

SOL PRICE SCHOOL OF PUBLIC POLICY
UNIVERSITY OF SOUTHERN CALIFORNIA

PPD 371: The Nonprofit Sector and the Public Interest

PROPOSED SYLLABUS

Professor Cara Esposito
Office: 213-622-0066 x 19
Cell (for office hours) **323-333-1292**
cesposito@locff.org
cesposit@usc.edu
Office Hours:
By appointment:
Contact: Taylor Imbrogno
uscppd371@gmail.com

NOTE: This is a PROPOSED syllabus for Spring 2021. It has undergone multiple iterations to accommodate changes in academic instruction. We will discuss the syllabus as a class as it is subject to negotiation.

Course Description:

Experiential philanthropy and theories of the nonprofit sector in society and its relationship to government and philanthropy.

Purpose:

The course will touch on some of the history of philanthropy and the non-profit sector by way of introduction to institutionalized philanthropy, and the historical evolution of modern philanthropy and the non-profit sector, and the policies affecting the non-profit sector. Through guest speakers and panels, case study methods as well as readings, students will learn about different styles of philanthropy and effective nonprofit management; how to think about and evaluate impact as a philanthropist; how to read nonprofit financials and assess nonprofit organizational health and potential; sources of philanthropic news and thinking; and trends in philanthropy and nonprofit management.

Working with a \$10,000.00 grant, students have the opportunity to practice philanthropy by serving as a grant-making board to award \$10,000 to local nonprofits in the city of Los Angeles.

Class will be taught in a Socratic style, encouraging students to learn together through discussion and projects, even online. A number of community philanthropists and nonprofit leaders will join our class discussions, offering the opportunity to learn directly from those in the field.

At the conclusion of the class, students will have a working knowledge of foundation and grant management, as well as a clear understanding of the grant proposal process and board management aspect of executive leadership of private foundations.

Texts and Resources:

Baily, Elizabeth, and Smith, Nancy. (2019). *Step Up! How to be an Excellent Nonprofit Board Member*. Manhattan Beach, CA: Latitude 33 Publishing. (2nd ed). [Available on Amazon](#).

Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. [Available on Amazon](#).

- ISBN-10: 0553447459
- ISBN-13: 978-0553447453

Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World*. New York, NY: Alfred A. Knopf. [Available on Amazon](#) and Blackboard.

- ISBN-10: 9780451493248
- ISBN-13: 978-0451493248

Ott, J. Steven, and Dicke, Lisa A. (Eds.). (2016). *The Nature of the Nonprofit Sector* (3rd ed.). Boulder, CO: Westview Press. [Available on Amazon.com](#).

Tierney, J., and J Fleischman. (2011). *Give Smart: Philanthropy that Gets Results*. New York: Public Affairs. [Available on Amazon](#).

- ISBN-10: 1610391462
- ISBN-13: 978-1610391467

Additional readings will be available on **Blackboard**. Many of the readings are also available on the internet and links are provided when available.

GRADING

The course grade will be computed as follows:

- | | |
|---------------------------|------------|
| • Paper 1 | 05% |
| • Paper 2 | 15% |
| • Mid-term | 10% |
| • Paper 3a | 15% |
| • Paper 3b | 15% |
| • Paper 3c & Presentation | 20%* |
| • Final | 10% |
| • Participation | <u>10%</u> |
| | 100% |

*Grading of the final presentation is computed based on my evaluation of your group's project, as well as your entire group's self-evaluation and evaluation of each group member. **Please note: You will not necessarily receive the same grade as your groupmates.**

Computation of Grades:

Letter Grade	Grade Point	Percentage
A	4.00	96-100%
A-	3.70	95-91%
B+	3.30	90-86%
B	3.00	85-81%
B-	2.70	80-76%
C+	2.30	75-71%
C	2.00	70-66%
C-	1.70	65-61%
D+	1.30	60-56%
D	1.00	55-51%
F	0.00	50-0%

If you are between grades, if you are above .5, I will round you up, i.e. 95.5 will be rounded up to a 96, but if below .5 you will be rounded down 95.4 will be 95.

Use of Technology in Class

Obviously, we are all online together but I ask that you utilize technology for class, during class. This class is discussion based and focus and attention is critical to robust discussions which means not texting, surfing other websites while in class. To emulate a productive class and experience during these times of distance learning, we will need to see each other to ensure each of us are present and engaged. This class thus adopts a camera-on policy. If you are unable to do so for whatever reason, please contact me so we can work out other ways to verify your engagement including check ins and cold calls. I will post all class lectures on Blackboard after class.

Attendance Policy

Class participation is 10% of the final grade, and repeated absences makes participation quite challenging. Tardiness is disrespectful to others and as a result will be reflected in participation grades. Notice of planned absences is appreciated. Two unexcused absences are permitted, but thereafter, your grade will reflect your absences (**2 percentage points per unexcused absence off your 10% total participation score**). This does not apply to group work dates, as you must make every effort to attend Group Work Days. Your absence is unfair to your groupmates and makes the final project difficult to complete.

