention by providing direct support to the dying fish. **B** represents prevention by working to reduce the pollution and saving fish that might swim upstream in the future, and **C** represents systems change by identifying the root cause and working to effect change at the source.

WHAT TYPE OF FUNDING DO YOU WANT TO PROVIDE?

It is important to consider what part of an organization's work you want to support. Different kinds of funding help nonprofit organizations in different ways, and targeted funding (capacity-building or capital grants) can be helpful at specific times in the organization's development. For most organizations, general operating support is generally the most effective because it allows them to apply funding without restriction to the area of greatest need.

- **GENERAL OPERATING OR UNRESTRICTED FUNDING:** This type of funding supports the work of the organization broadly, investing in its ability to further its mission and allowing the organization the most flexibility to allocate its resources.
- **PROJECT/PROGRAM SUPPORT:** This type of funding is directed to a specific program or project.
- **CAPACITY-BUILDING GRANTS:** This type of funding supports the infrastructure of the organization, providing grants to fund the development of a strategic plan, for instance, or conduct a board training.

Categories of Giving

We try to simplify giving strategies for our donors.

At The Seattle Foundation, we organize grants into four primary categories.

- **FRIEND-DRIVEN:** Grants made to a particular organization because a friend asked you to an event or a fundraiser
- **LIFE-DRIVEN:** Grants made to organizations that are part of your daily life—your child’s school, your church or synagogue, or your alma mater
- **IMPULSE-DRIVEN:** Unplanned grants to address immediate needs, such as a tsunami, earthquake, other natural disaster or something you saw on the news
- **MISSION-DRIVEN:** Grants to organizations that align with your personal values and interest areas

Often, a grant falls into several of these categories. When donors analyze their grantmaking, they often find that the majority

of grants are friend-driven or life-driven. The point is not to eliminate these kinds of grants, which are an important part of a giving plan, but to ensure you are satisfied with the scope and breadth of your overall philanthropy.

EXERCISE: Categories of Giving

After filling out the chart on the next page, consider the relationship you have with the organizations that received your grants.

- Which grants went to organizations you know well and feel confident about in terms of leadership and financial stability?
- Are you personally involved with any of these organizations? Do you want to be?
- Are any of these organizations having an impact in an area that reflects your personal values and interests?

Put Your Giving Plan into Action

The following case study demonstrates how the values and interests you've identified can be translated into a workable giving plan. This is a real-life example of how two people who care about the same issue developed different plans to effect change.

EXERCISE: Put Your Giving Plan into Action

You can repeat this process for yourself on the following pages with the issues that matter to you.

Case Study

PHIL'S GIVING PLAN

ANN'S GIVING PLAN

ISSUE	PHIL'S GIVING PLAN	ANN'S GIVING PLAN
<p>Phil and Ann have both identified hunger as an issue that's important to them.</p>	<p>Hunger</p> <p>↓</p>	<p>Hunger</p> <p>↓</p>
<p>COMMUNITY</p> <p>Phil lives in West Seattle and is strongly connected to his neighborhood. A senior, Phil also cares about helping other seniors who are less fortunate. Ann, a teacher, cares about helping low-income populations, specifically, children.</p>	<p>Neighborhood senior citizens</p> <p>↓</p>	<p>Low-income populations Children</p> <p>↓</p>
<p>GOAL</p> <p>Phil and Ann both want their chosen communities to have enough to eat.</p>	<p>All seniors, especially those in West Seattle, will have enough to eat.</p> <p>↓</p>	<p>All children will have enough to eat.</p> <p>↓</p>
<p>IMPACT</p> <p>Phil wants to provide direct support, while Ann seeks to eliminate hunger at the source.</p>	<p>Intervention</p> <p>↓</p>	<p>Systems change</p> <p>↓</p>
<p>STRATEGIES</p> <p>Phil and Ann each identify several strategies they could fund to reach their goals.</p>	<p>Senior centers Food banks Senior home food delivery</p> <p>↓</p>	<p>Effective public policy Increase access to school lunch assistance Expand food stamp programs</p> <p>↓</p>
<p>IMPLEMENTATION</p> <p>Based on Phil's and Ann's unique paths, they each select an organization to fund that reaches their individual goals.</p>	<p>Grant to the West Seattle Food Bank to provide general support</p> <p>↓</p>	<p>Grant to the Children's Alliance to provide meals during the summer months to children on a free school-lunch program</p> <p>↓</p>
<p>EVALUATION</p> <p>Based on the type of grants made, methods for evaluating the impact of funding will vary.</p>	<p>Because Phil made a general operating support grant, his evaluation plan includes staying in touch with the food bank to stay up-to-date with its overall programming and success.</p>	<p>The project Ann funded included specific targets and goals, so she received a report six months after funding that outlined progress toward those stated goals.</p>

