Omaha Community Foundation

Growing good, together.

BEST PRACTICES PLAYBOOK FOR COMMUNITY FOUNDATIONS:

Hosting a Chartered Advisor in Philanthropy® Study Group

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Introduction

In the fall of 2011, when business magnate Warren Buffett challenged a group of Omaha philanthropists to help make their community more generous, the words "challenge accepted" immediately resonated with Mark Weber. With 25 years of experience as a financial advisor, Weber recognized that affluent people almost always seek out and rely upon professional advisors when they experience significant personal and financial milestones, such as the receipt of an inheritance or the sale of a business or commercial property. He also recognized that traditional advisor training in law, business, and accounting schools focuses primarily on tax strategies and transactional details but seldom focuses on philanthropy. As a result, most advisors say very little about charitable giving when consulting with their clients about those milestones. Yet, Weber understood the influential role advisors can play in helping clients understand the impact of philanthropy. He had always included charitable giving in conversations with wealthy clients and felt compelled to educate other advisors on navigating these critical discussions.

Later that year, after hearing Buffett speak, Weber approached the Omaha Community Foundation to partner in facilitating a continuing education program for local advisors—including tax, legal, accounting, wealth managers, and nonprofit professionals. Having served as a board and committee member for the Omaha Community Foundation and having referred clients to the Foundation over the years, Weber was well-acquainted with the Foundation's mission to maximize the power of philanthropy to strengthen the community.

The Omaha Community Foundation, the twelfth-largest Community Foundation in the country, is a key player in one of the nation's most philanthropic communities, Omaha, Nebraska. Weber and the Omaha Community Foundation saw the opportunity to develop a local Study Group program to educate and encourage collaboration among local professional advisors and nonprofits to foster more extraordinary generosity within Omaha. They chose to utilize, and continue to use, the Chartered Advisor in Philanthropy® program ("CAP® Program"), a graduate-level, online curriculum offered by The American College of Financial Services located in King of Prussia, Pennsylvania ("The American College"), as the content provider.

While Weber could have earned his CAP® designation independently, he saw an opportunity to bring together local professionals from various sectors to learn about local philanthropy while earning the CAP® designation together. The Omaha program is unique for its small, study-group approach to learning. Annually, starting in 2012, Weber and the Omaha Community Foundation have selected twelve to fifteen local tax, legal, accounting, wealth management, and nonprofit professionals to participate in a CAP® Study Group, completing the CAP® Program coursework online while meeting in person bi-weekly to discuss local case studies, hear guest speakers, and explore philanthropy in the community.

This intimate setting has allowed participants to learn from one another, build their professional networks, and deepen their understanding of philanthropy. The growing demand for this invitation-only program, with a waiting list of local professionals eager to participate, speaks to the sense of community it has cultivated.

Since its inception, nearly 200 Omaha advisors and nonprofit professionals have earned their CAP® designations from The American College while participating in the Omaha Community Foundation's CAP® Study Group. Participants report feeling more confident in guiding philanthropic discussions with clients, leading to greater satisfaction and joy in clients' charitable giving. The Study Group has also fostered stronger collaboration among local professionals, resulting in frequent referrals between advisors. A 2019 survey conducted by Mark Weber found that Omaha CAP® Study Group advisors facilitated over $9 billion in current and future charitable commitments. Additionally, the Omaha Community Foundation has reported that CAP® Study Group participants refer more clients annually than non-CAP® advisors. Further, the philanthropic funds referred by CAP® advisors are, on average, larger than those from non-CAP® advisors.

In the words of Tom Pansing, the Omaha Community Foundation's long-time and now-retired attorney, "Providing clients and organizations with assistance in identifying and attaining their charitable objectives requires a thorough knowledge of tax laws and available resources in the community, as well as a positive approach toward charitable giving. Omaha's CAP® Study Group program has educated and inspired a cadre of Omaha attorneys, accountants, trust officers, insurance professionals, and executives who have been and are instrumental in stimulating and greatly expanding charitable giving in the Omaha area."

