



**CIVIC SPRING PROJECT  
GRANT APPLICATION**

\* required answer

<b>MAIN CONTACT FOR PROPOSAL</b>	
<i>You should be a representative of the lead partner of the proposal (i.e. the organization within the proposal that holds either 501(c)(3) status or fiscal sponsorship.)</i>	
First Name*	Marcus
Last Name*	Pope
Email*	marcus@youthprise.org
<b>ELIGIBILITY SCREENING</b>	
<i>Please confirm your eligibility for consideration by selecting all statements that apply to your organization/partnership or proposal.</i>	
<b>Can you receive a grant? *</b> <ul style="list-style-type: none"> <li>▪ Does at least one applicant have 501(c)(3) status or the engagement of a fiscal sponsor with the ability to receive, manage and report on the use of grant funds?</li> </ul>	Yes
<b>Do you meaningfully and constructively engage youth? *</b> <ul style="list-style-type: none"> <li>▪ Does your proposal include partnership(s) with youth-led or youth-driven organizations (s)? Groups that do not have civic education experience per se, but that do have a demonstrated passion for a mission consistent with the goals of the project and a desire to constructively engage</li> </ul>	Yes

<p>youth in their mission, are also encouraged as partners.</p> <ul style="list-style-type: none"> <li>▪ Does at least one member of your partnership have experience partnering with young people?</li> <li>▪ Was there meaningful youth participation in the development of the proposal?</li> </ul>	
<p><b>Do you have the capacity to deliver in the current context over the summer timeframe? *</b></p> <ul style="list-style-type: none"> <li>▪ Is one of your partners an existing organization that already operates well in the civic learning space, engages with young people and has demonstrated a passion for the project goals?</li> <li>▪ Does at least one member of your partnership have experience working with the population(s) whom you intend to serve? (e.g. students, seniors, domestic abuse victims, etc.)</li> <li>▪ Does each of the partners have senior officer with decision-making power involved in the project?</li> <li>▪ Do you have the virtual, technical, and technological capacity to operates in the current COVID-19 environment? (This includes ensuring broadband/Wi-Fi access to participants, either through the</li> </ul>	<p>Yes</p>



grant or with existing infrastructure, where required)	
<b>Will you meet a local need? *</b> <ul style="list-style-type: none"> <li>Do you have local partner(s) with experience connecting/working with the populations whom they want to serve? The local element of this program is essential. Applicants can be local organizations OR national organizations partnering with local organizations.</li> </ul>	Yes
<b>ORGANIZATION DETAILS</b> <i>Please note: this page is exclusively for the details of the <b>lead partner</b> making the proposal. There will be the opportunity to provide details for the other organizations within your proposal as you proceed through the application process.</i>	
<b>Organization Name *</b>	Youthprise
<b>Is this a 501(c)(3) entity, or fiscally sponsored? *</b>	501(c)(3)
<b>City *</b>	Minneapolis
<b>State*</b>	MN
<b>Zip</b>	55413
<b>Mission statement</b>	Youthprise's mission is to increase equity with and for Minnesota's indigenous, low-income, and racially diverse youth. The organization envisions a Minnesota where outcomes for youth are no longer predictable by race, geography, or socioeconomic status



<b>Web address</b>	<a href="http://youthprise.org">youthprise.org</a>
<b>States organization is active in:</b>	MN
<b>Estimated number of young people served annually</b>	30,000
<b>Estimated annual budget (\$)</b>	8.2 million
<b>Number of permanent staff</b>	16
<b>Number of volunteers (annual basis)</b>	40
<b>Select practices of the organization</b> <ul style="list-style-type: none"> <li>▪ Classroom Instruction</li> <li>▪ Discussing Current Events</li> <li>▪ Service Learning</li> <li>▪ Extra Curriculars</li> <li>▪ Student School Governance</li> <li>▪ Democratic Simulations</li> <li>▪ News Media Literacy</li> <li>▪ Action Civics</li> <li>▪ SEL</li> <li>▪ School Climate Reform</li> <li>▪ Research Validation</li> </ul>	Discussing current events, service learning, news media literacy, action civics, extra curriculars
<b>PROPOSED PROJECT DETAILS</b> <i>Now for the information about your proposal's program - starting with the questions below. Please fill in the requested information about the location(s) and community(ies) that you intend the proposed program to serve.</i>	
<b>State(s) of intended delivery *</b>	MN
<b>Community(ies) of intended delivery *</b> Rural	mix



Urban Suburban Mix	
<b>PROPOSED PROJECT DETAILS</b> <i>Longer format questions, describing your proposal in detail.</i>	
<b>1. Please provide your project narrative.*</b> Define project deliverable(s) (i.e. civic actions, performance, learning content delivery, etc.) and project-specific outcome measurements as they connect to the goals of the Civic Spring Project	<b>INTRODUCTION</b> <p>In recent days, Minnesota, and specifically the Twin Cities, is in the national spotlight as the epicenter of peaceful protest and civil unrest in the wake of the presumed murder of George Floyd at the hands of Minneapolis police officers. Minnesota’s young people are also at the center of a youth-led struggle for equity in pandemic support. Over the past two months, several high school youth have researched and organized a broad-based campaign to overturn a state law that prevents the State of Minnesota from providing unemployment benefits or pandemic unemployment assistance to an estimated 25,000+ otherwise eligible youth enrolled in high school.</p> <p>Both of these issues have sparked significant engagement and passion among youth and amplified their desire to be heard, especially among youth from low-income families and communities of color – youth that are often not as encouraged or welcomed to participate civically as their white and financially stable peers. With the upcoming election just five months away and with Minnesota hotly contested races at both the Presidential and state legislative levels, this heightened awareness and desire to engage in civic discourse and action offers an unparalleled opportunity to substantially grow the civic knowledge, skills, dispositions and capacities of Minnesota young people.</p> <p>To that end, Youthprise, in partnership with Bridgemakers (a new Twin Cities-based, youth-led grassroots organization) proposes a two-pronged civic engagement project that seeks to (1) involve youth (ages 18-24) statewide in developing and promoting a youth policy agenda to the current pool of candidates running for national, state, and local office during the 2020 election and (2) enable Minnesota’s high school students (including many youth ages 18-21), to (a)</p>



receive unemployment benefits and pandemic unemployment assistance in 2020 and (b) become eligible to receive state unemployment insurance in the future.

