



WOMEN'S FUND

Leadership • Local • Shared

WESTERN MASSACHUSETTS

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YOUNG WOMEN'S INITIATIVE BLUEPRINT FOR ACTION 2021

Springfield, Massachusetts

Youth Participatory Grantmaking and Advocacy

Prepared by:
Kelley Bryant



INTRODUCTION

A LETTER FROM THE WFWM

Dear Springfield community partners,


We present to you the Springfield Young Women's Initiative Blueprint for Action 2021. Since 2018, over 70 young women-identified leaders have participated in the Springfield Young Women's Initiative and have amplified their voices to create change for a socially just community.

This Blueprint shares the Young Women's Initiative participatory grantmaking process, which empowers these young leaders, community activists, and philanthropists to drive where funding was awarded in Springfield. Through each cohort of young women with intersecting identities, they have declared the issues affecting their lives with common themes that hold truth to the experience of young women across the US. From this program, these young philanthropists take with them the tools and perspective to continue to change the world around them and beyond.

Sincerely,
The WFWM Team

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ABOUT

THE YOUNG WOMEN'S INITIATIVE

The Young Women's Initiative (YWI) is a national project aimed at creating prosperity for young women. The Women's Fund of Western Massachusetts leads the Springfield YWI as a founding member of the National Philanthropic Collaborative of Young Women's Initiatives (NPCYWI), a dynamic collaboration of nine women's foundations committed to ensuring that all young women—particularly young women of color—lead, prosper economically, and live safe and healthy lives. Each Young Women's Initiative across the country consists of a Young Women's Advisory Council (YWAC) and a young representative to the National Young Women's Initiative (NYWI).

THE YOUNG WOMEN'S ADVISORY COUNCIL

The Springfield YWAC consists of up to 20 young women, ages 16-24, who learn how to identify barriers to their success and explore solutions to present recommendations for their city through leadership development and social justice programming.

Girls for Gender Equity (GGE) has created the national curriculum for the YWI, which has been facilitated by The Fund's partner, 18 Degrees, from 2019-2021. Throughout the 9 months of these emerging leaders' development, the young women are encouraged to engage in their community to establish civic responsibilities and avenues for advocacy.

The young representatives from each of the nine localities serve on the NYWI to establish and advocate for the national goals for young women from the lens of their city and region.

Each representative's unique perspective combines to create a unified voice to discuss the structural issues that prevent young women's progress in the US and reshapes national policy and philanthropic agendas.



PARTNERSHIPS

THE NATIONAL PHILANTHROPIC COLLABORATIVE OF YOUNG WOMEN'S INITIATIVES (NPCYWI)

The National Collaborative of Young Women's Initiatives (NYWI) is a dynamic effort by nine leading women's foundations that seek to galvanize and invest resources to amplify the collective power of young women—particularly young women of color—and ensure that they lead, prosper economically, and live safe and healthy lives in a world with gender and racial equity.

To learn more and join the collaborative, visit nationalywi.org.

Pictured: Safiyah Bey, Springfield YWI '18 & Kalisha Dessources Figures, Director, NPCYWI

NATIONAL PHILANTHROPIC COLLABORATIVE OF YOUNG WOMEN'S INITIATIVES MISSION:

Ensuring that all young women—particularly young women of color—lead, prosper economically, and live safe and healthy lives.

MEMBERS



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Pictured: National Collaborative for Young Women's Initiative's Meeting in Washington, D.C.

GIRLS FOR GENDER EQUITY

A partner of The National Philanthropic Collaborative of Young Women's Initiatives.

Girls for Gender Equity (GGE) is an intergenerational organization committed to the physical, psychological, social, and economic development of girls and women.

Through education, organizing and physical fitness, GGE encourages communities to remove barriers and create opportunities for girls and women to live self-determined lives. GGE is the national partner for YWI technical assistance.



LEARN MORE AT GGENYC.ORG

 [@girlsforgenderequity](https://www.facebook.com/girlsforgenderequity)

LOCAL PARTNERS

18 DEGREES

The program community partner for the Springfield Young Women's Initiative.



