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Youth Philanthropy

Studying Potential for Inequalities in Outcomes

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Lilly Family School of Philanthropy

The Indiana University Lilly Family School of Philanthropy at IU Indianapolis is dedicated to improving philanthropy to improve the world by training and empowering students and professionals to be innovators and leaders who create positive and lasting change. The school offers a comprehensive approach to philanthropy through its undergraduate, graduate, certificate and professional development programs, its research and international programs and through The Fund Raising School, Lake Institute on Faith & Giving, the Mays Family Institute on Diverse Philanthropy and the Women's Philanthropy Institute.

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About the IUI Department of Sociology

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About the IUI Department of Human-Centered Computing

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About the Research First Year Immersion Program

Three Pillars Initiative

Three Pillars Initiative (TPI) is a US-based 501(c)(3) philanthropic service organization whose mission is to work with communities to develop and launch programs that teach the art, science, and business of philanthropy to the next generation by providing hands-on experiences in fundraising, grantmaking, and community service. Through the Three Pillars Philanthropy (TPP) program, TPI's vision is that communities across the country are providing youth philanthropy leadership opportunities that inspire teens to change the human condition during their lifetime.

About Three Pillars Initiative

Youth Philanthropy: Studying Potential for Inequalities in Outcomes

Abstract

This report shares results from a study of youth philanthropy. Findings from a prior analysis in this series indicated that the program fosters positive youth outcomes. Data are from a youth philanthropy program that is currently hosted within 12 community organizations located in 10 US states. Youth participate for two years as juniors and seniors in high school, and the outcome data are collected annually upon youth graduating from the program at the end of the second year. This report is based on youth surveys collected to date (n=180). The goal of the current study is to assess answers to this research question: Are there inequalities in youth philanthropy outcomes? This report presents two types of answers to this question. First, the analysis focuses on whether and how youth outcomes vary across social and demographic characteristics, such as gender, race and ethnicity, socioeconomic status, parental marital status, religiosity, technology usage, and activity engagement. Second, the analysis focuses on whether and how youth outcomes vary across programs and cohorts. This includes the program's state and region (program analysis) and the years in which youth completed the program (cohort analysis). Results indicate that there are not yet detectable differences by program or cohort. There are outcome differences by social and decision comfort, religious service attendance frequency, and parental closeness.

Background and Significance

Youth philanthropy programs are typically understood as those which involve youth in fundraising and/or grantmaking activities. Some youth philanthropy programs provide a group of young people with funds to distribute, and others engage young people in advisory boards. Many community foundations host Youth Advisory Committees (YACs) to foster youth leadership. Often, youth philanthropy programs also host or strongly encourage community involvement and volunteerism, and sometimes, youth participants organize themselves into volunteering groups. For example, the Indiana Philanthropy Alliance supported youth councils around the state, with results indicating that participation increased donation activities (Hauser and Herzog 2021).

"Youth philanthropy is part of a wider paradigm shift from viewing youth as problems to be solved to an asset-based approach where youth are seen as resources to engage in community development" Tice (2003: 5).

Youth programs more generally help young people gain leadership skills (Song and Hur 2022), collaborative agency (Thomas et al. 2021), political voice (Seider et al. 2012), civic beliefs (Metzger et al. 2019), and organized activity involvement (Oosterhoff et al. 2017). Youth philanthropy programs in particular are important in helping young people learn civic engagement (Iqbal et al. 2023; Butler 2023; Seller and Ponce 2021; Brookner 2021; 2020; Farrow 2017; Broitman 2017; Mangrulkar and Behrens 2013; Formsma 2013; Thiele et al. 2011; Falk and Missan 2007; Libby et al. 2005; Stanczykiewicz 2003; Garza and Stevens 2002; Falk 2002; Crestinger 2002; Rosen and Sedonaen 2001).

Since participation in membership associations is linked with donating and engagement activities (Wang and Ashcraft 2013), youth philanthropy programs can be part of a broader approach to civic learning and leadership development. Cultivating what researchers call a "prosocial value orientation" often entails community service, and service in humanitarian organizations is particularly positive (Horn 2012). For example, in a study of young people in Italy, about 13 percent were highly involved members of associations or groups, and about 35 percent reported participating in volunteer activities (Cicognani et al. 2015). Young people who are more involved have greater social wellbeing, especially in terms of social integration, contribution, and acceptance. Community service fosters agency – a person's sense that their efforts can make a difference – which in turn fosters prosocial behaviors (Christoph 2014).