#### BACKGROUND

On March 27, 2020, the Corona Aid, Relief, and Economic Security (CARES) Act was signed into law in an effort to ease the economic impact associated with COVID-19. Among the Act's provisions is the Pandemic Unemployment Assistance (PUA), which applies more inclusive guidelines for determining eligibility to fill gaps for individuals who might otherwise be ineligible to receive unemployment benefits under their state's rules. According to the U.S. Department of Labor, to receive benefits under the provision, an individual "must not be eligible for regular unemployment benefits and be unemployed, partially unemployed, or unable or unavailable to work because of certain health or economic consequences of the COVID-19 pandemic."

Since the Act's authorization, many youth in the state of Minnesota have applied for assistance and have been denied, while others were initially approved, received compensation, and were subsequently notified that they were approved in error and must return payment. Currently, Minnesota appears to be the only state that categorically excludes high school students (regardless of age) from receiving benefits through PUA. The basis for this exclusion is rooted in an 80-year old state law that prohibits anyone enrolled in high school (regardless of age) from collecting unemployment benefits, even though these students are paying into the system. Although PUA is a federal program modeled after the Disaster Unemployment Assistance program that allows high school students to receive assistance, the chief administrative judge of Minnesota's Department of Employment and Economic Development (DEED) has determined otherwise--that the state law also applies to the PUA and renders high school students ineligible for either program.

Led by an alliance of youth leaders in Minnesota's Twin Cities, young people have organized a statewide campaign, with the support of key youth-serving organizations, to mobilize young people to share their stories and advocate for eligibility to receive unemployment benefits. To date, the campaign has been successful at gaining the attention of and support from Minnesota Governor Tim Walz, key state legislators, and other community leaders, and has effectively engaged traditional and social media to raise awareness throughout Minnesota.



These efforts have contributed to the recent introduction of a proposed bill (Minnesota House File 4623), which seeks to temporarily (through December 31, 2020) permit secondary students to be eligible for unemployment benefits. With the probability of additional waves of COVID in the months to come and beyond this year, there is a genuine need for continued mobilization, raising awareness, and civic action to advocate for passage of this and additional legislation that permanently lifts eligibility restrictions for Minnesota's secondary students.

The bill is scheduled for a vote in a mid-June special session of the Minnesota Legislature. It is, however, unlikely to be acted upon due to the time pressures and other high priority issues that include a response to the current unrest associated with the recent death of George Floyd. Depending on the outcome of the special session, civic actions associated with this project component will follow one of two pathways as outlined under project deliverables.

The unemployment benefits issue, which was brought to light by the COVID pandemic, underscores the need for youth to gain civic knowledge, skills, dispositions and capacities to engage and initiate change on the issues that directly shape their lives. Historically, voter turnout among Minnesota's youth has been relatively high over the past eight years. The Center for Information & Research on Civic Learning (CIRCLE) at Tufts University reports that in the 2018 election, Minnesota led the nation in for the percentage of youth who voted. All indications are, however, that voter turnout nationwide is almost certainly lower for people from low-income youth and youth of color. CIRCLE has published the 2020 Youth Electoral Significance Index, which ranks Minnesota in the top nine states in the potential for youth to meaningfully impact the 2020 Presidential election. We believe that the voice, ideas and leadership of disadvantaged youth must be heard at the polls and elsewhere by this November.

Voting is undeniably a critical civic action, yet it is also essential that youth become actively engaged stakeholders *before* the election by sustaining a role in shaping policy issues for candidates across all three branches of government - executive, legislative, and judicial. This is especially true for youth from communities of color, as Minnesota is rapidly becoming much more ethnically diverse. Minnesota is often noted for its positive qualities that include education, economic opportunity, and other amenities. Yet, a closer look reveals the extreme



inequities and disparities for people of color. When looking at the severity of disparities for people of color in all 50 states, Minnesota ranks 48 for poverty and home ownership, 45 for labor force participation, 44 for unemployment, and 39 for education attainment. In fact, the state ranks 50th for on-time high school graduation rates for Black and Hispanic students.

The project team will reach across the state to minimize polarization and to ensure there is equitable participation among different geographies (i.e., urban and rural), races, ethnicities, economic backgrounds, and political affiliations, which are often barriers to civic progress. The project seeks to find common ground on which we can build to increase civic engagement upon youth to address the salient issues that shape their lives and futures.

#### **PROJECT DELIVERABLES**

**GOAL 1:** Engage Minnesota’s young adults in taking civic actions that result in enabling eligible youth ages 18-21 enrolled in high school to receive state unemployment benefits and/or COVID-related pandemic unemployment assistance.

#### **INPUTS**

- Youth project director
- Youth leaders and activists across the state of Minnesota
- Statewide network of scores of youth-led and youth-serving organizations
- Team of adult coaches/mentors
- Social media influencers and allies

#### **ACTIVITIES**

If legislation is NOT passed, project activities will focus on:

- Executing a campaign to raise awareness among youth statewide about the outcome of the proposed bill in the legislative special session.

- Providing encouragement for and assistance to youth to apply for unemployment benefits with the understanding that they will be denied. The purpose is to demonstrate the harmful impact of the current law and the significant need to pursue a permanent fix.
- Providing technical assistance in taking legal action to enable youth to demonstrate the harm they and their families have suffered in state and potentially federal court, while continuing public engagement and advocacy efforts with executive and legislative government officials for immediate policy reform to address this issue.

In the unlikely event that legislation IS enacted, project activities will focus on:

- Executing a campaign to raise awareness among newly eligible youth and the public statewide to encourage them to access benefits.
- Providing direct assistance to economically marginalized youth to help them apply for unemployment benefits to demonstrate the impact of the legislation and the significant need to pursue a permanent fix to the 1939 law.
- Providing advocacy and support for youth who were granted unemployment benefits but were later notified that the payments were made in error and must be returned.
- Continuing advocacy of executive and legislative government officials for long-term policy reform to address this issue. Youth-led conduct outreach to legislators to promote passage of legislation to enable eligibility beyond 2020.

**GOAL 2:** Increase civic engagement among young adults (ages 17-24) as knowledgeable, skillful and engaged participants in the 2020 and future election cycles.

