**CORE 499: Focused Fixes: Philanthropy & Nonprofits**

**Spring 2019**

**Day/Time: Tuesday 4:00 – 5:50**

**February 12th – March 19th (6 classes)**

**Possible Bonus Class March 26th (If Agreed Upon)**

**Location: WPH 200 & in various locations in Los Angeles (see syllabus for each class)**

**Units: 1**

**Instructor: Cara Esposito**

**Office: RGL Adjunct Faculty Area (Off patio between Dauterive and RGL)**

**Office Hours: By Appointment**

**Contact Info: Office: 213-622-0066, Cell: 323-333-1292**

**Course Description**

CORE 499: Focused Fixes is designed to be taken concurrently with CORE 499: Collaborative Fixes and, along with your JEP service assignment, will allow you and the other students in your FIX (Frameworks for Interdisciplinary Exchange) to work on a collaborative, interdisciplinary plan to address homelessness. This one-unit component explores the particular ways the nonprofit sector has engaged with homelessness as it examines the scholarly, historical, and practical background – essentialy providing disciplinary context – while connecting this background to your weekly service work. In this CORE 499 you will understand the fundamentals of the nonprofit and philanthropic sector (the third sector), how to model intervention strategies, how to evaluate and understand and measure a successful nonprofit, and finally how the third sector has endeavored to tackle the homelessness issue throughout Los Angeles (successfully, and unsuccessfully). Throughout the semester you will be actively participating in, and leading discussion on readings, attending relevant meetings or panels, and presenting your work and providing feedback on your peers’ work.

This course will work through a series of framing themes/topics that we (the faculty) have determined together. Within those, you will contribute by presenting to the group case studies, pieces of pivotal scholarship, reports and articles, and/or data and statistics to introduce the entire class to areas of knowledge or skillsets that we determine as a class are relevant to this group’s disciplinary emphasis.

Together we will build upon the learning from CORE 499 and your experiences with your JEP placement, with a specific focus on how the nonprofit sector is applied to address homelessness. We look at the social interventions themselves, while we analyze their strengths, challenges and opportunities. Our discussion-based classes will allow us to develop tools of critical analysis as we weigh the various models of addressing homelessness within our chosen theme.

**Learning Objectives and Outcomes**

1. Demonstrate knowledge of how the nonprofit and philanthropic sector has engaged with homelessness, historically, in practices and in scholarship, and the future directions for the discipline.
2. Develop skills of critical analysis in order to identify the challenges and limitations of any one model.
3. Have a basic understanding of the challenges of measuring the effectiveness of a social intervention.
4. Be able to lead a discussion focused on specific solutions to homelessness.
5. Relate the work of the organization at which the you volunteer to the material we will study in this course as you evaluate how and why the organization seeks to make an intervention and change.

**Required Readings and Supplementary Materials**

While most of the readings will be posted by me on Blackboard, the majority of the readings for course will be identified and distributed by the students. Types of readings, distribution timing and other details will be discussed in class.

**Assignments**

Preparation and participation (15%)

As we are a small group, this course requires you to always arrive prepared and ready to participate. It is critical that you have done all readings so we are all on the same page and can proceed with our conversations, debates, and analyses. The more you prepare for class, the better positioned you will be in thinking about topics and directions for your work. But more importantly, you should think of your class participation in terms of contributing to the discourse we are studying and within which you are participating. Your individual concerns might prompt someone else’s thinking, which in turn might help you refine your own thoughts.

In-class presentation (40%)

To a large extent, this class and its co-requisite are constructed to be student-driven and collaborative. To that end, each student in this course will give an in-class presentation during the semester, choosing materials that the whole class will read in advance and introducing the subject matter to all of us through a presentation. I will work with you to determine the topics for your presentations, each of which will fall under one of the units listed in the course schedule. However, the expectation is that you will identify subjects and material that relate to your service and the work the larger group is tackling in the co-requisite. Try to address areas that you think the group should develop an understanding about in order to better determine the scale and the focus needed to have effective proposed solutions.

Analysis of service site (30%)

While you will be completing reflective assignments through JEP, you will also write a comprehensive analysis of your service site that will guide your understanding of how the topics we cover in class connect to your experiences at the site and how those on-the-ground experiences elaborate on and support (or do not support) the models or issues we cover. This assignment can take a variety of forms, and depending upon the relationship with the service site, could be designed in a manner that may be useful to the site. The goal is for you to be able to analyze your service site and place it in the larger ecosystem of homeless services. Questions asked may include: What specific challenges facing homeless individuals does this organization address? What is the organization’s “Theory of Change”? Does this organization’s services align with their Mission Statement? What is the organizational structure/model and and how is the organization funded? What are the short- and long-term goals of the organization and what are its main challenges in achieving those goals? How does the theme of this class fit into their model? What metrics would allow us to guage the success of this organization? How does the organization’s intervention in the problem relate to or depend upon the work of other organizations? I will provide a more detailed prompt once you have begun your service with the key questions I want you to consider in putting together your analysis.

