Stanford PACS
Center on Philanthropy
and Civil Society
—
Effective Philanthropy Learning Initiative

DATA FOR DONOR IMPACT

Stanford Center on Philanthropy and Civil Society,
Effective Philanthropy Learning Initiative (EPLI)

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EXECUTIVE SUMMARY

The Data for Donor Impact study focuses on high net worth (HNW) donors[1] because of the potential impact of the larger scale of their philanthropy. Understanding how this donor segment makes philanthropic decisions could lead to improvements in information resources about the nonprofit sector, which in turn could have a significant impact on the sector as a whole.

In 2016, individual donors in the US collectively contributed $281.86 billion[2] to a broad array of nonprofits. This included contributions from HNW donors, some of who could be described as *do-it-yourselfers*. Do-it-yourselfers are HNW donors who actively research the organizations to which they donate in an effort to be more outcome-oriented in their philanthropy. We hypothesize that in addition to using their peers and personal networks, do-it-yourselfers also use online data from third-party data providers to inform their philanthropic activities.

Our initial hypothesis is based on the growing number of philanthropic intermediaries that organize, synthesize, analyze and present information about nonprofits, most of which they make available online. These intermediaries seek to help donors in their philanthropic decision making. It is unknown whether donors find this information useful, and/or actively use it to guide their philanthropy. The Stanford PACS Effective Philanthropy Learning Initiative (EPLI) partnered with GuideStar, a major provider of online information about nonprofit organizations, to test this hypothesis and study how HNW donors research potential grantees, with special attention to how they use online data presented by intermediaries. This project was funded by the Bill and Melinda Gates Foundation.

EPLI selected sixteen HNW donors to complete an online survey prior to inviting them for in-depth interviews. The interviews focused on how donors identified nonprofits that were aligned with their interests; the types and sources of information they used to assess organizations; and how confident and satisfied they felt about their giving decisions. Participants were also asked to give feedback on an online profile of a hypothetical nonprofit organization that was created by EPLI in conjunction with GuideStar.

Our interviewees were aware of some of the online philanthropy data intermediaries, but they were skeptical of the quality and reliability of the data they published. Our study revealed that donors desire information that is comprehensive, benchmarked, current, and validated, and they thought that the available online services did not adequately deliver on several of these parameters. They found the information available through these intermediaries to be fragmented and scattered and lacking relevant metrics and strategic plans. Instead donors preferred a variety of approaches to evaluate organizations' effectiveness. Some donors have designed their own benchmarks based on their knowledge of the sector in which they make grants. Others make "test gifts" to organizations to learn how they use grant funds. To minimize risk, often donors spread small gifts among several organizations. While all our interviewees claimed to be interested in the outcome of their philanthropy, few were actively measuring the impact of their philanthropic activities, at least in part due to the lack of confidence in the data quality.

The study found that donors relied on trusted personal networks, as well as established, credible institutional sources such as *Stanford Social Innovation Review*, Abdul Latif Jameel Poverty Action Lab, and National Public Radio to identify potential grantees. We also uncovered some disconnect between what criteria donors say they value and how they actually vet a potential grantee. Although donors stated that they prioritize impact, the study found evidence that they used other factors, such as leadership, board, management, and staff (their quality, experience, and qualifications), and an insider's sense of how the organization is run, as proxies for impact metrics. To learn about these aspects, donors are willing to invest time through board memberships and volunteer work. They tend to believe that information received through direct engagement is accurate and current. The study concludes that donors' confidence in the impact of their philanthropy correlated positively with how engaged they felt with the organization.

Donors gave mixed reviews of the hypothetical online profile presented to them during interviews. Their responses to the design and content varied; as did their preference for text versus graphics. However, nearly all expressed a desire for reliable and current data that they could use to guide their giving. They did however indicate that online data would always remain supplemental to information gleaned through personal networks, peer recommendations and direct engagement.

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We are grateful to the following people for their contributions to the paper: Negeen Darani for being a key contributor to the research of the project; Nik Anil Sawe for providing guidance in the design of the survey and analyzing data; Anna Maria Irion and Phoebe Yao for creating visuals.

THE EFFECTIVE PHILANTHROPY LEARNING INITIATIVE AT STANFORD PACS

Stanford University's Center on Philanthropy and Civil Society established the Effective Philanthropy Learning Initiative (EPLI) in November 2015, with a generous grant from the Raikes Foundation. The Initiative's mission is to understand the needs of high net worth (HNW) philanthropists who wish to have impact in addressing societal problems and develop ways to address them. The Initiative defines HNW donors as donating six figures annually to philanthropic causes. The Initiative employs a combination of behavioral science, systems mapping, and methodologies associated with the practice of human-centered design.[3]

In pursuit of its guiding question, *How might we help HNW donors increase their philanthropic impact?*, the Initiative observes and conducts in-depth interviews of HNW donors and examines the broader philanthropic ecosystem, including organizations, resources, and tools. We seek to understand these individuals' behavior, discover their unmet needs, and then design and develop resources to address them. The knowledge and resources the Initiative develops are freely available to philanthropists, donor education organizations, wealth advisors, philanthropic advisors, scholars and students, and the public at large.

INTRODUCTION

When individuals with net worth of over $1 million choose to make philanthropic gifts to nonprofit organizations, how do they go about selecting organizations? Which resources or tools do they lean on to learn about potential grantees — their operations, philosophy, outreach, management style, and financial performance? Are donors finding the data they need, and do they trust it? Finally, how do HNW donors measure the effectiveness of their philanthropic giving?

The Data for Donor Impact study examines the sources and types of data high net worth donors seek as they evaluate organizations and measure their impact. The study is based on survey data and in-depth interviews with sixteen HNW individuals. The study also presented participants with an online profile of a hypothetical nonprofit organization to elicit feedback on web-based data resources.

This study adds to existing research about HNW philanthropy, including a concurrent study by the Philanthropy Workshop[4] and the 2016 installment of a biennial U.S. Trust study[5] that explores the giving patterns, priorities, and attitudes of America's wealthiest households. It is also intended to contribute to the ongoing collaboration between the Stanford Center on Philanthropy and Civil Society (Stanford PACS) and the Raikes Foundation that began in 2015, to examine ways to encourage "strategic behavior" among high net worth donors.

I. PREVIOUS STUDIES

Our study builds on the following research:

The 2016 U.S. Trust[6] study of high net worth philanthropy—the sixth in a series of biennial studies—explores the giving patterns, priorities, and attitudes of America's wealthiest households. As defined by U.S. Trust, a high net worth household is one with net worth of $1 million or more (excluding the value of its primary home) and/or household income of $200,000 or more. This report identifies a positive correlation between donors' self-identified degree of knowledge about philanthropy and the extent to which they monitor their philanthropic gifts. Donors' confidence in their knowledge of philanthropy also correlated positively with the fulfillment or satisfaction they associated with their giving: "31.3 percent of 'novice' households believed that their giving had an impact, compared to 53.0 percent of 'knowledgeable' households and 80.3 percent of 'expert' households."

The Camber Collective has created a series of reports under the title *Money for Good*. The Collective's 2011 report[7], which explored how information about nonprofits is packaged and delivered, concluded that effectively meeting donors' preferences for information could help nonprofits attract new money and result in dollars being redirected from low- to high-performing organizations. The 2015 edition of *Money for Good*[8] delved deeper into opportunities to increase, shift, and improve donor giving. Both reports conclude that there is a multibillion dollar opportunity to redirect donations to the most effective organizations. *Money for Good's* "Busy Idealist" profile of a donor corresponds to the donors we interviewed for the Data for Donor Impact project. Busy Idealists tend to research their gifts (70%) and increase giving over time (66%), and are willing to transfer their giving from one organization to another (24%). This suggests that understanding the giving behavior of this sub-group of HNW donors might help in advancing outcome-focused philanthropy.

Root Cause's *Informed Giving* report inquiries into the types and formats of information that donors with donor-advised funds would like to receive: Do donors care about results or whether nonprofits are using best practices to address a specific social issue? Do they compare nonprofits in terms of performance? The study answered both questions in the affirmative and proposed steps for donors to be more deliberate in their decision making (and nonprofits to be more deliberate in their fundraising).

In general, existing literature on the giving behavior of HNW donors that can be categorized as *do-it-yourselfers,* supports the following assumptions:

- Donors who believe they know more tend to give more.
- Donors care about whether nonprofits are using best practices to address a specific social issue, and they compare nonprofits in terms of performance and results.
- Donors like to receive information in preferred formats.
- Donors subscribe to online resources and consult multiple websites for information.

The literature scan points to the importance of data in philanthropic decision making. It also suggests that donors who actively seek to educate themselves about philanthropy likely have the greatest propensity for behavior change. The Data for Donor Impact study builds on existing research to learn about the specific types of information donors are looking for, the ways in which they conduct research, and the role that information about nonprofits, in particular, online data, play in shaping donors' giving decisions. We hope that this understanding will help inform the development of tools and resources to make this donor segment more impactful in their philanthropy.

Contemporaneously with our study and supported by the same funders, the Philanthropy Workshop undertook a similar study of its members. Their report, *Going Beyond Giving: Perspectives on the Philanthropic Practices of High- and Ultra-High-Net-Worth Donors,* suggests that HNW donors that are dedicated to giving may not be especially systematic or professional in doing so. They are eager learners but mainly guided by their relationships and instincts. The findings of the Data for Donor Impact study corroborate some of these conclusions, especially with respect to the way donors use online data from third party information providers.

II. METHODOLOGY

We selected sixteen HNW individuals and asked them to complete an online survey prior to participating in in-depth interviews.

SELECTION OF PARTICIPANTS

We focused on HNW individuals because of the potential impact of their larger scale of giving. Understanding the behavior of this donor segment in making philanthropic decisions could lead to improvements in information resources, which in turn could have a significant impact on the nonprofit sector.

With this in mind, we selected philanthropists with a minimum net worth of $1 million who donate a minimum of $10,000 to nonprofit organizations annually. Annual donations made by our participants ranged from $10,000 to over $1 million.

Other significant demographic characteristics of our study participants are as follows:

- Of the sixteen participants, eight are women.
- Fourteen are from California, one from Oregon, and one from Washington.
- Nine are between ages 30 and 50, one is under 30 years of age, and six are over 50.
- Three work in technology, one in medicine, one in finance, and three with nonprofit organizations; four donors are full-time philanthropists; and four are retired.

SURVEY

The three-part survey, shared with the participants in advance of the interviews, captured the following information:

1. general demographics,
2. financial standing, and
3. philanthropy-related information about our participants.

The survey was created and distributed using Qualtrics, an online software.

INTERVIEWS

The interviews were designed to explore how donors make decisions about giving. The first part of the interview focused on how donors search for nonprofits aligned with their interests; the types and sources of information they seek when assessing particular organizations; their perception of available online data; and how they feel about their giving decisions.

In the second part of the interview, we asked for feedback on a hypothetical, online profile of a nonprofit organization. We were interested in exploring our participants' reaction to the design, format, and content. The Stanford PACS Effective Philanthropy Learning Initiative (EPLI) based the profile on a GuideStar profile of a nonprofit with information about the organization's mission, programs, leadership, outcomes, and financials.

The interviews averaged 1.5 hours and were conducted either in-person or through video-conferencing.

RESEARCH LIMITATIONS

Sample Size

Our sample size of sixteen individuals is too small to allow us to generalize to the full population of HNW donors.

Selection Bias

Those who accepted our invitation are likely to be particularly highly motivated and may not reflect the larger donor segment.

Response Bias

The donor segment we targeted had attended philanthropy workshops and were possibly aware of some philanthropic best practices. It is possible that their responses were influenced by the desire to "give the right answers."

Geographic Limitations

The donors we interviewed were predominantly from the Silicon Valley region. Their behavior may not be representative of the entire population of HNW donors.

III. FINDINGS

The following findings on behavior, personal paths to philanthropy, and broad giving patterns were drawn from interviews with the sixteen study participants.

