



University of Southern California

Sol Price School of Public Policy

Syllabus

The Nonprofit Sector and the Public Interest

PPD 371 | Spring 2025 | Section 51130

Tuesdays and Thursdays

2:00 PM to 3:50 PM

VPD 105

Instructor

Professor Cara Esposito

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Course Overview

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 nonprofit 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, case study methods and readings, students will learn about different styles of philanthropy and effective nonprofit management; how to think about and evaluate impact; 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 single \$10,000.00 grant, students will practice philanthropy by serving as a grant-making board to award the funds to a nonprofit in the county of Los Angeles.

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:

Many of the readings are also available on the internet and links are provided on Blackboard when available.

1. 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
2. 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

Assessment

Deliverables	Due Date	Percentage of Grade
Paper 1: Reflection Paper	January 23rd	5%
Group Workplan and Rules of Engagement	January 28th	
Personal Scorecard	February 6th	
Paper 2: Prospecting and Initial Analysis	February 12th	15%
Group Work #1	February 13th	
Midterm Exam	February 27th	20%
Paper 3a: Group Organizational Analysis	March 4th	15%
360 Degree Group Assessments/Group Work #2	March 13th	
Site Visit	March 27th	
Paper 3b: Program Evaluation and Site Write-up	April 3th	15%
Final Paper DRAFT 3c: Final Paper	April 15th	15%
Final Paper 3c (Finished)	May 8th BY 6PM	
Final Exam	May 8th BY 6PM	15%

GRADING:

The course grade will be computed as follows:

- Paper 1 05%
 - Paper 2 15%
 - Mid-term 20%
 - Paper 3a 15%
 - Paper 3b 15%
 - Paper 3c & Presentation 15%*
 - Final 15%
- 100%

*Grading of the final presentation is computed based on my evaluation of your group’s project and papers, 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:

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.

Letter Grade	Percentage
A	97-100
A-	91-96
B+	86-90
B	81-85
B-	76-80
C+	71-75
C	66-70
C-	61-65
D+	56-60
D	51-55
F	<50

Class Policies and Academic Conduct

Attendance Policy:

Class participation makes this class engaging and enjoyable, and repeated absences makes participation quite challenging. 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 total grade).** This does not apply to group work dates, as you must make every effort to attend Group Workdays. 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.

Use of A.I.

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. **Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.**

Statement for Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for OSAS 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/studentaffairs/SJACS/>.

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.

Content Schedule

WEEK 1 (1/14 & 1/16): INTRODUCTION AND OVERVIEW OF PHILANTHROPY AND THE NONPROFIT SECTOR.

January 14, 2025 (Introductions)

January 16, 2025 (What is the Sector?)

Reading:

- Salamon, Lester M. (2012). *America's Nonprofit Sector, A Primer* (3rd ed.). Foundation Center. Chapter 2 & 5 (On Blackboard)

WEEK 2 (1/21 & 1/23): POLICY AND REGULATORY ISSUES IN THE NONPROFIT SECTOR

January 21, 2025 (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.

January 23, 2025 (Charitable Plutocracy)

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-stateand-the-nuisance-of-democracy/>
- Hanauer, Nick. "Better Schools Won't Fix America," *The Atlantic*, July 2019.

WEEK 3 (1/28 & 1/30): GROUP ASSIGNMENTS & FINANCIAL ASSESSMENTS

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

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

Reading:

- 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.

January 30, 2025 (Audited Financial Statements and Ratio Analysis for Operational Health – Finances 1 of 3 – Guest Speakers for 2 classes)

Reading:

- SKIM: McLaughlin, Thomas A. (2009). *Financial Basics for Nonprofit Managers* (3rd ed.). New Jersey: John Wiley & Sons, Inc. (RATIO SECTION HELPFUL FOR CLASS) pp. 3 –65. On Blackboard.

WEEK 4 (2/4 & 2/6): FINANCIAL ASSESSMENTS CONTINUED

February 4, 2025 (990s – The Bedrock of ALL financial analysis.)

Reading:

- SKIM McLaughlin, Thomas A. (2009). *Financial Basics for Nonprofit Managers* (3rd ed.). New Jersey: John Wiley & Sons, Inc. pp. 67 – 110 (on Blackboard)

February 6, 2025 (Using the 990 – A case study)

Reading:

Gregory, Ann Goggins & Howard, Don. “The Nonprofit Starvation Cycle”. *Stanford Social Innovation Review*, Fall 2009.