**INPUTS**

- Youth project director
- Youth leaders and activists across the state of Minnesota
- Statewide network of scores of youth-led and youth-serving organizations

ACTIVITIES

- Team of adult coaches/mentors
- Social media influencers and allies
- Office of Minnesota Secretary of State (a key ally of expanded youth voting)
  
- Youth-led sessions for youth to discuss issues and concerns they are passionate, engaged and/or angry about and ideate and propose potential solutions. These sessions will include:
  - 25-100+ 30-60-minute youth-led virtual “fireside chats”
  - Socially distanced in-person gatherings (when safe to do so re: Covid-19), including meals
  - Affinity group convenings for cultural affinity (Black, Latinx, Indigenous, Asian, African immigrant, etc.) and regional groups
  - Youth-led music and visual performances to support civic engagement
  - Intense recruitment efforts that engage partner organizations, social networks and a targeted Facebook/Instagram ad campaign
- A statewide voter registration drive focused on youth of color and economically disadvantaged youth, who traditionally are underrepresented at the polls
- A commitment to ensure all activities and convenings are planned and led by youth, are inclusive of all voices and perspectives, and welcome and embrace innovative, entrepreneurial activities, processes, and solutions.
- Build on the evident craving by youth for meaningful peer and mentorship connection and interaction due to months of disconnection due to COVID restrictions and recent violence against people of color.

	<p><b>CONNECTION TO CIVIC SPRING PROJECT GOALS.</b> This project advances the six goals espoused by the Civic Spring Project:</p> <ul style="list-style-type: none"> <li>▪ <b><i>Civic-Minded</i></b> – The proposed project provides real-world learning experiences that will develop knowledge and skills among youth in the areas of civic engagement, activities, and processes that involve all three branches of government: executive, legislative and judicial, as well as non-governmental community and cross-sectoral problem-solving.</li> </ul> <p style="text-align: center;"><b><i>Youth-Oriented</i></b> – As</p>
<p><b>2. Please provide a brief description of each partner organization, including: *</b></p> <ol style="list-style-type: none"> <li>a. Mission and vision</li> <li>b. Organizational goals</li> <li>c. Annual budget (2019/20)</li> <li>d. Leadership structure and number of staff</li> <li>e. Community/ies served</li> <li>f. Experience working with and/or being led by youth, where applicable</li> </ol>	<p>A. BACKGROUND MISSION, AND VISION. Youthprise was founded in 2010 by the McKnight Foundation, along with an early investment from The Minneapolis Foundation, and has worked closely with key stakeholders statewide to engage a diverse spectrum of Minnesota’s youth in civic, educational, social, and vocational activities. Youthprise’s mission is to increase equity with and for Minnesota’s indigenous, low-income, and racially diverse youth. The organization envisions a Minnesota where outcomes for youth are no longer predictable by race, geography, or socioeconomic status. Through various initiatives and grantmaking, Youthprise serves approximately 30,000 young people annually statewide.</p> <p>B. ORGANIZATIONAL GOALS. Youthprise was established to increase access to and quality of youth development opportunities for young people in Minnesota with the acknowledgement that young people need to have a larger voice in community decision making. Accordingly, much of the organization’s work focuses on deep collaboration and authentic partnership with youth to ensure they are genuinely engaged in developing strategies for solutions to problems within their own communities.</p> <p>C. ANNUAL BUDGET: Youthprise’s FY 2020 budget is \$8.2 million.</p> <p>D. LEADERSHIP STRUCTURE AND NUMBER OF STAFF. Youthprise’s President, Wokie Weah, provides executive leadership and works collaboratively with a 12-person board of</p>

directors. Youthprise models its commitment to ensuring youth voices are at the forefront of decision-making by authentically engaging youth at all levels of the organization's operations, including governance. Currently, half of the organization's board of directors is comprised of youth ages 16-25, including the board's co-chair, Renelle Mensah, who is a student at Cornell University.

**E. COMMUNITIES SERVED.** Geographically, Youthprise serves youth across the state of Minnesota, which includes a mix of rural, urban, suburban, and exurban communities. Youthprise serves Minnesota's diverse youth community, with an emphasis on youth and young adults between the ages of 14 and 25. Although the organization serves all youth regardless of race, ethnicity, economic status, political affiliation, gender identity, economic standing, or religion, the equity lens of our work accentuates serving youth who are often marginalized and, consequently, lack opportunities for their voices to be heard. These include low-income youth, American Indian youth, young people from communities of color, and youth who are engaged in various public systems, such as child welfare and juvenile justice.

**F. EXPERIENCE WORKING WITH AND/OR BEING LED BY YOUTH.** Since our inception in 2010, we have invested over \$35 million in Minnesota-based youth programs and initiatives by leveraging public and private resources. Specifically:

- Investing over \$1.2 million directly into youth, as well as their ideas, as interns, fellows, artists and/or entrepreneurs;
- Mobilizing youth leaders to advocate with state legislators to approve \$3 million to support Somali youth development programs;
- Training 400 youth in youth-led participatory action research projects and hosted 30 convenings relevant to youth research topics such as policing, health disparities and education;
- Training 200 young people in youth philanthropy resulting in 68 youth-made grants totaling \$400,000; and
- Arranging for 1,100 youth to receive education skill building, supportive services, and job training, with 500 youth placed in jobs and 300 receiving credentials relevant to high demand industries.



**BRIDGEMAKERS - YOUTH-LED PARTNER (FISCAL SPONSOR – HIGH SCHOOL FOR RECORDING ARTS)**

A. BACKGROUND MISSION, AND VISION. Bridgemakers is a newly-formed, Minneapolis-based youth-led nonprofit with a mission to mentor the leadership of underserved youth who drive innovative solutions that break cycles of miseducation, poverty and violence by building bridges between youth and experienced leaders and reimagining schools, communities and democracy. Bridgemakers was piloted as the student-run Changemaker team at Venture Academy in Minneapolis during the 2018-19, school year and expanded throughout the Twin Cities metro area in Fall 2019. The organization is now launching and co-leading the #SupportWorkingYouth campaign for equitable assistance to and engaging the leadership of disadvantaged youth during the COVID-19 crisis.

B. ORGANIZATIONAL GOALS. The organization currently has a key goal of launching a year-long fellowship program to begin in January 2021 for diverse high and young adult leaders in the Twin Cities who will spearhead school or community transformation projects. Each fellow will be paired with a community professional who will provide intensive mentoring. The fellowship includes monthly convenings, overnight retreats, study visits and a professional internship. Sessions will include training in leadership, advocacy, and organizing.

C. ANNUAL BUDGET: Bridgemakers annual budget is \$400,000. Still in its first year of operation, Bridgemakers has successfully secured funding from Youthprise, The Minneapolis Foundation and The Rensselaerville Institute in New York. In addition, Bridgemakers has recently been selected by the National Mentoring Resource Center to receive 50 hours of pro-bono technical assistance.