In a scan of more than 110 youth philanthropy programs, the most common approach was to engage youth in a board or committee, and youth grantmaking spanned 14 countries, 42 states, and at least $3.5 million in youth philanthropy grantmaking activities (Bokoff and Dillon 2014). Despite the emphasis placed on money through fundraising and grantmaking, youth philanthropy programs are also adamant about fostering broader engagement, sometimes referred to as time, talent, and treasure (Bokoff 2014). A common thread across these programs is youth-led decision making (YLDM), which typically involves working by consensus and being caring in valuing different viewpoints in making decisions as a group (Blanchet-Cohen et al. 2014).

Another important facet of youth philanthropy programs is their personalization in supporting young people in developing caring and supportive relationships, which in turn build civic commitments (Kahne 1999). Namely, VIPs - Very Important People - in youth lives are non-parental adults who serve as mentors (Higley et al. 2016; Haddad et al. 2011). Across decades of studies, mentoring contributes to positive outcomes for young people (Raposa et al. 2019; DuBois et al. 2011).

Specifically, connections with caring adults foster trust in adults (Renick Thomson and Zand 2010) and social capital beneficial for economic opportunities (Benenson 2017). Volunteer adult mentors can contribute to

improved academic outcomes for young people (Bayer et al. 2015), including better grades and more competency (Grossman and Tierney 1998). For example, a previous study found that African American youth males with positive adult connections had 2.8 times the chance of good grades and 2.9 times the chance of feeling safe at school (Culyba et al. 2016). The emotional vulnerability and relationship formation supported in community-based mentoring programs bring benefits in minimizing adversity and promoting youth development (Goldner and Ben-Eliyahu 2021).

Despite the many positive benefits of mentoring, and youth programming more generally, studies also indicate that not all youth participants receive the same outcomes. For example, academic outcomes can depend upon the type of mentoring relationship (Samuels et al. 2023). Additionally, there is some evidence that a smaller portion of youth can gain tremendously from participation in community programs, whereas others gain marginally or not at all (DuBois et al. 2002). Ballard (2014) refers to this as a "civic gap" in which youth have unequal access to civic benefits even while engaged in positive programming experiences. Moreover, many youth encounter mentors in religious settings and may experience their support differently (Erickson and Phillips 2012), yet Jewish philanthropy programs have also been salient in providing models for engaging young people in civil society (Brookner 2020). With this context in mind, the analysis in this report focuses on the possibility that not all youth participants gain evenly.

Aims and Hypotheses

The broader study that informs this report was designed to learn about the impact of a youth philanthropy program. This report is the second in a series of reports investigating youth outcomes for participants. The first report indicated that these youth philanthropy programs foster positive outcomes for youth (Herzog et al. 2024). Specifically, youth participants who finished the program had greater rates of community engagement activities: giving, volunteering, fundraising, helping, and voting. Graduating youth also had higher prosocial orientations: more social trust in others, agency as doers who foster positive changes, and philanthropic identities in which youth viewed themselves as engaged community members, volunteers, and fundraisers. Youth participants also evidenced having learned philanthropy knowledge and skills: learning how to raise and distribute funds, experiencing the positives and pitfalls of coming to a consensus as a group, and identifying root causes in philanthropic interventions.

Building upon the prior findings in a previous phase of this study, this report analyzes the same dataset and youth outcomes, yet focuses on whether and how youth outcomes differ. Taken together, this analysis aims to address the question: Are there inequalities in youth philanthropy outcomes? To provide answers to this question, the analysis focuses on youth philanthropy program outcomes across several social and demographic characteristics. Then the report attends to whether youth outcomes differ organizationally, by program or cohort.

Prior Analysis

A prior report in this series (Herzog et al. 2024) found support for three hypotheses: (1) Youth participants highly engage in philanthropic activities, (2) Youth participants have high prosocial orientations, and (3) Youth participants learned philanthropy knowledge and skills.

Current Analysis

The current analysis builds on prior findings (Herzog et al. 2024) by studying whether outcomes differ for participating youth. Aware that even well-designed programs may not serve each participant in the same way, or with the same results, this analysis seeks to address for whom the program seems to work best. It is possible that the program could make improvements over time by enhancing attention to youth who may be under-served by the program. More generally, other youth programs can also learn from the specific outcomes and potential for inequalities found in this program's implementation to adapt interventions and foster designs that better serve youth from a range of backgrounds.