Omaha's success has inspired other Community Foundations across the country. Some two dozen foundations have adopted similar programs, many based on Omaha's model, and each year, many Community Foundations inquire about Omaha's program. Weber and the Omaha Community Foundation have created this Best Practices Playbook in response to the growing interest, sharing their insights from over a decade of experience. This Playbook guides Community Foundations seeking to engage professional advisors through continuing education programs.

While Community Foundations are not the only organizations sponsoring continuing education programs for advisors, this Playbook is specifically designed to help Community Foundations implement and manage effective professional development programs. The Omaha Community Foundation's CAP® Study Group is a proven model for other Community Foundations to follow, aiming to strengthen relationships with advisors, enhance philanthropic education, and drive meaningful increases in charitable donations.

We invite other Community Foundations to build on what we've learned, innovate, and share these practices to help elevate philanthropy in their communities.

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Section 1: Benefits of the CAP® Study Group Model

For this Playbook, a “CAP® Study Group” is a cohort of approximately twelve to fifteen local professional advisors—including tax, legal, accounting, and wealth management advisors—and nonprofit professionals who simultaneously enroll in The American College’s graduate-level, online CAP® Program. These individuals work independently to earn their CAP® designations while collectively participating in the Community Foundation’s CAP® Study Group. The group meets bi-weekly to network, discuss local case studies, and hear from guest speakers, such as estate, tax, and charitable planning experts, as well as philanthropists and local foundation representatives. These discussions give participants a deeper understanding of their community's philanthropic efforts. With Mark Weber, the Omaha Community Foundation staff organizes, plans, and moderates the CAP® Study Group in Omaha.

Since 2012, these group learning cohorts have been called “Study Groups.” In 2025, The American College began distinguishing between the national remote learning cohorts they moderate as “study” groups, and the learning cohorts moderated at the local level as “community” groups. Throughout this document, these terms are used interchangeably.

The CAP® Study Group fosters an environment where participants can apply their newfound knowledge to their professional practices, enriching their communities. As they come together to learn and collaborate, members build strong professional relationships and friendships while working toward their CAP® designations. With a shared philanthropic education and a common goal of promoting charitable giving, they position themselves as trusted advisors, ready to help clients achieve their charitable aspirations.

The American College’s CAP® designation signifies those professionals— advisors and nonprofit leaders—have completed rigorous graduate-level studies in philanthropy. This education equips them to offer more informed and practical advice on philanthropic strategies. While formal education is a crucial first step, the second key step in an advisor’s journey is the network they build through active participation in a CAP® Study Group. This network of local advisors fosters a community of respected leaders who inspire and guide philanthropy in their region.

1.1 Benefits for Community Foundations

Increased Engagement and Referrals

Community Foundations are well-positioned to host CAP® Study Groups due to their strong relationships with local donors, advisors, and nonprofit organizations. However, a key challenge common to Community Foundations is helping advisors understand the foundation's role and tools. Hosting a CAP® Study Group can help build long-term partnerships with advisors, clarifying how and why to work with the foundation.

In addition to hosting, foundation staff actively participate in CAP® Study Group sessions, often while simultaneously earning their CAP® designation, fostering deeper relationships with other participants. This active engagement creates opportunities for the Community Foundation to develop lasting and more meaningful relationships with the community’s professional advisors, leading to more client referrals and increased charitable giving, benefiting the Community Foundation.

Community Foundations empower advisors and nonprofit leaders to collaborate, drive philanthropic growth, and create positive change in their communities by serving as thought leaders and educators.

Fostering a Culture of Giving

A core goal of every Community Foundation is to grow the financial and volunteer resources needed to address the community's charitable needs. As a culture of giving takes root, these resources naturally expand.