D. LEADERSHIP STRUCTURE AND NUMBER OF STAFF. Bridgemakers' founding director, Walter Cortina Martinez, is an executive intern at the Minneapolis Foundation supporting the Foundation's CEO, and a student leader at High School for Recording Arts (HSRA) in St. Paul. The organization has 3 staff members. Walter is receiving mentorship and guidance from program co-directors/coaches Jon Bacal, previously founding director of Venture Academy and other



schools, and Haben Ghebregergish, a teacher-leader at HSRA. As the organization is still in its beginning stages, Bridgemakers is in the process of developing its governance structure and has not yet seated its board of directors. The organization is working to establish its bylaws and plans to appoint board members in the months to come. In the interim, the organization has an informal advisory board of 26 individuals, including 15 members under the age of 25.

**E. COMMUNITIES SERVED.** Bridgemakers' primary target population is youth in Minnesota's Twin Cities region, with an emphasis on disadvantaged youth between the ages of 14 and 22. Secondarily, Bridgemakers seeks to reach youth in other lower-income areas throughout greater Minnesota.

**F. EXPERIENCE WORKING WITH AND/OR BEING LED BY YOUTH.** Although Bridgemakers is a new organization, its leadership team has significant experience working with youth and supporting youth leaders. Walter founded and co-led Venture Academy's Changemaker team in 2018-19 and subsequently established and co-led the multi-school Twin Cities Changemaker team in 2019-20. His advocacy efforts go back to his middle school years, when, as an eighth-grade student who had lost both parents to deportation, Walter helped persuade Venture's Board of Directors to approve a Safe Haven policy to support immigrant students and their families. In addition to leading Bridgemakers, Walter is currently an Executive Intern at The Minneapolis Foundation, where he supports the CEO with all youth equity, leadership, advocacy, and voice initiatives.

Jon is a proven mentor, coach and advocate who supports the development of youth leaders of color. He has over 20 years of experience helping to launch over 30 charter schools. He is also the cofounder of a peer-led leadership training program for young adults, and he taught American history to Czech student leaders helped lead the Velvet Revolution of 1989. Jon earned his undergraduate degree in Government from Georgetown University and has completed graduate courses in public/nonprofit administration and education at Hamline University.

Haben has been involved as teacher, tutor, and advisor for children, youth, and young adults for the past decade. She has worked as a secondary math teacher in Detroit, where she also

	<p>coached her school’s first policy debate team, which participated in several city-wide tournaments. She also coordinated college trips for her students while teaching in Detroit and in her current position as Math facilitator at High School for Recording Arts. Haben is completing her last semester of coursework for a Master of Arts in Education at Hamline University. She earned her Bachelor of Arts in History from University of Chicago.</p>
<p><b>3. Define youth representation and impact of the proposed project, including:*</b></p> <ul style="list-style-type: none"> <li>a. The depth, breadth, and diversity of youth participants;</li> <li>b. The depth, breadth, and diversity of youth impacted beyond those participating directly;</li> <li>c. Outreach to and/or the inclusion of youth from communities historically excluded from civic opportunities;</li> <li>d. Area(s) of civic learning specifically targeted, including but not limited to: dispositions, skills, knowledge, capacities/social capital</li> </ul>	<p>1</p> <p>a. THE DEPTH, BREADTH, AND DIVERSITY OF YOUTH PARTICIPANTS. Because this is a statewide project that will tap into multiple networks, we anticipate that thousands of youth across the state will be actively involved in the project ranging in age from 14–24. Our networks include youth-led and youth-directed organizations in all parts of the state and encompass rural, urban, and suburban communities. Our diverse networks will ensure a broad representation of youth of diverse income, race, ethnicity, gender, religion, and political affiliation.</p> <p>As stated, this project will be led by young people who will be engaged at every level, from serving as project director, to ambassadors and volunteers. Although a critical component of the process, adult involvement will be secondary and will consist of mentoring, providing counsel, facilitating civic learning, handling financial/fiduciary matters such as payroll, and leveraging networks and contacts to help youth make connections with stakeholders who can help advance this work. All substantive programmatic issues will be led and implemented by youth.</p> <p>b. THE DEPTH, BREADTH, AND DIVERSITY OF YOUTH IMPACT BEYOND THOSE PARTICIPATING DIRECTLY. In the immediate term, this project has the potential to have a direct impact on youth across the state who are currently ineligible to collect unemployment associated with COVID relief efforts. Because of the disproportionate impact of this issue on communities of color and disadvantaged populations, successful execution of this project can potentially have a significant impact on these populations We anticipate that this project will have a significant impact on diverse racial and ethnic groups, as the target age range represents the most racially and ethnically diverse segment of Minnesota’s population</p> <p>c. OUTREACH TO AND/OR THE INCLUSION OF YOUTH FROM COMMUNITIES HISTORICALLY EXCLUDED FROM CIVIC OPPORTUNITIES. The project will intentionally conduct outreach that is targeted to disenfranchised populations that include Native American youth, youth from</p>

	<p>immigrant communities and other communities of color, youth from LGBTQIA communities, and other special groups. These populations will not be only targeted as participants but will also sought to fill leadership roles as ambassadors for the project. As stated, Youthprise has formidable experience recruiting low-income youth, youth from communities of color and has an extensive network opportunities to take on leadership positions in the project.</p> <p>d. AREA(S) OF CIVIC LEARNING SPECIFICALLY TARGETED. This project directly builds the civic knowledge (history, institutions, policy, process, etc.), skills (organizing, advocacy, etc.) and dispositions (critical thinking, multiple perspectives, engagement, solutions-orientation, action-orientation, etc.) of its participants, as well as developing the civic/social capital of its participants.</p>
<p><b>4. Proposed project budget, including:*</b> <b>(File format accepted: xls/xlsx/pdf/zip, Maximum file size 1 MB)</b></p> <ul style="list-style-type: none"> <li>a. Staffing expenses broken out by individual</li> <li>b. Cost assumptions</li> <li>c. Youth compensation structure, if any (e.g., percentage of grant funds to be paid to youth on staff or through microgrants to youth-led partnerships);</li> <li>d. d. Additional resources to be allocated to the project, where applicable.</li> </ul>	<p>Attached</p>
<p><b>5. Describe community impact of the proposed project, including: *</b></p> <ul style="list-style-type: none"> <li>a. Acuteness of need being addressed in Project</li> </ul>	<p>A. ACUTENESS OF NEED BEING ADDRESSED. This project has a direct impact on youth ages 18-24, especially those from populations that traditionally experience barriers to thriving in today's culture and society. The pandemic relief component of this project focuses on a subset of this population, including older high school students (ages 18-22), especially those who are already facing multiple financial barriers that are exacerbated by their inability to receive unemployment income during the pandemic. Many of these</p>

- b. Proposed project’s impact on this need (output, outcomes, efficacy, impact)
- c. c. Integration of local planning and response as part of Project

youth are no longer living with their parents or face significant challenges such as homelessness, mental illness, history with the juvenile justice system or other issues, and some have children of their own. Others have parents who are not in the workforce for a range of reasons, such as incarceration, immigration status, illness, or deportation. In such cases, the money these students earn from employment represents much more than discretionary income, it is a lifeline for them and, in many instances, their families. Notably, the impact of this issue has a disproportionate impact on indigenous, Black, and Latino youth, as research shows that these groups are more likely to live in low-income households, have an incarcerated parent, experience homelessness, and/or have a child to support. In addition, Latino youth have the added risk of being separated from parents due to increased emphasis on reporting and deportation of undocumented immigrants. Sadly, the inability to collect unemployment benefits puts them at risk for dropping out of school in order to meet a very real need of supporting themselves and their families. This, in turn, has long-term implications: we know that youth who drop out of school experience fewer opportunities for employment, make lower wages, and have an increased probability of being involved in the criminal justice system.

