10 Ways of Funding Your Challenge Day

CHALLENGE DAY

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"Life is an echo, what you send out comes back."
—Chinese Proverb

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About this Guide

> "We make a living by what we get. But we make a life by what we give." —Winston Churchill

Congratulations! You have recognized what the power and inspiration of Challenge Day can do for your school or community. Now it's time to use your passion and commitment to create the resources to make your vision a reality. This guide is a tool to help you find funds for your Challenge Day.

Before setting out on your fundraising program, be sure to communicate or collaborate with school and district officials. Some schools and districts have foundations and other fundraising ventures that can support Challenge Day. In any case, you will want to make sure that you have the endorsement of school leaders and don't conflict with other fundraising efforts.

10 Ways to Obtain Funding for Your Challenge Day

1. **Use a federal or state grant you've already been awarded to pay for the program**
Some federal, state, and foundation grants can pay for Challenge Day programs. To help you, this guide includes a section on outcomes and evidence called "Making the Case" and a listing of common grants and funding sources.

2. **Partner with a nearby school to share costs**
When traveling outside our home service area, we typically require you to book at least three Challenge Days. Partner with other schools to make up the three days and share travel costs.

3. **Apply for a grant from a local, family, or community foundation**
Many organizations have set aside funds specifically to help promote bullying prevention, positive school climate, youth development, violence-free and substance-free schools and communities, and character development.

4. **Ask for financial support from local community or civic groups**
Civic organizations that support community initiatives include Rotary, Kiwanis, Lions, Soroptimists, Jaycees, Junior League, and others.

5. **Ask a local business to "adopt" a class**
Local business owners care deeply about young people in their communities. Some

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restaurants also give a percent of their profits or income for a night or a week to good causes, particularly those that support youth.

6. Create an online "crowd-sourced" fundraising Challenge
New online fundraising tools have off-the-shelf solutions for creating online fundraising campaigns. Most sites allow team members to be enrolled as fundraisers, potentially reaching vast numbers of people in their networks.

7. Cultivate individual donors
Community members and philanthropists often fund part or all of the program costs. Family foundations and donor-advised funds are a growing source of support for anti-bullying and youth programs.

8. Seek funds from police and fire departments or school safety funds and drug use prevention funds
Many law enforcement agencies have crime prevention funds, community information funds and/or youth education funds available for programs that are related to violence or substance abuse prevention.

9. Find matching funds for donations
Companies like Target, Best Buy, Intuit, IBM, GAP, Chevron, Walmart, Starbucks, and hundreds of other name-brand companies match the gifts and contributions made by their employees to charitable programs and organizations like Challenge Day.

10. Ask Challenge Day participants to "Pay Challenge Day Forward"
People who attend Challenge Days can donate the "cost" for someone else to have that experience. For every $35 someone gives (approximately), your community can give another teen the gift of Challenge Day.

Strategy 1: Use Federal and State Grant Funds

Schools and other organizational have used a variety of federal, state, and foundation grants to pay for Challenge Day programs. To help you determine how to do that, this guide includes a resource section on Challenge Day outcomes and evidence called "Making the Case." Here's a listing of common grants and funding sources used for programs like Challenge Day.

School Climate Transformation Grants
The School Climate Transformation Grant provides funding to local educational agencies (LEAs) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral

framework for improving behavioral outcomes and learning conditions for all students.

Funding is used to develop, enhance, or expand systems of support for schools implementing an evidence-based behavioral framework for improving a school's climate, resulting in an overall reduction of disruptive behavior, violence, and bullying. The Project Prevent grants provide funding to school districts to expand their capacity to more effectively assist schools in communities with pervasive violence to better meet the needs of students directly or indirectly exposed to violence. Districts fund school-based social and emotional supports for students to help address the effects of violence; and conflict resolution and other school-based strategies to prevent future violence. Funds are also used to create a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, gang involvement and substance abuse.

For more information: http://www2.ed.gov/programs/schoolclimatelea

Elementary & Secondary School Counseling Program
The Elementary and Secondary School Counseling program supports programs in target elementary, K-12, or secondary schools to establish or expand counseling programs. 2015 funds were awarded to 67 school districts to implement counseling, social work, psychologist, or psychiatrist roles and services that use a developmental, prevention approach to support students.

Funds may be used to support parental involvement, counselor and teacher professional development, and collaboration with community-based organizations that provide mental health and other services to students.

For more information: http://www2.ed.gov/programs/elseccounseling

GEAR UP
GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) focus on increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Grantees serve an entire cohort of students beginning no later than seventh grade and follow the cohort through high school.

Funding can be used to provide mentoring, outreach, and support services to participating students. This includes a range of services and activities that help students complete secondary school, meet state standards, develop graduation and career plans, and enroll in postsecondary education.