You will be evaluated by your groupmates based upon your effort which includes showing up and participating in group workdays. Your final grade will be based in part upon that evaluation. Class participation, presentations, and exams may not be made-up unless in the case of an emergency, religious, or major personal obligation. If religious or major personal obligations will conflict with any of these, prior notification is required so please speak with me as soon as possible so we may find an optimal solution. I will post discussion questions prior to class on the discussion board (infrequently, I promise). Your participation in those discussions will count towards your participation grade as well.

Statement for Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scamps*, the Student Guidebook, contain the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

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

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

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, 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

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

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

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

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, 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

Non-emergency assistance or information.

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.

ASSIGNMENTS:

Paper 1: Reflection Paper

Due: In class, January 28, 2021

5%

February 2, 2021 – Group Assignment

PLEASE DO NOT MISS

Turn In: Group Rules of Engagement

Due: February 9, 2021

Personal Scorecard

Due: February 11, 2021

See topic explanation at the end of syllabus

February 16, 2021 – Group Work #1

PLEASE DO NOT MISS

Prospecting and Initial Analysis

Due: February 16, 2021

See topic explanation at the end of syllabus

15%

Midterm Exam

In class: February 25, 2021

10%

March 2, 2021 – Group Work #2

PLEASE DO NOT MISS

Paper 3a: Group Organizational Analysis & Interim Group Evaluation

Due: March 11, 2021

See topic explanation at the end of syllabus

15% of Group Project total (50% total grade broken into 3 parts)

Site visit

March 16, 2021

Do not come to class.

360 Degree Group Assessments:

Due: March 18, 2021

March 30, 2021 – Group Work #3

PLEASE DO NOT MISS

Paper 3b: Program Evaluation and Site Write up

Due: April 1, 2021

See topic explanation at the end of syllabus

15% of Group Project total (50% total grade broken into 3 parts)

FINAL PRESENTATION DIRECTIONS - READ CAREFULLY:

Presentation and Final Paper 3c: Final Project and Grant Presentations:

Presentations Due April 20, 27 or 29 (depending on when your team presents)

Format and contents to be discussed in class

20% of Group Project (50% total grade broken into 3 parts)

DUE APRIL 17, 2021

Your organization's most recent 990 and a DRAFT of paper 3c must be posted by April 17th, 2021

5:00 pm the NIGHT BEFORE YOUR GROUP'S PRESENTATION

Your group's PowerPoint and video presentation must be posted to the discussion board by 5:00 the night before your group presents in class.

DUE APRIL 30, 2021

Your group's Final version of your paper 3C must be posted to Blackboard by 5:00 pm April 30th, 2021.

Final

May 6, 2021

Paper (6 – 8 pages (1500 – 2000 words)), 12-point font, double spaced) due no later than 6:00 pm

10%

Class Schedule

WEEK 1: INTRODUCTION AND OVERVIEW OF PHILANTHROPY AND THE NONPROFIT SECTOR.

Week Objectives: What problems can philanthropy solve and what trade-offs are acceptable? What's most important—triage, stop-gap funding or trying to solve the root cause of a problem? Who is philanthropy accountable to? Whose authority does it operate under?

Class 1: January 19, 2021 (Introductions)

Post in Discussion Board Prior to class answers to the following questions:

- Phonetically type out your name. If you prefer a nickname, please share it;
- Where are you geographically? What time zone are you in?
- What year are you and what is your major?
- What is important to you in your life?
- If you could have ANY career, without worrying about money or other practical constraints (what you think your parents, guardians or anyone else wants you to do), what would you do?
- When you are reading news stories, what sort of story or behavior tends to inspire you?
- What type of story makes you angry?
- What is one area of your policy interests? (e.g. education, homelessness, immigration)
- If you could solve one problem in the world, what would it be?

Please know, there is a method to my questions. You will learn in this class that philanthropy and the nonprofit sector is driven primarily on emotional context of what matters to YOU. We will dive more deeply into this over the semester, but my intent is to start you thinking about what that is.

- **No readings**
- Review Syllabus

Class 2: January 21, 2021 (What is the Sector?)

Post in Discussion Board Prior to class answers to the following questions:

- What do you think of when you think of the nonprofit sector?
- Do YOU think it matters? Why or why not?
- If you do think it matters, HOW does it matter?
- If you do not think it matters, what DOES matter in communities?

Readings:

- Salamon, Lester M. (2012). *America's Nonprofit Sector, A Primer* (3rd ed.). Foundation Center.
 - Chapter 1, 2 & 5 (On Blackboard)
- Ott, Steven & Dicke, Lisa, *Nature of the Nonprofit Sector* (3rd ed.). Boulder, CO: Westview Press.
 - Part 1: "Introduction" & "The Idea of a Nonprofit and Voluntary Sector", pp. 1 – 21.

WEEK 2: POLICY AND REGULATORY ISSUES IN THE NONPROFIT SECTOR

Class objectives: What are the core issues and tensions in the practice of philanthropy? Viewed through the lens of the policy framework around philanthropy and history of tax incentives for giving. Pending tax implications, legislative policy surrounding philanthropy and legal requirements for foundations and grant management.

Class 3: January 26, 2021 (Policy)

Reading:

- Ott, Steven & Dicke, Lisa, *Nature of the Nonprofit Sector* (3rd ed.) Boulder: Westview Press.
 - Part 2: "The Nonprofit Sector's Historical Evolution...", pp. 45 – 58.
- Reid, Andrew. "It's About Freedom, Not Finances." *Philanthropy Magazine*, Summer 2013.