**B. PROPOSED PROJECT’S IMPACT ON THIS NEED**

During the course of this grant, we expect the project to yield the following outputs and outcomes:

**OUTPUTS**

- Practical tools to effectively advocate for changing unemployment legislation.
- A statewide network of youth and youth-led organizations working together to engage in collective civic action to influence policy related to issues that concern them.
- A youth-driven and youth-focused policy agenda for presentation to 2020 election candidates at the national, state, and local levels.
- A top- and down-ballot strategy that addresses the issues identified on the policy agenda.

- Changes to legislation that prohibit working secondary students to be eligible for unemployment benefits during the COVID pandemic and beyond (we anticipate this output to be realized after the grant cycle).

#### OUTCOMES

- Minnesota youth ages 18-24 will be more aware of current employment laws and the impact on their ability to collect unemployment during COVID and beyond.
- Minnesota youth will have a greater understanding of how to apply civic actions effectively to their voice to effect change.
- State and local candidates will have a greater awareness of and respect for the issues that impact Minnesota's youth.
- Increasing diversity of youth involved in the election process in voting and programs like becoming an election judge diversity among youth
- Minnesota will have a more diverse pool of young people ages 18-24 who are engaged in civic actions, including pre-election engagement, voting, and post-election.

#### C. INTEGRATION OF LOCAL PLANNING AND RESPONSE.

Over the last 10 years, Youthprise has amassed a statewide network of partners – including youth-led and youth-serving organizations – that will help us coordinate local efforts. As a part of our strategy, we will hire youth ambassadors who will work directly with our local partners on the ground to help mobilize local youth, especially in rural and remote areas, to ensure we are geographically inclusive and that local concerns are adequately and authentically addresses in carrying out this work. We envision a hybrid planning process that includes virtual communication, as well as in-person gatherings that are socially distanced, in compliance with state restrictions, and in adherence with guidelines from the Centers for Disease Control and Prevention.

**6. Any other relevant information**

You may be asked to provide additional materials to confirm what you have said in this application.

Bridgemakers has collected several accounts of Minnesota’s youth have been adversely impacted because they cannot collect COVID-related unemployment insurance. We have included links to some of those short stories below, including an OpEd written by Walter Cortina Martinez

“Don’t Forget About Us”! Stories of six high school students impacted by unemployment: <https://www.youtube.com/watch?v=XfPK3PKloyo> (Time: 4:15)

“High School Students Receive Unemployment Benefits, Now the State Wants the Money Back” (Local media coverage from Minnesota’s KARE): <https://www.kare11.com/article/news/local/breaking-the-news/high-school-students-receive-unemployment-benefits-now-the-state-wants-the-money-back/89-7dd8d5e1-c530-4c2c-abe2-073e5fe94fd0> (Time: 2:38)

“High School Students Providing for Their Families Push for Unemployment Benefits” (Local media coverage from Minnesota’s KARE): <https://www.kare11.com/article/news/health/coronavirus/high-school-students-providing-for-their-families-push-for-unemployment-benefits/89-3338de55-fd4d-406b-861d-860536f86502> (Time: 3:06)

OpEd, Walter Cortina: “We’ve lost our jobs. Many of us high school students need unemployment benefits to get through this” <https://www.twincities.com/2020/05/08/walter-cortina-weve-lost-our-jobs-many-of-us-high-school-students-need-unemployment-benefits-to-get-through-this/>

Letter to Governor

Walz, <https://drive.google.com/open?id=1QqWfOYeKvYZq82Ong7c8k4JKoMJ8HKs7>

<b>Youthprise</b>				
<b>Civic Spring Project Budget</b>				
<b>Category</b>	<b>Quantity</b>	<b>Unit cost</b>	<b>Total</b>	<b>Percentage of Total Budget</b>
<b>Personnel/Wages</b>			\$ -	
Youth Project Director (project management and support)	1	\$ 10,000.00	\$ 10,000.00	
Youth Ambassadors (10 wks x \$15/hr x 30 hrs/wk)	10	\$ 4,500.00	\$ 45,000.00	
Payroll taxes (7.65%)			\$ 4,207.50	
<b>Total Personnel and Wages</b>			<b>\$ 59,207.50</b>	<b>59.2%</b>
<b>Consulting Fees</b>				
Coaches (youth mentoring and leadership development)	2	\$ 10,000.00	\$ 20,000.00	
Video, music (spoken word/rap), and visual creative/content production	55	\$ 100.00	\$ 5,500.00	
<b>Total Consulting Fees</b>			<b>\$ 25,500.00</b>	<b>25.5%</b>
<b>Equipment and Supplies</b>				
Technology (2 months of wifi hotspot device rental/service fee for Ambassadors)	10	\$ 225.00	\$ 2,250.00	
Phone service (3 months of service for Director/2 Coaches)	3	\$ 225.00	\$ 675.00	
Food and Beverages (10 outdoor convening/celebratory events)	10	\$ 200.00	\$ 2,000.00	
Miscellaneous			\$ 367.50	
<b>Total Equipment and Supplies</b>			<b>\$ 5,292.50</b>	<b>5.3%</b>
<b>Promotions</b>				
Social Media Ads (Facebook & Instagram)	50	\$ 60.00	\$ 3,000.00	
<b>Total promotions</b>			<b>\$ 3,000.00</b>	<b>3.0%</b>
<b>Administrative Fee</b> (grant & financial management and support, i.e.. payroll, reporting)	1	\$ 7,000.00	\$ 7,000.00	7.0%
<b>TOTAL PROJECT BUDGET</b>			<b>\$ 100,000.00</b>	<b>100.00%</b>
<b>*Youthprise will provide in-kind services that include leadership development, networking, and other forms of support valued at approximately \$15,000</b>				