By hosting CAP® Study Groups, the Community Foundation establishes itself as a leader in providing vital philanthropic education to participants. As the network of CAP® graduates grows, so does the community of advisors dedicated to long-term charitable planning, creating a culture of giving within the professional advisor and nonprofit community.

Enhanced Visibility

As more advisors and nonprofit professionals participate in CAP® Study Groups, with the Community Foundation as the ongoing host, these participants will better understand the foundation's work, tools, and impact on the community's philanthropic landscape. They will recognize the Community Foundation's value to local charitable resources' growth and impactful investment. This continued collaboration will elevate the Community Foundation's visibility, enhancing its reputation as a leader in philanthropy. Many CAP® Study Group participants cite their education as instrumental in their roles on nonprofit boards.

1.2 Benefits for CAP® Study Group Participants

Professional Development

Students taking the CAP® online courses from The American College gain advanced knowledge in charitable planning and advising. CAP® Study Groups enhance this learning by showing how to apply this knowledge in the local community. In-person Study Group sessions allow participants to exchange ideas, learn from others, and explore community leaders' philanthropic motivations and strategies. The expertise they gain will boost their effectiveness in advising philanthropically inclined clients.

Networking Opportunities

As they collaborate and study together, participants form strong professional relationships and become part of an expanding network of CAPs®. These participants share a common philanthropic education and goal of promoting charitable giving, positioning themselves as the best advisors for clients seeking to achieve their charitable aspirations.

Exclusive Resources and Speakers

CAP® Study Group sessions enhance The American College's CAP® curriculum with exclusive supplemental materials from the Community Foundation and opportunities to learn directly from prominent local advisors and philanthropists. Participants gain unique insights through discussions with local experts and leaders, learning about their motivations, goals, challenges, and planning strategies. This "behind the scenes" exposure to high-level experts and exclusive resources and speakers ensures that participants remain at the forefront of charitable planning, offering them a distinct advantage over other advisors in the field.

1.3 Benefits for the Community

Legacy and Intergenerational Planning

CAP® Study Group participants are better equipped to assist clients with long-term philanthropic planning. The model encourages advisors to understand clients' motivations and develop tailored strategies that align with their charitable goals, family dynamics, and other factors. Affluent families often struggle with answering how much to leave to their family and how much to leave to the community. CAP® graduates are well-prepared to help clients navigate and answer that question. Additionally, graduates are uniquely qualified to help families pass down charitable values across generations, fostering future generations of philanthropists.

Stronger Family Connections

CAP® Study Group graduates serve as trusted advisors who can strengthen family bonds through philanthropic planning. By including younger generations in charitable decision-making, advisors help families educate children and grandchildren about wealth and giving, facilitating collaboration on shared charitable goals. This multigenerational approach often leads to stronger, more cohesive family relationships.

Collaboration Between Advisors and Nonprofits

CAP® Study Groups bring together professionals from diverse fields, attorneys, accountants, tax advisors, wealth planners, nonprofit leaders, and community members who want to learn more about philanthropy. Study Groups allow participants to foster collaboration and develop closer relationships with nonprofit organizations. As they learn about local needs and philanthropic efforts, advisors are better positioned to align client giving with community priorities, benefiting clients and nonprofits. CAP® Study Group graduates are ideal candidates for nonprofit boards, equipped with the knowledge and understanding of philanthropy to contribute meaningfully.

Broad Community Giving Impact

A thriving Community Foundation-sponsored CAP® Study Group program creates a network of professional advisors who drive philanthropic support for local causes. This network strengthens the philanthropic sector, helping to fund and sustain local nonprofit organizations that make a lasting impact on the community.

Section 2: Considerations for Hosting a CAP® Study Group

Hosting and organizing a successful CAP® Study Group program is a significant undertaking for a Community Foundation. The Community Foundation's staff, board members, and community partners must fully commit, recognizing that it will require a substantial investment of time, resources, and personnel. While the potential benefits are long-lasting and significant, success depends on the Community Foundation's dedication to the necessary time, talent, and funding.