For more information: http://www2.ed.gov/programs/gearup

TRIO

TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress from middle school to post baccalaureate programs. In particular, the **Upward Bound** program provides support to students as they prepare for college entrance; it helps high schoolers succeed in their precollege work and higher education pursuits.

TRIO programs allow for academic support, counseling, cultural enrichment, tutoring, programs that help with career exploration, mentoring services, activities that help students who are limited English proficient or traditionally underrepresented, and programs for middle school students.

For more information: http://www2.ed.gov/about/offices/list/ope/trio

Investing in Innovation (i3)

Investing in Innovation grants bring together Local Educational Agencies (LEAs) and nonprofit organizations with a record of improving student achievement to implement practices that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates for high-need students.

Grants are used for innovations that support effective teachers and principals, and turn around persistently low-performing schools. Applicants may also choose to improve early learning outcomes, support college access and success, address the unique needs of students with disabilities and limited English proficient students, and serve schools in rural LEAs.

For more information: http://www2.ed.gov/programs/innovation

School Improvement Grants (SIG)

In conjunction with Title I funds for school improvement, SIG funds are used to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.

Grantees use funds to develop and increase teacher and leader effectiveness, provide job-embedded professional development, implement research-based programs, promote continuous use of data to differentiate instruction, implement response-to-intervention models, improve the transition from middle to high school, increase graduation rates, establish early-warning systems, increase learning time, and other

related strategies.

For more information: http://www2.ed.gov/programs/sif

Title I
The purpose of Title I, Part A Improving the Academic Achievement of the Disadvantaged is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and assessments, focusing on high-poverty, low achieving students.

Title I provides flexible funding that may be used for professional development; extended-time programs; and other strategies for raising student achievement in high-poverty schools. Schools use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

Title I, Part D Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-Risk provides financial assistance to educational programs for youths in state-operated institutions or community day programs involving collaboration with locally operated correctional facilities.

Grantees can use the funding to: meet the educational needs of neglected, delinquent, and at-risk children and youths, and assist in the transition of these students from correctional facilities to locally operated programs; ensure that these students have the same opportunities to achieve as if they were in local schools in the state.

For more information: http://www2.ed.gov/programs/titleiparta

21st Century Community Learning Centers
The 21st Century Community Learning Centers (21st CCLC) program provides services, during non-school hours or periods, including those held during summer recess periods, to students and their families for academic enrichment to meet state and local student academic achievement standards. While the focus is on improving students' academic achievement, other activities associated with youth development, recreation, the arts, and drug prevention.

Funding may be used for: implementing promising education reform programs; providing a continuing source of innovation and educational improvement; helping meet the special education needs of at-risk and high-need students; and supporting programs to improve school, student, and teacher performance.

For more information: http://www2.ed.gov/programs/21stcclc

Strategy 2: Partner with a Nearby School to Share Costs

Challenge Day has a requirement for a minimum of three program days scheduled for schools outside our local Northern California service area. We know that some schools do not have the funds to support three program days and also pay for travel costs.

The good news is that we can combine together more than one school in a region to meet the minimum requirement, so long as the schools are located within approximately one hour from each other. In situations like this, we also prorate our travel expenses between or among the schools.

Here are some tips on securing a neighboring (you'll hear us call it a "piggyback") school or schools:

- Check with our booking team to see if we already have other interested schools in the area.
- Reach out to neighboring schools in the district or area to see if they have an interest in Challenge Day programs, recognizing that both middle and high schools, and public and private schools and organizations are eligible for a Challenge Day.
- Think ahead to next year by inviting nearby school administrators and others to participate in your Challenge Day.

Strategy 3: Seek a Foundation Grant

Many foundations and other giving organizations, including corporations, have set aside funds specifically to help promote bullying prevention, positive school climate, youth development, violence-free and substance-free schools and communities, and character development. Contact these organizations and develop a partnership between your school and the community to support the Challenge Day programs.

Check out the Foundation Center website for information on foundations and corporations that support youth in your area. Another web resource with growing foundation and nonprofit information is Guidestar which provides free information about every registered charitable organization, including both foundations and nonprofits. Include nonprofits such as the United Way and local community and family foundations in your search. You'll have your best success by carefully reading about the types of programs that are funded by the foundation and by talking with program officers.

We've provided a grant application template in the appendix to help you with information to respond to some of the most common grant application questions.

If you are not familiar with some common types of foundations, here's a quick summary:

Independent Private Foundations – Private foundations that are usually endowed by one source, such as an individual's bequest or the conversion of a nonprofit to a for-profit organization (e.g., The Bill and Melinda Gates Foundation)

Community Foundations – Foundations that build their endowments through contributions from many donors and distribute funds within a geographic region, typically focusing on local needs (e.g., San Francisco Foundation)

Corporate Foundations – Private foundations that are established by for-profit corporations but are legally separate from the parent corporation (e.g., Coca-Cola Foundation)

Donor-Advised Funds – Funds administered by a community foundation or other financial service institution that allow donors to make recommendations regarding how income from their fund is distributed (e.g., Schwab Charitable Funds)

Family Foundations – Private foundations where the original donor or the donor's family play a significant role in deciding how to allocate funds

Note: some organizations with the name "foundation" in their title don't actually give out any grants.