## Civic Spring Project Final Grant Report – Bridgemakers/MN Young Champions/Youthprise

Name: Walter Cortina/Cole Stevens/Santos Cisneros/Jon Bacal

Organization: Bridgemakers/MN Young Champions (MYC)/Youthprise

Date: December 14, 2020

### OUTCOMES FEEDBACK:

Outcome	Outcome Details:	How did you do on this outcome?	Lessons learned related to this outcome:
<p><b>1. Engage youth in campaign for equitable unemployment benefits</b></p>	<p>Minnesota youth ages 16-24 will be more aware of current unemployment laws and the impact on their ability to collect unemployment. In our June application, we anticipated that it would take until after the grant period to bring benefit equity for youth.</p>	<p>By convincing the MN Court of Appeals on Dec. 1 to reverse state policy, we exceeded our expectations for this outcome. We also exceeded our expectations for building youth, leadership and public awareness of this issue. We generated 47 unique earned media articles and op-eds reaching several hundred thousand Minnesotans (and others beyond) and created 270 unique social media posts and videos that reached nearly 50,000 (46,492) views.</p>	<p>-Video is the most effective way to tell a story on social media. Videos had more responses/engagement than other posts. -If there is an action or ask related to a post or outreach campaign, streamlining the process is important to seeing bigger results. To encourage youth to write to their legislators, provide a website where people can look up their legislators' emails and provide an email template so they can just change the name and send.</p>
<p><b>2. Build youth civic capacity (understanding, skills, leadership)</b></p>	<p>Minnesota youth will have greater understanding, skills and leadership in taking civic action to amplify their voice, build power, and make change.</p>	<p>By authentically enabling youth to be in charge of <i>every</i> aspect of our project, we deeply built the civic capacity of our 10 youth leaders by supporting youth leadership of the project's activities. We more broadly built the capacity of the over 200 other MN youth who actively participated in our 7 events, and the tens of thousands of youth who</p>	<p>-The best way to build leadership is to actually experience/practice leadership! The best way to build youth civic capacity is by letting us build and lead our own platform for civic engagement and advocacy. -Youth are more engaged when they see other young people leading on things</p>

		<p>viewed and interacted with our unique social media and video content. Finally, we developed Bridgemakers from just an idea for a paid youth-led fellowship mentoring youth social entrepreneurs/civic leaders to a reality with a strong plan, staff, board, fiscal sponsor and interested funders. We struggled to achieve one intended part of this outcome: we found it very difficult in a Covid/virtual environment to directly register young voters and pivoted away from that objective.</p>	<p>-There was a vacuum in non-token youth leadership at the State Capitol until we came along. This was both a disadvantage (youth discounted/disrespected by some), but also a breath of fresh air by many.          -Our bipartisan, broad-based messaging and approach helped us in a divided, polarized state gov't. Even our benefits equity priority received support from both conservative/Republican and progressive/Democratic officials, leaders, influencers, and think tanks.</p>
<p><b>3. Building MN leaders' awareness, relationships with and support for MN youth</b></p>	<p>1. State and local candidates will have a greater awareness of and respect for the issues that impact Minnesota's youth; 2. Develop and engage leaders with youth-driven and youth-focused policy agenda.</p>	<p>Our youth leaders significantly engaged MN's political leadership in four areas: 1. As advocates for equitable youth unemployment benefits; 2. By developing an education policy agenda and leading a discussion about it with a bipartisan panel of 6 major leaders attended by over 100 youth and adult participants; 3. Via the widespread major media coverage received/credibility earned by our youth leaders; 4. The 30 working organizational partnerships/relationships we built with public and nonprofit leaders, agencies and offices enhanced the power of our youth campaign.</p>	<p>-Everyone likes to say they support youth; it's important to hold leaders (esp. elected officials) accountable for including youth          -Offering well-researched solutions will get you farther than just complaining/critiquing. We got traction because we had the evidence of many youth stories and because we had done our homework on U.S. CARES Act guidance and other states.          -We learned that we build our power when we build partnerships with other leaders/groups.          -It's very hard to register marginalized youth voters virtually</p>

<p><b>4. Expanding diversity of youth in MN civic and election process</b></p>	<p>Increasing diversity of youth involved in the civic and election process, including advocacy, voting and post-election civic engagement</p>	<p>MYC was the state’s most visible and influential sustained demonstration of youth of color leadership in a state with overwhelmingly white leadership (including visible youth leadership): 90% of MYC 10 youth leaders are of color, as were over 60% of the youth participants at our 7 events.</p>	<p>-In the months before the election, Facebook, Instagram and Twitter blocked ads and boosted posts that were “political” unless from pre-approved organizations. Though all MYC content was nonpartisan voter information, 90% got blocked. We learned how important paid social media was to engage large numbers of youth. -Without targeted paid ads, division of labor and specialization becomes even more important to ensure new, unique content was posted every day to all channels.</p>
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**II. MAJOR LESSONS LEARNED RELATED TO THE FOLLOWING:**

	<p><b>Lessons Learned/Takeaways</b></p>
<p><b>Outcomes</b></p>	<p>We learned that our persistence, growing expertise and expanding support coalition over eight months was key in our ultimate victory in securing equitable unemployment benefits for MN youth. We also learned that if we had been more crystal clear and reminded our ambassadors of our 4 main goals/outcomes, we would have had greater impact sooner. When things were moving slowly it was often because ambassadors were just confused on the outcomes and needed more support or direction. We also learned that having a strong social media presence and following was integral to obtaining all of our outcomes. Because almost all of our requested ads/boosted posts were rejected by Facebook/Instagram for being “political,” it was very difficult to build a broader social media presence and following. This led us to pursue more mass media (TV/Radio and online articles/publications, as well as our virtual issue gatherings/agenda development. Those activities also had high value, but social media is most key to reaching large numbers of marginalized youth.</p>
<p><b>Process</b></p>	<p>Our original model with social media was to have everyone do a little bit of everything so all the ambassadors could learn. When you have 5 social media channels to manage, finding people's strengths and dividing the labor up accordingly is very important. Had we known this earlier we could have gained a lot more organic traction on social media. The pandemic only made social media more important as engaging people in person became</p>