18 Degrees is where the sun stands just below the horizon at daybreak. It's more dark than light in that moment, and hard to see the way forward. At 18 Degrees – formerly Berkshire Children and Families – it's our mission and privilege to meet people at that point, with the promise that for them, for all of us, the light will grow from the start of each new day.

LEARN MORE AT 18DEGREESMA.ORG

 @18DegreesMA

CENTER FOR RESEARCH ON FAMILIES

Program evaluation partner of the Springfield Young Women's Initiative.

The mission of the Center for Research (CRF) is to:

- Promote, conduct, and translate high quality, substantive research on issues affecting families
- Teach, mentor, and support family researchers throughout their careers
- Engage with the community to improve family outcomes and inform social policy
- Advance social justice by promoting diversity, equity, and inclusion through our research and programming.



LEARN MORE AT UMASS.EDU/FAMILY

 @CRFUmass

SUPPORTERS

BAYSTATE HEALTH



MASSMUTUAL FOUNDATION



Pictured: National Collaborative for Young Women's Initiative's Meeting in Minnesota



UNDERWRITERS SUPPORTING WOMEN AND GIRLS



THANK YOU FOR SUPPORTING THE SPRINGFIELD YOUNG WOMEN'S INITIATIVE

Canyon Ranch Wellness Resort
CountryBank
CT Data Collaborative
Encharter Insurance
Innovara Inc.
Institute for Generative Leadership
J. H. Maxymillian, Inc.
Kuhn Riddle Architects
Kripalu Center for Yoga & Health
Leah Martin Photography LLC
Lesly A. Reiter, Keller Williams Realtor
Peerless Precision Inc.
People's United Bank
Shatz, Schwartz and Fentin, PC
The Markens Group, Inc.





AREAS OF FOCUS

LOCAL IMPACT, NATIONAL FRAMEWORK

Representatives from the National Philanthropic Collaborative of Young Women's Initiatives (NPCYWI) have combined their efforts on the larger focus areas that encompass young women leaders' advocacy efforts across the country. This framework is the blueprint for future YWI advocacy, grant making, and civic engagement.

Over the past three years, each Young Women's Advisory Council (YWAC) that has participated in the Springfield Young Women's Initiative (YWI) has determined issue areas to research, which now constitute the broader national advocacy agenda to advance gender and racial equity. These topics cover issues for young women, gender non-conforming youth, immigrant young women, Black, Indigenous and People of Color (BIPOC) youth, and LGBTQ youth.

SAFETY AND ANTI-VIOLENCE

Safety and anti-violence encompasses a wide range of issues that impact youth in the US, and specifically, in Springfield, Massachusetts. This includes:

- Mental health awareness, education, and resources lacking in the home, at school, within religious institutions, and other community places for young women and especially BIPOC and LGBTQ youth;
- School interruptions which can be described as the “push-out” effect that disproportionately impact BIPOC children which includes suspensions, expulsions, and other exclusionary school discipline practices (e.g., uniform policies, female sanitary supply limitations, and teacher implicit bias);
- Violence reduction, anti-violence, and restorative justice for young women seeking a second chance for justice-involved youth.

Past Springfield YWI Task Force Themes:

Mental Health; Mental Health Awareness for Girls and Women; Feminine Health Care; Rape Culture; Dress Codes; The Exploitation of Women and Girls through Sex Trafficking