Strategy 4: Reach Out to Community or Civic Groups

Many community groups support the activities of youth in their communities. Have teens and adults present the Challenge Day program to these various groups and focus on how the program will help all of you build a loving and supportive community. You could also invite these members to participate in the Challenge Days as adult participants. This is a great way to raise funds and introduce Challenge Day to your community.

Civic organizations that have supported programs like Challenge Day include Rotary, Kiwanis, Lions, Elks, Soroptimists, Jaycees, Junior League, Optimist International, Shriners, Urban Leagues, and others. These groups often have a preference for youth programs and those in which their members can volunteer. These groups also look for speakers for their meetings, and you have a powerful story to tell. Show our DVD for

even greater impact.

Local United Way organizations have also supported Challenge Day programs. Check with your area United Way representatives because the types of giving and program structures differ.

Strategy 5: Reach Out to Local Businesses

Many local businesses care very deeply about young people and their communities. You can ask them to get involved by funding a Challenge Day and provide them with a picture of the class they have adopted as well as an invitation to participate in the day-long program as an adult participant. Many schools also hang banners in front of their school to recognize the business or corporation that supported the Challenge Days (businesses appreciate the advertising).

A great selling point for Challenge Day is that business employees can volunteer and participate in the event, obtaining a professional and personal growth experience for themselves and giving back to schools and youth. Taking one day out of work can often be easier than volunteer stints that require weekly or multiple days.

Some businesses such as restaurants have programs that give a percent of their profits or income for a night or a week to good causes, particularly those that support youth. In one small Challenge Day community, the school district was successful in enrolling multiple restaurants for a Challenge Day fundraising week.

Strategy 6: Set Up an Online Crowd-Funding Campaign

New online fundraising tools have off-the-shelf solutions for creating online fundraising campaigns. You can personalize the fundraising page by including photos, stats and testimonials, and brief videos about why your cause is important. Most sites allow team members to be enrolled as fundraisers, potentially reaching vast numbers of people in their networks. They also include easy tools to reach out to givers through social media and email. We've seen a lot of people reach success by having fundraisers in honor of their birthdays, in lieu of gifts for events like birthdays, and in remembrance.

Edutopia publishes an excellent free guide for using crowdfunding in schools: http://www.edutopia.org/crowdfunding-fundraising-resource-guide.

Note: the list of crowdfunding platforms does not include CrowdRise: https://www.crowdrise.com/. We've seen that site used successfully to raise money for

education programs.

Strategy 7: Raise Funds from Individual Donors

Fundraising is about connecting with people and building relationships around meaningful programs. Fundraising is also about giving hope to people by showing them that their financial contributions and volunteerism can make a difference in the world.

Most people believe foundations and corporations are the biggest supporters of organizations, but the largest group of donors (those who give the most amount of money on an annual basis) is individuals.

Some people become fearful when they think about fundraising, specifically about asking people to give money to a cause. This is perfectly understandable.

As a fundraiser, you are empowering people to give to a program that you know changes the lives of young people and their entire community. Your number one fundraising tool is to talk about Challenge Day and its mission from your heart, with sincere love and passion and what it was like for you to experience a Challenge Day program.

Why do people give?
People make gifts to nonprofit organizations for many different reasons. Usually people donate because the organization has touched their heart in some way and provided a tangible benefit to the community. Most donors like to support local organizations. Donors also like to give to successful and financially responsible organizations. (At Challenge Day, 84% of our resources are spent on direct program services and just 16% on administrative overhead.) The most important thing to remember is that donors have needs, too. A fundraiser's greatest and most rewarding job is to find unique and meaningful ways to thank donors for their commitment and support.

Two ways to cultivate donors
Make **face-to-face visits** with prospective donors. Make a list of people that have a passion for bringing love and acceptance to schools and could make a contribution to your Challenge Day program. Have teens or adults share why they need a Challenge Day (bullying, teasing, academic pressure, etc.) with these prospective donors and personally ask them for a contribution to your program (face-to-face). You may also consider sending a packet to them before your visit that includes information from the website and the Teen Files DVD.

Host a **small gathering (house party)** at a home, school, or restaurant or community center for people who are passionate about supporting youth. Invite teens or adults to give a presentation about Challenge Day, and show the 15-minute Challenge Day DVD. Provide guests with simple refreshments, and share with them the goal you wish to see at your school: compassion, acceptance, and connection.