Building upon the prior three hypotheses, this report investigates two additional hypotheses:

H1 **Youth outcomes differ by social and demographic characteristics.**

Youth outcomes are analyzed across social and demographic characteristics to assess for whom the program works best. Several of the survey questions are designed to measure social and demographic characteristics. Whenever possible, these questions replicate measures utilized in existing studies. Based on reviewed literature, the expectation is that variations in how people experience social encounters can occur by gender (Spiel et al. 2019), race and ethnicity (Samuels et al. 2023), parental socioeconomic status (Elliott and Beverly 2011a; 2011b; Hout 2008), closeness with parents (Baye et al. 2015), religiosity (Burdette et al. 2018; 2016; Horn 2012; Smith and Snell 2009), athletics (Fredricks et al. 2016), and technology use (Vorderer et al. 2016; Jones et al. 2010; Hargittai 2010; Bennett et al. 2008).

H2 **Youth outcomes differ by program or cohort.**

Youth outcomes are also analyzed across program-level data to assess whether youth outcomes differ based on program, cohort years, or the state and region of the country in which the program is located. In this analysis, there were at present 12 community affiliates hosting this youth philanthropy program. Nine of these program sites had cohorts that, at the time of this analysis, had completed the full program duration of two years and thus were eligible for data collection between the years 2020 and 2024. Of these, two of the longest-standing programs had sufficient numbers of completing youth to analyze program-level comparisons.

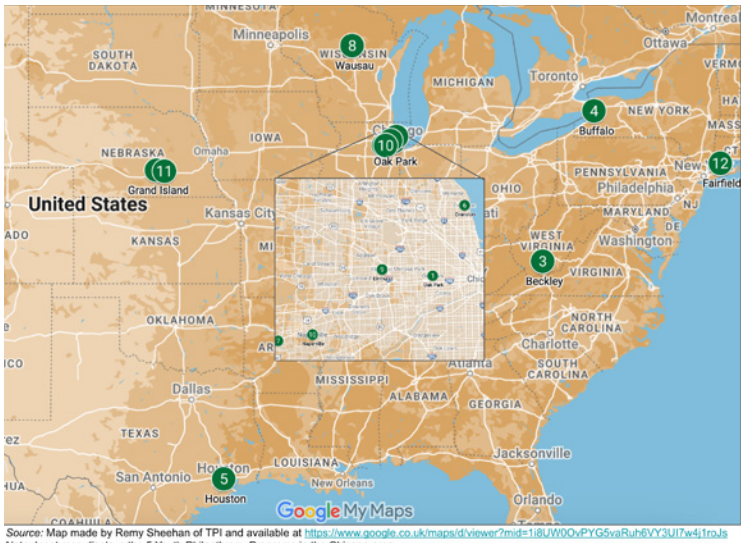
Study Design and Methods

The survey is designed to study a youth philanthropy program hosted by the Three Pillars Initiative, a 501(c)3 nonprofit organization (TPI 2025). The youth philanthropy program is implemented by affiliated community organizations located in 12 U.S. cities and 7 states, displayed in Figure 1.

Figure 1. Locations of Youth Philanthropy Programs

TPI Affiliate Locations

1. Oak Park, Illinois
2. Grand Island, Nebraska
3. Beckley, West Virginia
4. Buffalo, New York
5. Houston, Texas
6. Evanston, Illinois
7. Fox Valley-LEAP, Illinois
8. Wausau, Wisconsin
9. Elmhurst, Illinois
10. Naperville, Illinois
11. Hamilton County, Nebraska
12. Fairfield, Connecticut



Source: Map made by Remy Sheehan of TPI and available at https://www.google.co.uk/maps/d/viewer?mid=1i8UW0OyPYG5vaRuh6VY3Ul7w4j1roJs
Note: Inset map displays the 5 Youth Philanthropy Programs in the Chicago area.

High school juniors and seniors participate in community-based youth philanthropy programs. The programs are designed to teach philanthropic knowledge and provide hands-on experiences. Volunteers serve as mentors to the youth, and most of the programs break up the larger set of youth participants into smaller groups who are assigned to interact more regularly with one mentor. There also may be full-group activities that foster interactions with other mentors and youth in different small groups. This kind of program design has long been found to foster intergenerational experiences that are mutually beneficial to participating youth and adult mentors. The program is intended to be implemented with about 20-30 youth.

