

Project Report: **Nonprofit Development: Living your Education with Compassion**

Grant Recipient: **Susan Heinzeroth, Leeds School of Business -Management Department**

Period: **5/1/06 – 6/1/06**

Addendums: **Syllabus, Financial Report, Washington D.C. Trip Itinerary**

**This Project Report includes sections on:**

- ◆ Project Description
- ◆ Development & Implementation
- ◆ Progress & Problems
- ◆ Course/Project Outcomes
- ◆ Furthering IECE Goals
- ◆ Project Evaluation/Information
- ◆ Sustainability
- ◆ Additional Funding

### **Project Description**

We set out to establish a nonprofit business development course that focused students on using their **business school experience** to **serve the world**.

Several course objectives included:

- ◆ Focusing on the Entrepreneurial Process and Organizational Leadership,
- ◆ Learning about the differences between profit and nonprofit organizations,
- ◆ Putting theory into action through hands-on, real-life experience (leadership, marketing, researching, writing, teamwork, biz development, raising capital, investing),
- ◆ Developing the power of reflection through journaling,

- ◆ Providing undergraduate students the experience of mentoring younger students, and
- ◆ Most significantly, doing all of the above in a spirit of service to our community – locally, nationally and internationally.

The students read and implemented much of the theory and ideas presented in two business based textbooks:

- ◆ **Nonprofit Lifecycles: Stagebased Wisdom for Nonprofit Capacity** by Susan Kenny Stevens, and
- ◆ **Begging For Change** by Robert Egger.

**Ultimately, 36 undergraduate students, two honorarium faculty, three high-school students and myself launched a nonprofit organization called “With Love, Inc.”** Our team was supported by several business specialists – accountant, attorney, graphics designer, nonprofit leaders. We launched this organization to address the following:

***The Need*** - It is a well researched, and known fact that people "give or serve" because they are TAUGHT the importance of this aspect of living AND leading.

***The Focus*** - Developing young adults as service leaders by:

- ◆ **Conducting Service Projects** - Identifying and conducting service projects that support the health, education and well-being of children.

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- ◆ **Providing Grants** - Targeting organizations that support the health, education and well-being of children.

### **Development & Implementation**

Initially, we received a grant from CU's Service Learning Center which funded 1) establishing With Love, Inc. as a legal entity, 2) providing a student with teaching assistance experience, and 3) supporting With Love, Inc.'s operational needs. The Service Learning grant was supplemented by the IECE grant which funded 1) honorarium payments for two very committed community partners – Elaine Shiramizu Graphics Design and Foster Harding, an experienced service-focused business professional, and 2) providing a student with teaching assistant experience.

We were honored to offer this course through CU's Continuing Education department while the "course legitimacy" process was underway at the University.

The students participating in this project executed amazing work and developed creative outputs – both academic and business operations deliverables. They were required to complete case studies associated with the *Lifecycles* textbook, complete a book report summarizing 22 key learnings from the *Begging* textbook, and to keep project journals documenting their experiences. Critical to the project's success,

they used their business acumen to establish and operationalize With Love, Inc.'s basics:

#### **Vision Statement**

People serving people, making a difference with love.

#### **Mission Statement**

With Love, Inc. is passionate about developing young adults as service leaders through hands-on, community-based projects that educate and inspire them to work, live and serve with love.

#### **Values**

- ◆ Circle of reciprocity,
- ◆ Cultural exchange,
- ◆ Intergenerational exchange, and
- ◆ Children are the hope for our future.

#### **Organizational Structure - Committees**

- ◆ Strategic Planning
- ◆ Marketing
- ◆ Fundraising
- ◆ Operations
- ◆ Service Projects
- ◆ Executive

Each committee developed action plans which, in turn, were integrated into With Love, Inc.'s Strategic Plan. The students then set about "making real" their

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plans. They devised service projects, developed marketing materials, monitored operations, made products for fundraising efforts, communicated with community partners, interviewed local nonprofit agencies and presented their findings and relevant conclusions to their peers, learned lessons from successes and failures, implemented their learnings, competed in the Students In Free Enterprise regional competition, and most importantly offered themselves in service of others.

### **Progress & Problems**

We successfully delivered many of our targeted objectives during two semesters of this course offering, including:

- 1. Establishing the legal entity for With Love, Inc.**
  - a. State Identification
  - b. Federal Identification
  - c. 501 (c) (3) Filing second round
  - d. Bookkeeping
  - e. Donor Management
  - f. Scrapbook of the History
  - g. Website – [www.withloveinc.org](http://www.withloveinc.org)
  - h. Booth Setup
  - i. Marketing Template
  
- 2. Designing, developing and adopting the With Love, Inc. logo and tag line.**



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- 3. Designing, developing and delivering several successful service projects.**
  - a. **Homelessness – Washington D.C. Trip**
    - i. See addendum of itinerary
  - b. **Service Awareness – “Parents’ Day Off, Kids’ Day Out”** – offered two half-day sessions where local kids did community projects (grounds clean-up, cards for kids with cancer, fundraising for our adopted South African student) with our undergraduate students while their parents attended to other tasks.
    - i. Bear Creek Elementary School
    - ii. Friends School
  - c. **Disaster Relief – Organized a campus wide food and clothing drive for hurricane Katrina survivors** relocated to Denver. We developed fliers and were granted approval to place them in buildings and dorms across campus. We obtained boxes from a local company and we received permission to place the boxes in

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buildings across campus. We organized all of our clothing donations according to gender, age, size and type. This extra effort was praised and appreciated by the warehouse accepting our University Students' donations.