EXERCISE: Put Your Giving Plan into Action

Extra worksheets are available in the back of this workbook.

<p>ISSUE</p> <p>Pick one of your top five issues you identified.</p>	
<p>COMMUNITY</p> <p>Which communities did you identify as being most important to you (either that you most identify with or that you most want to support)?</p>	↓
<p>GOAL</p> <p>What will success look like for you?</p>	↓
<p>IMPACT</p> <p>What kind of impact do you want to make with your grant?</p>	↓
<p>STRATEGIES</p> <p>Now that you have identified your goal and what kind of impact you want to have, how will you get there? Think broadly about what strategies are available to fund that will be most effective in reaching your goal.</p>	↓
<p>IMPLEMENTATION</p> <p>Identifying the right organizations to fund is as simple as connecting with The Seattle Foundation. Our knowledge of the community and nonprofit organizations will help you find the right fit.</p>	↓
<p>EVALUATION</p> <p>How will you know if your grant was successful? How do you want to stay in touch with the organization you funded? The Seattle Foundation can help you effectively assess the success of your grant.</p>	↓

Consider Your Philanthropic Budget

You have now incorporated your values and interest areas into your giving plan in order to achieve a meaningful impact.

The next step is to determine the total amount of your personal or family budget to allocate to philanthropy. Based on that total, you can then determine the amount (or percentage) you want to designate annually to each area of interest. Many donors find that this budgeting process organizes their giving, narrows their list of grantees and helps them say “no” with a solid reason (“I have a philanthropic budget.”) to solicitations that do not fit their goals.

It is as important to organize your giving after your lifetime as it is during your lifetime. After establishing a giving plan, many people choose to use their wills to continue supporting their communities for future generations. If you are interested in leaving a gift through your will, The Seattle Foundation’s Gift Planning team can help.

EXPLORING FAMILY PHILANTHROPY

Involve Family Members in Your Giving

By giving together, philanthropic families commonly share wonderful experiences, such as a chance to express and develop shared values, pass on a legacy and find common ground across generations.

Of course, like all activities that involve families working together, this kind of collaboration can have its challenges. It is important to take steps to purposefully plan out giving goals and strategies and be honest with yourself up front about how realistic they are. While some family members find great excitement and joy in the giving experience, others may find the process frustrating and forced. It may be helpful to enlist outside assistance from a staff person at The Seattle Foundation or a professional facilitator. Your program and donor services representative is happy to fill this role for you, or you may find someone else who is right for your family.

Before including family members in the conversation about giving together, there are some important questions to ask yourself. The answers will help determine the best path to take to involve other family members.

WHAT IS MY PERSONAL GOAL FOR INCLUDING MY FAMILY MEMBERS IN PHILANTHROPY?

Do you want to use philanthropy to bring the family closer and share and experience something collectively? Or is your hope to have a meaningful impact on a specific need in your community, with the family rallying together around this cause?

If you lean toward the former, your process will be more democratic; you will need to yield control and be open to ideas and values different from yours to be inclusive of everyone. If you relate more to the latter example, you will need to accept that not everyone will buy into your cause, and perhaps the process will not include all family members.

HOW DO I DEFINE "FAMILY"?

Who will be involved? Will you include spouses and partners? How many generations? It's important to consider the composition of the group and include from the outset those you want to be involved.

WHAT WILL BE MY/OUR DECISION-MAKING PROCESS?