Summary report from service site (15%)

I will provide a document that you will ask your service site manager/supervisor to complete on your behalf at the end of the semester. The summary report will allow me to hear back about how you have been contributing at the site, how you have been applying what we cover in class, and give me a sense of your level of engagement.

**Grading Breakdown**

This course will be graded credit/no credit. USC’s policy states that you must get at least the equivalent to a C- in order to get credit for the course.

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| --- | --- |
| **Assignment** | **% of Grade** |
| In-class presentation | 40% |
| Analysis of service site | 30% |
| Summary report from your service site manager/supervisor | 15% |
| Preparation and Participation | 15% |
| **TOTAL** | **100%** |

**Additional Policies**

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

**Course Schedule**

**1 Unit portion classes: February 12th, 19th, 26th, March 3rd, 5th, 12th and 19th**

In addition to the weekly assigned reading, please be reading (completing by the last class) the following book:

**Desmond, Matthew. (2016). Evicted. New York: Broadway Books.**

The book is 336 pages, so you should read no fewer than 56 pages per class session.

**INTRODUCTION**

**Anchoring Theories Of Philanthropy & The Nonprofit Sector**

**February 12th – Meeting in WPH 200**

Class 1: Introduction To The Principles And Practices That Govern The Nonprofit Sector & Introduction and Overview of Philanthropy and the Nonprofit Sector

*(In preparation for analysis of service site)*

 **Reflection Paper Due**: Answer the following questions:

* If you could effect systemic change within the ecosystem of homelessness, what would you focus on?
* Why do you care about that change in particular?
* Why is it more important than other elements?
* What do you see as your biggest challenge to success?
* How would you change it?

Please write *at least* a one-page, double spaced paper, 12 point font, and hand in a hard copy at the beginning of today’s class period. Be prepared to discuss your paper with the class at large.

Readings (All on Blackboard):

* Salamon, Lester M. (2012). America’s Nonprofit Sector, A Primer (3rd ed.). Foundation Center. Chapter 1, 2 & 5.
* Ott, Steven & Dicke, Lisa, Nature of the Nonprofit Sector (3nd ed.). Boulder, CO: Westview Press.
	+ pp 59 – 65 “History and Theories of Nonprofit Organizations”
	+ pp. 1 – 21 “Introduction” & “The Idea of a Nonprofit and Voluntary Sector”
* Wasserman, Jason Adam & Clair, Jeffrey Michael. (2010). At Home in the Street: People, Poverty & a Hidden Culture of Homelessness. Lynne Rienner Publishers. (Pages as posted on Blackboard)

**Evaluating Nonprofit Financials**

**February 19th – Class located at:**

Moss Adams, LLP

10960 Wilshire Boulevard Suite 1100

Los Angeles, CA 90024

Please note this is on the Westside, so please plan accordingly. Use your Uber gift cards and consider carpooling.

Class 2: Financial Assessments

**Presentation by Melissa Harmon, Partner**

Readings (On Blackboard):

* McLaughlin, Thomas A. (2009). Financial Basics for Nonprofit Managers (3rd ed.). New Jersey: John Wiley & Sons, Inc.
	+ pp. 3 –65.
* Gregory, Ann Goggins & Howard, Don. The Nonprofit Starvation Cycle*. Stanford Social Innovation Review,* Fall 2009
* Bradrick, Erin. (2016). *The Ongoing Overhead Myth and the Dangers of Overly Zealous State Legislators*. Retrieved on April 14, 2016 from:

[https://nonprofitquarterly.org/.../the-**ongoing**-**overhead**-**myth**-and-the- dangers-of-overly-zealous-state-legislators/](https://nonprofitquarterly.org/.../the-ongoing-overhead-myth-and-the-%20dangers-of-overly-zealous-state-legislators/)

**Strategically Building Intervention Strategies, Evaluation & Measurement**

**February 26th - Class located in WPH 200**

Class 3: Logic Models and Theories of Change, Program Assessment and Management, Measurement and Evaluation

Readings:

* Brest, Paul. “The Power of Theories of Change.” *Stanford Social Innovation Review*, Spring 2010.
	+ <http://ssir.org/articles/entry/the_power_of_theories_of_change/>
* Sawhill, John and Williamson, David. “Measuring What Matters in Nonprofits.” *McKinsey Quarterly,* May 2001.
* Gugerty, Mary Kay & Karlan, Dean. Measuring Impact Isn’t for Everyone. *Stanford Social Innovation Review,* April 2, 2014.
	+ <http://ssir.org/articles/entry/measuring_impact_isnt_for_everyone>

**Homelessness Policy and Intervention in Los Angeles**

**March 5th – Class located at:**

TBA

Class 4: Measure H/HHH & Homelessness Policy and Action in Los Angeles

Presentation by: Amelia Williamson, President and CEO of AWA Consult, Chair of the Board of Directors of Liberty Hill Foundation, Citizens Oversight Committee Member (COC) for Proposition HHH

Readings:

* Harris-Dawson, Marqueece. (2016). “Homelessness in South Los Angles.” Retrieved from: <https://mhdcd8.com/wp-content/uploads/2016/04/Homelessness-position-paper.pdf>
* Wagner, David. (2018). No Longer Homeless:How the Ex-Homeless Get and Stay Off the Streets. Rowman & Littlefield. (Page selections on Blackboard)
* Phillips, Joshua D. (2016). Homelessness: Narratives from the Streets. North Carolina: McFarland & Company, Inc. (Pages selection on Blackboard)
* Abt Associates. (2018). Proposition HHH / Measure H: How It Happened and Lessons Learned. Retrieved from: <https://hilton-production.s3.amazonaws.com/documents/298/attachments/Proposition_HHH._Measure_H_Final_GraphicsUpdate05.25.2018.pdf?1527894584>

**March 12th – Class located at:**

School on Wheels

Skid Row Learning Center
600 E 7th Street, Suite 109
Los Angeles, CA 90021
213-896-9200

Class 5: Poverty in Los Angeles – The Face of Homelessness

Please note this location is on Skid Row in Downtown Los Angeles. Anticipate a 30 minute Uber ride. Please plan accordingly.

Presentation by: Angela Sanchez, ECMC Foundation, Program Officer

Readings:

* Robert, Joel John. (2004). How to Increase Homelessness: Real Solutions to the Absurdity of Homelessness in America. Loyal Publishing. (Page Selections on Blackboard).
* Schweid, Richard. (2016). Invisible Nation: Homeless Families in America. Oakland, California: University of California Press. (Page Selections on Blackboard).

**Changing a Broken System**

**March 19th – Class located at:**

Rally

6565 Sunset Blvd, Suite 400
Los Angeles, CA 90028
323.892.2080

Please note: Rally is in Hollywood. Please plan your arrival time accordingly.

Class 6: Policy, Advocacy and Systems Change

Presentation by: Hillary Moglen, Principal, Rally Communications

Readings:

* Guerriero, Patrick & Ditkoff, Susan Wolf. When Philanthropy Meets Advocacy. *Stanford Social Innovation Review*. Summer 2018.
* National Association to End Homelessness, *Promising Strategies to End Family Homelessness*, June, 2006, available on-line at http://www.naeh.org/content/article/detail/999
* Martha R. Burt, John Hedderson, Janine M. Zweig, Mary Jo Ortiz, Laudan Y. Aron and Sabrina M. Johnson, “Strategies for Reducing Chronic Street Homelessness,” prepared for the U.S. Department of Housing and Urban Development, Office of Policy Development and Research. Urban Institute, January, 2004, available on-line at http://www.urban.org/publications/1000775 chapter 2 *only (pp. 9-18)*.

**Concluding Class – Only if Agreed Upon**

**March 26th – Class Located Class located in WPH 200**

Watch:

The Advocates Documentary

Released in 2018. THE ADVOCATES is a sweeping look at the history and causes of Los Angeles' current homeless crisis, and an intimate view of the tireless work of advocates who strive to create better lives for their homeless clients.

Readings:

* None

**Additional Resources**

Hyperlinks active when viewed online. All were provided by Hillary Moglen of Rally:

**Cost Savings**: It's cheaper to permanently house people than to leave them on the streets. [Million Dollar Murray](http://dpbh.nv.gov/uploadedFiles/A%20MillionDollarMurray.pdf) is powerful case study, though it's older, it still very relevant, and [Where We Sleep](https://economicrt.org/publication/where-we-sleep/), a large-scale cost analysis here in LA.

**Housing First**: The widely-accepted concept that people need housing first, before extensive services or other supports. Here's [a book](https://global.oup.com/academic/product/housing-first-9780199989805?cc=us&lang=en&) (Housing First, Ending Homelessness, Transforming Systems, and Changing Lives) that includes a USC Social Work professor as one of the authors, along with other national leaders on the issue.

**Homelessness Mortality**: Making the case that people at grave risk of dying on our streets need prioritized resources. Here's [one piece](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3713619/) by a well-respected public health leader in Boston.

**Humanizing the Issue**: One of the most important things, before any of these other topics, is humanizing who is homeless. There's an org called [Invisible People](https://invisiblepeople.tv/) who has a huge library of videos of people sleeping on the streets. The local Speak Up Advocates program that went through our Accelerator last year (thank you for supporting them!) also has a fantastic group of speakers and advocates.

**Collective Impact**: The [collective impact model](https://ssir.org/articles/entry/collective_impact) (or something like it) is the best way for communities to approach ending homelessness holistically. In creating/running Home For Good, the organization very much employed this model. Here's a [write up](https://www.abtassociates.com/insights/publications/report/home-for-good-funders-collaborative-updated-lessons-from-five-years-of) of the Funders Collaborative, a public/private funding partnership.

**Website with Significant Resources: National Allicance to End Homelessness**

**National Thought Leaders on Homelessness:**

1. **Dennis Culhane (Researcher)**
2. **Sam Tsemberis (Practicioner)**

**Statement on Academic Conduct and Support Systems Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

***Any student who faces challenges securing their food or housing and believes this may affect his or her performance in the course is urged to contact USC Support and Advocacy - (213) 821-4710 for assistance. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.***

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.