Source: *Status of Women and Girls in Western Massachusetts, 2019*

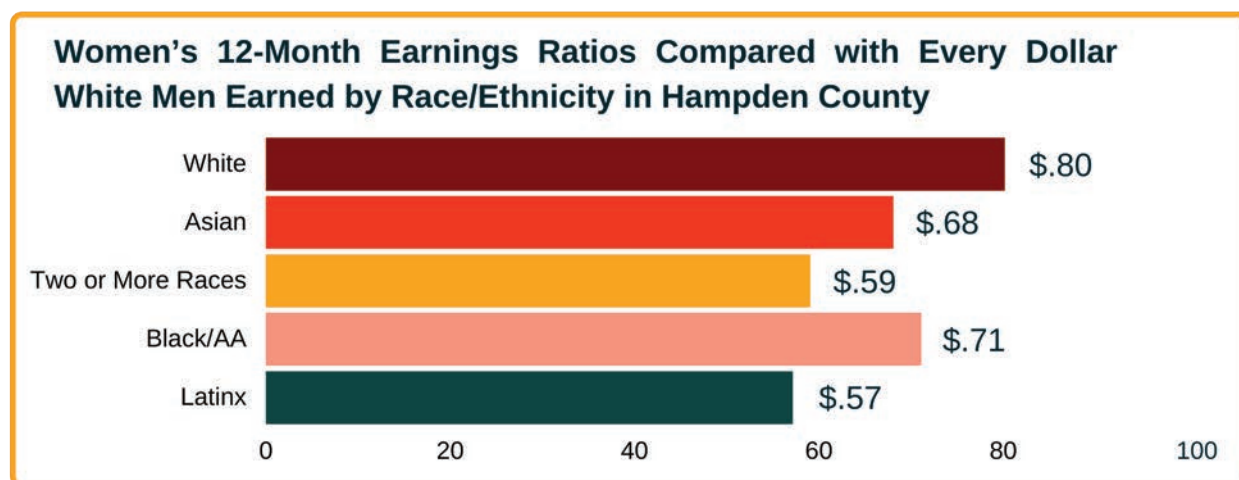
ECONOMIC SECURITY AND PROSPERITY

Emphasizing economic security and prosperity for young women of color is essential for the growth of a healthy, stable, and happy young workforce. Existing efforts to empower young women of color must expand to sponsorship, mentorship, and strengthening pathways to success. The YWI have defined this focus area by aiming to increase:

- The number of young women entering the workforce;
- Employment in high-wage, flexible workplaces;
- The ability of young women to earn and build assets;
- Access to credit and capital for young women, and opportunities to foster entrepreneurship;
- Availability of and access to affordable, high-quality child care.

Past Springfield YWI Task Force Themes:

Economic, Community, and Workforce Development; School to Prison Pipeline



Source: *Status of Women and Girls in Western Massachusetts, 2019*

LEADERSHIP AND VISIBILITY



PICTURED: VICE PRESIDENT KAMALA HARRIS

*Past Springfield YWI Task
Force Themes:
Women in Leadership;
Practical Education – Civic
Engagement*

Opportunities for leadership and the visibility of young women of color in leadership positions is extremely important for this generation and future generations of young women. The YWI has emphasized the necessity to build the policy and advocacy skills in young women so they may amplify their own leadership capabilities to foster self-confidence and independence.

SPRINGFIELD YOUNG WOMEN'S INITIATIVE

RECOMMENDATIONS

Tasked with identifying barriers, the Springfield YWI researched issue areas and potential solutions to remedy systemic inequities. This section outlines the recommendations made by the Springfield YWI members to lay the foundation for future policy advocacy.



SAFETY AND ANTI-VIOLENCE

- Class in schools on consent/rape culture
- Clearer policies in schools for handling harassment in schools public workplace
- Establish an anti-rape culture campaign to educate the general public about body acceptance and the negative effects on youth's perception of self



HEALTH

- Mental health classes as a requirement in all schools
- Implement safe space groups within schools
- Amend school dress codes to provide allowances to students (e.g., menstrual accidents) and to reduce the severity of disciplinary action
- Create an annual clothing drive with inventory stored in the school's nurse's office
- Establish a mental health awareness campaign to provide resources on printed materials posted throughout the schools



RECOMMENDATIONS

“Women belong in all places where decisions are being made,” she said. “I don’t say [the split] should be 50-50. It could be 60 percent men, 40 percent women, or the other way around. It shouldn’t be that women are the exception.”
— Ruth Bader Ginsburg



ECONOMIC SECURITY AND PROSPERITY

- Create a City Resource Map for Youth and Family Services
- Expand hours of operation for public offices providing resources
- Implement a financial literacy class in high schools



LEADERSHIP AND VISIBILITY

- Encourage women to become aware of their abilities and realize that they too can change the world
 - ◇ Support and empower community programs that address gender equity so women can see their abilities and realize that they too can change the world
- After-school leadership programs for girls in the public school system
- An increase of women in school curriculums in both English and History Classes

GRANTMAKING

Grantmaking is a process by which a funding entity—a foundation, fund, or individual—awards money to an individual or organization that supports a cause for social impact. While a definition or specific process is not universal, this broad definition generally encompasses this act.