The decision-making process must be well-defined from the beginning. Will the process be democratic, or will you (or someone else) have the final say? Will there be veto power? How many generations will have a vote, and will the votes carry the same weight?

EXERCISE: Involving Your Family

The previous questions are all useful to consider when you begin to involve your family in your philanthropic giving.

The exercises on the following pages, originally created by The Philanthropic Institute, can be used as a guide for you and your family when you create your family giving plan.

FAMILY EXERCISE 1: Why Family?

WHAT FAMILY BENEFITS DO YOU WANT TO GAIN BY GIVING TOGETHER? WHAT ARE THE GOALS?

We believe taking the time to identify the benefits of working together is a crucial first step and simplifies many other decisions about family involvement. In all likelihood, your family will have various goals and desired outcomes. We encourage you to rank them on this worksheet so you know which are the most important.

In some families, the primary donor generation may wish to complete this worksheet first in order to communicate its intent to other family members. All family members may want to complete the worksheet before discussing the responses together.

Keeping these goals in mind will help you navigate the bumpy times and maintain a focus on what is most important to you.

Rate the following on a scale of one to five, with one being “not important” and five being “very important.”

	1	2	3	4	5
	NOT important			VERY important	
<input type="checkbox"/>	Bring the family closer together				
<input type="checkbox"/>	Pass on philanthropic values and spirit of giving to the next generation				
<input type="checkbox"/>	Encourage the next generation to give of their own resources				
<input type="checkbox"/>	Learn more about other family members and their interests				

<input type="checkbox"/>	Establish or continue a family philanthropic legacy
<input type="checkbox"/>	Expose family members to the needs of the community
<input type="checkbox"/>	Teach family members how to give effectively
<input type="checkbox"/>	Find common ground for working together
<input type="checkbox"/>	Have fun together
<input type="checkbox"/>	Recognize and celebrate the family business, history and values
<input type="checkbox"/>	Foster a mindset of abundance
<input type="checkbox"/>	Other _____

FAMILY EXERCISE 2: What Is Family?

WHICH FAMILY MEMBERS WILL BE INVOLVED?

There are no firm rules about who should be involved in family philanthropy. In some family foundations, only blood relatives are invited to participate; in other families, spouses, partners, cousins and even close friends may be invited. If you are a donor thinking about this issue, you may want to think both about individuals you would like to involve and the broader principles behind your invitation. Are you looking for a certain level of involvement and experience? Or do you want to invite all who consider themselves part of the process? Answers to this question will also reflect your goals from the “Why Family?” worksheet.

Check all that apply.

- Spouse/partner
- In-laws
- Siblings
- Children
- Parents
- Extended family
- “Family of the heart” (e.g., close friends who are considered family)
- Trusted advisor

WHAT DO YOU THINK WILL BE THE CRITERIA FOR PARTICIPATION?

Check all that apply and then describe why.

- Age _____
- Location _____
- Demonstrated interest _____
- Education _____
- Volunteer or nonprofit board experience _____
- Donation of own funds _____
- Ability to attend meetings _____
- Common funding interests _____
- Completion of orientation or training _____
- Other _____

FAMILY EXERCISE 3: Who Is in Charge?

WHAT ARE YOUR PRELIMINARY THOUGHTS ABOUT DECISION MAKING? HOW MUCH WILL EACH FAMILY MEMBER'S VOICE COUNT?

Knowing that, as a donor, you may want your family to be part of the philanthropy, we encourage you to consider how comfortable you are sharing control. Understanding and communicating your feelings openly about this to family members is crucial in developing a successful family giving plan. Be aware that other family members may choose not to participate if they believe their input will not be valued.

There are different levels of decision making, from who will take notes at meetings to how grantees will be chosen. The type of decisions you are making will help determine the manner in which you make them, and not all decisions require the same level of consensus or buy-in.

It may make sense for the primary donor to complete this worksheet, and then communicate the results to other family members.

Check all that apply.