Strategy 8: Reach Out to Public Agencies and Law Enforcement

Many law enforcement agencies have crime prevention funds, community information funds and/or youth education funds available. Connecting with law enforcement by having them support and participate in Challenge Day can help bridge the polarity that so often exists between a community's police and its youth. Fire departments sometimes have educational funds. Law enforcement and fire protection personnel tend to be caring people. They are the ones who have to respond to serious incidents involving young people who have made tragic choices.

Spending time with teens at a Challenge Day can be a great way for law enforcement to connect to youth in a positive way and build empathy by learning more about what young people in the community are experiencing. Note: we strongly recommend that participants be asked to dress in civilian clothes for the day, to avoid triggering some polarity in a way that would distract from the work of the program.

Law enforcement agencies and organizations may also have special violence prevention and alcohol and drug prevention and enforcement funds available for programs like Challenge Day.

Strategy 9: Obtain Corporate Matching Funds for Donations

Do your parents or other supporters work at places like Target, Best Buy, Intuit, IBM, GAP, Chevron, Walmart, Starbucks, and hundreds of other name-brand companies? When employees give money to nonprofits, charities, and schools, their gifts can often be matched by the company they work for.

Some corporations also have small grant-making programs that are run by employees at the community level rather than nationwide.

Here's an online source for searching matching contribution requirements and forms: http://www.the3day.org/site/PageServer?pagename=donat_match

Strategy 10: Ask Challenge Day Adult Participants to "Pay Challenge Day Forward"

Adult volunteers (participants) in a Challenge Day are often the most enthusiastic supporters. One strategy is to reach out to them immediately when their enthusiasm is high – immediately following Challenge Day – and invite them to "Pay Challenge Day Forward" by supporting one or more youth at a future Challenge Day. The average cost of $33 per youth participant makes for easy and compelling support levels: $100 provides for three; $500 for 15; $3300 for an entire Challenge Day of 100 youth.

Better yet, use one of the crowdfunding platforms described early to set up a campaign that people can join immediately before or after a Challenge Day. Many of the platforms allow contributors to set up their own sub-teams and raise money for the cause.

Resource 1: The Power of First-Hand Experience

"What one has not experienced one will never understand in print."
—Isadora Duncan

We have found that attending a Challenge Day is the best way to inspire school officials, funding organizations, and donors to contribute. Some have become donors for a lifetime. Challenge Day can sometimes be challenging to explain; there really is nothing like being at an actual program.

For you to reach your fundraising goals, you will need to accomplish three things:

1. Help as many people as possible have a first-hand experience of Challenge Day;
2. Make it easy and enjoyable for others to participate & contribute;
3. Make sure they receive all the satisfaction and recognition they deserve.

The gift of time is especially precious. It helps bring Challenge Day programs to young people and the giver gets the experience of Challenge Day. Many volunteers' experiences inspire them to give more.

Some people choose to give money even if they've had little or no experience of Challenge Day, usually because they trust the person who has approached them.

Some will give both time and money. It's likely that your most significant donors will be active volunteers, and probably members of your community.

Resource 2: Making the Case for Challenge Day

"Donors don't give to institutions. They invest in ideas and people in whom they believe."– G.T. Smith

We've found that some core themes are most useful in encouraging people to support Challenge Day. You'll want to adapt them and personalize them with your school's or community's conditions and experiences.

For millions of teens, bullying, violence, and emotional trauma and alienation are part of a typical school day. These problems reduce learning, increase discipline problems and suspensions, and can result in physical harm and even death. Challenge Day's powerful, hands-on workshops for middle and high school students, teachers, and parents help overcome differences and build kinder and more inclusive school communities. In her 2006 episode about Challenge Day, Oprah Winfrey said, "I'm not kidding when I say this is how we change the world."

Challenge Day takes place in about 800 schools each year throughout the U.S., in much of Canada, the Netherlands, and several other countries each year, and has reached more than 1.5 million kids and adults. In addition to being featured on Oprah, Challenge Day is the centerpiece of the 12-episode 2010 MTV series *If You Really Know Me*. The acclaimed Dutch documentary series about Challenge Day, *Over de Streep* (Cross the Line), aired for four seasons.

Using highly interactive and energetic activities, Challenge Day Leaders guide participants through a carefully designed exploration of the ways people separate from each other, and model tools for creating connection and building community.

Challenge Day programs increase self-esteem, help shift dangerous peer pressure to positive peer support, and reduce the acceptability of teasing, oppression, and all forms of violence. The programs inspire youth and communities to Be the Change they wish to see in the world, and challenge others to do the same.

Why Challenge Day?
Neuroscience studies demonstrate that learning among adolescents is shaped and regulated by the state of their emotions. The science can be explained simply: social and emotional health facilitates learning; social and emotional stress impairs learning.

Teens experiencing chronic emotional stress, social alienation and a lack of safety:
1. Will have impaired learning and memory and the early onset of common diseases;
2. Are more likely to avoid school or drop out;
3. Exhibit higher anxiety and depression, or attempt suicide during childhood and later in life; and

4. Are more likely to engage in risky health behaviors like substance abuse.

Conversely, teens that experience a sense of safety and connection at school:
1. Establish healthy adult and peer relationships;
2. Feel respected;
3. Increase their academic achievement; and
4. Make healthier behavior choices.