“PARTICIPATORY GRANTMAKING IS A LEVER FOR DISRUPTING AND DEMOCRATIZING PHILANTHROPY.”

WHAT IS PARTICIPATORY GRANTMAKING?

Participatory grantmaking is the process by which funding is awarded to an organization or individual to address the needs of a specific community, **by that community** through a foundation or other funding entity.

The Springfield YWI used this type of grantmaking because young women know the barriers they face intimately. By shifting decision-making power to these young leaders, they gain self-confidence and agency.

“PARTICIPATORY GRANTMAKING CEDES DECISION-MAKING POWER ABOUT FUNDING—including the strategy and criteria behind those decisions—to the very communities that funder aims to serve.”

Gibson, C., (2018) *Deciding Together: Shifting Power and Resources Through Participatory Grantmaking*. Foundation Center.



GRANTMAKING

THE PROCESS

In order to award funding to an organization or individual, the grantmaking process must be transparent. There are many different ways to organize this process, but the most typical steps are depicted in the infographic on the next page.

The Springfield YWI created a process that evolved over time, but suited each cohort's needs. See the appendices for specific requests for proposals and applications.

THE PROCESS:

AN OUTLINE OF GENERAL GRANTMAKING

6. Monitor

Establish open communication to learn of progress and identify challenges to address in future grantmaking.

5. Award

Select the entity that best fits the criteria, inform them of the opportunity, and establish guidelines to award the funding.

1. Define

Clearly state mission and objectives. The mission and objectives describe and outline the problems needing attention.

2. Request

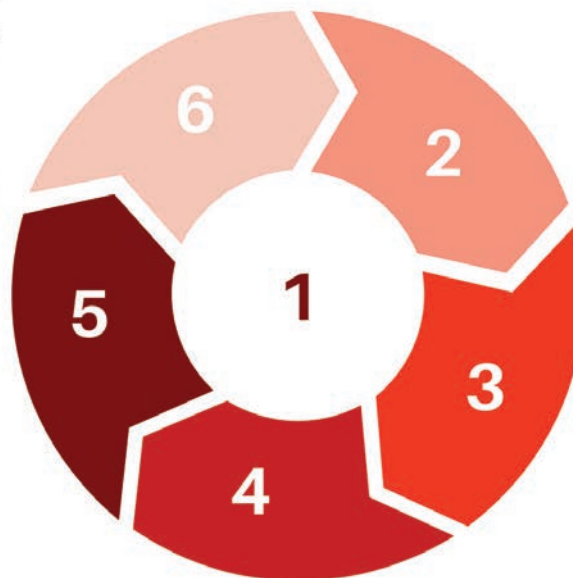
Announce intentions to give funding and ask for proposals. This is commonly referred to as a Request for Proposals (RFP).

3. Invite

Request applications from eligible organizations or individuals.

4. Analyze

Closely review applications and consult experts or community, if needed. Rank applications to make an informed decision based on important criteria.



METHODS OF

DECISION-MAKING

The Springfield YWI used rubrics to aid the consensus decision-making process to analyze their organization research and come to a final award decision.

RUBRICS

A YWI staff facilitator presented examples of rubrics used by other grantmaking bodies to help the young leaders reflect on priorities they may share. The rubrics ranged from as simple as a 4-point scale to multi-dimensional weighted rubrics to provide the students with context and knowledge to build their own.

After this instructional period, each task force generated priority areas based on their lived experience, what they value in community organizations' work, and what they have learned as best practice. These self-created rubrics helped the YWI identify value and rank their priorities against the organizations they researched (see *Rubrics* in the Appendices for examples). After scoring, the staff facilitated a consensus decision-making discussion by paraphrasing the groups' sentiments.



Pictured: Participants of the Springfield Young Women's Initiative 2020 Career Conversations

“When the youth are responsible for the grantmaking, they become more confident and involved.”

– Mariam Kobalia,
gender and youth
expert



CONSENSUS DECISION-MAKING

Consensus decision-making is a unique method for reaching an agreement as the group analyzes a proposal. Each individual must approve the proposal for it to be accepted. Those who are opposed or hesitant of the proposal must share their concerns so the group can convene and revise their proposal or alleviate the apprehension. Seeds for Change (2020) posits, “Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with.”