- Everyone will be included but, realistically, the donor has the only vote.
- The donor's vote probably counts more than the others.
- The donor will retain veto authority.
- We would like it to be a democracy but recognize that others will defer to the donor.
- Each family member will make decisions about his or her own giving.
- Decision making will be delegated to certain family members.
- We will make decisions democratically: one person, one vote.
- We will make decisions through consensus.
- Other _____

Consensus means finding a decision that all parties can live with even if there is not complete agreement.

Depending on your family's style, you can vote openly or cast secret ballots. It is also often helpful to take straw polls to see how people are thinking and feeling in the middle of the process.

FAMILY EXERCISE 4: Family Discussion Guide

HOW DO YOU DEFINE YOUR FAMILY'S SHARED VALUES?

Identifying shared values among family members is an important step in your process. The following questions can help identify your core shared values and their relationship to your charitable giving. The simplest way to use them is first as a personal reflection exercise completed by individual family members. Then, you can come together to discuss and explore areas of commonality. Much of the benefit of this exercise comes from the shared conversation.

INDIVIDUAL REFLECTION QUESTIONS

1. Think about two or three formative experiences in your life. How did they shape your core values?

2. Identify two or three people (e.g., family members, friends, historic figures) who have been strong influences on you. What values did they transmit to you?

3. What is important to you, and what values guide the choices you make in life? What would you consider your most important values?

4. What values did your parents pass on to you? What do you think are the values common to your family?

5. How do the values you have identified speak to the kind of giver you want to be?

FAMILY REFLECTION QUESTIONS

Together with family members, share and discuss your answers to these questions. You may want to put all family members' answers on an easel for clear viewing and then identify values or clusters of values shared by others in the family. Elaborate on them by sharing family stories illustrating the values.

1. What are your core family values? What does the family stand for? Narrow down your list to four to six core values.

FAMILY EXERCISE 4:
Family Discussion Guide

(CONTINUED)

2. How do these values speak to the kind of philanthropy you want to do—the philanthropy for which you want to be known?

3. Do your values have implications for the kinds of organizations and causes that you want to support?

4. Do your values have implications for how you want to work together as a family?

Once the process is complete, you can use the first section of this workbook to develop your family giving plan. Remember, many families choose to work with an outside facilitator, such as a representative from The Seattle Foundation, for assistance in answering these questions.

Involve Successive Generations

When your children—no matter what age—are involved in your giving, it not only creates a lasting family legacy but is also a worthwhile experience families can share together.

Now that you have taken time to ask yourself some important questions, the following pages contain some tips on how to get family members involved and address some of the challenges that often arise.

The Seattle Foundation is a great resource to help you effectively involve your family in your giving. Our program and donor services representatives are available to assist you with facilitating family meetings, developing family giving plans and general consulting on family philanthropy. The Foundation also offers educational workshops on family giving, as well as a variety of youth philanthropy programming.

TIPS FOR INVOLVING ADULT CHILDREN

As adults, your children most likely have identified their own unique values and interests and perhaps started their own families. It is important to consider these dynamics when creating a family giving plan.

- Make sure to **INCLUDE EVERYONE** you intend to include from the start.
- **COMMUNICATE CLEARLY** how decisions will be made. Not all families need to implement a group process; however, establishing the decision-making structure, whichever method you choose, allows everyone to participate more effectively and encourages feelings of ownership within the family.
- **ESTABLISH CLEAR GOALS** and expectations, including commitments of time and participation. Some families find it effective to ask for financial contributions from each member to ensure commitment and buy-in.
- **BE DIRECT** when stating financial and budgetary goals for your giving. How much will you be giving away as a family? How will this amount be allocated? Will the entire amount be directed by the family, or will individuals have smaller portions to direct on their own?
- **EXPECT AND EMBRACE CONFLICT.** Kelin Gersick, author of *Generations of Giving*, writes, “For the most part, it is not conflict itself that has hampered grantmaking or threatened continuity in family philanthropy. Avoidance of conflict can, over the long run, sap the commitment out of a family foundation. If the underlying causes of frustration are not allowed some open expression, the natural response, eventually, is to withdraw.”

TIPS FOR INVOLVING YOUNG CHILDREN

Younger family members, while not always able to participate financially or strategically in giving, are in a unique position to add real value and insight to your family’s philanthropic process. By discussing philanthropy with younger generations, you can help focus your own intentions and those of adult family members.