PHILANTHROPIC BEHAVIORS

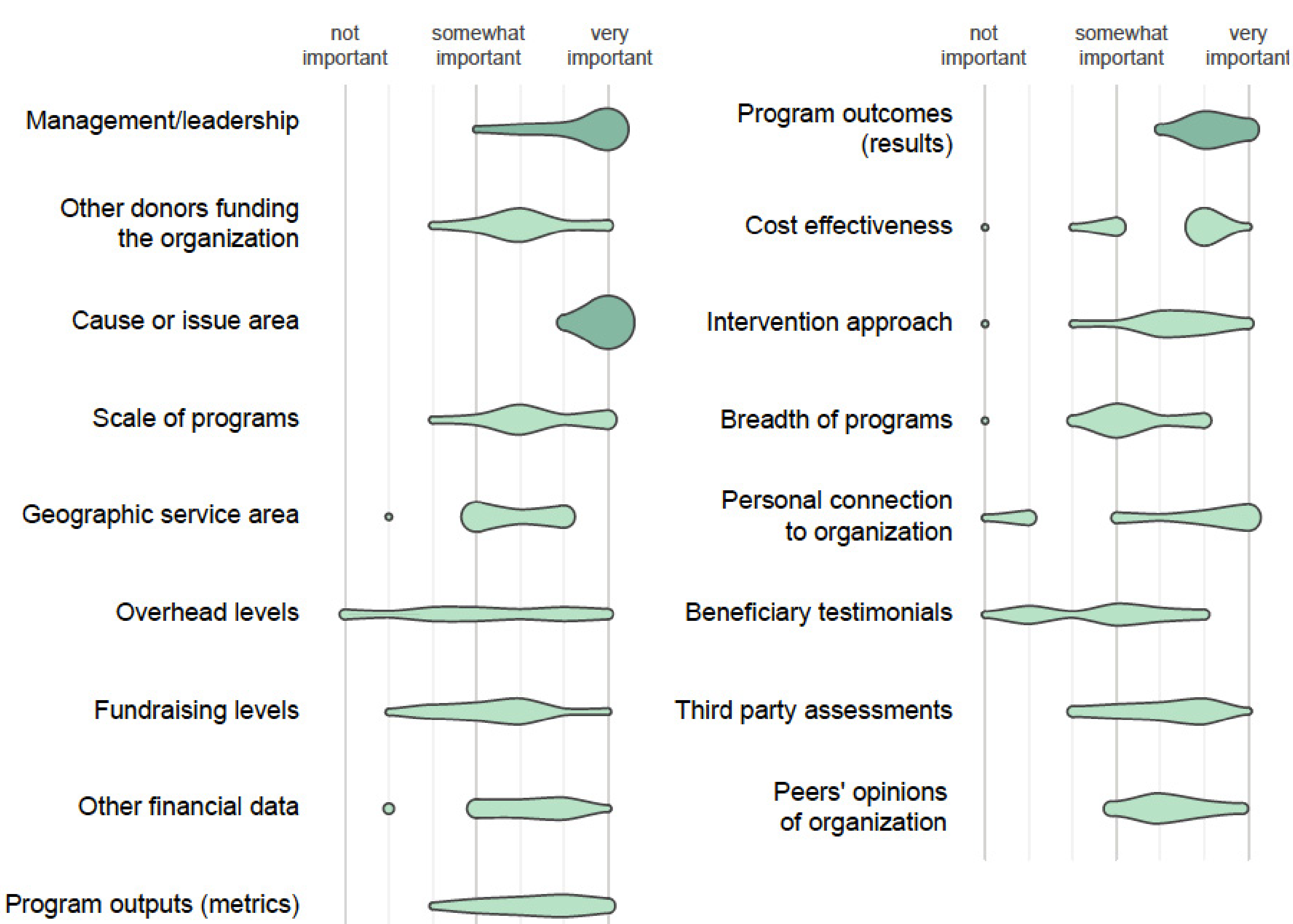
Behaviors related to goals and values:

- Eight out of the sixteen study participants stated that they have "some idea" of what they are trying to accomplish through their philanthropy. Five out of eight had a clear set of goals and outcomes, and three had plans to achieve these goals.

- Ten participants expressed an explicit preference to distribute their philanthropic gifts among established organizations and new, innovative ones.

- Participants rated an organization's cause or issue area, management/leadership, and program outcomes as the most important determinants with respect to their giving decisions. (See Fig. 1)

Fig. 1. *Responses to the question: How much do the following aspects of the organization matter to you?*



Behaviors related to learning and research:

- Eleven of our study participants were involved with donor circles—eight with Silicon Valley Social Venture Fund (SV2),9[8] one with Spark,[10] one with Solidaire,[11] and one with Dasra[12].

- All our participants had attended a conference or workshop on outcome-focused philanthropy in the past year.

- Eleven of the sixteen HNW donors we interviewed were "highly engaged" with organizations to which they give. Activities included volunteering by direct service or board activities, conducting site visits, or advising. Serving on the board of a nonprofit was the most common way donors chose to engage with grantees.

- Half of the survey participants reported that they devote 80+ hours per year to research to inform their giving. Details about the type of research was not included in the survey questionnaire.

- Nine participants reported said that their research is evenly split between online and other resources, four conducted most of their research online, and three said that very little of their research uses online resources. (See Fig. 2)

- With respect to online resources, fourteen of the sixteen respondents use GuideStar, thirteen use Google searches, nine use Charity Navigator, and five use GiveWell. (See Fig. 3)

- All sixteen participants stated that they spent time volunteering in 2016. Six respondents reported volunteering with three organizations each, and seven volunteered with four or more organizations each (see Figure 4). Volunteering activities included serving on boards and providing other pro-bono services.

Fig. 2. *Responses to the question: Do you access online resources during your research?*

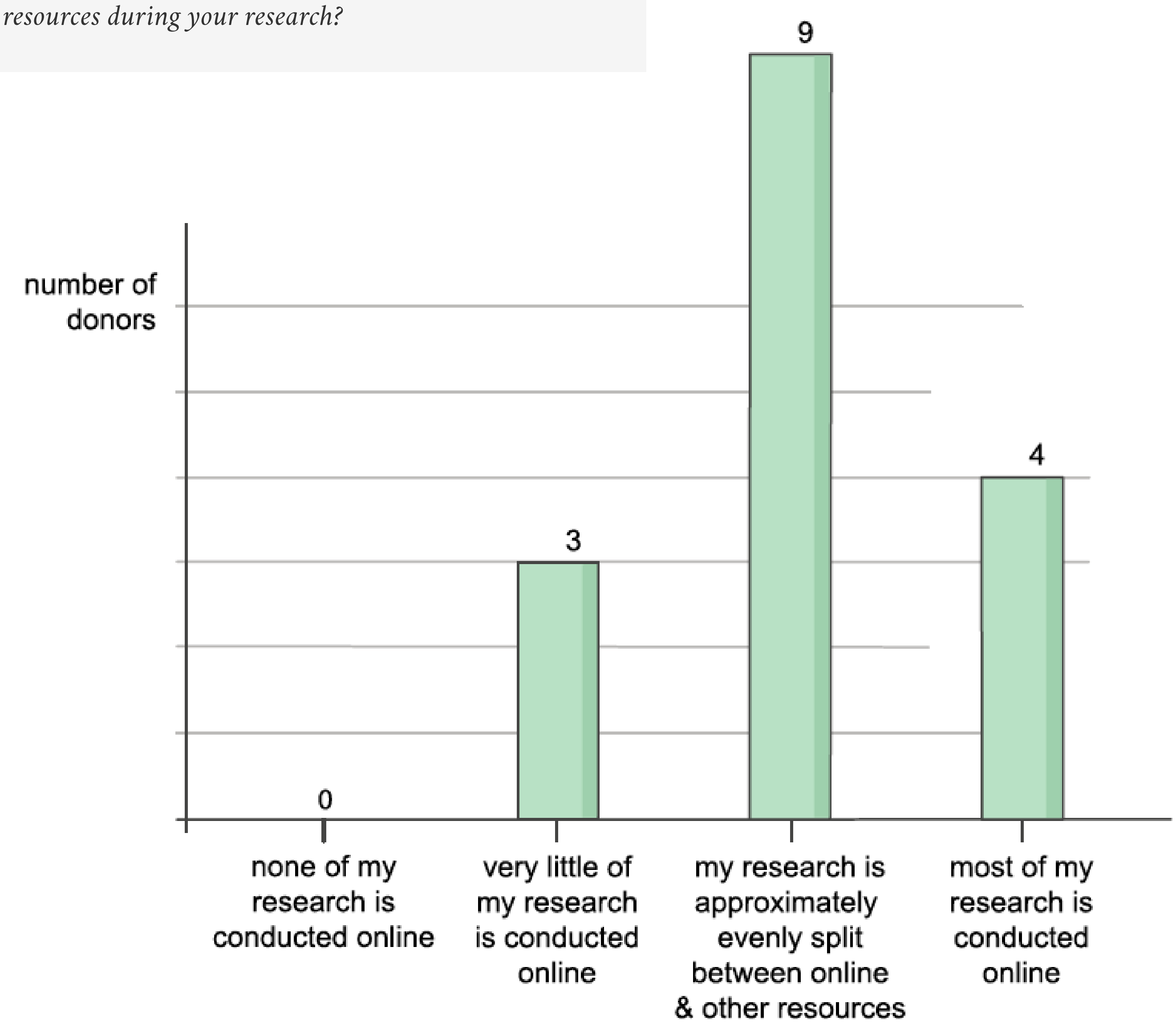


Fig. 3. *Responses to the question: Do you use any of the following online resources for your research?*