Supplemental Readings (only if you are interested):

- Arnsherger, Paul, Ludlum, Melissa et al. "A History of the Tax-Exempt Sector: An SOI Perspective." Pg. 105 – 135.

Class 4: January 28, 2021 (Charitable Plutocracy)

Post in Discussion Board Prior to class answers to the following questions:

- Post your thoughts about the readings on the education policy promoted by funders;
- Do you agree with their efforts?
- If so why, if not, why not?
- Do you feel these efforts should be regulated in some way?
- If so, how?

PLEASE RESPOND (KINDLY) TO ONE POST BY A CLASSMATE WITH WHOM YOU AGREE OR DISAGREE.

Reading:

- Reich, Rob, “[A Failure of Philanthropy](#),” *Stanford Social Innovation Review*, Winter 2005.
- Barkan, Joanne. (2016). “Charitable Plutocracy: Bill Gates, Washington State, and the Nuisance of Democracy”. Retrieved on April 11, 2016 from:
 - <https://nonprofitquarterly.org/.../charitable-plutocracy-bill-gates-washington-state-and-the-nuisance-of-democracy/>
- Hanauer, Nick. “[Better Schools Won’t Fix America](#),” *The Atlantic*, July 2019.
- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Prologue & Chapter 1. (Book ordered per syllabus)

Supplemental Reading:

- Polet, Jeff. “First, do no harm.” *Philanthropy Daily*, March 7, 2019.

Reflection Paper 1 Due:

For full credit, you must answer EACH of the following questions in prose (not bullet points):

- If you had \$10,000.00 to give away, to which non-profit would you give it?
- How did you find it?
- Why do you care about it?
- How would you want your money to be used by that non-profit?
- Why?

Please write *at least* 500 to 600 word essay that is two-page, double spaced paper, 12 point font, and turn in your paper PRIOR to class on TurnItIn.

WEEK 3: GROUP ASSIGNMENTS & FINANCIAL ASSESSMENTS

Class Objective: Understanding the 990 and the financial assessments that govern strategic granting.

Class 5: February 2, 2021 (Groups & Values)

Before class today (no later than 5pm February 1, 2021):

Watch the following video of last year’s winning team, you will have an opportunity to ask the team lead, Julia Wein, questions in class:

<https://drive.google.com/file/d/1hm4w58YZADSL95j2aJS5iT3mMJxRKZGz/view?usp=sharing>

Post in Discussion Board Prior to class answers to the following questions:

- Using the list of values posted on Blackboard pick and post your TOP 2 values (that you feel define you);
- Pick and post your BOTTOM 2 values (that you do not feel resonate with you at all);
- **This is not a closed universe. If there is a value that you feel strongly about that is not contained on the list, feel free to add it.**

Take the following tests prior to class (keep the results for future use):

- www.viacharacter.org
- <https://www.16personalities.com/free-personality-test>

Reading:

- Salamon, Ch. 3
- Ott, Steven & Dicke, Lisa, *Understanding Nonprofit Organizations* (2rd ed.). Boulder: Westview Press.
 - Chapter 13: *Foundations*, pp 149 – 157.
- Ott, J. Steven and Dicke, Lisa A., editors, *The Nature of the Nonprofit Sector* (3rd ed.). Boulder: Westview Press.
 - Part IV: *Economic Theories of the Nonprofit Sector*, pp. 105-114.

Group Assignments

Individual and Group Values Assignment

Class 6: February 4, 2021 (Melissa Harmon – 990s)

Reading:

- **SKIM** McLaughlin, Thomas A. (2009). *Financial Basics for Nonprofit Managers* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
 - pp. 3 –65. On Blackboard.
- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapters 2 & 3.

Guest Speaker: Melissa Harman, Partner, Moss-Adams

WEEK 4: FINANCIALS ASSESSMENTS CONTINUED & FUNDAMENTALS OF GRANT MAKING

Class Objective: Finish financial assessments and learn the fundamentals of grant proposal preparation. Investigation and on the ground engagement of potential non-profit investees and models of giving (DAFs, LLCs, Private Foundations).

Class 7: February 9, 2021 (990s continued)

Reading:

- **SKIM** McLaughlin, Thomas A. (2009). *Financial Basics for Nonprofit Managers* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
 - pp. 67 – 110 (on Blackboard)
- Polanco, Hilda H. and Summers, John. (2016). “Keep It in Reserve: Grantmaking for a Rainy Day”. Retrieved on May 2, 2016 from:
 - <https://nonprofitquarterly.org/.../keeping-it-in-reserve-grantmaking-for-a-rainy-day/>

990 In Class Exercise

Turn in Group Workplan and Plan of Engagement

Class 8: February 11, 2021 (Strategic Philanthropy)

Reading:

- Tierny, Tom & Fleishman Joel. *Give Smart*. Introduction & Ch. 1 - 3.
- Gregory, Ann Goggins & Howard, Don. “The Nonprofit Starvation Cycle”. *Stanford Social Innovation Review*, Fall 2009.
- Hobbes, Michael. “[How Mark Zuckerberg Should Give Away \\$45 Billion](#)”. *The Huffington Post*.
- Bradrick, Erin. (2016). “The Ongoing Overhead Myth and the Dangers of Overly Zealous State Legislators”. Retrieved on April 14, 2016 from:
- Masaoka, Jan. “Foundation-Nonprofit Partnerships: Fact or Fiction?”, *National Committee for Responsive Philanthropy Quarterly Journal*. Summer 2011 (on Blackboard)
- Ostrower, Francie. (2016). “Perpetuity of Spend Down: Does the Notion of Lifespan Matter in Organized Philanthropy?”, Retrieved on March 31, 2016

Supplemental Reading:

- The History of Participatory Grantmaking.