The voice of youth is often the most effective in getting to the heart of the matter and identifying the real need. You may also intend for your kids and teens to manage your family fund or philanthropic enterprise when they grow older, so providing a sound structure for philanthropic thought will help your giving plan both now and in the future.

Here are some tips that may be helpful when considering how to involve youth in your giving.

- **BE CANDID** with your children about your values surrounding money. Discuss with them the places you give and the reasons why.
- **DON'T BE AFRAID** to answer the tough questions that arise (about homelessness, inequality, etc.) and integrate the concepts of service and the importance of giving back to your community into your discussions.
- **DISCUSS** the ways in which philanthropy benefits the community (parks, museums, schools, etc.).
- **OLDER CHILDREN AND TEENS** can participate on a different level by working with a mentor and volunteering for various charitable organizations.
- **VISITING A NONPROFIT** is a good way to demonstrate firsthand how grants support the work that helps to make our community a better place for everyone.
- **CREATE AN "INTERNAL" PHILANTHROPY EXERCISE** with older children, giving them a smaller amount of money to grant, guiding them through the grantmaking process and asking them to defend their grantee choice to you or a mentor.
- **REGARDLESS OF AGE**, family members will benefit from being given some form of ownership in the process.

The Seattle Foundation also offers a variety of youth philanthropy programs for children and young adults, including a Day of Giving, philanthropy camps and youth philanthropy boards that allow students to take a hands-on role in learning about local issues and nonprofit organizations and, ultimately, awarding grants. Contact The Seattle Foundation to learn more.

EVALUATING NONPROFITS

Evaluate Nonprofits

Now that you've thought through the critical issues of creating a giving plan as an individual or a family, it's time to put your plan into action.

To do so, you'll need to find organizations and projects implementing strategies that will help you meet your goals, and determine which ones are the most effective and worthy of your support. This section will suggest a few starting points for finding organizations and projects, and will walk you through a basic framework for evaluating nonprofit organizations.

USE THE SEATTLE FOUNDATION

Finding and evaluating organizations and projects can be challenging, but The Seattle Foundation can help. This section will give you some tools you can use yourself, and your donor services representative can also talk to you about the goals outlined in your plan and recommend organizations and projects that address the issues you care about. Foundation staff can evaluate the health and effectiveness of those organizations on your behalf, ensuring that you are supporting organizations and projects that can effectively achieve their goals.

PARTNERING WITH THE FOUNDATION'S GRANTMAKING PROGRAM

The Foundation's Grantmaking Program invests in effective nonprofit organizations across King County and across all seven healthy community elements. The Seattle Foundation's Grantmaking Program receives hundreds of proposals every year from King County nonprofits that apply through a competitive process. Foundation staff reviews and conducts site visits with all applicants to evaluate their effectiveness.

The Foundation is not able to provide support to all deserving organizations and activities because the demand exceeds available funds. By partnering with the Foundation's Grantmaking Program, you can review all prescreened proposals received quarterly through the program or ask to be sent a handpicked selection of proposals matching your interests. You decide if you want to fully or partially fund specific proposals—or just use this as a learning opportunity to deepen your knowledge in an interest area.

To partner with our Grantmaking Program or have Foundation staff research and evaluate organizations on your behalf, contact your donor services representative.

FIND NONPROFITS THAT MATCH YOUR INTERESTS

There are a number of ways to find organizations and projects for possible support. Remember to think about the issues you want to address, the communities you want to serve and the goals you are trying to achieve. Stay focused on the end versus the means.

For example, you may want to support educational success among low-income children. In addition to many programs working directly on education issues, you may also find arts organizations that use the arts to improve the educational success of low-income students. Art may be the main program, but it is also a means to achieve educational success. Stay focused on your goals, and you may find the most creative solutions are not where you expected them to be.

What follows are suggestions for learning about organizations. They range from less intensive and less public to more time consuming and the most direct contact with the organization.

FRIENDS

Friends and colleagues can be a great resource. Talk to them about your interest areas and ask for suggestions. You may learn about a new approach to addressing an issue or serving a population of which you were unaware.