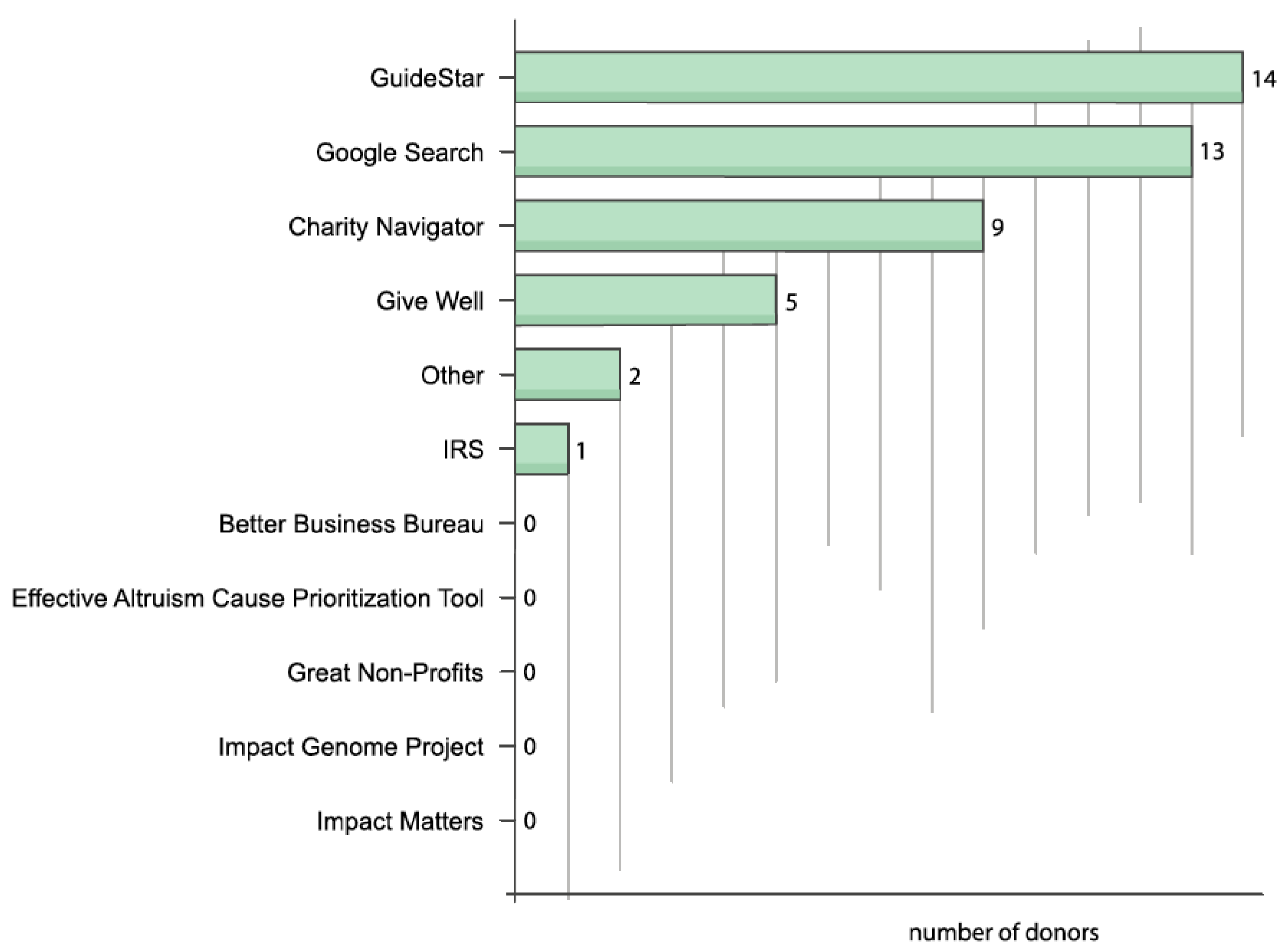
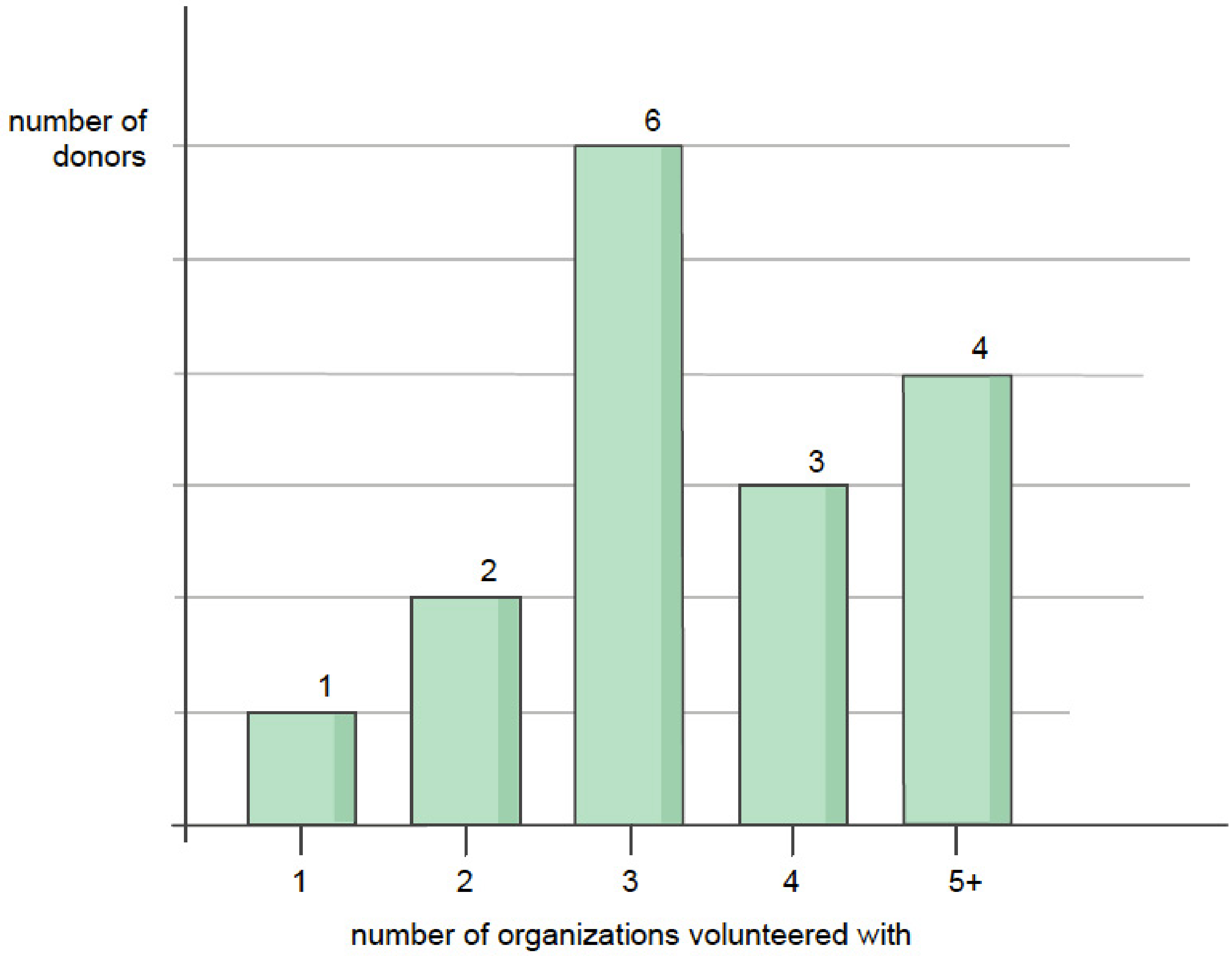


Fig. 4. Responses to the question: How many nonprofit organizations did you volunteer with in 2016?



Paths to Philanthropy

The sixteen HNW donors who participated in our study followed different paths to accumulating wealth and to philanthropy:

- Four had inherited wealth and practiced philanthropy because they had grown up observing it in their families.

- One had a liquidity event and her family's increased potential to give made her take philanthropy seriously.

- Two had successful careers in technology and had reached a stage where they no longer needed to accumulate wealth and could focus on giving.

- Some participants expressed an interest in increasing their philanthropic activities during their lifetimes, others are in the process of making this transition, and a few already consider themselves to be full-time philanthropists.

Broad Giving Patterns

Donors tend to have different preferences, networks, and allegiances that determine their levels of trust and engagement with grantees. These in turn influence their patterns of giving:

- Donors frequently cited a strong sense of commitment to institutions—alma mater, children's schools, etc.—with which they and their families have been affiliated, and they tend to make recurring gifts to these institutions.

- Donors tend to remain focused on specific interest areas. However, they also tend to respond to issues brought to the fore by changes in political climate that they may not have previously considered.

- Some donors have created a "friends and family" category to which they allocate smaller sized gifts (from $5k to $10k); this is done more to maintain relationships than to have an impact. Donors conduct little to no research on organizations in this category.

DONOR PROFILE: *Amy*

Amy is a high net worth donor whose life revolves around philanthropy: "Being born with my last name, it's part of our genes. This is what our family does." Amy sits on the boards of multiple organizations representing a variety of philanthropic causes and represents her family on the boards of several arts organizations, but her field of expertise is education: "If there's a guiding principle in my giving, it's education reform."

Having worked as a special education and social studies teacher in the New York City public schools, Amy believes that there is no substitute for direct, first-hand knowledge of what works and what doesn't. She said, "The research I do that means the most to me is the site visit. I just think there is nothing like that." She also depends on information provided by staff of the nonprofits whose boards she sits on, adding, "Sometimes I feel like I'm in graduate school."

Amy candidly admits that most of her philanthropic decisions are grounded in personal contacts: "I wish I could be more scientific about it, [but] basically it starts with people I meet." Her touchpoints are family members, educators, or perhaps a friend who brings an organization of interest to her attention. She does not doubt the value of performance indicators, data, and measurement, but at the end of the day, she says, "I go on gut."

Across the range of her philanthropic work, Amy struggles to balance sometimes contradictory orientations: between traditional public schools and charter schools; between the political and the charitable; between "output metrics" and "impact metrics." She noted, "I really do believe in the philanthropic portfolio.… You do some things that just make you feel good and some for your community. You do some giving to get at the root of the problem."

DONOR PROFILE: *John*

John is a retired high-tech entrepreneur who has been deeply involved with various nonprofits for a couple of decades. He calls himself a full-time philanthropist and categorizes his giving into three buckets. First, he donates to organizations that address issues he cares about—community, environment, and poverty—and with which he wants to actively engage. He sits on the boards of these organizations.

His second category includes organizations he believes in but doesn't have time to support actively. To John, joining a board means being deeply engaged and not just attending meetings. If he feels that his presence would not add value, he sees no point.

Finally, he gives relatively small amounts in response to family or friends' requests: "I don't give to things that I dislike or disapprove of, but I will give to things I don't care about if I care about the person."

John describes his approach to philanthropy as "wandering." He almost always starts with an emotional reaction, but he then looks for the right combination of need and scale. "I am a full-time philanthropist and I care about the beneficiaries. I want to know how they're doing; I want to know what they need," he explained.

In his process of blending the cognitive and the emotional, John does his best to educate himself enough to assess an organization's impact data and validate their claims. He does not give if he disapproves of an organization's governance or approach and has withdrawn support if he finds that claims are inflated or inaccurate. He likens his research to "drinking from a firehose" but feels that this is the condition of effective philanthropy. He said, "The advice I would give other philanthropists: if you don't like drinking from a firehose, then don't do it."

Although John admires organizations such as GuideStar, he doesn't believe that philanthropy is an essentially cognitive activity or an investment strategy in which all you need to do is analyze a spreadsheet. He recalls holding a fundraiser for a nonprofit organization in San Francisco in 2008: "When one of the kids got up, I got tears in my eyes. The emotional connection came from a direct personal narrative."

IV. WHAT INFORMATION DO DONORS SEEK AND HOW DO THEY OBTAIN IT?

In this study, our goal was to understand how donors conduct research—particularly how they use online information published by intermediaries. We wanted to learn how donors locate nonprofits aligned with their interests; the types and sources of information they seek to assess an organization; and how they feel about their giving decisions. These are the major observations from our interviews.

HOW DO DONORS LEARN ABOUT NEW ORGANIZATIONS?

Donors look for organizations aligned with their interest areas, initially by tapping into their trusted networks, which may include friends, family, neighbors, and peers in donor circles.

> *"I get suggestions from friends, people I know who are also philanthropists—smart and savvy people."*

> *"My trust in an organization is considerably shaped by the person recommending the organization to me."*

Two donors requested and valued recommendations from program officers or other knowledgeable staff members at their own foundations or at organizations with which they volunteer. As with their less formal contacts, donors indicated that they value the information provided by respected and trustworthy sources.

> *"I have the luxury of being able to go to these places and these amazing program officers who can educate me on the issues and give me reading lists..."*

Seven donors relied heavily on trusted publications, conference speakers, and leaders in the field to learn about organizations they might support. Sometimes they actively pursue a potential interest area or organization; other times, a new organization is found serendipitously.

> *"I'll usually have a starting point before going online. Maybe via NPR [National Public Radio]. Might be a topic (not necessarily an organization). Over the course of that topic, the name of an organization may come up. That's a cue for me. Do I like what they're saying?"*

"Will keep tabs on SSIR [Stanford Social Innovation Review] and JPal [Abdul Latif Jameel Poverty Action Lab]. When I see interesting studies, I will try to link up with organizations."

Donors also talked about the importance of feeling connected to organizations that capture their interest before determining whether they are worth donating to.

"I like to be moved by emotion and a connection and then find experts to conduct due diligence for me."

The initial search for new nonprofits to support can be seen as a somewhat haphazard process, sometimes driven by the donor's particular interest and research, and other times by happenstance encounters through a credible institutional source, a trusted media outlet, or a personal connection.

"Very few universes are as lonely as philanthropy. Everyone assumes you can find everything."

HOW DO DONORS LOOK FOR INFORMATION ABOUT PARTICULAR ORGANIZATIONS THEY ARE INTERESTED IN?

Once an organization has been identified, many donors like to get more information through personal engagement; this may include interacting with leadership, volunteering, conducting site visits, and serving on the board. All sixteen of our donors sat on the board of at least one nonprofit organization.