An adult staff member facilitated these YWI task force consensus decision-making discussions to help mediate conversation, but the YWI leaders held the final decision-making power. As Mariam Kobalia, gender and youth expert, states:

“When the youth are responsible for the grantmaking, they become more confident and involved. Our experience shows that after the program, they maintain or increase their involvement, often becoming leaders in the community.”

In the evaluations of the Springfield YWI, the young leaders self-report an increase in their ability to describe problems, ask for help, ask questions, and reflect on decisions or actions.

YOUNG WOMENS INITIATIVE GRANTEES

2018 – 2020



Pictured: (Above) Springfield Young Women's Initiative 2019–2020 Cohort;
(Below) Springfield Young Women's Initiative 2018–2019 Cohort



YWI GRANTEES BY COHORT

2018 COHORT

- Women in Leadership: Girls Inc. of Holyoke
- Rape Culture: Springfield School Volunteers & Human in Common
- Mental Health: Center for Human Development
- Economic, Community, and Workforce Development: Cambridge Credit Counseling

[!\[\]\(666e09182d4cd268646ea700ea60dcdf_img.jpg\) Read more about the 2018 Grantees](#)

2019 COHORT

- Mental Health: Gandara Center
- Dress Codes: Catie's Closet, Inc.
- Practical Education (Civic Engagement): Pioneer Valley Project

[!\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\) Read more about the 2019 Grantees](#)

2020 COHORT

- Mental Health Awareness for Girls and Women: Gandara Center
- School to Prison Pipeline: Parent Villages
- Feminine Health Care: Public Health Institute of Western Massachusetts
- The Exploitation of Women and Girls through Sex Trafficking:
Center for Human Development

[!\[\]\(faf942dc3e59ce8eb64b4ac481eca7e0_img.jpg\) Read more about the 2020 Grantees](#)

TESTIMONIES

YOUNG WOMEN ADVISE FUTURE YWAC COHORTS

“Before joining the Young Women’s Initiative (YWI), I was already an activist. However, my leadership and initiative skills were unpolished. I was a girl filled with a passion for social justice and gender equity, but I didn’t have the social networks, role models, or leadership experience to take the next step in my journey as a social justice activist.

By joining YWI, I received an opportunity to practice and refine my leadership skills. Not only was I surrounded by other ambitious female leaders, I was also given the opportunity to network with established women working in a multitude of social justice branches. Through YWI, I gained confidence in taking initiative, made lifelong allies, and learned how to plan and lead an event.

In the two short years that I have been a part of YWI, I have gained more experiences than I have in all my years of activism combined. Joining Young Women’s Initiative has opened countless doors for me and has given me the opportunity to expand my knowledge on a variety of social justice topics. Now, with the skills YWI has given me, I am an informed community activist.”

Maya Senquiz, Age 16; July 2020;
YWI Personal Impact Statement

WATCH RAMONA WILLIAMS SPEAK AT THE 2018 UNITED STATE OF WOMEN SUMMIT

MAY 5, 2018

[!\[\]\(666e09182d4cd268646ea700ea60dcdf_img.jpg\) Click to watch on YouTube.](#)





APPENDICES

- **YWAC PRESENT AND ALUMNI**
- **REQUEST FOR PROPOSAL**
- **APPLICATION**
- **RUBRICS**
- **REFERENCES**

YWAC PRESENT AND ALUMNI

2018 COHORT

Safiyah Bey | Bridget Bushey | Cheyenne Capella | Brooke Days |
 Inari Jade Higgins Barrett | Mattie Lou Marshall | Maya McCann |
 Shaniah Mendez | Keishla Morales | Jalene Oliveras | Amiya Phillips |
 Ariana Ramos | Kiana Ramos | Emily Regan | Rhayana Shubrick | Audrey Straw |
 Karla Travieso | Ahviyauna Wellington | Ramona Williams | Danielle Winters

2019 COHORT

Krystianna Alicea | Amanda Brown | Kyah Brown | Marta Caraballo |
 Chinaly Chanvong | Maia Crivelli | Machaela Cruz | Charisse DelVecchio |
 Jada Ficarra | Radiance Flowers | Egeria Koehn | Nicole Larriu | Lexus Lopez |
 Zaria McClendon | Jordyn Mutcherson | Naomi Naylor | Querida Rivera |
 Adzenyah Roberson | Maya Senquiz | Destiny Tirado | Kennedy Winslow