ONLINE SEARCHES AND RATING WEBSITES

- **A GENERAL ONLINE SEARCH** can provide you with a wealth of information on issues and organizations.
- Look for information on **CREDIBLE SITES**, such as online versions of newspapers you know and organizations you trust.
- **ONLINE RATING SYSTEMS** can be useful. Sites like www.guidestar.org and www.charitynavigator.org offer extensive financial information, including access to IRS form 990 for most nonprofits across the country. While this information is not perfect or exhaustive, it does allow you to collect some basic data on most organizations. Most online rating systems are based on financial numbers and/or self-reporting. They are useful tools, but utility is limited due to the lack of sophistication of evaluations. Remember to keep comparisons logical: If you want to get a sense of the administrative overhead of a food bank and how it compares to other organizations, be sure to compare it to other food banks, not organizations that have a completely different business model (such as a theater or hospital).

NONPROFIT ORGANIZATION WEBSITES

- **ONCE YOU HAVE IDENTIFIED ORGANIZATIONS** that interest you, you should be able to find a great deal of information on their websites.
- Most organizations' **SITES WILL GIVE YOU INFORMATION** on who they serve, what programs they operate, how they are measuring their success and an overview of the organizations' leadership (staff and board).
- Most nonprofits **WILL NOW ALLOW YOU TO REVIEW THEIR FINANCIAL INFORMATION** on their website (IRS form 990 and audited financial statements, if available).

PHONE CALLS TO NONPROFIT ORGANIZATIONS

- Most organizations will be **HAPPY TO TALK TO YOU** and answer any questions you have. You can tell them you are considering a donation or volunteering, or simply say you are interested in their work and would like to learn more. You do not have to disclose that you may make a grant.
- The **DEVELOPMENT/FUNDRAISING DEPARTMENT** is set up for such queries and is often a good starting place to get basic information or to ask for materials to be sent to you. Feel free to ask that you be left off the mailing list if you prefer not to receive future mailings.
- Ask to **SPEAK WITH SOMEONE DIRECTLY INVOLVED** in the work in which you are interested. Feel free to ask for the program manager or whomever could best answer questions about how the program works.

VISITS TO NONPROFIT ORGANIZATIONS

- Once you have spoken to the organization and reviewed some material, it may make sense to **VISIT THE ORGANIZATION** and see the programs at work.
- **BE CLEAR** about what you are hoping to learn, and assure the organization that you do not want to disrupt the work or come at an inconvenient time.

Once you find the organizations and projects in which you are interested, it is time to evaluate them to determine which ones are most likely to produce successful results.

EVALUATION CATEGORIES

We suggest breaking your evaluation into two categories:

ORGANIZATIONAL EFFECTIVENESS AND HEALTH: Organizations have the capacity, infrastructure and resources (financial, staffing, knowledge and volunteers) to sustain their operations and support programs.

PROGRAM EFFECTIVENESS: Programs address quantifiable needs in the community and are based on models that have proven to be successful, and the organization evaluates the effectiveness of its programs.

SIGNS OF EFFECTIVE ORGANIZATIONS

- A mission statement that clearly defines the organization's purpose and reflects its understanding of the communities it serves
- A clear articulation of why it believes its work is important and will be effective and produce desired results
- An appropriate strategic and funding plan for the organization's size and developmental stage
- Clearly defined priorities, goals and measurable outcomes
- Experienced and highly qualified staff and leadership
- A skilled governing board whose knowledge includes financial management and the community served
- Support in the community, constituent involvement and the ability to mobilize financial and in-kind support, as well as volunteers
- Knowledge about the people or organizations it serves, where it fits in its community and coordination with others, as needed

ACTIONS OF EFFECTIVE PROGRAMMING

- Addresses an identified community need within the healthy community framework
- Uses a methodology that makes sense and takes into account accepted or best practices in the field
- Applies a thoughtful, practical plan that outlines specific outcomes
- Includes exploration of innovative approaches, participants and partnerships
- Comes from an organization that is knowledgeable about the issue and its constituency
- Engages the skills, abilities and experience of community members in creating effective changes together
- Takes advantage of coordination possibilities and avoids duplication
- Is culturally competent
- Responds to and respects the dignity and needs of the people it serves
- Has staff and volunteers reflective of the community it serves
- Is delivered in user-friendly ways and locations that overcome barriers to participation