Board membership was praised by several participants for the quality and depth of insight gained. They also correlated their decision to donate to their role as board members. One donor sits on the boards of seven nonprofits. She gives major gifts to these organizations both because she can see the impact of her donations by attending board meetings and because she is expected to donate as a board member.

"By being on the board, I am much more connected to where the money is going and the impact that it's having."

Another donor, who sits on three boards, values the information received through this role over information received through any research tools. She has tied her major giving to these organizations.

"Hopefully once I'm a board member, I know more than any research tool will offer me. I don't do research once I'm on the board. I don't give substantially outside of the organizations [of which I am a board member]."

Similarly, two donors said that before making giving decisions, they either volunteer or conduct site visits with the organizations they are considering funding to understand their operations.

> *"If we were really going to fund this organization, we would go volunteer with them for three weeks or so."*

> *"I am not interested in talking with the board; instead, I want to talk to the staff."*

Donors believe that the quality of information is better when received through engagement because they have "a feel for the organization and leadership" and can get questions answered. One of the donors called the ability to engage with organizations "privileged access." Donors also commented on if and how they might incorporate other sources of data alongside engagement.

> *"I support a nonprofit in Bangalore which educates underprivileged children. When I visit Bangalore, I make it a point to visit them.... When you visit and interact with the staff, you see how the programs are run, you get to know how the staff (and organization) is working."*

> *"For my biggest donations, I'm either on the board or volunteering, so I know a lot about the organization. Before I join the "organizations', I look at the websites. If it's a big organization, I look at their [IRS Form] 990."*

> *"I have access to the resources and the learning [through site visits] that a lot of other people can only get online. I would use these other tools [i.e., GuideStar] if I was not fortunate enough to have these other resources.*

Alternatively, some donors turned to their trusted networks and experts to validate information about nonprofits. In the case of five donors, endorsement by an expert or someone from their trusted network drastically minimized the need to conduct research.

> *"We met with the president and CEO, and I thought he was very committed to making it a good process. A lot of it was new, and people I knew were involved. I trusted them. They wouldn't be associated with it if it was not well run or had financial trouble."*

> *"If it's a credible source—I don't do the research. If a good philanthropist [recommends]—I don't do research. [Similarly,] if the recommendation is from an SV2 member—I don't do research."*

WHAT KIND OF INFORMATION ARE DONORS LOOKING FOR?

Once they determine that an organization aligns with their interests, study participants generally conduct research to determine whether to give. They look for a variety of information depending on how knowledgeable they are about the issue area in which the nonprofit operates.

All participants said that positive outcomes are important, and five said that strategy is important. But these are not the only indicators that influence giving.

Five donors noted that they were most interested in information about leadership, board, management, and staff. They were influenced by factors such as leadership quality, experience, and qualifications; perspectives of fellow board members; and perspectives, experiences, and degree of satisfaction of the organization's staff.

> *"For the senior leadership team, I am looking for intelligence, innovation...I don't typically look at experience as many less experienced leaders are bringing fresh approaches. I do seek open-mindedness and networking skills."*

Donors not only wish to ensure that the people behind the nonprofit's operations are qualified and capable and have other relevant qualities; they also want to get a sense of how an organization is run. They cited various sources for such information, including the perspectives of beneficiaries and communication with donors, as evidenced by responses to initial gifts or email inquiries.

> *"The organization asked for money and I said sure. Things didn't seem to be going in a better direction so I started attending public board meetings. I quickly realized that some of the issues had to do with dysfunctional management. I wish I had done that earlier. It turned out that they had been having financial difficulties for much longer..."*

> *"Ninety percent of emails are about wanting money. I have yet to see them articulate their action plan for the next year. What is their strategy? In contrast, another advocacy organization sends out a 10-point strategy. That impressed me. I like to support an organization that has articulated how they will achieve this goal. That plan impressed me".*

> *"It feels good to support the story and the emotion, but I need the data. I'm not going to give the gift without data for major gifts. I need to see the financials, understand the team, know their*

plan and results of impact... I asked if it would be ok to come to their board meeting after just a month. I just needed to see that the meeting was well run, etc. If you don't know how to run a meeting or follow your agenda, that is telling."

Two donors said that at different stages of an organization's evolution, they look for different types of information. For example, a new nonprofit will not have outcome data to prove its effectiveness, and donors may rely on the organization's strategy and leadership. However, for older and more established nonprofits, outcome and impact data are very important.

"For a newer organization, success could be measured by growth and not necessarily whether the organization is meeting or exceeding certain standards [metrics]. And for newer organizations, leadership is most important."

V. WHAT ARE DONOR'S PERCEPTIONS OF ONLINE DATA?

Our study was particularly interested in donors' use of data presented on the Internet by organizations whose stated purpose is to publish information such as the mission, programs, staff, and leadership of nonprofit organizations, and in some cases, to evaluate their effectiveness. These intermediary organizations make such data available either for free or for a fee.

SAMPLING OF ONLINE RESOURCES

The following are the more prominent organizations that provide free online data. (Of these organizations, GiveWell and Impact Matters have developed tools intended to measure the effectiveness of charitable organizations.) While these resources are intended to assist donors in making more informed philanthropic decisions, little data has been collected to test donors' experience with these tools.

ORGANIZATION	SCOPE	CHARITABLE FOCUS	AREAS OF REVIEW	OUTPUT
GuideStar[13]	2.5 million U.S. nonprofits	n/a	Mission, finances, programs, transparency, governance, impact	Online profiles of nonprofits
Charity Navigator[14]	8,000 U.S. nonprofits	n/a	Financials, transparency	Online profiles and ratings of nonprofits
Give.org (Better Business Bureau)[15]	1,500 U.S. nonprofits	n/a	Governance/oversight, effectiveness, finances, fundraising, informational materials	BBB Charity Seal
BBB Charity Seal	16 nonprofits	Developing countries	Cost-effectiveness in terms of lives saved/improved	Lists of Top Charities, Standout Charities, Cost-Effective Charities
ImpactMatters[16]	6 nonprofits	n/a	Mission evaluation, identified outcomes, use of performance measures	Impact audit reports
The Life You Can Save[17]	Select nonprofits	Extreme poverty	Impact/effectiveness	List of highly effective charities; Impact Calculator

DO DONORS KNOW ABOUT AND TRUST ONLINE RESOURCES?

Our interviewees were aware of some of these intermediaries but skeptical about the quality and reliability of published data. Donors desire information that is comprehensive, benchmarked, current, and validated, and they thought that most online services failed to contextualize the data and did not give a complete picture of the organizations. According to our respondents, online data lacked relevant metrics, strategic plans, and essential evidence. Often, information was fragmented and scattered.

> *"It's all over the map. Some organizations do a good job... My interpretation of GuideStar is that they extract information that is already available... often very general. When you start to get down to what the nonprofit organization is doing, it becomes much more difficult."*

> *"I would also be interested ... to see what current and past staff are saying about working at the organization. I would want to know what the organization's biggest challenges are."*

Since most online resources use IRS 990s for financial data, it is often from a year or two ago and is not representative of the current financial state of organizations.

> *"I'll follow Charity Navigator and GuideStar, but a lot of that information is based on a 990 that is over 1 year old. If I want to know about the finances today, the 990 won't give that to me. So, you're dealing with info that's one to two years old."*

> *"How recent is the data? If the data is a year old or more, I would not consider it useful. So, the 990s might not be helpful to me. I want current data that is updated monthly, etc."*

Three respondents noted that online resources do not provide an opportunity to compare similar organizations, nor to evaluate the performance of nonprofits within an issue area, sector, or geographical region.

> *"It is hard to compare organizations that are doing similar work. Between two organizations that are doing similar work, similar outcomes, how do you say A is better than B? Nice if there was comparative data that will help you divide up your funding. I haven't found a tool like that. For example, what are the three best organizations in early learning or affordable housing."*

> *"Financial graphs are good to see. What would be helpful is if there were an industry-agreed range that they should be within. Not only how they are doing internally, but also industry wide. Provide some context—industry standards or benchmarks."*

Since much of the data is self-reported by nonprofits, there is often no way of checking the data's validity. There are third-party organizations that evaluate nonprofits, but their reports are lengthy, are rarely available publicly, and do not always answer the specific questions donors may have.

WHAT FORMAT AND CONTENT DO DONORS WANT IN AN ONLINE PROFILE?

We asked our donors for feedback on a hypothetical nonprofit organization's online profile that the Stanford Effective Philanthropy Learning Initiative had created in partnership with GuideStar. This profile was based on an actual GuideStar profile and contained information about the organization's mission, programs, leadership, outcomes, and financials (see Appendix). We were interested in the donors' reactions to the revised design, format, and content.

Format

The donors were somewhat split on the format. By format, we mean how the web page is arranged, how content is presented, and design features such as color, fonts, and visuals.

Four donors liked the format in which the information was presented. Donors also liked that information was organized in marked sections.

> *"You can scroll ahead easily because the sections are well-marked."*
>
> *"Well organized/laid out, easy to skim."*
>
> *"It is clearly laid out and straightforward. Easy to navigate. It has all the information that would be relevant to get a good sense of the work."*

Three interviewees liked the data visualization, particularly with financials.

> *"I like the way the financials are laid out in terms of graphs. It is helpful to review information this way.*
>
> *"The governance information around board composition is important. Staffing etc. information is helpful."*
>
> *"Graphic information is helpful. Bar charts are helpful because they show that they are serving students year after year. It is quicker than reading through texts. Financial graphs are good to see."*
>
> *"I like infographics. It takes time to develop those."*

Four donors did not like the format. Two donors suggested restructuring the information to highlight the indicators they value, like budget, number of people served, and needs.

"A budget would be helpful on the top, summary section."

"Need more info up top on number of people served and impact. Not just the problem statement. Need a 'glimmer of hope' at the top. What is the need and what will be accomplished."

"Layout and typeface is not very grabbing or helpful."

Content

The profile's content covered several aspects of the organizations, including information on board members and leadership.

"They have the information on board and bio of the CEO etc. It would be helpful to know the roles of the board. You get a sense of who is behind the organization. You can get the ideology of the organization. Financial section is very robust."

Two participants appreciated the profile's Charting Impact Questions, which gave nonprofits an opportunity to describe their work in their own words. However, one of the participants questioned the quality of the responses to these questions. Six donors complained that the profile was too "text heavy," dense," or "wordy."

"Charting impact answers are interesting. I did not find the results very compelling."

"The five powerful questions—I really liked them but the answers are hard to read. Small font and text heavy. Not sure how to change that."

"Overall, it feels like a very wordy document. Lot of information. How much of this is going to be relevant to my question? Not everyone likes to read a lot."

It was hard for donors to know if the information is current, which affected reliability. Some donors wanted more analysis and thought that the information presented was "general" or not different from what is available on the organizations' websites or annual reports.

"If these programs have been longer running, would want to see the current success rate. Which of the programs are new and which are old? If they are at least five years old, what is the current data showing? ... Would look at how many people are trying to be reached and why. What is the quality of data and how are you going to test whether these people benefited from the program?"

Two donors said that they would like to have seen a personal story of a beneficiary to show impact.

> *"I prefer to have photos and personal stories to bring the organization to life."*

> *"Often helpful to have a video or story—impact on an individual or a group of people."*

HOW DO DONORS COPE WITH POOR-QUALITY INFORMATION?

Donors reported various approaches to cope with poor or incomplete information about nonprofit organizations. Some made small "test gifts" to new organizations identified through trusted networks and credible institutional sources/media. Two donors mentioned that a positive experience with a test gift led to greater engagement and larger gifts over time. To minimize risks, one donor is using an index-investor approach—making smaller gifts to multiple organizations. He uses this method when he is not confident about his knowledge of issue areas.

> *"We did a new process for a couple of organizations – having identified them as an interesting organization, we allocated a $5,000 new grant to see how things go, to get to know them better. This led to a large multi-year grant. I am not comfortable with 'Hi new org, here is $100k'. It is better to say, 'Hi, here is $5k let's get to know each other'."*

> *"As an investor of the money I'm responsible for, I tend to be an indexed investor. Broad range of index stocks. Diversity. Instead of ten stocks. I take a similar diversity approach philanthropically. Learning about a lot of different areas."*

In the absence of good quality data, two donors are developing their own expertise by increasing engagement with the organization. Personal knowledge of a particular field was also cited as a source for validating and creating benchmarks for performance.