Participants in the youth philanthropy program were invited to complete a survey distributed annually to seniors graduating from the program after two consecutive years of participation. The results in this report are from 180 surveys completed across 2020-2024 graduating cohorts. See Herzog et al. (2024) for additional information about the study design and implementation.

Measures and Outcomes

The survey questions are grouped into five sections that align with the five project hypotheses. These are: (1) Philanthropy Activities, (2) Prosocial Orientations, (3) Program Experiences, (4) Social and Demographic Characteristics, and (5) Program Differences. The first three of these are investigated in (Herzog et al. 2024). The focus of this report is how youth outcomes differ by social and demographic characteristics, as well as by program location and cohort year.

Social and Demographic Characteristics

These survey questions ask youth about their social and demographic characteristics.

Gender: The majority of participants were female (71%), though a substantial minority were males (29%). While present in the dataset, the less than one percent who identified as non-binary did not constitute a large enough subsample; youth outcomes are compared for females to males.

Race and Ethnicity: Youth were asked about their racial and/or ethnic identity. Response options included: white or Caucasian (79%), black or African American (4%), Latinx, Hispanic, Mexican, Mexican American, Chicano, Puerto Rican, or Cuban (7%), American Indian, Native American, or Alaska Native (1%), Asian or Asian American (9%), Native Hawaiian or Pacific Islander (0%), Other: specify (0%). To form a large enough subsample to compute meaningful comparison analyses, the youth outcomes are compared white to non-white.

Comfort: Youth were asked about their degree of comfort in: (1) speaking before a large group of people, (2) meeting new people, and (3) making decisions on their own. Responses were on a scale from 1-10, with 10 being the highest degree of comfort with each experience. The first two of these (speaking before a group and meeting new people) were indexed in a Social Comfort scale, which had a median of 7.5 on the 1-10 scale (Cronbach's alpha score: 0.704). Making decisions on their own was analyzed separately as Decision Comfort and had a median of 7 on the 1-10 scale. In sum, most of the survey respondents had a relatively high degree of comfort with social situations and making decisions on their own.

Parent Marital Status: Youth were asked: "Which of these best describes your parent's marital status?" Response options included: (1) Married or domestic partnership (79%), (2) Remarried (4%), (3) Divorced or Separated (10%), (4) Widowed (0%), (5) Single, never married (8%). The majority of survey respondents (79%) reported their parental marital status as married or domestic partnership. To form a large enough subsample to compute meaningful comparison analyses, the youth outcomes compare married to all other parental marital statuses.

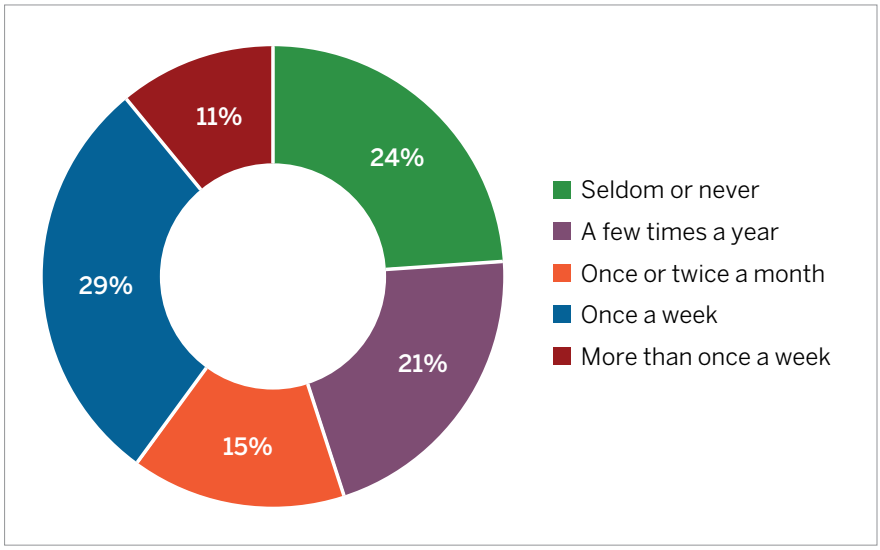
Parent Closeness: Youth were asked: "When thinking about your relationship with your mom (or mother figure) / dad (or father figure), how much do you agree or disagree with each of the following statements?" Likert-scale, 7-point agree-disagree responses selected for these statements: (1) "I look up to my [mom/dad]." (2) I can go to my [mom/dad] for help." (3) "My [mom/dad] doesn't know me very well" (Reverse coded). (4) "I enjoy spending time with my [mom/dad]." (Figure 3 in Herzog et al. 2024). Responses were averaged across parents and indexed into an 8-item parental closeness scale (Cronbach's alpha score: 0.908). Ranging from 0 to 3 in parental closeness, the median was 2.13. In sum, youth survey respondents showed a relatively dispersed degree of closeness with parents, some had high closeness and others not.