- Responds to the diverse needs of constituents and offers resources or referrals to other programs when needed
- Fosters civic engagement

Not every organization will meet all of these criteria and there are many models for successful nonprofit organizations. You should identify which of these criteria are most important to you in your decision making, as well as how you will go about evaluating potential beneficiaries. The Foundation also offers a workshop, *Evaluating Nonprofits*, that can help.

Summary

Congratulations on making the decision to give.

The decision to develop a personal giving plan involves commitment and caring. The fact that you have read this workbook or attended the workshop demonstrates that you have both of these qualities.

This workbook is not meant to provide all the answers but, rather, to offer an overview that inspires your personal giving and provides information to guide you to areas you may wish to investigate further.

The Seattle Foundation offers resources to help you in all areas of giving, and assistance with taking the next step in your philanthropic journey. Feel free to contact us at any time.

ADDITIONAL RESOURCES

Further Reading and Online Tools

RESOURCES FOR CREATING A GIVING PLAN

GIVING WITH GOALS: A WORKBOOK FOR DONORS WHO WANT TO GIVE STRATEGICALLY

The Seattle Foundation

A short, easy-to-use workbook on identifying your values, creating a giving plan, evaluating nonprofits and involving your family. Includes exercises and ideas for putting your plan into action.

INSPIRED PHILANTHROPY: YOUR STEP-BY-STEP GUIDE TO CREATING A GIVING PLAN AND LEAVING A LEGACY

Tracy Gary, Suze Orman and Nancy Adess

This newest edition of the classic book shows how anyone can align and integrate values, passions, and dreams for their communities and families into their plans.

SMART AND CARING: A DONOR'S GUIDE TO MAJOR GIFTING

Richard and Linda Livingston

This is a book written by donors for donors. They address the issues, actions and rewards of major gifting from personal, technical and financial perspectives.

PHILANTHROPY, HEIRS & VALUES

Roy Williams and Vic Preisser

This book describes how families are successfully using philanthropy to prepare their heirs for post-transition responsibilities.

- 🔗 **THE SEATTLE FOUNDATION** www.seattlefoundation.org
The Healthy Community section of our website contains relevant, up-to-date data on local community needs and issues, strategies for addressing those issues and examples of effective local organizations.
- 🔗 **CHANGEMAKERS** www.changemakers.org
Changemakers helps individuals connect their values to their giving in order to maximize community benefit. Through education, advocacy and public policy, Changemakers promotes engaged and effective strategies for giving that strengthen civil society.
- 🔗 **EMERGING PRACTITIONERS IN PHILANTHROPY** www.epip.org
EPIP works to strengthen the next generation of grantmakers and to advance effective social justice philanthropy.
- 🔗 **GUIDESTAR** www.guidestar.org
Guidestar is the national online resource for finding information about nonprofits.
- 🔗 **CHARITY NAVIGATOR** www.charitynavigator.org
Charity Navigator provides free financial evaluations of charities nationwide.

RESOURCES FOR YOUTH AND FAMILY PHILANTHROPY

A KID'S GUIDE TO GIVING

Freddie Zeiler and Ward Schumaker

For grades seven and up, this inspiring and motivating book challenges teens to make a difference by contributing to charitable causes.

THE GIVING FAMILY: RAISING OUR CHILDREN TO HELP OTHERS

Susan Crites Price

Practical tools, ideas and resources to help parents, teachers and other caring adults teach children how to exercise their responsibility to give their time and resources for the benefit of others.

FAMILY WEALTH: KEEPING IT IN THE FAMILY: HOW FAMILY MEMBERS AND THEIR ADVISERS PRESERVE HUMAN, INTELLECTUAL, AND FINANCIAL ASSETS FOR GENERATIONS

Jay Hughes

Hughes challenges conventional notions of wealth and offers guidelines for preserving family assets in the broadest sense.