> *"Validation and benchmarking come from my own deep knowledge of the education space."*

Of course, the research techniques discussed earlier—such as volunteering, site visits, and seeking data on strategy and leadership—may also be responses to poor data quality.

VI. HOW DO DONORS FEEL ABOUT THE SUCCESS OF THEIR PHILANTHROPY?

All donors we interviewed have outcomes in mind when making philanthropic gifts and actively think about the success of their philanthropy. They admit that it is easy to measure outputs (deliverables) but difficult to evaluate outcomes and impact (short-term results and long-term effects). They realize that to make a difference in the nonprofit sector, they need to better understand the impact of their philanthropy.

> *"Satisfied with my philanthropy? Yes and no. On a scale of 1 to 10, would probably give myself a 4 to 5. Or a 6 if being generous. Would want more involvement with the organizations. Also, hard to evaluate impact. Saving one starfish at a time is good for people at one stage of their journey, but after a certain point, you want to make more of a difference. Because outcomes are easier to measure for the third organization that I'm giving to (sanitation), I would say I am making a difference there."*

> *"What kind of additionality are we having in that conversation? What are the outcomes related to our donation? It is difficult to have that attribution. So, we are picking organizations that have a chance of success and then supporting them. Related to metrics, it is complicated and we are struggling with it."*

> *"I'm trying to learn more about effective philanthropy. What can you do to have your money make a difference? Where do you fit? There's a huge learning curve. I'm not at all an expert."*

Several donors were satisfied with their giving even though their grantee's performance was not positive. They evaluated the success of their philanthropy with respect to the issue area and the people they supported and not so much on the organization's outcomes.

> *"All three last gifts were satisfying, including the one that was not successful. Because I could talk policy, politics, and education all the time. They're introducing me to people and schools that are key to social change. So, it feels to me that I'm having an impact, and I personally enjoy the people and problems we are talking about. I love all those meetings and conferences about education and philanthropy. Of course, I would love it if it would be, like, this wildly successful organization—of course, that would be more satisfying, but not that much more. It matters more to me the people that I'm supporting and the issue. For example: the leadership, board, events. There are great people involved in philanthropy."*

CONCLUSION

We believe that the relatively large philanthropic contributions made by HNW donors enable them to have significant impact on the nonprofit sector. Philanthropy intermediaries that purport to aid HNW donors' philanthropic activities by providing access to data about the nonprofit sector might therefore benefit from a deeper understanding of how such donors make decisions related to their giving. This study aims to understand the sources on which HNW donors rely on to make philanthropic decisions and whether better information resources might lead to more outcome-focused giving.

High net worth donors in this study ranked outputs, outcomes, and impact as important factors in determining the effectiveness of an organization. Yet their giving was often influenced by other factors that were not necessarily correlated to these objectives.

While study participants showed a desire for current and reliable third-party data about nonprofits, almost all of them believe that personal engagement with an organization yields information that is more complete, of higher quality, better validated, and more reliable than what is available from other sources. However, we observed that direct engagement might sometimes impede donors' ability to objectively assess an organization's impact:

- High engagement as a pathway to information gathering made donors more emotionally vested, thereby changing how they assess organizations. Emotionally vested donors may not feel the need to look at outcome data of an organization.

- Sometimes high engagement led to unqualified loyalty to organizations that were failing to achieve their objectives.

- Donors often felt committed to making substantial gifts to organizations whose boards they served on.

Feedback on the hypothetical GuideStar-like organizational profile suggests that a well-designed online source of nonprofit data with credible and updated content might lessen the sense that doing philanthropic research is "like drinking from a firehose."

- Donors who focused on outcomes and impact coupled with less direct engagement with grantees seemed to have an easier time adjusting their giving patterns to reward high performing nonprofits.

- Donors often are unaware of the effectiveness of their philanthropy because of the absence of any kind of benchmarking. Some donors who are confident in their philanthropic activities may have more room for improvement than those who believe they can do better.

APPENDIX:
HYPOTHETICAL ORGANIZATION PROFILE USED FOR INTERVIEWS

guidestar.org

GuideStar | GuideStar Basic Search | Update Nonprofit Profile | Products | Blog | Create Account | Sign in

EDUCATIONAL INSTITUTIONS

RIVERS LITERACY FOUNDATION

Dallas, TX | www.riversfoundation.org | Income: $1,178,201 | Assets: $939,625

Donate

SUMMARY | PROGRAMS | RESULTS | CHARTING IMPACTS

Mission

Rivers Literacy Foundation (RLF) is a volunteer-based community learning center that promotes literacy, encourages academic success, and develops effective life skills among disadvantaged youth in West Dallas, in the belief that education connects us to life's possibilities.

Overview

Changing mindsets within populations of poverty require building relationships. RLF provides consistent academic support that helps youth see themselves in larger dimensions. RLF guides youth through the expectations of school and social interaction in the early grades. In Middle and High School, the agency maintains the academic support, but adds mentors to create new supportive relationships. RLF assigns grade level projects that help youth plan, predict outcomes and see tangible products of their combined efforts. The agency leverages their graduation from high school by providing scholarships so that they continue on academically. Throughout their years here, children see each other grow, struggle and succeed within the relationships they build with RLF staff and volunteers.

The programs at RLF consider the total youth - his/her family, peers, and community. Family and peers play an enormous part in every youth's decisions and choices. When the important people in a youth's life join together to achieve an agreed common goal, the chances for success are increased. RLF Programs are unique because they focus their mission, activities and support services toward changing the perceptions and beliefs of at risk youth. Students are given the learning environment needed to achieve and excel academically and incorporate appropriate standards of behavior and accountability into their lives. Unlike other programs, RLF's family environment and culture of achievement keeps students and families returning to RLF year after year, passing down the lessons learned and accomplishments achieved to create a ripple effect of impact that has the power to change the

Service Area

Texas

Dallas County -- West Dallas

The West Dallas community served by RLF is predominately Catholic, low-income, and minority. In the 75212 zip code, according to the 2010 Census, 68.2% of the population is Hispanic (all groups) and 27.8% African-American. An estimated 68% of the Hispanic population 25 and over are without a high school diploma.

RLFs target population is minority, low-income students in grades K-12, primarily from the 75212 zip code. These students are at-risk for gang involvement, substance abuse, teen pregnancy, criminal activity, and dropping out of school.

Ruling Year

1988

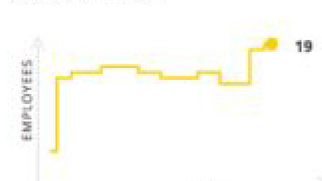
Chief Executive Officer

Mrs. Dolores Sosa Green

Chief Operating Officer Since 2014

Mr. Joel Durbin

No. Employees in 2014



Keywords

Tutor, Read, Mentor, Hispanic youth, dropout prevention, literacy, scholarships

Notes from the Nonprofit

In a recent Dallas Morning News article entitled "Cradle-to-Prison Pipeline", a correlation was drawn between a child's zip code and the odds that they will end up in prison. The zip code served by RLF has one of the highest rates of incarceration and one of the in a youth's life join together to achieve an agreed common goal, the chances for success are increased. RLF Programs are unique because they focus their mission, activities and support services toward changing the perceptions and beliefs of at risk youth. Students are given the learning environment needed to achieve and excel academically and incorporate appropriate standards of behavior and accountability into their lives. Unlike other programs, RLF's family environment and culture of achievement keeps students and families returning to RLF year after year, passing down the lessons learned and accomplishments achieved to create a ripple effect of impact that has the power to change the course of West Dallas for the better.

Also Known As

RLF

EIN

75-6055203

IRS Subsection

501(c)(3) Public Charity

NAICS Code

624190 Other Individual and Family Services

SIC Code

8322 INDIVIDUAL AND FAMILY SERVICES

Physical Address

2060 Singleton Blvd. Suite 104
Dallas, 75212

OrganizationType

Corporation

Contact

Mrs. Dolores S Green
dsgreen@riversfoundation.org
Chief Executive Officer
Tel: (214)744-6774
www.riversfoundation.org

Cause Area (NTEE Code)

Remedial Reading, Reading Encouragement (B92)
Adult, Child Matching Programs (O30)
Youth Development Programs (O50)

IRS Filing Requirement

This organization is required to file an IRS Form 990 or 990-EZ.

Keywords

Tutor, Read, Mentor, Hispanic youth, dropout prevention, literacy, scholarships

Notes from the Nonprofit

In a recent Dallas Morning News article entitled "Cradle-to-Prison Pipeline", a correlation was drawn between a child's zip code and the odds that they will end up in prison. The zip code served by RLF has one of the highest rates of incarceration and one of the lowest numbers of college-ready high school graduates. With only one, yes ONE, West Dallas grad being deemed "college-ready," it is essential that RLF provides its services to as many of the more than 7,000 students in West Dallas as possible so that our kids don't end up being just another statistic in this cycle of educational poverty.

Engagement in an afterschool program has been shown to improve students' academic, personal, and social skills and self-esteem (Univ. of Illinois at Chicago, 2007). Teens in afterschool programs are three times less likely to skip classes, use drugs/ alcohol, smoke, and engage in sexual activity than teens who do not participate (YMCA of the USA, March 2001). By providing intervention, homework help, tutoring, mentoring, and a support network of parents, teachers, volunteers, and RLF staff, RLF prevents the likelihood that youth will engage in delinquent behavior and increases the likelihood they will stay and thrive in school.

Furthermore, according to DISD's 2011 TAKS scores, the average passing rate in 2010-2011 for 3-5 grade students at the seven local elementary schools is 74.3% but that percentage drops dramatically to 52% for 6-8 grade students at the only local middle school and 53.3% for 9-11 grade students at the only local high school, L.G. Pinkston. With ninth grade being both the "make or break year" for being on track to graduate AND the grade in which most students fail or are held back, RLF programs serve as a steady and supportive guide for our students, helping them cope and conquer the challenges that cause many other students without a support system to struggle with, such as the transition to high school, new and challenging coursework, and motivation ("Supports for High School Success: An Evaluation of the Texas Ninth Grade Transition and Intervention Grant Program").

A 2007 study published by the University of Texas at Dallas revealed that chances for economic success among individuals who lack a high school diploma appear to be less today than at any other point in the U.S. Future years continue to follow this trend. According to Commit!, 60% of the jobs in the local workforce will require a post-secondary degree by the year 2030, with 90% of the students both needing to finish high school college-ready and actually enrolling in postsecondary education. With 68% of the Hispanic population 25 and over in the 75212 zip code being without a high school diploma and having median incomes 36% lower than the City of Dallas, RLF programs aim to break these economic barriers by providing students the knowledge and tools to succeed and pursue advanced studies.

Our Programs

What are the organization's current programs, how do they measure success, and who do the programs serve?

PROGRAM 1

Our Programs

What are the organization's current programs, how do they measure success, and who do the programs serve?

PROGRAM 1

Tutor Power Hour

If a 2-12 grade student requires additional assistance in reading or math, as determined by report card grades, academic interactions with the student such as during Homework Help, and student/parent tutoring requests, RLF staff matches that student with a trained volunteer tutor that meets with them one-on-one for one hour per week through our Tutor Power Hour program. The program includes Literacy Tutoring, Reading Buddies, and Online Math Tutoring. Embedded in the program is the philosophy that students learn by doing, by being totally immersed in the new learning, and by sounding out loud their reactions and opinions of various works with the knowledge that they are supported by a volunteer who encourages and cares about them. It is this critical thinking, confidence-boosting process that is the strength of the Tutor Power Hour program.