	<p>infeasible and in-person public events almost impossible. This made getting people registered to vote very difficult. Our virtual events or “Real Talks” proved to be the best way of engaging with youth and so they turned out to be biweekly. Had we established this schedule right at the beginning, it would have given us more time to plan out multiple future events, rather than having a one-by-one event planning cycle with limited time to plan each event.</p>
<p><b>The Environment/Context of your project</b></p>	<p>Youth and especially youth of color from low-income homes feel disenfranchised and powerless, and lack backgrounds of sustained mentorship and support. Those of us who are more civically engaged are often overwhelmed and confused by all the different issue/political conflicts and polarization and how to actually make a difference.</p>
<p><b>Your Local Community</b></p>	<p>Until very recently, leaders/elected officials of color were rare in Minnesota, and marginalized youth (and all youth) remain excluded and discouraged from participating in real-life civic discussions and decision making processes. Youth of color want to see more youth of color taking the lead and when they do, we are inspired to be more civically engaged. Fostering and mentoring the voice and leadership of youth of color will have a larger, multiplying impact by inspiring, modeling for and rallying our peers. Marginalized youth really want to get involved in our community. Expanding our involvement requires sustained mentorship, support and resources to enable us to engage with current power structures and advocate successfully for shared interests and ideals.</p>
<p><b>COVID-19</b></p>	<p>Covid-19 made it very difficult to engage people about voting and youth unemployment in person. However the pandemic helped us with our online events because almost everyone already had zoom and online events were convenient for youth who don’t have cars or otherwise can't go to a physical location for an event. Virtual events were also helpful because we were able to engage people of different backgrounds and regions in the state, making for deeper, more thoughtful conversations. The pandemic limited our options for collaborating with schools--Twin Cities high schools and other organizations serving marginalized youth urban schools were nearly all virtual-only settings throughout the fall. Moreover, the more marginalized youth who are traditionally less engaged in school have been even less engaged in virtual learning and programming during the pandemic. Finally, as youth powerfully shared during our Real Talk forums and in our MYC team meetings, it is very clear that many marginalized youth are really struggling with mental health, trauma, family and other challenges with even fewer relational supports than pre-pandemic, and this is a real barrier to our civic participation.</p>

### III. IMPACT OF YOUR PROJECT ON THE FOUR BUCKETS OF CIVIC LEARNING

	<b>How does it increase civic knowledge?</b>	<b>How does it increase civic skills?</b>	<b>How does it increase civic dispositions?</b>	<b>Does it also increase civic capacities?</b>
<b>Definition:</b>	An understanding of government structure, government processes, relevant social studies knowledge and concepts, and American history and political thought in a global context.	Competencies in the use of one's voice, including basic writing, speaking, and listening skills and skills of research, investigation, and critical thinking; competencies in the use of practices of democratic coordination, political institutions, and media literacy.	Attitudes important in a democracy, such as a sense of civic duty, sense of efficacy, concern for the welfare of others, and commitment to trustworthiness and bridge-building.	Access to networks, opportunities to participate, and other forms of social capital that promote civic agency.

<p><b>Twin Cities, MN</b></p>	<p>Hands-on experience leading, advocating, guiding other youth, etc., is the best teacher, and provides powerful incentives to become very well-informed. Over the 8 months of the youth benefits equity campaign and especially the 4 months of the grant period, the 10 MYC youth leaders, and the 200+ other youth who actively participated in our convenings, have gained extensive civic background knowledge in the process of preparing for/participating in Capitol outreach and hearings, media engagement, ally recruitment, policy agenda research, strategy meetings with allies, and team reflection sessions with coaches and mentors.</p>	<p>The hands-on experience and coaching/mentoring MYC youth leaders gained in leading the previously mentioned activities dramatically strengthened their persuasive writing, public speaking, meeting facilitation, policy and legal research, media engagement and media production savvy, professional relationship management, and overall organizing, advocacy and leadership skills.</p>	<p>The long process of leading and navigating the campaign for equitable youth benefits, hosting events, multi-issue policy research and advocacy, and engaging a wide cross-section of interests, ideological perspectives and personalities powerfully developed civic dispositions which were already emerging, including the practice of listening, empathy, compromise, determining and standing up for core principles, and teamwork, to name a few.</p>	<p>The MYC project has increased the social capital and civic capacity of youth participants and the credibility of MN youth as a whole. Our earlier advocacy efforts, capped by our Nov. Youth Take Charge convening with 6 state leaders, built networks, credibility, and power. Since our win in the MN Court of Appeals and more intense media coverage, state leaders have been even more responsive to our outreach (Commissioner call to MYC youth leader, invitation to speak at a press conference, invite to present to MN AG all-staff meeting), and have taken the youth very seriously. MYC youth have also tapped into/expanded on extensive networks of our coaches and other adult allies. Overall, MYC youth have become effective bridgemakers between the MN power structure and marginalized youth of color.</p>
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## ***Key MN Young Champions (MYC)-Related News Articles, Links, Documents, Events***