WEEK 5 (2/11 & 2/13): FUNDAMENTALS OF GRANT MAKING & GROUP WORK #1

February 11, 2025 (Strategic Philanthropy)

Reading:

- Tierny, Tom & Fleishman Joel. Give Smart. Introduction & Ch. 1 - 3.
- Hobbes, Michael. “How Mark Zuckerberg Should Give Away \$45 Billion”. The Huffington Post.
- Ott, Steven & Dicke, Lisa, Understanding Nonprofit Organizations (2rd ed.). Boulder: Westview Press. Chapter 13: Foundations, pp 149 – 157.

February 13, 2025 (Group Work 1)

Reading:

Lowell, Stephanie, Trelstad, Brian & Meehan, Bill. “The Ratings Game: Evaluating the three groups that rate the charities.” Stanford Social Innovation Review. Summer 2005.

WEEK 6 (2/18 & 2/20): BOARD GOVERNANCE

February 18, 2025 (The nuts and bolts of board governance – Case Study #1)

Reading:

- Millesen, Judith L. “Who “Owns” Your Nonprofit?”. August 30, 2018. <https://nonprofitquarterly.org/who-owns-your-nonprofit/>

February 20, 2025 (Boards continued – Case Study #2)

Reading:

- “Give and Take: Philanthropy and the Central Park Children’s Zoo” (on Blackboard).
- Chait, Richard P., Ryan, William P & Taylor, Barbara E. “Governance as Leadership: Reframing the Work of Non-Profit Boards”. BoardSource 2005. On Blackboard.

WEEK 7 (2/25 & 2/27): EFFECTIVE DECISION-MAKING & MIDTERM

February 25, 2025 (Effective Decision Making, the Reasonable Person Standard and Biases in Decision Making).

Reading:

- Tierny, Tom & Fleishman Joel. Give Smart. Ch. 4 – 6.
- Thaler, Richard H. Misbehaving: The Making of Behavioral Economics. Chapter 1 “Supposedly Irrelevant Factors” pg. 3 – 11. On Blackboard.

February 27, 2025 (Midterm)

In class. Open book. A.I. NOT PERMITTED.

WEEK 8 (3/4 & 3/6): LOGIC MODELS & NONPROFIT ADVOCACY 1

March 4, 2025 (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/

March 6, 2025 (Advocacy)

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

Reading:

- “Fighting for Change: Learning from a Decade of Legal Advocacy.” July 2019. (pg 1 – 23). On Blackboard.

“Shifting the Narrative: Six Case Studies.” Opportunity Agenda. (pg 1 – 26). On Blackboard.

Homework for March 11, 2025:

In your groups: Using “Shifting the Narrative: Six Case Studies” select one of the six case study issue topics discussed. Using that issue topic, identify (using a Google search, personal experience, an article or whatever research vehicle you wish) a recent advocacy campaign in that issue topic space (i.e. an example of a recent death penalty campaign anywhere in the country or the world). Create a short slide deck (no more than 5 slides) answering and of the following questions:

1. Was the campaign successful? Why or why not?
2. Would you change anything in the campaign to make it more successful?

3. Do you feel the issue was well framed and understandable?
4. Do you feel this campaign was impactful? Why or why not?

WEEK 9 (3/11 & 3/13): NONPROFIT ADVOCACY & GROUP 2

March 11, 2025 (Analyzing Recent Advocacy Campaigns)

5-minute presentations by groups of the homework project.

Reading:

- “Shifting the Narrative: Six Case Studies.” Opportunity Agenda. (pg 27 - 114). On Blackboard.
- Kristof, Nicholas. “These Gun Reforms Could Save 15,000 Lives. We Can Achieve Them.” May 25, 2022. On Blackboard.

March 13, 2025 (Group Work 2)

WEEK 10 (3/18 & 3/20): SPRING BREAK

WEEK 11 (3/25 & 3/27): SITE VISITS

March 25, 2025 (How to Conduct Effective Site Visits, Group Work 2.5)

March 27, 2025 (Site Visits – No Class)

WEEK 12 (4/1 & 4/3): MEASUREMENT AND EVALUATIONS & STARTING A NONPROFIT

April 1, 2025 (Measurement & Evaluation)

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

April 3, 2025 (Starting a nonprofit)

Guest Speaker:

Dr. Ifunanya Nweke, Ed.D., MNLM

Executive Director – Jazz Hands for Autism (S2024 Organization Winner) Price Alum

WEEK 13 (4/8 & 4/10): GROUP WORK #3 & EFFECTIVE PRESENTATIONS

April 8, 2025 (Group Work #3)

Reading:

- Giridharadas, Anand. (2019). *Winners Take All: The Elite Charade of Changing the World*. New York, NY: Alfred A. Knopf. pp. 3 - 47.