Also before class, using the personality tests you took prior to class on February 2nd create a Scorecard – see end of syllabus for instructions.

Score Card Due

WEEK 5: GROUP WORK & NONPROFIT MANAGEMENT, BOARD GOVERNANCE AND ETHICS IN GRANT MAKING

Class objectives: Understanding board engagement, governance and ethics that govern private foundations and their boards and employees.

Class 9: February 16, 2021 (Group Work 1)

I encourage you BEFORE class to send your Paper 2 that is due today to your groupmates. Each of the proposed organizations that your group reviews will be in this universe of options provided by your papers. Having a chance to read it in advance will facilitate discussion.

Before class: Watch 10 Ways to have a better conversation with Celeste Hedelee:

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

Reading:

- Lowell, Stephanie, Trelstad, Brian & Meehan, Bill. "The Ratings Game: Evaluating the three groups that rate the charities." *Stanford Social Innovation Review*. Summer 2005.
- Zinsmeister, Karl. "12 Common Criticisms of Philanthropy – and Some Answers". *Stanford Social Innovation Review*. (May 17, 2016)
- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapter 4.

Group Work #1

Paper 2: Prospecting and Initial Analysis Due

Class 10: February 18, 2021 (Elizabeth Bailey – Boards)

Reading:

- Bailey, Elizabeth & Schmidt, Nancy. *Step Up! How to be an Excellent Nonprofit Board Member*. Pages 1 – 105.
- Dayton, Kenneth N., "Governance is Governance" (2001). *NELLCO Consortium Research and Information Series*. Paper 1.
- The Source: Twelve Principles of Governance that Power Exceptional Boards. Washington, DC: Boardsource: 2005.
- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapters 5 – 8.

Guest Speaker: Elizabeth Baily, Principle 2 B Communications

WEEK 6: BOARDS CONTINUED & MIDTERM

Class 11: February 23, 2021 (Boards continued)

Prior to class, in addition to readings, read case study “Social Venture Partners Replication” (on Blackboard). You will work in groups during class but please post BEFORE class on the discussion board (if you would prefer to work offline in your group and post as a group – please do):

- Do you think SVP should expand? Why or why not?
- If yes, what replication model would you choose and why?
- If you served on a board, what type of organization would you like to serve?

Reading:

- Millesen, Judith L. “Who “Owns” Your Nonprofit?”. August 30, 2018.
 - <https://nonprofitquarterly.org/who-owns-your-nonprofit/>
 - Also on Blackboard
- Bell, Jeanne. “Beyond Financial Oversight: Expanding the Board’s Role in the Pursuit of Sustainability”. April 26, 2011.
 - <https://nonprofitquarterly.org/.../beyond-financial-oversight-expanding-the-boards-role-in-the-pursuit-of-sustainability/>

Supplemental Reading:

- Chapter 9 – Introduction to Strategic Planning
- Chait, Richard P., Ryan, William P & Taylor, Barbara E. “Governance as Leadership: Reframing the Work of Non-Profit Boards”. BoardSource 2005. On Blackboard.
 - Chapter 1, pp. 1-10;
 - Chapter 7, pp. 137-161.
- Allison, Michael, Misra, Susan & Perry, Elissa. “Doing More with More: Putting Shared Leadership into Practice”. April 21, 2014
<https://nonprofitquarterly.org/2014/04/21/doing-more-with-more-putting-shared-leadership-into-practice/>

Class 12: February 25, 2021 (Midterm)

MIDTERM EXAM– In class OPEN BOOK

This is up for discussion – if you would prefer an essay exam, or alternatively, you would like the final presentation or final exam essay to count for more, I will happily entertain this option.

WEEK 7: GROUP WORK & ADVOCACY AND THE NONPROFIT SECTOR

Class 13: March 2, 2021 (Group Work 2)

Reading:

- Tierny, Tom & Fleishman Joel. Give Smart. Ch. 4 – 6.
- Porter, Michael & Kramer, Mark. (November – December 1999.) “Philanthropy’s New Agenda: Creating Value, *Harvard Business Review*.”
- Bielefeld, Wolfgang. (2014) “The Challenges of New Nonprofits”, Retrieved on December 31, 2014 from:
 - <https://nonprofitquarterly.org/2014/12/31/the-challenges-of-new-nonprofits/>

Group Work #2

Class 14: March 4, 2021 (Hillary Moglen, Advocacy & the Sector)

Reading:

- **Review (do not read):** Lewis, Kristen & Burd-Sharps. (2017) A Portrait of Los Angeles County. *Measure of America of the Social Science Research Council*.
- Guerriero, Patrick & Ditkoff, Susan Wolf. “When Philanthropy Meets Advocacy”. *Stanford Social Innovation Review*. Summer 2018.
- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapters 9 - 15.