Outcomes
Surveys of participating students show that:

- 93% of students would recommend the Challenge Day program to friends or family
- 88% of students report being more …
  - aware of the effects of bullying
  - accepting and supporting of other students
  - understanding of other people's experiences
  - aware that their actions affect others
- 87% of students feel the skills taught will be helpful to them in their personal life
- 85% of students report being more likely to help others
- 80% of students report being more …
  - connected to other students and adults
  - accepting of themselves
  - hopeful about their future
  - likely to work to improve relationships

Challenge Day develops leadership and social and emotional skills in students.[1] Validated outcomes include these vital educational and life effectiveness skills:

- **Intellectual Flexibility** – youth that demonstrate this attribute are open to new ideas, are adaptable and flexible in their thinking, and can change opinions easily if there is a better idea or way of doing activities and projects. They can also see and understand perspectives different than their own.[2]
- **Task Leadership** – youth that demonstrate this attribute can successfully enroll people to participate in tasks, activities, and projects. Youth with this attribute believe that they can productively lead others in a positive and effective manner.

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[1]Nail, Terry: Evaluation of Life Effectiveness and Leadership Development in a Challenge Day Program for High School Students, Library of Congress, 2007.

[2] Neill, James et al., Life Effectiveness Questionnaire, 2003.

- **Emotional Control** – youth that demonstrate this attribute believe that they can stay calm in stressful situations and overcome anxiety quickly when things do go wrong and recover and resolve the problem efficiently.
- **Self Confidence** – youth that demonstrate this attribute believe that they have the ability to do anything they put their mind to and they are confident they will succeed.
- **Social competence** – youth that demonstrate this attribute have a high degree of self-perceived ability in social interactions. They have a high degree of confidence in their ability to positively relate with others.

Challenge Day Social and Emotional Outcomes

1. Self-Management

Oppression Raps 1 & 2
The oppression raps are designed to highlight the larger social issues that shape students' lives. We situate violence in schools – bullying, teasing, fighting, etc. – within the larger sociocultural context in which students live and demonstrate that the ways they (mis-) treat one another is linked to their life experiences. Facilitators show that we have all been on both sides of oppression and share the responsibility of creating safer schools.

Dream Share, Challenge & Imagine Rap
We encourage students to dream big and challenge themselves to believe in their own power to affect change. Several activities throughout the day focus on the students' goals for their futures and goals for personal growth. In pairs, students have a chance to share their dreams for their future. All afternoon, we teach that the conditions and circumstances students are born into do not fully determine who students are and what they get to be or do in the world. We highlight challenges students may experience to teach that we are not victims of our experiences unless we choose to be.

Program Outcomes
In surveys of students who participated in Challenge Day:
- 88% are more aware of the effects of bullying, more aware that their actions affect others, and more comfortable listening to others.
- 85% are more likely to try to help others.
- 82% are more convinced that they can make their lives whatever they want them to be.

2. Self-Awareness

Challenge Day Feeling-Word & Listening Rap

We explore how we've been taught to withhold or partially express our emotions and explain the personal and social costs of keeping our feelings inside. We describe this habitual practice as "blowing feelings into our emotional balloons." We teach that students' emotional balloons can only hold so much before the feelings they blow in them begin to leak out on others or the balloon eventually pops, with unhealthy and risky behaviors as a result. We teach that when our balloons are full we tend to numb out to avoid feeling our emotions. Both facilitators model what it looks like for someone to vulnerably talk about what it feels like to live their life, teaching self-awareness but also healthy resilience in the face of adversity.

Challenge Day If You Really Knew Me

Our trademarked "If You Really Knew Me" activity provides intentional self-disclosure and listening time for each small group participant. Each student has an opportunity to practice noticing how they feel and speaking to their experience.

Program Outcomes

In surveys of students who participated in Challenge Day:
- 88% are more aware of the effects of bullying and more aware that their actions affect others.
- 86% are more comfortable listening to others.
- 80% are more accepting of themselves and more hopeful about their future.

3. Social Awareness

Cross the Line

This profound activity builds compassion and empathy, key tools for students in opening to the experiences of others. Students stand along a line of tape and cross the line when the facilitator describes a life situation that applies to them. Students have both a visual and kinesthetic experience of other people's life stories as they cross back and forth telling their own story, and a greater awareness of their peers. Some students describe the experience as life-changing with the simple statement, "I learned that I'm not alone in what I'm experiencing." Cross the Line enables students to see they share experiences with other students and opens their awareness to the fact that other students, regardless of their perceived differences, are facing challenges. After CTL students are less likely to be hurtful to their peers.