2020 COHORT

Honesty Baker | Sydney Borders | Amy Burdewik | Imani Cox |
 Sarah Crawford | Za'Mya Hoyle | Remie Jerard | Makaila Koscmiersky |
 Ella Letendre | Lichom Mesfin | Gianna Peart | Jenise Peart |
 Ayanna Rudder | Sinclair Samuels | Kara Smith | Sommers Smith |
 Rosa Smith-Ortiz | Ebony Steed | Raven Steed

2021 COHORT

Blanca Amaya | Michaela Denson | Brianna D'Haiti | Caitlyn Gibb |
 Chanaria Godbolt | Taylor Holmes | Angelina Ledo | Elizabeth Mickens |
 Nia Murvin | Samone Parker | Elyssa Parrish | Kennedy Raynor |
 Zulianys Velez | Ziahanna Weeks

REQUEST FOR PROPOSAL



The Young Women's Initiative FY2019 Grantmaking Request for Proposal Form

To be considered for the FY2019 Young Women's Initiative's grantmaking cycle, all proposals must be submitted via email to [email] by Monday, May 14.

The Young Women's Initiative

The Young Women's Advisory Council (YWAC) consists of up to 20 young women, ages 12-24. Through a leadership development program and mentoring relationships with adult Steering Committee members, these young leaders investigate barriers, explore solutions, and make recommendations for change in their community. The YWAC forms task forces to implement projects in partnership with community organizations in western MA. Participants will be encouraged to share their knowledge with school and peer communities by launching clubs, hosting workshops and advocating for policy change.

Through a nine-month program, the YWAC participants completed sessions on youth leadership, activism and grantmaking curriculum to develop the four proposals below. Each of the four minigrants are \$2,500 and can be used to implement a small project or supplement an existing curriculum or program. The YWAC will form committees to review the submitted grant proposals and may conduct site visits or phone interviews to local, nonprofit organizations or projects that incorporate the voices of young women to address their four priority areas. The organizations receiving the grants are encouraged to offer volunteer opportunities or additional areas of learning for the young women in the respective task forces.

Priority Areas:

1. Women in Leadership
2. Rape Culture
3. Mental Health
4. Community, Economic and Workforce Development

REQUEST FOR PROPOSAL

(CONTINUED)



Organization Information

Organization Name

Street Address

City

State

Zip Code

Phone

Fax

Website

Mission

Contact Person

Name

Title

Phone

Email

REQUEST FOR PROPOSAL

(CONTINUED)



Proposed Project Information

(Written and informed by the Young Women's Advisory Council)

Women in Leadership Task Force

Through our experience, corroborated by data collection and review of literature, we identified that there is a lack of women in leadership positions and young women are not provided with the skills or opportunities necessary to become leaders to the same degree as their male counterparts. We strive to contribute efforts to change this discrepancy for young women in Springfield by providing funding to an organization that is willing to take our data and our mission and turn it into a reality through the creation or maintenance of an all-female program focused on leadership development.

Problem Statement:

Our research through a review of the literature, surveys and interviews confirms that there are not enough women in leadership due to a lack of opportunities, a lack of representation of female role models, and gender social pressure against having and using the skills seen as necessary to lead. Our surveys showed the following skills as being instrumental to female leaders obtaining leadership positions thrive in those positions and see themselves as leaders:

- Communication (listening, public speaking, communicating ideas and opinions)
- Working with others (team building, negotiating, conflict management)
- Managing others (facilitating, giving and receiving feedback, observing, analyzing, decision making)
- Mentoring Relationships

The young women also identified those same skills in the people who they saw as leaders and in the role models they aspired to be like. While the young women in the survey began to form those skills, particularly those that saw themselves as leaders, they still needed support to ensure that they developed and used them to achieve their goals. Additionally, the data was collected from young women in a leadership group and these women still did not all identify themselves as leaders or cite the same level of skill proficiency that the adult women claimed they needed to get where they are. Women who are not in leadership groups may have an even greater need for skill development.