April 10, 2025 (Effective presentations)

Guest Speakers: We Are Rally Presentation Trainers

Reading:

- Ott, J. Steven and Dicke, Lisa A., editors, *The Nature of the Nonprofit Sector*, Chapter 19: Bowling Alone, pp. 237 – 246.

WEEK 14 (4/15 & 4/17): WRAP UP AND PRESENTATIONS BEGIN

April 15, 2025 (Last Lecture)

Reading:

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

April 17, 2025 - Round 1

WEEK 15 (4/22 & 4/24): PRESENTATIONS

April 22, 2025 – Round 2

Reading:

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

April 24, 2025 – Round 3

Reading:

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

WEEK 16 (4/29 & 5/1): PRESENTATIONS & CHAMPIONSHIP ROUND

April 29, 2025 – Round 4

Reading:

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

May 1, 2025 – Championship Round

Reading:

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

WEEK 17 (5/8): FINAL EXAM DUE BY 6 PM

No-Go List

The following organizations may not be pursued for a grant this semester (they have either been through the process before – some more than once -- or won the total award).

1. 9 Dots
2. A New Way of Life
3. A Place Called Home
4. A Safe Place for Youth 5. AIDS Project Los Angeles
6. Al Otra Lado, Inc.
7. Anti-Recidivism Coalition (ARC)
8. Breese Foundation
9. Center for Human Rights and Constitutional Law
10. Center for Restorative Justice Works
11. Central City Neighborhood Partners (CCNP)
12. Children's Bureau
13. Chrysalis
14. Community Services Unlimited
15. Create Now
16. Crete Academy
17. Downtown Women's Center
18. EmpowerHer
19. Esperanza Community Housing Corporation
20. Farm LA
21. Foundation for Second Chances
22. Free Arts
23. Grocery Ships
24. GRYD Foundation
25. Heart of Los Angeles (HOLA)
26. Hollywood Food Coalition
27. Homeboys
28. Imagine LA
29. Immigrant Defenders Law Center
30. Inclusive Action for the City
31. InsideOut Writers
32. International Institute of Los Angeles
33. Jenesse
34. Jovenes
35. Just Detention
36. L.A. Kitchen

37. LACER Afterschool Programs
38. Learning Rights Law Center
39. Legal Aid Foundation
40. Los Angeles Center for Law and Justice
41. Los Angeles Education Partnership
42. Los Angeles Youth Network (LAYN)
43. MOSTe (Motivating Our Students Through Experience)
44. My Friend's Place
45. Neutral Ground
46. New Earth
47. New Village Girl's Academy
48. Operation Progress
49. Peace Over Violence
50. Peace4Kids
51. PESA
52. Program for Torture Victims
53. Ron Findley Project
54. Saving Innocence
55. School on Wheels
56. South Central Ministry Program (SCLAMP)
57. St. Vincent De Paul
58. The RightWay Foundation
59. Turn Around Arts 60. United Friends of the Children 61. We Lift L.A.
62. YES
63. Youth Justice Coalition
64. Project Ropa
65. ONE Generation
66. Housing Works
67. Food Access LA
68. Freedom Through Healing
69. Jazz Hands for Autism
70. National Heath Law Inc.
71. The Francisco Homes

All Assignment Instructions

Paper 1: Reflection Paper (5%)

This is an INDIVIDUAL paper. Each student will turn in their own paper into Brightspace. Please make sure to put on the top of your paper:

- Your name;
- The date.

Paper Formatting Requirements:

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

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

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

- If you have made a past contribution to charity (either your time or money), how did you go about making the decision to give to that cause or organization?
- If you had \$10,000.00 to give away, to which non-profit would you give it?
- How did you find it? Explain (not just “I volunteered there, once.”)
- Why do you care about it? Is it the mission? The people? The programs?
- Is this charity or cause aligned with either your policy interests, the types of stories that makes you angry, or the types of issues or stories that inspire you? If so, how? If not, why are you selecting this cause?
- How would you want your money to be used by that non-profit? BE SPECIFIC – not “for their mission, or how they want to use the money.”
- Why did you choose that over any use of the money?

Please write at least 500 to 600-word essay that is two FULL pages. 2 points will be deducted per ½ page not completed. Cite any external references.

Personal Scorecard Assignment

Please review the results of the personality assessments you took previously.

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:

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

This is a process used by the firm Bridgewater. The firm is based on the idea of “radical transparency.” 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.