CATEGORY

Education

BUDGET

$268,540

POPULATION SERVED

Children and Youth (infants - 19 years.)
Adults
Poor/Economically Disadvantaged, Indigent,
General

Program long term success

65% of students pass standardized tests administered by the school in math and reading

Program long term success monitored by

Current evaluation tools record data for numbers served and levels of school performance, which allows staff to track trends or changes, programmatically and academically. Aside from pre- and post-testing in reading and math, each six weeks students bring their report cards so that RLF program staff can evaluate how tutoring and mentoring is impacting their in-school performance. This tracking allows staff and tutors to recognize instructional gaps and adjust instructional delivery methods to meet the needs of each child. Surveys allow for program adjustment as well, and ensure that RLF students are getting the best possible programming. The absolute end result is, of course, high school graduation. RLF is evaluated each year on the delivery of its programs using the Afterschool Quality Advancement (AQUA) tool developed by Dallas Afterschool. In addition, Dallas Afterschool will assess RLF through an outside evaluator with extensive experience working with afterschool programs and rating quality. The evaluator spends time monitoring and observing RLF programs and activities, speaking to staff and participants, and looking for specific criteria. The elements presented for evaluation are as follows: facility environment, program administration, programming activities, youth participation, parent/family partnerships, and program sustainability/growth. The outcomes of the evaluation are based from a pre-/ post-evaluation tool. RLF is evaluated on an annual basis using the AQUA tool, which aids RLF in ensuring that the best quality programming is provided to all its participants.

Program success examples

Caesar began receiving math tutoring assistance in the seventh grade. He made the decision to have a math tutor because of his desire to get into a private high school in Dallas, Jesuit College Preparatory School of Dallas. Worried that his math skills would not be up to par for his school of choice, Caesar worked diligently to improve his math scores. After taking the entrance exam to apply for entry into the private high school, Caesar was ecstatic to see that the math tutoring he received paid off. Caesar was not only accepted to Jesuit, but he also received a scholarship.

PROGRAM 2

Believe & Achieve

The ultimate goal of the Believe & Achieve program is to prepare more students to graduate high school and pursue and succeed in post-secondary education. Importance of accountability and the value of education is made clear: upon enrollment, all students must sign a Contract of Agreement to fulfill all program requirements, including 10 age-appropriate college and career preparation workshops (e.g., FAFSA training, SAT/ACT practice, financial literacy, networking, resume-writing, career/college fairs), submission of report cards/test scores, 10 hours of social/educational enrichment, and 20 hours community service. Students may volunteer as Reading Buddies to RLF's K-3rd graders and receive daily homework assistance. To address the social-emotional needs of students, the Girls on a Mission and PALS (Preparing Adolescent Boys to Lead and Succeed) programs for 5-8th grade youth discuss gender-specific issues, such as self-confidence, body image, bullying, healthy eating, healthy friendships, hygiene, etc. in a safe environment. In 2016-17, we hope to expand these programs to operate year-round. Students also go on exploratory college visits designed to parallel the college experience and have access to mentors who motivate and encourage middle and high school students to graduate from high school. Upon successful completion of all program components and high school graduation, each student is eligible to receive a $4,000 scholarship. Students who go directly into the workforce are better prepared for seeking employment with opportunities for advancement. The program currently serves 245 unduplicated youth.

CATEGORY

Youth Development

BUDGET

$274,512

POPULATION SERVED

Youth/Adolescents only (14 - 19 years)
Poor/Economically Disadvantaged, Indigent,
General
None

Program long term success

90% will attend a College/University or Vocational school.

Program long term success monitored by

Current evaluation tools record data for numbers served and levels of school performance, which allows staff to track trends or changes, programmatically and academically. Aside from pre- and post-testing in reading and math, each six weeks students bring their report cards so that RLF program staff can evaluate how tutoring and mentoring is impacting their in-school performance. This tracking allows staff and tutors to recognize instructional gaps and adjust instructional delivery methods to meet the needs of each child. Surveys allow for program adjustment as well, and ensure that RLF students are getting the best possible programming. The absolute end result is, of course, high school graduation. RLF is evaluated each year on the delivery of its programs using the Afterschool Quality Advancement (AQUA) tool developed by Dallas Afterschool. In addition, Dallas Afterschool will assess RLF through an outside evaluator with extensive experience working with afterschool programs and rating quality. The evaluator spends time monitoring and observing RLF programs and activities, speaking to staff and participants, and looking for specific criteria. The elements presented for evaluation are as follows: facility environment, program administration, programming activities, youth participation, parent/family partnerships, and program sustainability/growth. The outcomes of the evaluation are based from a pre-/ post-evaluation tool. RLF is evaluated on an annual basis using the AQUA tool, which aids RLF in ensuring that the best quality programming is provided to all its participants.

Program success examples

Case Scenario: Rosaerlinda Cisneros was in her final years of high school when she was told by her high school guidance counselor that she should not apply to Texas A&M University, her dream college, because she would never get in. Understandably upset by this repudiation of her dream, Rosa turned to her tutor/mentor at RLF, Dolores Sosa Green (who also happens to be RLF's Executive Director). While furious at the comments Rosa's guidance counselor had told her, Dolores decided to focus on encouraging Rosa to apply to Texas A&M. She helped Rosa with her application, showed her how to apply for financial aid, proofread essays and, when Rosa became frustrated, Dolores pulled her emotions back in to focus on her goals and the hard work she had put in to achieve them. When the time came to submit, both thought Rosa had more than a fighting chance of getting in. It turned out that, not only was Rosa accepted to Texas A&M but, also, she got a scholarship! Rosa graduated in 2014 with a Bachelor of Science degree in Environmental Science.

PROGRAM 3

Family Connection

Family Connection is a program that rewards families for giving back to their community, improving themselves through education, and supporting the development of educational success in their children and future generations. The idea of Family Connection began with the parents of the students of RLF in February 2005. Many parents expressed a strong desire to give back to RLF for the services and goods received. They no longer wanted to receive free handouts, but merely wanted to earn them, set a good example for their children, and to increase parental involvement.All families who have children enrolled in RLF's educational programs are welcome to participate in Family Connection. Families complete a minimum of 60 volunteer hours per year. Each member of the family can earn volunteer hours through a variety of volunteer and educational opportunities offered at RLF or in the local community. Parents can easily earn volunteer hours by taking ESL and/or GED classes, volunteering in their children's school, attending PTA and parent conference meetings, and, of course, volunteering their time at RLF. Families who meet minimum volunteer hour requirements receive school supplies and/or school uniforms in August for each child before the school year begins. In early December, each family receives Christmas gifts such as toys, clothing, shoes, and personal and household needs which RLF ensures are equitable among all families. During a festive Christmas gathering held at RLF, families receive their gifts, have their gifts wrapped by volunteers, and have the opportunity to safely meet and personally thank the donors who partnered with them.

CATEGORY

Human Services

BUDGET

$55,787

POPULATION SERVED

Adults
Poor/Economically Disadvantaged, Indigent, General
Poor/Economically Disadvantaged, Indigent, General

Program long term success

Through parent involvement, students will be better able to succeed in life because of the support they receive both at home, school, and after school. Children will feel like their education is supported by their parents and will be willing to pursue their dreams. Parents will also be empowered by their self-improvement and will be mentors and models of achievement for their children. All of this support combined will lead to stable and healthy family units as well as an improved and knowledgeable workforce.

Program long term success monitored by

Not available

Program success examples

Through her child's involvement at RLF and her own involvement in the Family Connection program, Maria O. was inspired to take ESL classes at Vickery Meadow Learning Center (VMLC). After graduating from the program, she now works at VMLC. Maria O. says that, if it were not for RLF's support and encouragement of parents, she would not be where she is today.

PROGRAM 4

Kid's Cafe

KID'S CAFE: In partnership with CitySquare and Capital One, RLF feeds any child from the community who needs a nutritious meal. RLF serves more than 15,000 meals throughout the school year and summer months.

This year, our food program has been changed from the North Texas Food Bank to the CitySquare food program. As such, our staff and RLF moms will be cooking fresh meals every single day of programming versus having some meals cooked from prepared, frozen casseroles – meals that students didn't eat and caused unwanted food waste. With the ability to provide freshly cooked food, RLF expects the number of children who eat during programming to more than double. It is projected that 200 meals or more will be served per day compared to last year's 80 meals per day.

CATEGORY

Food, Agriculture & Nutrition

BUDGET

$98,332

POPULATION SERVED

Children and Youth (infants - 19 years.)
Poor/Economically Disadvantaged, Indigent, General
Poor/Economically Disadvantaged, Indigent, General

Program long term success

6 out of 10 kindergarten through eight grade teachers say that students regularly come to school hungry because of a lack of available food at home. It is RLF's goal for our students to not have to worry/stress about when or where their next meal will come from, thereby enabling them to concentrate on their education. When this basic need is met on a consistent basis, students have the opportunity to dream about their futures and how education will get them there.

Program long term success monitored by

RLF tracks the number of meals served on a weekly basis. It is projected that 200 meals or more will be served per day.

Program success examples

Prior to 2008, and before the down economy hit, the North Texas Food Bank used to allow RLF to cook its own meals. And during that time, RLF only served 270 students, but an average of 150 meals were being eaten every day. Today, with more than 550 students being served and the number still growing, there's no doubt that our change to freshly made food by the staff and moms of RLF is going to be a big hit!

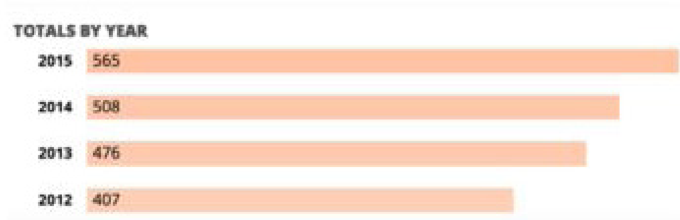
Results

How does this organization measure their results? It's a hard question but an important one. These quantitative program results are self-reported by the organization, illustrating their committment to transparency, learning, and interest in helping the whole sector learn and grow.

How does this organization measure their results? It's a hard question but an important one. These quantitative program results are self-reported by the organization, illustrating their committment to transparency, learning, and interest in helping the whole sector learn and grow.

1. Number of students enrolled

Target Population	Children and youth (0-19 years), Economically disadvantaged, low-income, and poor people, At-risk youth
Connected to a Program?	n/a

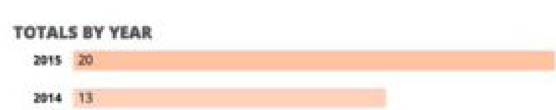


Context notes for this metric

RLF set a three-year goal beginning in 2012 to serve at least 550 students by 2015. We are proud to say we surpassed this goal in 2015 (565) and 2016 (574)!

2. Number of program participants who receive a secondary school diploma or GED

Target Population	Adolescents (13-19 years), Economically disadvantaged, low-income, and poor people, At-risk youth
Connected to a Program?	Believe & Achieve

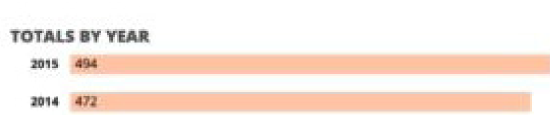


Context notes for this metric

Benchmark: 32% of students in economically disadvantaged communities in this area graduate with a diploma or GED.
2015: 96% (20) of students graduated high school;
2014: 93% (13) of students graduated high school;
2013: 91% of students graduated high school.