REQUEST FOR PROPOSAL

(CONTINUED)



Many of the young women surveyed have already identified goals for their future. Role models including professionals, family members, teachers, and celebrities inspire their goals. Their goals are also inspired by their passion for a certain skill or type of work and a purpose. The most commonly mentioned purposes included a desire to change the gender narrative for a field and the desire to help people. They also mentioned being driven by a desire to be innovative, to be the first, or to do something differently. Importantly, the adult women mentioned mentoring and being a role model as the best part of being female leaders. They also mentioned collaborating with other women, proving people wrong, and changing how things are done and perceived. The fact that both young women and adult women are driven by the same things, and that young women are inspired by female role models and that the adult women desire to be role models, points out an important opportunity to foster change. While skill development and institutional change are clearly necessary, there must also be mentoring by women leaders, all female spaces for partnership, and a focus on gender and empowerment.

What we are looking for:

We are seeking organizations that have, or plan to create, a program exclusively for young women to teach and develop leadership skills such as those mentioned in the above data.

Eligibility:

The organization should meet the following criteria:

Proposed use of funds:

- Have a program dedicated to teaching leadership skills to girls and young women
OR plan to create a program dedicated to teaching leadership skills to girls and young women
 - The program should be exclusively for self-identified girls and women to create a safe and supportive space for leadership development
 - The program should be run entirely by women
 - Women should comprise 30% of the leadership of the entire receiving organization
 - The organization should have experience and/or training in teaching leadership skills
 - The organization should have experience and/or training in diversity
 - The program should focus on leadership development including teaching some of the following skills as identified in our survey data:

REQUEST FOR PROPOSAL

(CONTINUED)



- Communication (listening, public speaking, communicating ideas and opinions)
- Working with others (team building, negotiating, conflict management)
- Managing others (facilitating, giving and receiving feedback, observing, analyzing, decision making) Empowerment (motivating others, encouraging others, coaching)
- Empathy
- Cultural Competence
- Self-discipline (self-awareness of skills and areas of improvement, finding passion, training grit, remaining level headed)
- Building confidence (deconstructing social pressure for women to not be confident, how to recognize and use strengths, encourage risk taking/courage)
- Creativity (room for innovative thinking, challenging systems)
- Finding and pursuing passion and purpose
- Networking/mentoring

Proposed Population:

- Young girls and women in Springfield
 - Age: Elementary, middle, or high school
 - Gender: Participants should identify as women or girls
 - Geography: Participants should be residents of Springfield and/or attend school in Springfield

Questions:

- Please provide a brief summary of the project/program to be implemented or supplemented over the course of the grant period.
- How does your organization and/or program address the leadership needs of girls and young women in Springfield? Please provide a brief summary of the project/program to be implemented over the course of the grant period.
- What would the parental involvement be in this program? How would this program help fulfill leadership skills that usually are taught by a parent, but might not be?
- How would you make this program accessible to young women from every demographic?

APPLICATION



The Young Women's Initiative 2019 Grant Application

Mental Health Task Force

Organization Name:

Address:

Website URL:

Organization's Mission Statement:

Grant Contact Person Info (Name, Title, Email, Phone):

CEO or Executive Director Contact Info:

Please attach documentation of your 501 (c) (3) status as well as current organizational budget.

Members of the Young Women's Advisory Council have identified the following as a barrier to their success in Springfield: ***Mental Health*** – This task force is focusing on avenues for affecting positive change in mental health supports for youth. This relates to regular life at home, in school, or after graduation, and in dealing with structures like the court system or hospitals.

The following questions were created through our participatory grant making model in collaboration with the members of our Young Women's Advisory Council. During this process, they identified information that they believe will be helpful in their decision making for awarding this year's grants. Please provide concise answers to the following:

Questions

1. Describe the program or project your organization is working on that is aligned with this task force's interest.
 - a. Provide a simple program/project budget which includes how grant funds will be applied.
2. For the program or project that was described above, what are the program/project management team's gender, racial, and ethnic demographics?
3. What are the gender, racial, and ethnic demographics of your board of directors? And that of your organization's senior leadership team?