4. **Identified two grant opportunities to further support our mission.**

- a. **Adopted a South African aids orphan** – we provide funding to the Kenyan Children's Foundation to cover his room, board and school tuition. This is Felix.



- b. **Quest School for Autistic Learners, Port Elizabeth South Africa** – we offered a grant to this school for developing their

vocational and life skills training by establishing a training center to prepare their learners for later life.

5. **Competed in Students In Free Enterprise (SIFE) Regional Competition** held in Denver, representing With Love, Inc. and the Leeds School of Business, University of Colorado at Boulder.

- a. **We won the "Rookie of the Year" award for our concept and development of With Love, Inc.'s business.**

### Course/Project's Impact

#### **Students**

I watched phenomenal things happen inside and outside the classroom as the students brought to life an organization with a mission they believed in whole heartedly. They all had successes and challenges with the project. The following is a list of some of the more extraordinary occurrences.

**Andrew** – received a Service Learning Scholarship after demonstrating significant commitment during one semester on this project.

**Eric** – applied for and was accepted into The Peace Corp. and will be in South America for two years after completing two semesters of this project.

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**Tracy** – participated in the Washington D.C. trip to learn about and serve the homeless after participating as a teaching assistant for this project.

**Kaitlyn** – participated in the Washington D.C. trip to learn about and serve the homeless. Her “mental models” about homelessness were shattered after immersing herself in this work. Kaitlyn participated in this trip after one semester on the project.

**Mallory** – participated in the Washington D.C. trip to learn about and serve the homeless. She subsequently signed up for a month-long service trip in Brazil working with orphans and street children after participating for two semesters of this project.

**Sarah** – Applied for and received the El Pomar Foundation Fellowship after one semester on this project. She said, “As I understand it, fellows work with several of their programs, deciding where to send funds they have available to give (also would be a good place to look for funding for With Love, Inc.). I think the most exciting part of it seems to be the amazing atmosphere of the people involved and the fact that the program is focused on teaching the fellows about non-profit work as well as how to invest. It just seems like it would be an amazing experience and one that I would benefit from especially because I feel like I'll be working in non-profits ...”

**Crystal** – received an internship with a for profit organization after her role in With Love, Inc.’s presentation for the Regional SIFE competition. Crystal participated in the project for one semester.

Many of the students remain interested and involved through With Love, Inc.’s Junior Board.

### **Faculty**

I have been thrilled to explore experiential learning and service leadership in greater depth over the past year. I have grown and been positively influenced by the students passion and eagerness to apply what they know to life.

I can also say, for myself and the honorarium faculty on this project, that our FAITH and HOPE were bolstered by witnessing the students at work on this project.

The CU Parent’s Association awarded me with the Marinus Smith Award, a campus wide award, given to faculty or staff, making a difference in the lives of undergraduate students. I was one of ten recipients in 2006. I believe families of students on this project nominated me for this award. To me, there is no higher honor than from the parents of my students.

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This project also afforded me the opportunity to meet and collaborate with others on campus having similar interests. I thoroughly enjoyed learning more about INVST Community Studies and various other service projects in process during my grant period.

### **Community Issues**

Over the course of the past year we have examined homelessness, education for children with different learning abilities, natural disasters, the impact of HIV/AIDS on Africa, teaching about serving our community, and a myriad of other social challenges.

Our reading, *Begging for Change*, offered significant perspective on the history of service, the nonprofit business sector and some unique perspectives on effective service to meet our global social challenges. This textbook was instrumental in encapsulating and influencing our work.

### **Furthering IECE Goals**

There is no doubt in my mind that this project furthered the goals of the IECE. This project was simply a beautiful combination of business education with civic engagement in the form of serving others. We clearly made a difference in the lives of those we served and those we taught about service.

### **Project Evaluation Data/Information**

A few thoughts come to mind here....

We will receive a Final Grant Report from The Quest School for Autistic Learners. This report will let us know the outcomes associated with our grant to that organization. Our assumption is that this grant will have significant impact.

We have received requests from the Friends' School to continue the "Parents' Day Off, Kids' Day Out" program we delivered. Most of the kids went home with a cool checklist of the service projects they completed and a big smile. No better feedback than to be asked to return.

We also receive quarterly updates on Felix's progress in South Africa. It has been great to "see" him grow up over the year and to know that our hard work supports his growth.

The FCOs I received from the students participating in this project were exceptional...in fact, they were the best I've received yet – in my teaching time at Leeds.

There was an energy about the learning that took place – it was palpable, alive and engaged. There really is nothing that compares, in education, to actually "doing it and believing in it!"

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### **Sustainability**

This is the area where we encountered some incredible obstacles. As of right now, this course does not have a home at CU. The Leeds School of Business is in the midst of reconstruction and budget issues. INVST Community Studies was also considered as an option for this course, however, they too are experiencing budget cuts, leaving them little room to add to their curriculum. While the students clamor for this type of course, we are unable to find it a home...but not without valiantly trying.

In addition, Continuing Education is not chartered to offer Experimental Courses over a long period of time. Therefore, we are no longer able to offer the course through Continuing Education.

So perhaps this project will continue one day, but as for now, we are done at CU Boulder.

### **Additional Funding**

We were able to raise additional funding from several sources

1. SIFE
2. Individual Donors
3. Bracelet/Earring Sales at Holiday Fairs

All total, these additional funds represent approximately \$10,000 raised to support With Love,

Inc.'s efforts and to leverage IECE's investment in our project.

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**We are grateful for this experience.**