2.1 Return on Investment

> ***TIP:*** **Encourage community foundation board members to recommend their professional advisors as prospective Study Group Participants.**

Hosting a CAP® Study Group provides a strong return on investment for the Community Foundation, including increased donations, new funds, greater community engagement, and strengthened relationships with professional advisors and nonprofits. As the Community Foundation's CAP® Study Group participant network grows yearly, it can measure the financial impact of its philanthropy education efforts. A 2019 survey conducted by Mark Weber found that Omaha CAP® Study Group advisors facilitated over $9 billion in current and future charitable commitments. Additionally, the Omaha Community Foundation has reported that CAP® Study Group participants refer more clients annually than non-CAP® advisors. Further, the charitable funds referred by CAP® advisors are, on average, larger than those from non-CAP® advisors.

2.2 Community Foundation Readiness

The Community Foundation's staff and board must assess whether the foundation has staff capacity, financial resources, and relationships with local professional advisors and nonprofit leaders to launch and sustain a CAP® Study Group. The foundation must also determine the likelihood that investing time, talent, and resources will lead to increased donations, enhanced community engagement, and stronger advisor relationships. If staff capacity, financial resources, or relationships need to be developed, the foundation can plan to build these resources and connections before launching the program. See Exhibit 1 – Starting a CAP® Study Group Checklist for Community Foundations.

The board's support is essential for both the launch and ongoing success of the CAP® Study Group. The Community Foundation should regularly update the board on the Study Group's progress, and board members should participate in or help facilitate introductions to key advisors and nonprofit leaders.

The program may incur significant initial and ongoing costs, which should eventually be included in the foundation's annual budget. To launch and sustain the program, the Community

Foundation could ask its most avid supporters and donors to provide seed money and ongoing support for three to five years until the program becomes self-sustaining.

2.3 Estimated Staff Time and Resources

Hosting a CAP® Study Group requires considerable investment in staff time and resources by the Community Foundation. The foundation should evaluate whether it has an existing staff member with the time, skills, and commitment to coordinate and moderate the CAP® Study Group program, ideally alongside another non-staff moderator (as discussed in Section 6). While this is not a full-time role, the staff moderator must dedicate significant time to developing the program and schedule, recruiting participants, securing guest speakers, and engaging other partners. The ideal candidate will be relational, detail-oriented, and experienced in working with professional advisors.

While it is not required, having a supporting staff member for organizational and administrative tasks would be helpful. As the program matures and staff gain experience, the time commitment may decrease, especially after an Alumni Advisory Board and Committees are formed and operational.

The Omaha Community Foundation has found it exceptionally beneficial for the staff moderator and other members of its leadership team to participate in the CAP® Study Group program. Over the past thirteen years, fourteen members of its leadership team, including two CEOs, have earned their CAP® certification. Ideally, the staff moderator will earn their CAP® designation before the first Study Group begins or alongside the inaugural CAP® Study Group. Key responsibilities of the Community Foundation staff include the following:

- **Developing and Organizing the CAP® Study Group:** Staff must design the format of the ongoing Study Group sessions, align local Study Group content with The American College's CAP® curriculum, recruit students, moderators, and speakers, and continuously assess the effectiveness of the Study Group program. This Best Practices Playbook (Sections 2-6) and supporting materials in the Appendix are designed to streamline this process.

- **Budget and Funding:** In collaboration with the Community Foundation's leadership team, the staff moderator leading the CAP® Study Group should develop a program budget that includes personnel costs, recruitment, marketing, venue fees, and ongoing alumni engagement. The budget should include start-up costs to launch and continue supporting the program. See Exhibit 2 – Sample CAP® Study Group Budget.