Program Outcomes

In surveys of students who participated in Challenge Day:
- 87% are more accepting and supporting of other students, understanding of other people's experiences, and more aware that their actions affect others.
- 85% are more likely to try to help others.

- 80% are more connected to other students and adults and more hopeful that a school where people treat each other with respect and acceptance is possible

4. Responsible Decision-Making

Notice, Choose, Act

We teach students a powerful and memorable formula for responsible decision making: Notice, Choose and Act. We offer opportunities for students to notice their behavior and/or their emotional landscape and to choose whether or not they'd like to, or need to, change. We reference this formula throughout the day.

Speak Out

Toward the end of the program, we turn the microphones over to the students and all of them have an equal chance to speak out about what they've learned during the program, things they've noticed and the things they'd like to change in their lives and at their schools. During this activity we see students use the formula for change that we've taught. They begin to Notice what's happening around them, they Choose how they'd prefer for things to be, and they Act on it by challenging themselves and their peers to do things differently.

Program Outcomes

In surveys of students who participated in Challenge Day:
- 87% feel the skills taught will be helpful to them in their personal life.
- 87% are more understanding of other people's experiences and more aware that their actions affect others.
- 85% are more likely to try to help others.
- 80% are more accepting of themselves.

5. Relationship Skills

Validation Cards & Pride

We teach the importance of gratitude, pride and forgiveness in the second half of the workshop, increasing students' ability to build and maintain healthy relationships with others. Relationship skills are aided by improved self-awareness, self-management and social-awareness. Our validation cards provide students with an opportunity to reflect on a meaningful relationship with someone they care deeply about and write that person a card expressing how they feel.

Cross the Line

Cross the line breaks down the walls between students by opening them to the experiences of others. Students support one another across racial, economic, physical,

and social differences. After Challenge Day, schools report that students simply become kinder toward one another, with more effective relationships and less conflict and violence.

Pride
In pairs, students have a chance to celebrate all the things they are proud of. We teach students that a healthy relationship with oneself is the foundation for healthy relationships with others.

Program Outcomes
In surveys of students who participated in Challenge Day:
- 88% are more accepting and supporting of other students, understanding of other people's experiences, and aware that their actions affect others.
- 85% are more likely to try to help others.
- 80% are more likely to work to improve relationships.
- 80% are more connected to other students and adults, likely to help others, and hopeful that a school where people treat each other with respect and acceptance is possible

Resource 3: Saying Thank You!

"Appreciation can make a day — even change a life. Your willingness to put it into words is all that is necessary."—Margret Cousins

Nonprofit groups could not exist without the gifts of donors! Essential to effective and heart-centered fundraising is thanking donors in a way that is meaningful to them. In order to thank donors, we must know who they are and what is important to them. This means appreciating people in many different ways.

Some suggestions include:

❖ Putting up a banner — whether at the Challenge Day program, in the school, or across a street, this is a very public way to say "Thank You," as well as a way to provide your business supporters with a tangible reward in the form of increased goodwill among their prospective customer base in the community.

❖ Sending a handwritten card or letter — This is a simple way of communicating your gratitude. Not many people receive "snail" mail anymore and many appreciate it.

❖ Invite donors to be adult volunteers — This may be the single most powerful way to say "Thank You," since it allows them to actually see the results of their donation, up close and personal. This is also a great way to grow your community of supporters!

❖ Invite teens to send cards — Invite teens who experienced the day to write a note to thank people who made the day possible for them. This is a good practice for the young people in doing intentional acts of change.

❖ Find teen volunteers to speak to organizations about their experiences — If a civic club, business or another group financially supported the school's Challenge Day – ask them if one of the youth may speak to the group about his or her experience at Challenge Day. This can also provide a leadership opportunity for the young person.

❖ Broadcast it — Media recognition is a powerful way to acknowledge the support of an individual or group. If you publish a list of contributors in a local newspaper (either in your regular column or in the Community Listings section), the school or PTSA newsletter, or other appropriate public venue, it can serve as reinforcement for those who have given, as well as be an incentive for others to give. *Be sure to get permission first.*

❖ Send tax-deductible donation acknowledgements —Make sure to send all donors a thank you letter to acknowledge their contribution to your fundraising efforts, and if their donation is tax-deductible to your organization, include that information. Additionally, a personal note from you acknowledging their gift will make them feel especially appreciated!

We encourage you to find some of your own ways to thank donors. Please send your ideas to us, so we can share them with others.

Resource 4: Engaging Parents

"There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings."—Carter Hodding

Although most parents wish that they knew how to support their teens, some lack the tools to do so. Challenge Day can be an incredible opportunity for both parents and teens to see each other in a new light, appreciate one another more, and form a foundation for a new relationship. It's not uncommon for parents to take on funding or fundraising for a Challenge Day and some may be connected to family or community foundations and corporations.