Paper 2: Prospecting and Initial Analysis (15%)

This is an INDIVIDUAL paper. Each student will turn in their own paper on Brightspace. Please make sure to put on the top of your paper:

- Group number;
- The names of EACH group member in your group;
- 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).
- Page numbers.

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. **YOUR GROUP MUST ALSO CHOOSE BACKUP A and BACK UP B.**

Assignment Directions:

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.
2. Depending on the number of results you get, you can refine your search to narrow the field or remove criteria to expand it and track this process for your paper. 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 the following questions in prose – not bullet points:

Introduction – Not for each organization:

1. What are MY values and what is the value of my group and how does that manifest in the selections I have made? From where do my values come?
 - i. Consider the values that family and other role models may have passed along;
 - ii. Your worldview as to how to create the greatest impact;
 - iii. Past experiences that have shaped your values; iv. The problems, interests and concerns you want to address;
 - v. Past giving experiences (time or money) that gave you the greatest satisfaction.
2. What were you able to find in your initial search (e.g. the actual number of results, types of organizations, etc.)? Did you find thousands? None?
3. How did you narrow, if you needed to? How did you expand, if you needed to? Did you have a criterion or did you have the site do it for you?
4. Why did you choose each of these three organizations for comparison?

Answer the following for each organization:

1. How well does each organization fit within your group's giving focus? Do they fit with yours?
2. What is it about each organization, by comparison with others that you looked at, that made you want to examine it more closely?
3. How did these results seem to fit with your worldview and how you wish to create your greatest impact?
4. Do you have past experiences with any of the organizations in your essay that have shaped your values or have given you a sense of satisfaction that you would like to replicate with your group?

Conduct additional research on the three nonprofit organizations you identified in your initial search by reviewing the organization's website, news 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.

At the end of your essay, in a single sentence describe YOUR giving focus (value) and in a sentence of two, why you chose that topic and the nonprofits you selected to manifest that

value. This will help you orient in your group discussion to select a nonprofit for funding – the clearer you are about what matters to you, the clearer your group will be when your team creates its plan to fund.

Make sure you appropriately cite your work, always, on every paper you turn in. This means:
CITE

Guidestar, CITE websites you check, CITE everything you use for any paper in this class. FIVE POINTS WILL BE DEDUCTED FOR LACK OF CITATIONS.

360 Degree Group Assessment

You must complete and submit an interim group evaluation answering the questions below for EACH of your team members and yourself. 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 a 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 (feel free to add as a team):

Team Leads: The most effective collection and dissemination method I have yet seen for providing feedback to team members (including you) is to create this form on a Google Doc or some alternative method, collect all the responses to each question and group them together by prompt. Provide the document with all the aggregated responses to your team, in advance, and discuss the responses. It is an opportunity to develop strategies together to maximize your strengths as a team and minimize your challenges.

Paper 3a: Group Organizational Analysis (15%)

This is a group paper. Your team lead will turn in ONE paper for all of you in Brightspace. Please make sure to put on the top of your paper:

- Group number
- The names of EACH group member
- Your group's selected value
- Your team leader
- Your group's chosen organization
- Page numbers

2 points will be deducted for each omission.

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 to create paper 3c 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 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 an outline. This paper should be a minimum of seven to ten pages (1,750 – 2,500 words), double spaced.

Please note: The assignment is heavily weighted towards the financial analysis of your chosen organization. This is intentional: This portion of the assignment is too large for one person "who is good at finance" to do. You must all work on this section to complete it. The reason for this is year after year, students say "I don't understand financial data" or "I don't like math" hence they opt to work on another section of the paper because they are more comfortable with sections aligned with their abilities. While I understand and appreciate this preference, this is the class where you have a soft landing to try. You will not learn by not trying. Financial analysis is a skill you must possess for your professional careers (and life) in one aspect or another -- and I am saying this as a lawyer who went to law school BECAUSE there was no math.

YOU MUST ANSWER EACH QUESTION:

Basic Information (5%)

- Name
- Legal Status
- EIN Number (on the 990)
- Year Established
- Mission
- Purpose/function o Service delivery; policy; advocacy; community building (don't just list programs, often an organization is far broader than just service delivery)
- Nature of its Activities (list the programs and what they do)

Governance (10%)

- Form of Governance:
- Board of Trustees; how many; how appointed; length of service
- Who are the stakeholders? Your stakeholders are not only your board, donors, clients, and staff. It is way beyond that, think expansively about this. This is an opportunity to realize how vast your chosen nonprofit's footprint is and it will help you fully assess a more effective grant strategy.
- Look at your 5 years of 990s, has there been significant turn over in board members? Or, alternatively, have they remained relatively stable?
- Who are they?
- Are they all independent? Check the 990s.
- Review the governance schedule in the 990. Are all the correct boxes checked? If so, why not? What is missing?