### **47 Unique News Articles and Op-Eds (May-December 2020)**

[We've lost our jobs. Many of us high school students need unemployment benefits to get through this](#) *Pioneer Press* 5/8  
[High school students providing for their families push for unemployment benefits](#) KARE11 TV 5/12  
[High school students receive unemployment benefits. Now the state wants the money back](#) KARE11 TV 5/18  
[State of MN Demands High School Students Return Mistaken Coronavirus Unemployment Checks](#) American Experiment 5/20  
[State wants unemployment benefits back from high school worker it mistakenly approved](#) KSTP TV 5/22  
[Unemployment benefits proposed for teens in need facing tough choice](#) *Session Daily* 6/3 (incl. video of MYC youth testimony)  
[Jobless Minnesota students press for unemployment benefits in pandemic](#) *Star Tribune* 6/10  
[Lawmakers Should Ensure Youth Receive Unemployment Benefits During Pandemic](#) LinkedIn op-ed 6/12  
[Column: Will justice for high school students be denied or granted?](#) *ABC News* 7/2  
[Why College Students May Qualify for Special Covid Pandemic Aid](#) *New York Times* 7/3  
[Unemployment benefits could be forthcoming for some teens](#) *Session Daily* 7/17 (incl. video of MYC youth testimony)  
[Spotlight on Latinx Achievement](#) Latino LEAD Walter Cortina profile 7/15  
[Minnesota Lawmakers Urged To Give Unemployment Benefits To High School Students](#) WCCO/CBS TV 7/19  
[Call For Unemployment Benefits For High School Students](#) MSN 7/20  
[Minnesota: We should give unemployment benefits to high school students](#) *Hot Air* 7/21  
[States need to make unemployment benefits more accessible to students during pandemic](#) Century Foundation 7/23  
[These Organizers Want Congress to Extend Pandemic Unemployment](#) *Teen Vogue* 7/24  
[How do Minnesota kids feel about going back to school in a pandemic?](#) Walter Cortina profile, *Sahan Journal* 8/21  
[Denied unemployment benefits, Minnesota high schoolers push for reforms](#) *MinnPost* 10/1  
[Minnesota high school students sue the state for denying unemployment help](#) WCCO Radio 10/1  
[Minnesota high school students sue for jobless aid](#) *Courthouse News* 10/1  
[High School Students Sue Minnesota After Unemployment Help Denied](#) *Top Class Actions* 10/5  
[Students suing Minnesota for what they've earned](#) *Mille Lacs Messenger* 10/15  
[Students file lawsuit against DEED over unemployment benefits](#) KSTP TV 10/16  
[Teens Step Up](#) *New York Times* Rahma Farah profile 10/26  
[Minnesota high school students sue for unemployment aid](#) *Star Tribune* 11/25  
[Teen Activists: No Waiting](#) *Women's Press* Juwaria Jama profile 11/25  
[Minnesota AG sides with students: DEED is wrong](#) *Morrison County Record* 11/27  
[Lawsuit seeks to overturn rule keeping students from getting pandemic unemployment assistance](#) KARE11 TV 11/30  
[MN Court of Appeals allows high school students to receive pandemic unemployment assistance](#) KARE11 TV 12/1  
[Laid-Off Minnesota High School Students Entitled to CARES Act Benefits, Court Rules](#) *Courthouse News* 12/1  
[Minnesota court finds jobless high school students can access pandemic unemployment benefits](#) *Star Tribune* 12/2  
[MN Court of Appeals allows high school students to receive pandemic unemployment assistance](#) MN Public Radio 12/2  
[Appeals court rules MN high school students can get unemployment benefits](#) *Bring Me The News* 12/2  
[Court Ruling To Let Students Laid Off During Pandemic To Collect Unemployment Assistance](#) WCCO/CBS TV 12/7  
[Unemployment benefits deadline approaching for high school students impacted by COVID-19](#) Fox 9 TV 12/8  
[Youthprise helps MN students win access to pandemic unemployment assistance](#) *Insight News* 12/8  
[DEED sets deadline for students seeking unemployment compensation](#) KARE11 TV 12/9  
[Why Minnesota high schoolers fought so hard to win pandemic unemployment benefits](#) *MinnPost* 12/9  
[Minnesota DEED begins payments to student workers](#) *Boreal* 12/9  
[Youthprise and students gain jobless benefits for Minnesota teens](#) *Youth Today* 12/10  
[DEED begins authorizing unemployment payments to high school students](#) KEYC News Now 12/10  
[State begins issuing payments to unemployed teens](#) MN Public Radio 12/11  
[DEED to begin payments to unemployed high school students impacted by COVID-19](#) Fox 9 TV 12/11  
[MN's Top Legal Officer & His Team: A Case Study in Honoring Youth Leadership and Justice](#) LinkedIn op-ed 12/11  
[Minnesota starts processing high school student unemployment assistance payments Friday](#) *Minnesota Reformer* 12/11  
[Persistence and courage help students win big battles](#) *Star News* 12/12

## Minnesota Legislature and U.S. Congress Links to MYC Youth-Initiated Legislation in 2020

<https://www.revisor.mn.gov/bills/bill.php?b=House&f=HF0036&ssn=2&y=2020> MYC-supported MN House bill  
<https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF0001&ssn=2&y=2020> MYC-supported MN Senate bill  
[High School Student Unemployment Eligibility Clarification Act of 2020](#) MYC-supported U.S. Senate bill  
[HR 7957 - To clarify the eligibility of high school students to receive Pandemic Unemployment](#) MYC-supported U.S. House bill  
[US Sen. Tina Smith & Rep. Angie Craig Introduce Legislation to Help High School Students](#) press release 8/7  
[MN Delegation Sponsors Legislation to Help High School Students](#) U.S. Representative Dean Phillips (D-MN) press release 8/7  
[US Senator Tina Smith Applauds Move to Help High School Students in Minnesota Who Lost Jobs Due to COVID-19, Urges Eligible Students to Apply Soon](#) U.S. Senator Tina Smith press release 12/2

## Key MYC-Related Documents

[MYC leaders letter to Governor Walz](#) 5/15  
[MYC-supported lawsuit for youth pandemic benefits equity](#) 10/1  
[MN Attorney General's Amicus Brief](#) in support of MYC-supported lawsuit 11/9  
[MYC Policy Agenda](#) (presented for discussion with panel of 6 state leaders at Real Talk gathering) 11/19  
[MN Court of Appeals ruling on MYC-supported lawsuit](#) 12/1  
[MYC-supported response to DEED motion for clarification](#) 12/8  
[Bridgemakers](#) (MYC is a project of Bridgemakers) 1-page summary 12/11

## MYC Student Stories/MYC Social Media/MYC's Young Voices Matter Live-Streamed Series/Youthprise

[First youth-created video](#) stories of 6 MN students who lost their jobs because of the pandemic 4/27  
<https://www.instagram.com/mnyoungchampions/> MYC Instagram Page  
<https://www.facebook.com/MNYoungChampions> MYC Facebook Page  
<https://www.facebook.com/groups/233757117842985> MYC Facebook Don't Forget Us Campaign Group  
<https://twitter.com/mnyoungchampion> MYC Twitter Page  
<https://www.youtube.com/channel/UCfh5V8ZoclnSInGpTLLmYw> MYC YouTube Channel  
[Young Voices Matter Episode 1](#) 10/6  
[Young Voices Matter Episode 2](#) 10/13  
[Young Voices Matter Episode 3](#) 10/20  
[Young Voices Matter Episode 4](#) 10/27  
[Young Voices Matter Pre-Election Special](#) (MYC youth panel + 4 episodes) 11/2  
[Young Voices Matter Trailer](#) 11/1  
[Youthprise Benefits Guidance for Students](#) 12/15

## MYC-Related Events

[MYC Change.org Petition](#) 4/15  
[MYC #SupportWorkingYouth Town Hall](#) 5/27  
[Nothing About Us Without Us](#) MYC-led workshop at Bush Foundation Learning for Equity conference 6/12  
[Z Renaissance](#) event 8/14  
[MYC Youth Community Gathering](#) 9/2  
[MYC Real Talk: Youth Mental Health](#) 9/16  
[MYC Real Talk: Reclaiming Hope after George Floyd](#) 10/7  
[Rethinking Power in Education](#) MYC's Walter Cortina and Haben Ghebregish, national conference co-keynotes 10/19  
[MYC Real Talk: Young People's List of Demands](#) 10/28  
[MYC Real Talk: Youth Taking Charge!](#) (see also [video of discussion with panel of six state leaders](#)) 11/19