

**Academic Calendar**  
**WEEK 4**

**WEDNESDAY, February 7**

1. STATEMENT OF STRENGTHS! And present it to the class. Huddle with all members and determine how to present fully to the class.

2. Looking into 990s

- Visit: <https://www.guidestar.org/>
- Create an account.
- You'll likely need to Google the UNE's EIN (Employer Identification Number).
- Remember your password.

Sample—let's look at a sample 990 from a foundation (an organization that gives out funds). We will use the [Stephen and Tabitha King Foundation](#) as our sample.

In groups:

- Identify 3 things on the 990 that might be helpful in your researching a perspective funder.

Could be:

- Who have they given grants to?
- How much?
- What kinds of organizations?
  
- Anything else interesting or curious? Be ready to report out.

3. **JOURNAL** playback: Step 2, Developing Relationships with Founder's pp. 19-28.

4. LOI; Read aloud. Reactions? (LOI on p. 25).

In groups, let's respond to the LOI on p. 25 using the worksheet on p. 26.

5. Journal playback: How you came the decision of what organization your group will inhabit (if time).

- Email me your organization's website.
- Email me YOUR TEAM NAME

**6. Proposal Concept Idea:** Now that you are a team with an org, let's think about what you'd like to do.

First: Let's look a SAMPLE.

Next: **Proposal Concept Idea # 1: Start in class.** Include names of all group members, follow the format of the SAMPLE.

You'll have 2 total, and we'll be pitching these next time (more on that next week). For now, each **Proposal Concept Idea** should have the following:

- What is the project? (1-2 paras)
- Why is this project important to your organization and community? (1-2 paras)
- Why should a funder be interested? What makes them excited? (2 paras)

**Assignment:**

1. **Read:** Step 3, Writing a Compelling Problem Statement pp. 29-37.

2. **JOURNAL 8:** What's interesting/helpful/curious about this chapter?

3. **JOURNAL 9:**

- Have you ever been on a team—in school or another setting—whose members either avoided conflict to the group's detriment or engaged in destructive conflict? Explain.  
Or
- Have you ever been on a team in which you noted a problem with a teammate's work but didn't point it out? What stopped you from providing feedback?

Whichever scenario you picked, write about some strategies you might (or did) employ to work through the issue. Explain how you might go about negotiating conflict with group members in this class.

4. **Add another: Email Proposal Concept Idea # 1 and # 2** to me BEFORE class next time. Include names of all group members (you're getting deeper into remote/out of class group work!)