APPLICATION

(CONTINUED)

Questions

4. For the program described above, does your organization have volunteer or intern opportunities for members of the Young Women's Advisory Council making this grant? What about within the greater work of your organization? If so, please describe.
5. What are some training, outreach, and prevention techniques your organization and/or program uses to address mental illness across different races, cultures and contexts (e.g., gender identity, sexual orientation, or age)?
6. Springfield Public Schools are under resourced and many students don't have proper access to mental health care. Do you do outreach in the Springfield Public Schools? If so, please describe.
7. Describe any programs or efforts your organization takes to address mental health issues (e.g. suicide, bullying, toxic masculinity).
8. Do you offer any professional development and support to school administrators? If so, please describe.

Timeline and decision making:

Please forward your responses to the above questions along with the requested attachments to Women's Fund Project Coordinator Kelley Bryant at kbryant@mywomensfund.org no later than 5pm on Thursday, May 2, 2019.

Application materials will be reviewed by the Young Women's Advisory Council task forces who will make grant recommendations to the Women's Fund. Grant award decisions and notifications will be made in early June with disbursements made no later than June 28, 2019.

RUBRICS



WOMEN'S FUND

Leadership • Local • Shared

WESTERN MASSACHUSETTS

| Dress Codes Task Force Rubric | |
|------------------------------------|---|
| Category | Rationale |
| Experiences with Dress Codes | To see if they are passionate about the student dress codes. |
| Age Focus | To see if they're around our age (school age). |
| Past Success and Focuses (5 years) | To see what they've done before (general issues). |
| Use of Budget/Transparency | To make sure that they are spending money on the community and not on themselves. |
| Hypothetical \$5,000 Budgeting | To see what they would actually do with the money. |

| Mental Health Task Force Rubric | |
|--------------------------------------|--|
| Category | Rationale |
| Know the board and staff | Knowing/understanding who makes decisions and implements programs. People making decisions are diverse. |
| Education Outreach (SPS) | Schools are underresourced. Students don't have proper access to mental health care. |
| Prevention Efforts | Implementing programs to prevent furthering mental health issues. Examples: suicide, bullying, toxic masculinity. |
| Implement Programs | SPS has bullying, reporting, and taking action. |
| Professional Development and Support | Administration needs proper training on how to report and make students feel supported. Example: how to help students beyond the school's resources. |

RUBRICS

(CONTINUED)



| Practical Education Task Force Rubric | |
|---------------------------------------|---|
| Category | Rationale |
| Use of Funds | If it gives back to Springfield, MA directly and the organizations input/out ratio of funds. |
| Promotions | Demographic of audience they serve. Who does the program benefit? Who is supporting the program? |
| Project Goals | How will this grant strengthen your area/program? How are you suited to manage this project to ensure its success? |
| Budget and Financial Stability | Organizational budget is clear and balanced and demonstrates financial accountability. The proposal discusses how financial and non-financial resources are used to ensure a well-operated program. |
| Program Evaluation | This proposal has a clear plan to use all evaluation tools to inform the development of their program and supporting positive youth development. The proposal clearly outlines how they define participant success and how they can obtain their specific outcomes. |

REFERENCES

- Gibson, C. (2018). *Deciding Together: Shifting Power and Resources Through Participatory Grantmaking*. GRANTCRAFT. <https://www.issueab.org/resources/32988/32988.pdf>.
- Gleckel, J. (2019). *Key Findings: Status of Women and Girls in Western Massachusetts*. Women's Fund of Western Massachusetts. https://www.mywomensfund.org/wp-content/uploads/2019/08/Key-Findings_FINAL_Status-of-Women-and-Girls-in-WMass_Reduced-size.pdf.
- Maher, L. H. (2016). *Alternatives to Apathy: Equipping Youth to Help Themselves by Helping Their Community*. GRANTCRAFT. <https://www.grantcraft.org/wp-content/uploads/sites/2/2018/12/24565.pdf>.
- Seeds for Change. (2020). *Introduction to Consensus Decision Making*. <https://www.seedsforchange.org.uk/shortconsensus.pdf>.
- YouTube. (2018, May 5). *The 2018 United state of Women summit afternoon session featuring Michelle Obama*. YouTube. <https://www.youtube.com/watch?v=PKD2cluRmsE&%3Bt=1848s>.