Supplemental Reading:

- The Downside of Social Impact Bonds, SSIR May 31, 2019

Guest Speaker: **Hillary Moglen, Partner, We Are RALLY**
(<https://wearerally.com>)

WEEK 8: WICKED PROBLEMS, ADVOCACY & COLLABORATIVE NETWORKS

Class Objective: How successful is the Nonprofit sector in addressing wicked problems using homelessness as an example?

Class 15: March 9, 2021 (Screening)

Reading:

- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapters 16 - 21.

Screening: ***The Advocates***

Class 16: March 11, 2021 (Tommy Newman – Facing Wicked Problems)

Reading:

- Desmond, Matthew. (2017). *Evicted: Poverty and Profit in the American City*. New York, NY: Random House. Chapters 22 – ***Epilogue***.

Supplemental Reading:

- “The Community System Solutions Framework”, SSIR, Winter 2020

Guest Speaker:

- ***Tommy Newman, Senior Director of The United Way (Architect of the Everyone In Campaign)***

Paper 3a (Group Organizational Analysis Due)

WEEK 9: SITE VISITS & UNDERSTANDING PUBLIC PROBLEMS, CAUSATION, THEORIES OF CHANGE & LOGIC MODELS.

Class Objective: How do non-profit organizations conceptualize the challenges they are organized to address? How can philanthropy assist in this process? How should this conceptualization influence the way these organizations structure their services and philanthropy funds them?

Class 17: March 16, 2021 (Site Visits)

SITE VISITS – DO NOT COME TO CLASS

Class 18: March 18, 2021 (Logic Models)

Reading:

- 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/
- Gugerty, Mary Kay and Karlan, Dean. “The Goldilocks Challenge, Right-Fit Evidence for the Social Sector.” 2018. Oxford University Press: New York.
 - Chapter 3 “Theory of Change.”

Due: 360 Degree Group Assessments

WEEK 10: WELLNESS DAY & THEORIES OF BEHAVIORAL ECONOMICS IN PROGRAM DEVELOPMENT

Class 19: March 23, 2021 – Wellness Day

Have a wonderful day off. Do nothing.

Class 20: March 25, 2021 (Piyush Tantia – Behavioral Economics, Policy & Grantmaking)

Guest Speaker: Piyush Tantia, Chief Innovation Officer, Ideas42
www.ideas42.org

Ideas42 applies behavioral insights in hundreds of projects across 45 countries, helping people act on choices that affect their lives and communities.

Reading:

- None (Enjoy)

WEEK 11: GROUP WORK & PROGRAM ASSESSMENT AND MANAGEMENT, MEASUREMENT AND EVALUATION

Class Objective: How do we measure effectiveness?

Class 21: March 30, 2021 (Group Work 3)

Reading:

- None still. Take a break. I promised it would ease up....

Group Work #3

Class 22: April 1, 2021 (Measurement)

Reading:

- Cunningham, K. and Ricks, M. (2004). “Why Measure”. *Stanford Social Innovation Review*, Summer 2004
 - http://ssir.org/articles/entry/why_measure/
- Gugerty, Mary Kay & Karlan, Dean (2018). “Ten Reasons Not to Measure Impact – and What to Do Instead”. *Stanford Social Innovation Review*, Summer 2018.

- 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

Supplemental Reading:

- *Philanthropy By Numbers – Effective Altruism*
- *Pay What It Takes Philanthropy*, SSIR, Winter 2016

Paper 3b: Program Evaluation and Site Write Up Due

WEEK 12: WHAT IS “DEVELOPMENT”? HOW DO NONPROFITS FIND SUPPORT AND WHERE? STATE OF THE SECTOR (LAST CLASS)

Class 23: April 6, 2021(Chris Cook – How to Raise Money in Development)

Reading:

- Ott, Steven & Dicke, Lisa, *Understanding Nonprofit Organizations* (2rd ed.). Boulder: Westview Press.
 - Chapter 10: *The Fundraising Process*, pp. 117-126
- Salamon, Chapter 12.
- Wallace, Nicole. “Where are My Donors?” *The Chronicle of Philanthropy*, June 5, 2018.
- Foster, William Landes, Kim Peter & Christiansen, Barbara. “Ten Nonprofit Funding Models”. *Stanford Social Innovation Review*. Spring 2009.
- Kaplan, Larry. “Charitable Giving in Los Angeles Declines Considerably as Big Dollars Go Elsewhere”.
 - <https://nonprofitquarterly.org/2016/06/06/charitable-giving-in-los-angeles-declines-considerably-as-big-dollars-go-elsewhere/>

Guest Speaker: Chris Cook

Class 24: April 8, 2021 (Last Lecture – State of the Sector or Catch Up)

Reading:

- Ott, J. Steven and Dicke, Lisa A., editors, *The Nature of the Nonprofit Sector*,
 - Chapter 19: *Bowling Alone*, pp. 237 – 246.
- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World*. New York, NY: Alfred A. Knopf. pp. 3 - 47

Supplemental Reading:

- “*Virtuous Capital: What Foundations Can Learn from Venture Capital.*” Harvard Business Review.
- “*The Future of the Nonprofit Sector: Entwining with Private Enterprise.*” Chapter 30.
- Galaskiewicz, Joseph & Colman, Michelle Sinclair, “*Collaboration between Corporations and Nonprofit Organizations.*” Chapter 8.