Most schools have a small group of influential parents who are highly involved in their children's lives and are well known for getting things done. Make sure you invite PTA members, Booster Club members and any other group of active adult supporters affiliated with the school. Making a personal invitation at their meetings is by far the best way to do this. Make sure you acknowledge them for their commitment to the school and let them know how valuable their support and attendance at the day will be to the overall success of the youth. See if they can provide enough time for you to show the 15-minute clip from *Teen Files* and allow them a few minutes of Q&A.

Although it is important to enroll parents who are already active on campus, remember they may already have significant time commitments. A notice in the school newsletter, on the school marquee and/or a simple letter inviting all parents to participate gives other, less connected parents a way to contribute to their child and the school. Many parents would love to be involved but they just don't know how.

Remember to let concerned parents know that the Challenge Day leaders are experts at making sure that both parents and teens retain their privacy even when attending the same program day.

Resource 5: Involving Communities

"Individuals can resist injustice, but only a community can do justice."
—Jim Corbett

Making your appreciation visible in the community will make supporting your days more attractive.

Businesses, civic clubs, churches, and foundations all have a vested interest in youth. Some will be motivated to serve teens because doing so directly serves their own mission. Others will contribute because they want to be seen doing so—by their customers, employees, and the community. Regardless of their motivation, when they understand the benefits of supporting Challenge Day programs and Be the Change activities, these organizations are often willing to provide generous contributions.

Breaking the program cost down to a per student amount (less than $35) and inviting businesses and organizations to support a certain number of students can be a great way for community members to participate in funding a day before they are ready to support the cost of an entire program.

Invite these organizations to send representatives to the program as volunteers. Let them know what an honor it would be to have them present. They can experience first-hand the incredible gift they provided for the community.

Resource 6: Sample Grant Application to Fund Challenge Days

History, Mission and Overview

"I'm not kidding when I say this is how we change the world." – Oprah Winfrey, Oprah's High School Challenge, November 5, 2006

Challenge Day was created in 1987 as a response to bullying, increasing school violence, and declining academic success. As addiction counselors for teens, the founders shared a passion for helping youth but were frustrated about becoming involved only after teens were already in crisis. With a focus on root causes and prevention, they created a powerful and transformation experiential workshop for students along with teachers, parents and other adults.

Since then, Challenge Day has served more than **1.5 million youth** and received numerous awards and media attention, including:

- A two-day feature on *The Oprah Winfrey Show*
- A 12-episode MTV series *If You Really Knew Me*
- Peter F. Drucker Honorable Mention for Nonprofit Innovation
- Four seasons of the Dutch television series *Over De Streep* (Cross the Line)
- An Emmy Award for *Teen Files: Surviving High School by the Academy of Television Arts and Sciences*
- A feature in the New York Times best seller, *Chicken Soup for the Teenage Soul*
- The focus of Tom Brokaw's *Bridging the Divide*

Challenge Day aims to have every child in school feel safe, loved, and celebrated, and specifically to accomplish the following purposes:

(1) Improve school climate and create a united school community;
(2) Reduce emotional stress that inhibits learning and positive behaviors;
(3) Positively influence student attendance and student achievement;
(4) Strengthen inclusiveness and positive relationships across socio-economic cultures;
(5) Reduce bullying, conflict and student disciplinary actions.

"There are many programs available which tell kids how and why bullying hurts. The genius of Challenge Day is the simple way in which the activities show kids that lesson. The students see others who have experienced many of the same obstacles they have faced. They see peers who experienced even greater challenges." – Dwayne K. Newman, Superintendent, Colusa Unified School District, Colusa, California

"After the first Challenge Day we had a 50% drop in suspensions and another 50% drop the next year after the second Challenge Day, along with reduced disciplinary actions. This fall when school began, several upper class students, based on what they have learned from Challenge Day, decided to greet the freshman and welcome them to the school. It truly was the best start to any school year I have experienced ever." – Sandra Just, Principal, Thomas Jefferson High School, Denver, Colorado

Each year Challenge Day reaches some 80,000 teens and 20,000 adults. The organization serves teenagers from every gender, race, ethnicity, sexual orientation, religious background, and socioeconomic level. Challenge Day's programs have been presented in 47 states in the United States and in international communities including the Netherlands and Canada.

Need Statement
[If your school or community has experienced a tragedy, incidences of violence or bullying, or illuminating results on a school safety or school climate survey include that information here.]

[Include your school's or your community's demographics here: makeup of the school population, school performance data, economic information from the community, safety and violence statistics, school suspensions and expulsions, etc.]

Students who experience a sense of safety and connection at school establish healthy better adult and peer relationships, feel respected, and are empowered to help create a positive school climate. A positive school environment increases academic achievement, results in healthier choices and behaviors among students, and allows them to grow into contributing adults in society. Students who experience chronic emotional stress and social alienation have impaired learning and memory and the early onset of common diseases.