3. Number of youth who demonstrate that they have developed a strong sense of self

Target Population	Children and youth (0-19 years), Economically disadvantaged, low-income, and poor people, At-risk youth
Connected to a Program?	n/a



Context notes for this metric

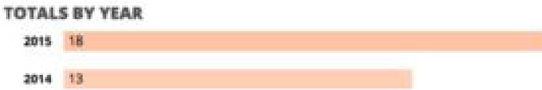
2015: 87.5% (494) reported increased positive attitudes/ beliefs/perceptions of self/future; 2014: 93% (472) reported increased positive attitudes/ beliefs/perceptions of self/future

4. Number of youth who plan to attend post-secondary education

4. Number of youth who plan to attend post-secondary education

Target Population	Adolescents (13-19 years), At-risk youth, Economically disadvantaged, low-income, and poor people
Connected to a Program?	Believe & Achieve

TOTALS BY YEAR



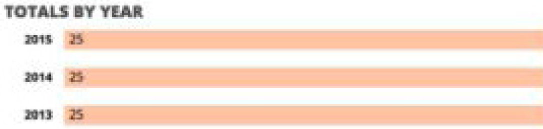
Context notes for this metric

2015: 85% (18) of seniors enrolled in post-secondary education; 2014: 91% (13) of seniors enrolled in post-secondary education; 2013: 91% of seniors enrolled in post-secondary education

5. Hours of tutoring administered

Target Population	Children and youth (0-19 years), At-risk youth, Economically disadvantaged, low-income, and poor people
Connected to a Program?	Tutor Power Hour

TOTALS BY YEAR



Context notes for this metric

Charting Impact

Five powerful questions that require reflection about what really matters: results.

QUESTION 1

What is the organization aiming to accomplish?

Rivers Literacy Foundation Vision:
Rivers Literacy Foundation will be Dallas' most effective community-based learning center for disadvantaged youth and a model for others, making our vision a reality with:
- A vibrant and sustainable volunteer and donor base.
- A comprehensive program, Kindergarten through 12th Grade.
- Strong community partnerships.

The purpose and GOALS of all programs at RLF are:
• Become an educational support system for children in the public school system.
• Tutor English literacy to facilitate learning in all English speaking classrooms.
• Model educational values and tasks that will motivate students to stay in school.
• Coach students to seek H igher Education which will earn better jobs with opportunities for further learning and advancement.

Homework Help/"I Am The Best" Summer Program:

Objective: To provide the tools and resources so that children and youth can become more successful in school through a better understanding of materials and expectations.

Program Goals
- To improve children's academic performance
- To improve children's social competence

Tutor Power Hour:

Objective: To promote literacy and math as essential components of a child's education by providing support and enrichment activities that will help them in the process.

Tutor Power Hour:

Objective: To promote literacy and math as essential components of a child's education by providing support and enrichment activities that will help them in the process.

Program Goals:
- Provide a quality literacy tutoring program that meets the needs of students and delivered through volunteer tutors
- To improve children's academic performance
- To improve children's social competence
- Serve as liaison between tutors, students, parents, and schools to ensure students' academic needs are met

Believe & Achieve:

Objective: To increase the number of youth who pursue higher education by providing the necessary support and guidance to achieve high school graduation and pursue post-secondary education.

Program Goals:
- Expose and provide college and career readiness skills and tools to all Believe & Achieve students
- Provide social and emotional support through Life Skills training to all Believe & Achieve students
- Provide academic resources and support that enable all Believe & Achieve students to succeed in school
- Establish trust with all Believe & Achieve students and parents through structures to build long-term relationships

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QUESTION 2

What are the organization's key strategies for making this happen?

RLF Programs are specifically designed to intervene in a child's life and focus on encouraging and empowering the likelihood of high school graduation and college enrollment. Our programs are designed to truncate the high school dropout rates and high-risk behaviors such as gang involvement, substance abuse, and teen pregnancy that often result in incarceration or some type of interaction with the juvenile justice system.

Changing mindsets within populations of poverty requires building relationships. RLF provides consistent academic support, helping youth see themselves in larger dimensions. RLF guides youth through the expectations of school and social interaction in the early grades. In middle and high school, RLF maintains strong academic support, but adds mentors to create new supportive relationships during those difficult teenage years, when children in West Dallas are most at-risk of dropping out of school. RLF assigns grade level projects that help youth plan, predict outcomes, and see tangible results of their efforts. RLF further supports students after graduation from high school by providing scholarships, thus enabling them to pursue higher education. Throughout their years here at RLF, children see each other grow, struggle, and succeed within the relationships they build with RLF staff and volunteers.

RLF programs consider the total youth - family, peers, and community. Parents, peers and mentors work together to complete leadership, academic, and community service components. Students are immersed in a learning environment allowing them to achieve and excel academically and incorporate appropriate standards of behavior and accountability into their lives.

Plans to Support RLF for the Future:
The Development Committee of the RLF Board of Directors recognizes the funding challenges inherent in running a non-profit organization. The committee and board are continually evaluating and improving RLF's strategic plan in order to take RLF solidly into the future.

RLF also plans to receive support from the following resources:
- A growing database of individuals who repeatedly support our annual campaign. In 2015-16, individual donations increased over 70%.
- Our annual fund-raising event, "Mission Olé". The fundraiser is traditionally held in the fall to raise operational funds. 2015 proceeds from the event netted over $100,000 and expenses were an all-time low.
- Goal to raise at least $300,000 for a Rainy Day Fund.
- Growing Event/Sponsorship Program – within the past year, RLF has obtained 20 new sponsors.
- Creation of an effective Major Gifts program to coincide with expansion of our Giving Society
- Initial funding to hire a Director of Finance to improve financial tracking. We are in the process of seeking funding for a Development Director that will greatly increase revenue
- RLF has steadily diversified financial resources, obtaining more overall income from individuals and special events, compared to grants.

QUESTION 3

What are the organization's capabilities for doing this?

RLF has a variety of academic-based programs that consistently maintain a retention rate of at least 95%. Open until 8pm and on Saturdays, students can focus on their studies and not feel rushed or pressured due to time constraints. This is especially important for our teenage B&A students because, by keeping our students on track through extended hours and academic support, they hopefully won't be as interested to join a gang, do drugs, or engage in other delinquent behaviors.

Each of our programs truly flow into and support each other and, together, create a mindset of success. Homework Help and Tutor Power Hour are the foundational programs that ignite the flame for our students to go after their dreams and make a positive future for themselves while the Believe & Achieve is the culminating program that encourages our students to achieve personal and academic success. Each of these programs is further enhanced by the Family Connection program, which rewards families for giving back to their community, improving themselves through education, and supporting the development of educational success in their children and future generations.

Engagement in an afterschool program has been shown to improve students' academic, personal, and social skills and self-esteem (Univ. of Illinois at Chicago, 2007). Teens in afterschool programs are three times less likely to skip classes, use drugs/alcohol, smoke, and engage in sexual activity than teens who do not participate (YMCA of the USA, March 2001). By providing intervention, homework help, tutoring, mentoring, and a support network of parents, teachers, volunteers, and RLF staff, RLF prevents the likelihood that youth will engage in delinquent behavior and increases the likelihood they will stay and thrive in school..

Coupled with parental involvement and engagement in their education, RLF's clients' chances for succeeding in school and life are considerably higher than that of their West Dallas peers who don't have those same support systems in place.

QUESTION 4

How will they know if they are making progress?

Dreamers Academy Summer Program:

Outputs:
- 200 program enrollment
- 150 program enrollment for Dreamers Academy Summer Program
- 90% retention rate
- Provide academic-based extracurricular activities to develop additional skill sets that engage students' minds on varying levels
- Provide special events and projects that expose students to college at an early age
- Provide at least six educational field trips to expose students to social, educational, and growth opportunities
- Review students' progress on quarterly basis to evaluate need for additional resources

Tutor Power Hour:

Tutor Power Hour:

Outputs:
• 120 students receive math tutoring
• 184 students receive literacy tutoring or a Reading Buddy
• 90% student retention rate
• 85% volunteer retention rate
• 1 Tutor: 2 students
• 1 Reading Buddy: 3 students
• 3 hours of tutor training
• Students receive 25+ hours of instruction in literacy, math, or writing
• Review students' progress on quarterly basis to evaluate need for additional resources

Believe & Achieve:

Outputs:
• 245 program enrollment
• 35 average class size
• 90% retention rate
• 80% enrollment rate in college/university/vocational school
• 10 college/career/life skills workshops
• 10 college/university field trips
• Provide opportunities for students to obtain 20 hours of community service (Reading Buddies program and/or special events/projects/activities)
• 20 hours learning and practicing computer skills per student
• Provide 100% of students seeking homework assistance/tutoring with it in Study Hall
• Increase mentor recruitment 10% annually
• Mentors and students have face-to-face meeting 2x/ month in addition to phone/email communication

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QUESTION 5

What have and haven't they accomplished so far?

Accomplishments:
• Since 2006, an average of 90% of students return to RLF year after year

• Since 2006, an average of 95% of students are promoted to the next grade

• Since 2004, RLF has experienced a 90-100% graduation rate (96% in 2016)

• Since 2005, at least 80% of students have pursued postsecondary education (85% in 2016)

• RLF has served 41% more students since 2012, surpassing our 550 goal to serve 574 students in 2016!

• While increasing the number of students served, RLF programs simultaneously added new program elements to improve quality, including the addition of key social-emotional program elements: Be A STAAR! Group, Homework Help 2 Onward Thinking (H2O), and Girls on a Mission and PALS (Preparing Adolescent Boys to Lead and Succeed) Projects

• 75% of parents are actively involved in their children's education through RLF's Family Connection, thereby empowering them to be role models for their children and community.

• In May 2013, RLF became a fully certified afterschool program through Dallas AfterSchool's AfterSchool Quality Advancement tool by demonstrating competency in all 10 elements of a high quality program.

• RLF programs were recognized in 2014 by the national initiative, Excelencia in Education, as one of the most effective programs in the U.S. at increasing academic opportunities, achievement, and college success for Latino students.

• RLF was a finalist for CNM Connect's 2015 Nonprofit of the Year Award.

• RLF received the 2015 West Dallas Chamber of Commerce 'Legendary Award,' in recognition of its relentless commitment, dedication, and contributions to the West Dallas community.

• SEVEN Class of 2016 RLF graduates graduated with both their high school diplomas AND their Associate's degrees.

Plans to Support RLF for the Future -- Progress:
• RLF Academic Giving Society: Giving levels begin at $2,500.

• Build Emergency Fund with a minimum of $750K and ultimate goal of $1.5 million in the account. These emergency funds will protect us from future economic downturns.

• Exploration of Expansion, including the option of 9,000 sq. ft. of space available to us in our current building and 5 acres of land elsewhere.

• Establish $10 million Endowment to fund operating gaps and expand reach

• New Board Committees to lead our organization into the future, including Development & Marketing, Mission Olé, Expansion, and Board Governance

• RLF recently met with a consultant in February 2015 to assist in reviewing RLF's organizational structure in order to create processes that encourage and create financial sustainability.

Financials

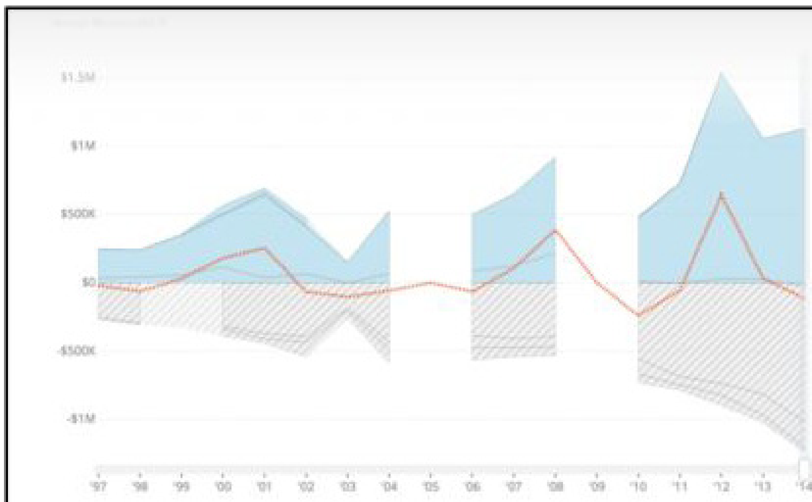
Financial information is an important part of gauging the short- and long-term health of the organization.

Revenue vs. Expenses

Comparing revenue to expenses shows how the organizations finances fluctuate over time.