WEEK 13: WRAP UP AND PROJECT PRESENTATIONS

Class 25: April 13, 2021 (John Kobara – How to Live an Exceptional Life)

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World.* New York, NY: Alfred A. Knopf. pp. 48 – 92.

Supplemental Reading:

- Kolbert, Elizabeth. “Gospels of Giving for the New Gilded Age.” *The New Yorker*, August 20, 2018.
- Walker, Darren. “Toward a new gospel of wealth.” *Ford Foundation Equals Exchange Blog*. October 1, 2015

Guest Speaker: John Kobara, COO, California Community Foundation

Class 26: April 15, 2021

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World.* New York, NY: Alfred A. Knopf. pp. 93 - 137.

Project Presentations Round 1

WEEK 14: WELLNESS DAY & PROJECT PRESENTATIONS

Class 27: April 20, 2021

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World.* New York, NY: Alfred A. Knopf. pp. 138 - 182.

Project Presentations Round 2

Class 28: April 22, 2021 – Wellness Day

Have a wonderful day off. Do nothing.

WEEK 15: PROJECT PRESENTATIONS, GRANT AWARDING

Class 29: April 27, 2021

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World*. New York, NY: Alfred A. Knopf. pp. 183 - 227.

Project Presentations Round 3

Class 30: April 29, 2021

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World*. New York, NY: Alfred A. Knopf. pp. 228 - 263.

Finalist Presentations, \$10,000.00 Grant Awarding, Conclusion and Evaluation

MAY 6th, 2021 (Turn in by 6pm):

FINAL EXAM PAPER: 7 – 10 pages (1750 – 2500 words), 12 point font. Make sure to put your name on the exam, and your group number.

Please write about *Winners Take All: The Elite Charade of Changing the World*. There is no required subject matter to discuss, so please use this as an opportunity to reflect upon anything you want in the context of this book, the class, life.

PAPER 2: Prospecting and Initial Analysis

DUE FEBRUARY 16, 2021

Please email one copy to me via TurnItIn. This is an **INDIVIDUAL** paper. Each student will turn in his or her own paper. Please make sure to put on the top of your paper your:

- Group number;
- The names of EACH group member;
- Your group's selected **value**;
- Your personal selected value;
- Your team leader;

Paper Formatting Requirements:

- Double spaced;
- 12 point font;
- IN PROSE and paragraph format– not bulleted out (10 point deduction if not in prose).

2 points will be deducted for each omission unless stated otherwise.

CHECK THE NO GO ORG LIST – IF YOU WRITE ABOUT ONE OF THE ORGANIZATIONS ON THAT LIST 10 POINTS WILL BE DEDUCTED.

The goal with this paper is for you to personally find **three nonprofits that align with the program area and value(s) that your group selected.** You will then meet as a group and have collectively 15 nonprofits from which to choose a single agency to present to the class for funding.

1. Based on the values and focus area you chose with your group, go to GuideStar (www.guidestar.org) to search for nonprofits that align with the program area your group selected IN THE COUNTY OF LOS ANGELES. Create an account. It is free.
 - a. Take note of the following:
 - i. What were you able to find in your initial search (e.g. number of results, types of organizations, etc.)?
 - ii. How did these results seem to fit with your stated giving focus?
2. Depending on the number of results you get, you can refine your search to narrow the field or remove criteria to expand it. Click on each of the organizations in the search list and review their information. You will see tabs for Summary, Financials, Form 990s & Docs, People, Programs and News.
3. Narrow down the list to THREE ORGANIZATIONS. In at least a page (200 – 250 words) PER ORGANIZATION **answer EACH** of the following questions:

- a. **Why did you choose each of these three organizations for comparison?**
 - b. **How well does each fit within your group's giving focus?**
 - c. **What is it about these organizations, by comparison with others that you looked at, that made you want to examine them more closely?**
4. Conduct additional research on the three nonprofit organizations you identified in your initial search by reviewing the organization's website, new media, and third party evaluations from online resources (e.g. Charity Navigator, Better Business Bureau for Charity, Great Nonprofits, Give Well) Try to gather materials such as mission statements, brochures, newsletters or annual reports, newspaper, magazine, journal and other online press about the organizations, form 990s, evaluations and reports. Take note of what you are able to find and what types of information the different documents provided and challenges along the way for discussion in class.
5. Make sure you appropriately cite your work, **always**, on every paper you turn in.

Personal Scorecard Assignment

DUE: FEBRUARY 16, 2021

Prior to class on February 2, 2021, you took two personality assessments. Please review the results of those assessments now.

Please create a scorecard that you will provide to your group mates listing your skills and interests, as well as areas in which you feel challenged. You are welcomed to use whatever program including Microsoft PowerPoint, Adobe InDesign, or Canva.

Please also answer the following questions:

- What do I think I am good/competent at?
- What do I feel I am not good/competent at, but I would like to learn?
- What do I like best about groups?
- What do I find most challenging in groups?