Socioeconomic Status (SES): Youth were asked about their mom's and dad's highest level of education. Responses were combined across parents as is conventional in SES studies, such that the highest level of education across either parent was recorded. Youth reported their highest parental educational level

to be: (1) Less than a high school degree (1%), (2) High school degree (1%), (3) Some college (4%), (4) College degree (ex. BA, BS, BSE: 26%), (5) Graduate degree (ex. MA, MS: 35%), (6) Professional degree (ex. MD, JD, EdD, PhD: 33%). To form a large enough subsample to compute meaningful comparison analyses, youth outcomes were compared across three levels: (0) Less than Bachelor's degree, (1) Bachelor's degree, and (2) Advanced degree (graduate or professional). Youth were also asked: "Which of these best describes your family's social class?" (1) Lower class (0%), (2) Working class (8%), (3) Middle class (64%), (4) Upper class (28%). Additionally, youth were asked if they had a savings or bank account in their name (no 7%, yes 93%). Responses across these indicators were combined into a socioeconomic status index with the distribution: Low (9%), Middle (75%), and High (16%).

Religiosity: Three survey questions measured various forms of religiosity. The first was frequency of religious service attendance (Figure 2): "Aside from weddings and funerals, how often do you attend religious services?" Youth reported: (1) Seldom or never (24%), (2) A few times a year (21%), (3) Once or twice a month (15%), (4) Once a week (29%), and (5) More than once a week (11%)." The second asked about the importance of faith: "How important or unimportant is your religious faith or spirituality in shaping how you live your daily life? (1) Not important at all (13%), (2) Not very important (11%), (3) Somewhat important (36%), (4) Very important (25%), (5) Extremely Important (15%)."

Figure 2. Youth Religious Service Attendance Frequency



A third measure asked about affiliation with a religious tradition: "Which of these religious traditions do you affiliate with? Select all that apply." Youth reported: 1) Christianity, mainline Protestantism (ex. Lutheran, Methodist, Presbyterian: 16%), (2) Christianity, evangelical Protestantism (ex. Baptist, Seventh Day Adventist: 2%), (3) Christianity Pentecostalism (1%), (4) Christian, just Christian or non-denominational (14%), (5) Catholicism (39%), (6) Islam/Muslim (2%), (7) Judaism/Jewish (1%), (8) Hinduism (0%), (9) Buddhism (1%), (10) Atheism: "I do not believe in the existence of God" (4%), (11) Agnosticism: "I do not know if I believe in the existence of God" (6%), (12) Spiritual but not affiliated with a religious tradition (7%), (13) Not religious or spiritual (6%). In sum, 77 percent identified with a religious tradition.

Technology Use: Frequency of social media use was asked about with this question: "In the past 30 days, how often have you interacted on social media sites (for example: Instagram, Snapchat, TikTok, WhatsApp, Twitter, Facebook)?" Youth reported a high degree of technology skill: "I am very skilled at using the computer, Internet, and digital technology" (disagree 13%, somewhat agree 26%, agree 35%, and strongly agree 26%). Digital identity was measured with a 7-point range of agree-disagree with the statement: "I am a digital native" (disagree 21%, somewhat agree 36%, agree 30%, and strongly agree 13%). Responses were combined into a technology use scale (Cronbach's alpha score: 0.6128).

Activity Engagement: Activity engagement was asked about through three measures. Academic engagement was measured by GPA. Sports engagement was measured with the question: "Do you participate in athletic activities?" with some examples. Extracurricular engagement was asked via this question: "Aside from this program, how many extracurricular activities are you involved in?" Responses ranged from 0-10 or more and were combined as a count across the 3-item activity engagement measures (0-3). The majority of participants (88%) engaged in more than one activity (one activity 28%, two activities 29%, and three activities 31%).