Students who do not feel safe in school are at risk for learning and memory problems; are more likely to avoid school or drop out; exhibit higher anxiety and depression; or attempt suicide during childhood and later in life. Conversely, students who experience a sense of safety and connection at school are better able to establish healthy adult and peer relationships, feel respected within the school and community, and are more likely to experience academic achievement, make healthier choices, and grow into contributing adults in society. Administrators, teachers, and staff members also benefit from positive school climates. Teachers who work in a positive school climate are more willing to implement new curricula and interventions and also report higher rates of job satisfaction. More importantly, the time devoted to behavioral and disciplinary actions decreases and learning time increases.

Challenge Day's experiential workshop helps students overcome cultural, social, and economic differences and build a powerful, connected school community. They address prejudice, bullying, violence, harassment, isolation, and intolerance, and build emotional safety and social connections among youth.

The Program and Outcomes

Challenge Day is an intensive day-long program where 100 participating students from an intentional cross-section of the school's demographics and cliques are brought together and where life-changing bonds are formed. After participating in Challenge Day, the attitude of the student body and the school environment are transformed, reducing emotional stress, increasing positive student relationships, and powerfully transforming the well-being of students. It's common for some students to describe Challenge Day as the best day of their lives.

These results are reflected on Challenge Day's pre and post surveys to participating students:

- 93% of students would recommend the Challenge Day program to friends or family
- 88% of students report being more …
    - aware of the effects of bullying
    - accepting and supporting of other students
    - understanding of other people's experiences
    - aware that their actions affect others
- 87% of students feel the skills taught will be helpful to them in their personal life
- 85% of students report being more likely to help others
- 80% of students report being more …
    - connected to other students and adults
    - accepting of themselves
    - hopeful about their future
    - likely to work to improve relationships

Challenge Day develops leadership and social and emotional skills in students.[3] Validated outcomes include these vital educational and life effectiveness skills:

- **Intellectual Flexibility** – youth that demonstrate this attribute are open to new ideas, are adaptable and flexible in their thinking, and can change opinions easily if there is a better idea or way of doing activities and projects. They can also see and understand perspectives different than their own.[4]

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[3]Nail, Terry: Evaluation of Life Effectiveness and Leadership Development in a Challenge Day Program for High School Students, Library of Congress, 2007.

[4] Neill, James et al., Life Effectiveness Questionnaire, 2003.

- **Task Leadership** – youth that demonstrate this attribute can successfully enroll people to participate in tasks, activities, and projects. Youth with this attribute believe that they can productively lead others in a positive and effective manner.
- **Emotional Control** – youth that demonstrate this attribute believe that they can stay calm in stressful situations and overcome anxiety quickly when things do go wrong and recover and resolve the problem efficiently.
- **Self Confidence** – youth that demonstrate this attribute believe that they have the ability to do anything they put their mind to and they are confident they will succeed.
- **Social competence** – youth that demonstrate this attribute have a high degree of self-perceived ability in social interactions. They have a high degree of confidence in their ability to positively relate with others.

Challenge Day provides growth in other areas as well. After a program, youth participants:
- Increase their skills in noticing oppression and isolation.
- Practice safe and effective intervention tools in the midst of conflict.
- Perform acts of change in their schools and communities.[5]

[Insert additional outcomes/stats here if you have them from your previous challenge day experience.]

Examples of Challenge Days can be seen here: http://www.challengeday.org/the-teen-files.php

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[5] Nail, Terry, 2007.

Resource 7: Challenge Day Program Costs

Challenge Day's curriculum is provided to schools through trained Challenge Day Leaders. The fee per Challenge Day is $3,325 plus travel expenses if applicable. Covered in this cost are:

- Full school day program for 100 youth and 25 adult participants;
- Pre-training program for adult leaders;
- Two trained Challenge Day Leaders to facilitate the Challenge Day;
- Phone consultation to deal with issues specific to the school and plan effectively for the Challenge Day (e.g., sensitivity around issues such as substance abuse, gangs or any other issues that needs pre-programming); and
- Year-round curriculum for student Be the Change leadership clubs and classes that help the Challenge Day experience endure.

Estimates of additional costs for schools or organizations that require air travel or overnight car travel include:

Air Travel: Two round-trip airline tickets from Oakland or San Francisco, CA. Estimate based on US domestic flights. International flights will incur higher travel costs. $600-$1800
Baggage Fees: Due to airlines having recently increased their fees. $200-$400
Airport Shuttle and Parking: $25 per day
Lodging: Two hotel rooms (equal to or above the quality of a Holiday Inn) for every night prior to your Challenge Days Schools have had success with local hotels donating rooms for these events. $300 per day
Transportation: Car rental beginning the day prior to the workshop and for the duration of the workshop. SUV or Van is required to accommodate equipment. $100 - $150 per day
Supplies: $100 – $150

Total costs for overnight car or air travel. (Estimate for 3 days): $2,175 - $3,775