An example of a scorecard is:

Alexa Diehl

PRACTICAL REALISTIC REASONABLE SENSIBLE
DUTIFUL ANALYTICAL LOGICAL CONSISTENT
SERIOUS RESERVED STEADY ORDERLY
SYSTEMATIC ORGANIZED THOROUGH DECISIVE
TRADITIONAL DEPENDABLE RESPONSIBLE LOYAL

About Me
I strive to always understand and embody the 'why' behind everything I do. If I am presented with a problem, I solve it, and I'm not afraid to learn along the way – in fact, I prefer to. I take pride in the fact that I can be a leader for my teammates as well as a leader to myself; because of this, I **present solutions**, not problems. I bring an **analytical** mindset to my team, and I won't stop until the job is done and completed above expectations. Because of this, I am **dependable** and extremely **thorough** with my work.

Outside of work, I love entertaining my puppy and playing video games with my fiance. My weekends consist of trying new restaurants and beginning to plan our wedding!

INTROVERSION
Quiet, serious

SENSING
Thorough, dependable

THINKING
Practical, realistic

JUDGING
Orderly, structured

Characteristics
Bases decisions on facts and experience
Values security and stability
Logical and analytical
Puts off leisure until all responsibilities are met
Values home, family, financial security, health

At Work
Establishes policies and procedures
Goes beyond the call of duty
Appreciates when talent for organization and accuracy is rewarded
Prefers to focus on the task rather than the people involved

With Others
Strong sense of loyalty
Helps others by pointing out areas for opportunity
Expresses caring through actions
Follows through on commitments
Appreciates traditions and loyalty

Opportunities
May rush into action prematurely
May not take imagination and intuition seriously enough
May sometimes appear critical

FUSION

For those of you who are familiar, this is a process used by the firm Blackwater. The firm is based on the idea of “radical transparency.” While we will not be implementing these elements of their consulting and collaborative practice, the scorecard is invaluable for your groupmates to understand how you orient, your likes and your dislikes. This will also help you to understand your strengths and your weakness as you transition from academia to the work force.

Please post your scorecard to the group discussion board on Blackboard by 5:00 pm on February 11th. Only your group members and myself will be able to view your scorecard. For further instructions on how to access your group discussion board, see Blackboard.

Paper 3a: **GROUP** Organizational Analysis – This is a group paper. Your group will turn in ONE paper for all of you. Please make sure to put on the top of your paper your:

- Group number;
- The names of EACH group member;
- Your group's selected **value**;
- Your team leader.
- Your group's chosen organization

2 points will be deducted for each omission.

DUE in class MARCH 11, 2021

The goal with this paper is to start to refine your organizational assessment and understanding of your chosen nonprofit. This paper will be combined with paper 3b and your presentation to result in a final grant presentation paper that will be sent to the entire class. After completing both papers, you will have a strong understanding of your organization in order to prepare a presentation and your final grant proposal (paper 3c) for the class.

Using your group's chosen nonprofit organization, develop an organizational profile based upon the following questions. The format should be in prose, not a mere outline. This paper should be a **minimum** of seven to ten pages (1,750 – 2,500 words), double spaced.

YOU MUST ANSWER EACH QUESTION:

Basic Information:

- Name
- Legal Status
- EIN Number (on the 990)
- Year Established
- Purpose/function
 - Service delivery; policy; advocacy; community building
 - **Make sure to indicate this. Don't just list programs. Often an organization is far broader than just service delivery.**
- Mission
- Nature of its Activities

Governance:

- Form of Governance:
 - Board of Trustees; how many; how appointed; length of service
- Who are the stakeholders? Be as broad and inclusive as possible here.

Finances:

This must be in both prose (analyzing the ratios in light of your organization's structure) as well as table format with the numbers you used to calculate each ratio.

- Source of Revenue:
 - Fees; Endowment Income; Government Grants; Private Gifts.
- How are the funds used? Essentially, what is the nature of the expenditures?
- What is (Please do these calculations on your own from the 990. Do not ask at your site visit. Also, if you are feeling wildly motivated, consider doing these ratios over a three-year period to identify potential issues):
 - The Current Ratio
 - The Program Ratio
 - Key program Ratios (if the organization is tremendous, select 3 – 5 programs related to your area of interest. Make certain to cross reference the stated mission in the 990 and run ratios of those key programs. If they are significantly lower than other non-mission related programs, there is a problem)
 - The Reliance Ratio
 - Government Reliance Ratio (if your org does not accept government grants, please skip, but so indicate in your paper)
 - The Personnel Cost Ratio
 - The Fundraising Efficiency Ratio (BOTH percentage and dollar spent vs. dollar raised)

Comparative Analysis (Use Information from Paper 1)

- Similar Organizations
 - In the for-profit sector? In the public sector? In the nonprofit sector?
- What theory (theories) explains its existence (why was it created)?
- How has it developed, and why does it continue to exist?

How much did you learn from the 990 and how much did you learn from other sources?

Decline Letter

Attach a letter of decline to your organization signed by all team members. This is required.

References and Methods: Please be sure to document all sources of information, including interviews and website, and include your source for their Form 990 (either via endnotes or footnotes – both are acceptable).