Program and Cohorts

Program and cohort information are collected from survey meta-data. To anonymize the survey, programs are distributed via an anonymous survey link that specifies a program location alone. No names or contact information are collected through these anonymous survey links. As youth complete surveys, the results are imprinted with the program name based on the utilized link. The majority of participants to date graduated from Oak Park (43%) or Grand Island (37%), followed by Winnetka-Wilmette (8%) and Fox Valley-LEAP (5%). As of the latest round of data collection in 2024, this means that comparisons can be analyzed between the longest-standing programs - Oak Park and Grand Island (88%) - compared to newer programs (12% combined).

Cohort years are based on the year of data collection, such that, for example, youth completing the survey in the spring of 2024 are youth who participated as juniors in the academic year 2022-2023 and as seniors in the academic year 2023-2024. Cohort distributions were: 2018-2020 (3%), 2019-2021 (11%), 2020-2022 (32%), 2021-2023 (15%), and 2022-2024 (39%).

Data and Results

This section begins with a recap of the prior results on youth outcomes and then presents new analyses studying potential inequalities in youth outcomes, first by youth social and demographic characteristics and second by organizational characteristics across programs and cohorts.

Youth Outcomes

As described in a prior report in this series (Herzog et al. 2024), comparing the rates of philanthropic activities for youth who completed the program to national and global benchmarks, program participants are higher in every philanthropic activity. Benchmark rates are 59 percent donating, 54 percent volunteering, 61 percent helping, 25 percent fundraising, and 18 percent civic engagement. In

comparison, 99 percent of youth completing this program reported donating, 97 percent volunteering, 97 percent helping, 94 percent fundraising, and 90 percent civic engagement. In sum, program participants were more engaged in philanthropic activities.

Additionally, participants are developing desired philanthropic orientations. Upon completing the program, youth participants overwhelmingly agree with philanthropic identity statements. Specifically, 93 percent identify as a philanthropist, 93 percent as a fundraiser, 65 percent as a grantmaker, 82 percent as a donor, 99 percent as a volunteer, 99 percent as an engaged community member, and 97 percent as part of making civil society happen. Of youth participants, 71 percent reported having trust in other people, which is about 30 percent higher than the benchmark rate, and 93 percent reported having agency, about 55 percent higher than the benchmark (Herzog et al. 2024).

Plus, youth reported gaining knowledge and skills: 94 percent distributing funds, 71 percent requests for proposals, 65 percent writing annual appeals, 94 percent soliciting donors, 94 percent raising awareness, 88 percent running a fundraising campaign, 65 percent hosting a social media campaign (such as GivingTuesday), 41 percent utilizing a crowdfunding platform (such as GoFundMe), 100 percent funding decisions, coming to consensus as a group, making a difference for a cause (Herzog et al. 2024).

Outcome Inequalities

Hypothesis 1. Youth outcomes differ by social and demographic characteristics.
Analyzing youth outcomes across social and demographic characteristics, there were no significant differences in philanthropic activities, identity, or knowledge across gender, race and ethnicity, socioeconomic status, parental marital status, or education level. There were also no detectable differences based on technology use, academics, sports, or extracurriculars.

There were differences for youth related to comfort with social settings, making decisions, closeness with parents, and religious attendance frequency. These are described further below.

Gender
Comparing youth outcomes among male and female participants, there were no detectable differences by gender. (In models of each youth outcome, gender was not statistically significant: philanthropy actions β=0.013 p<0.875; philanthropic identity β=-0.098 p<0.359; social trust β=0.128 p<0.714; agency β=-0.180 p<0.614; prosocial personality β=-0.781 p<0.338; philanthropic learning β=0.273 p<0.486). In sum, there were no significant gender differences.

Race and Ethnicity
Comparing youth outcomes among white and non-white participants, there were no detectable differences by race or ethnicity. (In models of each youth outcome, white to non-white comparisons were not statistically significant: philanthropy actions β=-0.027 p<0.771; philanthropic identity β=-0.104 p<0.384; social trust β=0.347 p<0.376; agency β=-0.420 p<0.285; prosocial personality β=1.145 p<0.283; philanthropic learning β=0.251 <0.299). In sum, there were no significant race or ethnicity differences detected among survey respondents.

Social & Decision Comfort

In analyzing the social comfort scale for each youth outcome, the majority of the models were not statistically significant. (In models of each youth outcome, youth levels of social comfort were not statistically significant: philanthropy actions β=0.000 p<0.998; agency β=0.079 p<0.295; philanthropic learning β=0.013 p<0.800).