CHILDREN OF PARADISE

Lee Hausner

Successful parenting for prosperous families. Hausner offers a successful positive-action plan sensitive to the needs of successful parents to ensure that their children grow up with positive self-esteem and the necessary internal resources to meet the challenges of a privileged life.

RAISING FINANCIALLY FIT KIDS

Joline Godfrey

A parent's guide to raising financially sophisticated children, from the founder and CEO of the leading provider of financial programs for kids and parents. Godfrey presents a general financial apprenticeship for kids ages five through 18.

THE ULTIMATE GIFT

Jim Stovall, fiction

The story of Red Stevens, an accomplished man, who learned too late that giving material things is more like taking than giving. Jim Stovall is a successful author, speaker and entrepreneur. He is blind and has used his gifts to create a purpose-driven life.

🔗 **THE SEATTLE FOUNDATION** www.seattlefoundation.org

On our website you can find current local events and opportunities for youth, including information on philanthropy camps and the youth grantmaking board.

🔗 **RESOURCE GENERATION** www.resourcegeneration.org

Resource Generation is focused on young-adult giving. This is a national network of young, progressive wealthy people learning how to use resources to support social change.

🔗 **GREAT GIVERS: YOUTH PHILANTHROPY** www.smartgivers.org

Great Givers is a unique youth-philanthropy program with lessons you can download for free. The program focuses on the value of philanthropy—what to look for when making choices about giving and how to budget giving into financial planning.

🔗 **YOUTH ACTIVISM PROJECT** www.youthactivism.com

The Youth Activism Project was founded as a private nonpartisan organization to encourage young people to speak up and pursue lasting solutions to problems they care deeply about.

🔗 **LEARNING TO GIVE** www.learningtogive.org

This website offers resources for parents and teachers on teaching kids of all ages about giving back.

- 🔗 **GIVING REVOLUTION** www.givingrevolution.org
A website for young people who are interested in contributing to global causes.
- 🔗 **52 WAYS TO TAKE ACTION** www.2164.net
21/64 and Resource Generation

A list of next steps for young funders to help map out their paths into family philanthropy. Developed for the Council on Foundations 2004 Next Generation Retreat.
- 🔗 **FAMILY PHILANTHROPY GLOSSARY** www.2164.net
21/64 and Resource Generation

The field of philanthropy is full of terms and lingo that are not always easily understood. Download this glossary so that you are prepared for these conversations.
- 🔗 **MOON JAR** www.moonjar.com
Tools for young children to learn about money and philanthropy.
- 🔗 **THE FOUNDATION CENTER: YOUTH IN PHILANTHROPY** www.youth.foundationcenter.org
Information and stories about how young people have gotten involved in philanthropy. Links and stories about athletes, musicians, actors and celebrities who are all philanthropists.
- 🔗 **DO SOMETHING** www.dosomething.org
Do Something provides information to help and inspire young people around the country to make a difference in their communities and take action to change the world around them.

Extra Exercises

These extra sheets are provided for you and your family to use now or in the future as your giving plan evolves.

EXERCISE: Put Your Giving Plan into Action

<p>ISSUE</p> <p>Pick one of your top five issues you identified.</p>	
<p>COMMUNITY</p> <p>Which communities did you identify as being most important to you (either that you most identify with or that you most want to support)?</p>	↓
<p>GOAL</p> <p>What will success look like for you?</p>	↓
<p>IMPACT</p> <p>What kind of impact do you want to make with your grant?</p>	↓
<p>STRATEGIES</p> <p>Now that you have identified your goal and what kind of impact you want to have, how will you get there? Think broadly about what strategies are available to fund that will be most effective in reaching your goal.</p>	↓
<p>IMPLEMENTATION</p> <p>Identifying the right organizations to fund is as simple as connecting with The Seattle Foundation. Our knowledge of the community and nonprofit organizations will help you find the right fit.</p>	↓
<p>EVALUATION</p> <p>How will you know if your grant was successful? How do you want to stay in touch with the organization you funded? The Seattle Foundation can help you effectively assess the success of your grant.</p>	↓

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