2014 Breakdown

Net Gain/Loss: -$115,966 in 2014



2014 Breakdown

Net Gain/Loss: -$115,966 in 2014

Total Revenue:	**$1,127,308**
Contributions:	$1,160,783
Gov't Grants:	$0
Program Services:	$0
Investments:	$179
Special Events:	-$33,654
Sales:	$0
Other:	$0
Total Expenses:	**$1,243,274**
Program Services:	$1,018,160
Administration:	$186,996
Fundraising:	$38,118

Note: When component data are not available, the graph displays the total Revenue and/or Expense values.

LIQUIDITY IN 2014

7.91

Average of 4.29 over 18 years

Source: IRS Form 990

MONTHS OF CASH IN 2014

4.9

Average of 6.5 over 18 years

Source: IRS Form 990

FRINGE RATE IN 2014

24%

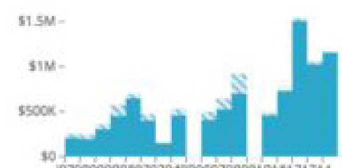
Average of 17% over 18 years

Source: IRS Form 990

Funding Sources

The funding sources breakdown shows the funding categories upon which a nonprofit organization relies over time.

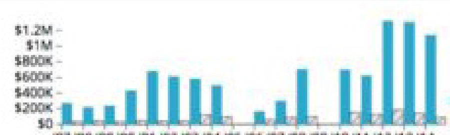
Source: IRS Form 990



Assets & Liabilities

The comparison of assets vs liabilities shows the relationship between what an organization owns and what it owes.

Source: IRS Form 990



Financial Data

The balance sheet gives a snapshot of the financial health of an organization at a particular point in time. An organization's total assets should generally exceed its total liabilities, or it cannot survive long, but the types of assets and liabilities must also be considered. For instance, an organization's current assets (cash, receivables, securities, etc.) should be sufficient to cover its current liabilities (payables, deferred revenue, current year loan, and note payments). Otherwise, the organization may face solvency problems. On the other hand, an organization whose cash and equivalents greatly exceed its current liabilities might not be putting its money to best use.

Financial Data for the Fiscal Year Ending... 2014

Revenue and Expenses
Fiscal Year 2014

Revenue	
Contributions	$1,160,783
Government Grants	$0
Program Services	$0
Investments	$179
Special Events	($33,654)
Sales	$0

Balance Sheet
Fiscal Year 2014

Assets	JUL 01, 2013	JUN 30, 2014	CHANGE
Cash & Equivalents	$470,510	$446,080	($24,430)
Accounts Receivable	$245,000	$255,000	$10,000
Pledges & Grants Receivable	$0	$0	$0
Receivable, Other	$0	$0	$0
Inventories for Sale or Use	$0	$0	$0
Investments, Securities	$0	$0	$0

Revenue	
Contributions	$1,160,783
Government Grants	$0
Program Services	$0
Investments	$179
Special Events	($33,654)
Sales	$0
Other	$0
Total Revenue	**$1,127,308**

Expenses	
Program Services	$1,018,160
Administration	$186,996
Fundraising	$38,118
Total Expenses	**$1,243,274**

Net Gain/Loss	($115,966)

Functional Expenses	
Accounting Fees	$27,136
Advertising & Promotion	$3,925
Information Technology Expenses	$0
Insurance Expenses	$28,094
Interest Expenses	$841
Investment Management Fees	$0
Legal Fees	$0
Pension Plan Contributions	$0
Professional Fundraising Expenses	$0

DOWNLOAD

Assets	JUL 01, 2013	JUN 30, 2014	CHANGE
Cash & Equivalents	$470,510	$446,080	($24,430)
Accounts Receivable	$245,000	$255,000	$10,000
Pledges & Grants Receivable	$0	$0	$0
Receivable, Other	$0	$0	$0
Inventories for Sale or Use	$0	$0	$0
Investment, Securities	$0	$0	$0
Investment, Other	$0	$0	$0
Fixed Assets (LBE - Depreciation)	$584,089	$424,940	($159,149)
Other	$6,000	$13,500	$7,500
Total Assets	**$1,305,599**	**$1,139,520**	**($166,079)**

Liabilities	JUL 01, 2013	JUN 30, 2014	CHANGE
Accounts Payable	$25,505	$29,273	$3,768
Grants Payable	$0	$0	$0
Deferred Revenue	$0	$30,000	$30,000
Loans and Notes	$75,000	$0	($75,000)
Tax-Exempt Bond Liabilities	$0	$0	$0
Other	$38,281	$29,400	($8,881)
Total Liabilities	**$138,786**	**$88,673**	**($50,113)**

Fund Balance	JUL 01, 2013	JUN 30, 2014	CHANGE
Temporarily Restricted Net Assets	$615,796	$465,152	($150,644)
Permanently Restricted Net Assets	$0	$0	$0
Unrestricted Net Assets	$551,017	$585,695	$34,678
Net Assets	**$1,166,813**	**$1,050,847**	**($115,966)**

DOWNLOAD

Operations

The people, governance practices, and partners that make the organization tick.

OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES

Source: IRS Form 990

Fiscal Year Ending 2014 DOWNLOAD

Compensation Other Related

DOLORES SOSA GREEN
EXECUTIVE DIRECTOR

MATT SCHOOLER
DIRECTOR

ANN SCHOOLER
DIRECTOR

DAN STRODEL
PAST CHAIR/DIRECTOR

NANCY GOPEZ
DIRECTOR

GAIL C FISCHER
DIRECTOR

JIM WHITE
VICE CHAIR/DIRECTOR

SCOTT WALLINGFORD
DIRECTOR

TAYLOR ALLEN
secretary/DIRECTOR

SUZY GEKIERE
EX-OFFICIO

MICHAEL GONZALEZ
BOARD CHAIR/DIRECTOR

ANN HOLTBY
DIRECTOR

DAWN WEEKS SPALDING
DIRECTOR

JIM SKOCHDOPOLE
DIRECTOR

JENNIFER TRULOCK
DIRECTOR

LINDA FORDE
TREASURER/DIRECTOR

CHIEF EXECUTIVE OFFICER

MRS. DOLORES SOSA GREEN

CHIEF OPERATING OFFICER

MR. JOEL DURBIN

BIO

Executive Director Dolores Sosa Green, M.Ed, has over 21 years of progressive experience in the non-profit sector. She has been at Rivers Literacy Foundation for over 11 years. Her background includes agency administration, personnel management, program development and public relations. Before joining RLF in 2005, Ms. Green worked with Big Brothers Big Sisters of North Texas for 11 years in varying capacities. While there, she served as the Program Director for the Eastern Region, one of the largest regional offices within the agency. Ms. Green supervised a staff of 20. Ms. Green holds a Bachelor of Science in Psychology, a Master of Education in Counseling and Student Services from the University of North Texas, and Nonprofit Management Certification from the Center for Nonprofit Management.

HIDE

STATEMENT FROM THE CHIEF EXECUTIVE OFFICER

"At RLF, we don't have room for low expectations, hopelessness or lost dreams; we only have room for possibilities and brighter tomorrows."

HIGHEST PAID EMPLOYEES

Context is key: compensation varies widely in different geographic and economic centers, and by sector.

There are no highest paid employees recorded for this organization.

Governance

BOARD CHAIR

MS. JENNIFER TRULOCK

Baker Botts

Term: July 2014 - June 2017

BOARD LEADERSHIP PRACTICES

GuideStar worked with BoardSource, the national leader in nonprofit board leadership and governance, to create this section, which enables organizations and donors to transparently share information about essential board leadership practices. Self-reported by organization

YES

BOARD ORIENTATION & EDUCATION

Does the board conduct a formal orientation for new board members and require all board members to sign a written agreement regarding their roles, responsibilities, and expectations?

YES

CEO OVERSIGHT

Has the board conducted a formal, written assessment of the chief executive within the past year?

YES

ETHICS & TRANSPARENCY

Have the board and senior staff reviewed the conflict-of-interest policy and completed and signed disclosure statements in the past year?

YES

BOARD COMPOSITION

Does the board ensure an inclusive board member recruitment process that results in diversity of thought and leadership?

YES

BOARD PERFORMANCE

Has the board conducted a formal, written self-assessment of its performance within the past three years?

BOARD OF DIRECTORS

as of **8/17/2016**

DOWNLOAD

Taylor Allen
Investment Advisor
Goldman Sachs

Chris Chambless
CMO
Ambit Energy

Michael Gonzalez
Owner
El Creative

Richard Mauldin
Vice President
Texas Capital Bank

Matt Schooler
Merchant Banker
Alder Capital Partners

Kenneth McDonald
Managing Director
Bernstein Wealth Management

Laura Bowden
Ex-Officio
Junior League of Dallas

Donald Potts
Board Member
Capital Institutional Services

Margaret Spellings
President
George W. Bush Presidential Center

Jesse Trevino
CBRE

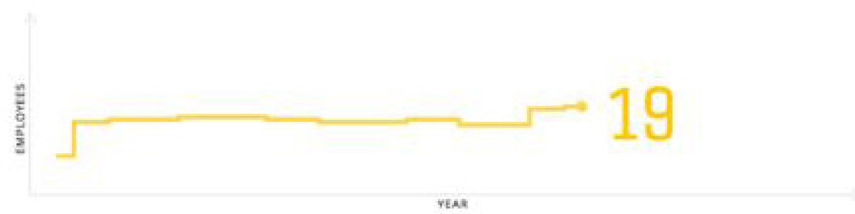
Michele Woodcock
Retired Educator

Michael Woodruff
CPA
Saville Dodgen & Company, PLLC

Organization Staff

NUMBER OF EMPLOYEES

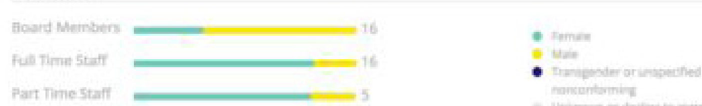
How has the number of employees fluctuated over time?



ORGANIZATIONAL DEMOGRAPHICS

In order to support nonprofits and gain valuable insight for the sector, GuideStar worked with D5—a five-year initiative to advance diversity, equity, and inclusion in philanthropy—in creating a questionnaire. This section is a voluntary questionnaire that empowers organizations to share information on the demographics of who works in and leads organizations. To protect the identity of individuals, we do not display sexual orientation or disability information for organizations with fewer than 15 staff. Any values displayed in this section are percentages of the total number of individuals in each category (e.g. 20% of all Board members for X organization are female).

Gender



This organization reports that it does not collect this information for Volunteers.

Race & Ethnicity

This organization reports that it does not collect this information for Volunteers.

Sexual Orientation

This organization reports that it does not collect this information for Board Members, Full-Time Staff, Part-Time Staff and Volunteers.

Disability

This organization reports that it does not collect this information for Board Members, Full-Time Staff, Part-Time Staff and Volunteers.

Diversity Strategies

No	We track retention of staff, board, and volunteers across demographic categories
No	We track income levels of staff, senior staff, and board across demographic categories
No	We track the age of staff, senior staff, and board
No	We track the diversity of vendors (e.g., consultants, professional service firms)
No	We have a diversity committee in place
No	We have a diversity manager in place
No	We have a diversity plan
No	We use other methods to support diversity

NOTES

[1] We define High Net Worth Donors as those with assets over USD 1 million

[2] Giving USA 2017

[3] "Outcome-focused" refers to philanthropy grounded in sound research and strategies aimed at using donors' resources most effectively to achieve whatever social goals motivate them.

[4] http://www.tpw.org/events/entry/the_philanthropy_workshops_perspectives_on_philanthropists_special_report

[5] https://www.ustrust.com/publish/content/application/pdf/GWMOL/USTp_ARMCGDN7_oct_2017.pdf

[6] The 2016 U.S. Trust® Studyof High Net Worth Philanthropy

[7] Money for Good II: Driving Dollars to the Highest-Performing Nonprofits

[8] Money For Good 2015 Revealing the voice of the donor in philanthropic giving

[9] www.sv2.org

[10] www.sparksf.org

[11] solidairenetwork.org

[12] www.dasra.org

[13] https://www.guidestar.org

[14] www.charitynavigator.org

[15] www.give.org

[16] www.impactm.org

[17] https://www.thelifeyoucansave.org