There were statistically significant findings that participants who have higher social comfort are more likely to have a stronger philanthropic identity (β=0.094, p<.000), have higher trust in others (β=0.158, p<.033), and to have prosocial personality characteristics (β=0.270, p<.035). In sum, the results indicate that the beneficial youth outcomes were experienced by youth participants who were more comfortable with social experiences. Youth who had social discomfort did not appear to gain from the program as much as their more comfortable peers.

In terms of making decisions on their own, most youth had a high degree of comfort, but those with a lower degree of decision comfort had a lower philanthropic identity (β=0.064, p<.008). No other youth outcomes were statistically significant for decision comfort (philanthropy actions β=-0.001 p<0.958; social trust β=0.054 p<0.510; agency β=0.116 p<0.162; prosocial personality β=0.060 p<0.679; philanthropic learning β=0.038 p<0.486). In sum, youth who were uncomfortable making decisions on their own were less likely to have a philanthropic identity.

Parental Marital Status

Comparing youth outcomes among participants with married and other marital status parents, there were no detectable differences by parental marital status. (In models of each youth outcome, married status was not statistically significant: philanthropy actions β=-0.012 p<0.890; philanthropic identity β=-0.138 p<0.227; social trust β=-0.309 p<0.419; agency β=0.163 p<0.670; prosocial personality β=-0.194 p<0.781; philanthropic learning β=-0.232 p<0.402). In sum, there were no significant differences in youth outcomes for married/other parent status.

Parental Closeness

Recognizing that closeness with adults and other peers may be impacted by parental closeness, the next set of analyses studied youth outcomes in relation to the parental closeness index. The results indicate that youth respondents reporting a higher level of parental closeness are more likely to have a higher philanthropic identity (β=0.203, p<.001), higher agency (β=0.861, p<.000), and a higher prosocial personality (β=0.833, p<.039). No other youth outcomes were statistically significant for parental closeness (philanthropy actions β=0.012 p<0.804; social trust β=0.414 p<0.056; philanthropic learning β=0.096 p<0.580). In sum, the relational dynamics involved in philanthropic identity, agency, and prosocial personality appear to be relevant for youth's experiences of closeness with their parents: Youth who feel less close to their parents do not appear to gain as substantially from participating in the program as their counterparts.

Socioeconomic Status (SES)

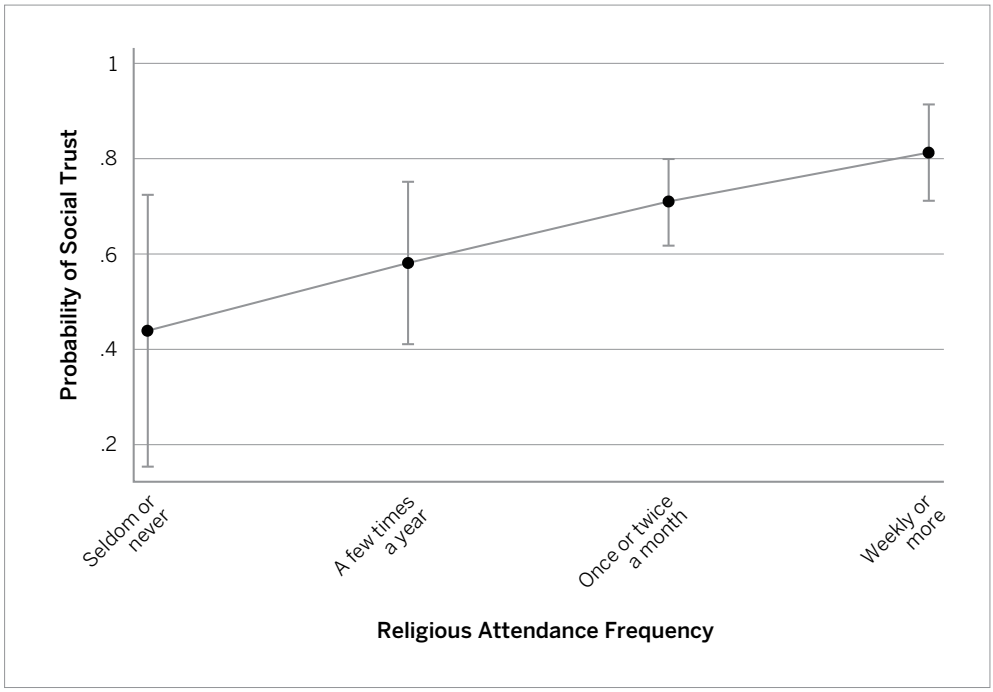
Comparing youth outcomes across socioeconomic status levels, there were no detectable differences. (In models of each youth outcome, parental socioeconomic status was not statistically significant: philanthropy actions β=0.003 p<0.960; philanthropic identity β=0.054 p<0.517; social trust β=0.098 p<0.727; agency β=0.135 p<0.636; prosocial personality β=0.540 p<0.294; philanthropic learning β=-0.036 <0.833). In sum, there were no significant differences detected in youth outcomes by parental socioeconomic status.