Please note: It is in this section that groups historically lose the most points. Please do not simply write "There are x number of board members, and they serve x number of years". Please look closely over the 5 years of analysis to answer the questions above.

Finances (50% - This should be the bulk of your paper)

This must be in both prose (analyzing the ratios considering your organization's structure) as well as table format with the numbers you used to calculate each ratio for FIVE YEARS OF FINANCIAL DATA. If five years are not available, please contact me to discuss. Again, you must present your analysis in BOTH table format as well as prose. For clarity, introduce your Financial Section with the 5-year table of analysis, then use prose to describe year-by-year, what you observe. Only then begin to discuss trends (the financial picture you see evolving over the 5 years – you cannot discuss trends before anchoring the reader in a year-by-year analysis of the financials).

- Source of Revenue:
 - Fees; Endowment Income; Government Grants; Private Gifts.
 - How are the funds used? Essentially, what is the nature of the expenditures?
- Calculate each of the following:
 - The Current Ratio o 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 (30% - Hopefully, you can use information from Paper 1)

- Similar Organizations – find and discuss at least three other similar organizations. Then explain how and if your organization differs.
- Are the comparisons in the for-profit sector? In the public sector? In the nonprofit sector?
- What theory (theories) explains your organization’s existence (why was it created)?
- How has it developed, and why does it continue to exist?

Why does a comparative analysis matter? When you present at the end of the semester, I have lost count of the number of times teams are asked the following question in some form: “When there are so many organizations in Los Angeles that do the same thing, why are you choosing this one?” This is the research you will use to highlight why your organization is the best in class and deserving of the overall \$10,000.00 grant.

Information Accessibility:

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

Decline Letter (5%)

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).

FIVE POINTS WILL BE DEDUCTED FOR LACK OF CITATIONS.

Paper 3b: Group Program Evaluation and Site Write-up (15%)

This is a group paper. Your team lead will turn in ONE paper for all of you into Brightspace. Please make sure to put on the top of your paper:

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

2 points will be deducted for each omission.

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 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 (35%)

- What is YOUR grant for?
 - Specific project/program
 - General Support
 - Be specific – how much for what (if you wish to fund more than one thing)
- 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

2 Logic Models (35%)(Presented in both schematic AND prose)

Please make sure you have TWO logic models. One will be a logic model for your ENTIRE organization, and one will be a logic model that is of your grant specifically. For visual reference, your grant project logic model would fit into the Inputs or Outputs section of your overall logic model. If this is confusing, please ask.

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

Site Visit (30%)

- What did you learn from the site visit?
- What did you want to learn?
- What do you still need to understand about the organization 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?

Remember to get names and titles of who you interview and do your best to transcribe what they tell you. If you use the information your interviewee provides, make sure to cite your 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). FIVE POINTS WILL BE DEDUCTED FOR LACK OF CITATIONS.

Paper 3c: GROUP Final Grant Proposal and Presentation (15%)

This is a group paper. Your team lead will turn in ONE paper for all of you in Brightspace. Please make sure to put on the top of your paper:

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

2 points will be deducted for each omission.

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. Make sure to read your paper thoroughly so it flows cohesively and there is no redundant sections or information.

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 as well as any corrections and edits provided by me. Also include any further information you have determine that you believe to be of value to your grantors (the class).

This draft 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. If your team chooses to amend the draft version of the paper, the final version is due on May 8th at 6:00 pm otherwise, this submission will count as your team's final paper.

Top Job Websites for Nonprofit Professionals

Domestic:

- Chronical of Philanthropy – jobs.philanthropy.com
- Foundation List – foundationlist.org
- National Council of Nonprofits – careers.councilofnonprofits.org
- Philanthropy News Digest – philanthropynewsdigest.org/jobs
- Work for Good – workforgood.org
- Dan’s List (Los Angeles) - <http://dans-list.org>
- Southern California Grantmakers (Southern CA) - <https://socialgrantmakers.org/jobs>

WORLDWIDE:

- Charity Village (Canada) – charityvillage.com
- Devex (Worldwide) – devex.com/jobs
- Idealist (Worldwide) – idealist.org
- Pro Bono Australia – probonoaustralia.com.au/jobs
- Third Sector Jobs (UK) – jobs.thirdsector.co.uk

Fellowships:

- <https://wearerally.com/join-our-team> - Semester/summer fellowships for college grads