360 Degree Group Assessment

DUE March 18, 2021

You must complete and submit an interim group evaluation answering the questions below for EACH of your team members. Please provide *constructive* feedback only, as your document will be shared confidentially with your group. This enables me, should there be a significant issue of a group member not assuming responsibility or a role in the project, to intervene, if you would like for me to. I realize this is difficult, but accepting and providing constructive feedback is an absolutely critical element of collaborative projects as well as a necessary characteristic in the professional sphere. You are welcome to use prose or a 5 point scale, 5 being best and 1 being lowest.

Group leads will be responsible for aggregating these evaluations and providing individual and group feedback. Group leads will determine the process in which these evaluations are collected. Feel free to use survey programs like Google Form or Survey Monkey, but be sure to allow for confidentiality. If group leads have any questions, please contact me.

You will need to submit an evaluation for each other group member (i.e., submit one google form for each group member).

Name:

Name of student being evaluated:

Communication Skills (on a scale of 1 to 5)

1. Communicates effectively with others
2. Conveys complex information in an understandable way
3. Listens to and considers other peoples' views
4. Provides constructive feedback to others
5. Uses the correct medium to communicate each message

Team Skills (on a scale of 1 to 5)

1. Works well in a team
2. Is adaptable and open to change
3. Considers others' viewpoints
4. Treats others with respect
5. Offers fair and constructive feedback

Organizational Skills (on a scale of 1 to 5)

1. Manages their own workload well
2. Prioritizes tasks to meet deadlines
3. Plans for both the short and long-term
4. Hosts structured meetings effectively
5. Manages demands on own time positively and assertively

Creative Skills (on a scale of 1 to 5)

1. Brings new ideas and approaches to the table
2. Thinks 'outside of the box' to identify new solutions
3. Looks at current challenges to find opportunities to improve
4. Always try is to find solutions to problems
5. Demonstrates a flexible 'can do' working style

Additional comments and recommendations for team member being evaluated:

Paper 3b: GROUP Program Evaluation and Site Write up - This is a group paper. Your group will turn in ONE paper for all of you. Please make sure to put on the top of your paper your:

- Group number;
- The names of EACH group member;
- Your group's selected **value**;
- Your team leader.

2 points will be deducted for each omission.

DUE APRIL 1, 2021 (We can also discuss pushing it out to April 8th, however, often changes are made during the final drafting of this paper and 3c and I want to ensure you have sufficient time to do so effectively.)

The goal with this paper is to start to refine your organizational assessment and understanding of your chosen nonprofit. This paper will be combined with paper 3a to result in your group's final paper (3c) and your presentation. After completing both papers, you will have a strong understanding of your organization in order to prepare a comprehensive grant presentation.

Using your group's nonprofit organization, develop an organizational profile based upon the following questions. The format should be in prose, not a mere outline. This paper should be a **minimum** of ten pages (approximately 2,500 words), double spaced.

Make sure to answer EACH of the following questions:

Project

- What is YOUR grant for?
 - Specific project/program
 - General Support
- Need the program is intended to meet
- Ultimate goal of the project
- Measurable Objectives (what?)
- Key activities (how?)
- Evidence to support efficacy of intervention
- Evaluation indicators/benchmarks for success
- Risks and limitation
- Partners

Logic Model (schematic and prose):

- Present a logic model of your organization's intervention strategy.
 - Where on the logic model is your group structuring your grant?
 - Why?
 - What is your evaluation strategy (if one is possible) based on the logic model?

Site Visit

- What did you learn from the site visit?
- What did you want to learn?
- What do you still need to understand about the organization in order to make a sound decision about a potential grant?
- Is the organization clear about the problem they are trying to solve or impact?
- Is there a better way to help, apart from the potential grant?
- Can they be specific about what they propose to do?
- Is their approach feasible?
- Strengths of the organization?
- Weaknesses of the organization?
- Perception of the interview?

References and Methods: Please be sure to document all sources of information, including interviews and website, and include your source for their Form 990 (either via endnotes or footnotes – both are acceptable).

Paper 3c: GROUP Final Grant Proposal and Presentation - This is a group paper. Your group will turn in ONE paper for all of you. Please make sure to put on the top of your paper your:

- Group number;
- The names of EACH group member;
- Your group's selected **value**;
- Your team leader.

2 points will be deducted for each omission.

DUE VIA EMAIL 2 DAYS PRIOR TO YOUR PRESENTATION DATE

EACH GROUP WILL NEED TO SUBMIT TO THE DISCUSSION BOARD AND TURNITIN YOUR ORGANIZATION'S MOST RECENT 990 AND PAPER 3C.

Both will be provided to all of your classmates via Blackboard to review prior to your grant presentation.

The goal with this paper is to fully refine and deepen your organizational assessment and understanding of your chosen nonprofit. This paper is a combination of papers (a) and (b). Once combined, your group will have a complete grant assessment for presentation. Using the information contained in these papers, prepare a grant presentation for the class for funding.

This paper should be no less than 18 – 20 pages (3a and 3b combined). All prior questions answered in each paper must be included for full credit. Also include any further information you have determine that you believe to be of value to your grantors (the class).

Note: This final paper allows for changes in your funding strategy or grant allocation decision. It is not unusual to have marked departures from initial intentions just prior to final submission of a grant proposal.