Religiosity

Comparing youth outcomes across multiple measures of religiosity, there were no detectable differences in most models. (In models of each youth outcome, religious service attendance frequency was not statistically significant: philanthropy actions β=0.009 p<0.748; philanthropic identity β=-0.006 p<0.860; social trust β=0.067 p<0.560; agency β=0.130 p<0.274; prosocial personality β=0.029 p<0.897. Similarly, models of youth outcomes by importance of faith were also not significant: philanthropy actions β=0.005 p<0.879; philanthropic identity β=-0.037 p<0.348; social trust β=-0.128 p<0.327; agency β=0.054 p<0.686; prosocial personality β=0.005 p<0.983. Likewise, models for religious tradition were not significant: philanthropy actions β=0.024 p<0.788; philanthropic identity β=-0.061 p<0.599; social trust β=-0.334 p<0.368; agency β=-0.079 p<0.837; prosocial personality β=0.560 p<0.388.)

Significant differences were found for religiosity and social trust. Specifically, when controlling for importance of faith and identifying with a religious tradition, youth with more frequent religious service attendance had a higher level of social trust (β=0.478 p<0.019). To interpret this finding in more everyday terms, Figure 3 shows the likelihood that a young person who had each level of religious service attendance had a higher value for social trust. The figure shows an increasing slope from the left to right (about 0.4 for seldom or never to about double the predicted probability of 0.8 for weekly or more religious service attendance).

Figure 3. Social Trust and Religious Service Attendance Frequency



Technology Use

Comparing youth outcomes by technology use, there were no detectable differences. (Youth outcomes by technology use were not statistically significant: philanthropy actions β=0.014 p<0.759; philanthropic identity β=0.010 p<0.085; social trust β=0.049 p<0.804; agency β=-0.009 p<0.964; prosocial personality β=0.128 p<0.718). In sum, no statistically significant differences were detected in youth outcomes by technology use.

Activity Engagement

When comparing youth outcomes by activity engagement, there were no detectable differences. (Youth outcomes by activity engagement were not statistically significant: philanthropy actions β=0.012 p<0.7507; philanthropic identity β=0.069 p<0.091; social trust β=0.030 p<0.823; agency β=-0.097 p<0.485; prosocial personality β=-0.0688 p<0.788). In sum, there were no statistically significant differences detected in youth outcomes by activity engagement.

Program Differences

Hypothesis 2. Youth outcomes differ by program.

Analyzing youth outcomes across programs and cohorts, there were no statistically significant differences detected by program or cohort. Again, it may be that once more programs have additional graduates, and more youth participants complete the survey in each program location, there may be detectable differences across programs.

In conclusion, prior results indicated that this youth philanthropy program is successful in fostering positive youth outcomes. These current analyses indicate that youth outcomes do not appear to differ significantly across most social and demographic characteristics. However, there are few notable differences in youth gains from program participation based on social and decision comfort, religious service attendance, and parental closeness.

Conclusion

In conclusion, these analyses of program outcomes support two key takeaways. One is that a larger sample size – once more youth participants graduate from the program and complete surveys – could facilitate greater nuance in group-to-group comparisons and potentially more statistically significant differences in outcomes across social and demographic characteristics.

Second, there are four sets of statistically significant results in the current sample. Specifically:

1. Youth participants with greater social comfort, decision comfort, and parental closeness leave the program with a higher philanthropic identity than their participating peers.
2. Youth with greater social comfort and more frequent religious service attendance leave the program with higher levels of social trust than their participating peers.
3. Youth with more parental closeness express greater agency to make change than peers.
4. Youth with more social comfort and parental closeness leave the program with a higher prosocial personality than their participating peers.

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Youth Philanthropy

Studying Potential for Inequalities in Outcomes

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