- **Program Coordination:** The staff moderator ensures that the Study Group's schedule aligns with The American College's curriculum. Ideally, the Study Group meets bi-weekly to discuss local case studies, with guest speakers and local resources complementing the learning experience. The American College has a CAP® Community Group Moderator Guide for Study Group moderators to facilitate local Study Groups (which The American College refers to as Community Groups). This Guide details basic information about the CAP® Program, including enrollment, curriculum, and exam information.

- **Venue Management:** The CAP® Study Group's primary goal is to bring together professional advisors and nonprofit leaders from diverse disciplines to foster learning, collaboration, and the development of a strong community committed to promoting philanthropy. While some communities have elected to hold many or all their Study Group sessions remotely, Omaha's CAP® Study Group has achieved this primary goal by meeting in person at regular intervals and regularly scheduled times. Omaha's experience reveals that Study Group participants develop more substantial, more lasting personal relationships when meeting in person. Study Group sessions typically occur over eight months, usually from late April or early May to early December. The Community Foundation is responsible for securing a suitable venue for each session, ensuring it is conducive to learning and relationship-building.

  Potential venues for in-person sessions include the Community Foundation's office, community spaces such as libraries or community centers, or rotating locations at participants' businesses. Trust companies, banks, and organizations with philanthropic missions may also be interested in hosting sessions. While planning to hold in-person sessions, the Community Foundation should be prepared for virtual sessions in case of unforeseen circumstances (e.g., pandemics or extreme weather). Reliable access to platforms like Zoom or Google Meets will be essential.

- **Marketing:** The Community Foundation should develop effective marketing materials and strategies to promote the CAP® Study Group and the benefits of the CAP® designation. This includes digital materials, printed materials, and one-on-one outreach targeting professional advisors and nonprofit leaders. See Exhibit 3 – CAP® Study Group Past Participant Testimonials.

- **Recruiting Participants:** The Community Foundation should proactively recruit and encourage the community's most trusted and respected professional advisors and nonprofit leaders to enroll in The American College's CAP® program and actively participate in the local CAP® Study Group. The ideal participants are seasoned and engaged professional advisors and nonprofit leaders with a proven history of advising high-net-worth individuals and families, especially those whose philanthropy has significantly impacted the community. These individuals are often busy with their careers, family commitments, and community involvement. While CAP® designation is not required for their professions, they need to understand the value of completing the program. Achieving the CAP® designation will enhance their professional reputation and demonstrate their expertise in philanthropy.

  > ***TIP:*** **Recruiting engaged participants is the biggest determinant of the success your Study Group.**

  Recruitment efforts should be strategic and coordinated, often requiring support from influential Community Foundation backers who are also clients of professional advisors. As more professionals benefit from earning their CAP® designation while participating in the CAP® Study Group, word of mouth will help grow interest. However, recruitment must remain an ongoing, yearly effort. Potential CAP® participants can be found across various advisory professions, including accountants, lawyers, wealth managers, financial planners, trust officers, life insurance agents, nonprofit gift planners, CEOs, family office managers, and directors of private philanthropic foundations.

- **Participant Support and Engagement:** The CAP® Study Group program aims to cultivate a community of professional advisors and nonprofit leaders who understand philanthropy and are passionate about sharing their knowledge and enthusiasm with their clients, fostering a culture of philanthropic generosity within the community. To achieve this, the Community Foundation must recognize that CAP® students require consistent support and encouragement throughout the program. Given their busy careers, family obligations, and community involvement, many participants will need ongoing motivation to remain engaged and complete the Study Group. Additionally, the Community Foundation will want to prioritize long-term engagement with CAP® alumni, maintaining relationships and fostering continued involvement after graduation.

2.4 Annual Checklists

This Best Practices Playbook is designed for CAP® Study Groups that operate for eight to nine consecutive months each year, with the remaining three to four months serving as a quieter period. During this off-season, recruitment and planning for the next Study Group continue, even though participants are not meeting. Both during the active season and the quieter months, it is common for the CAP® Study Group staff moderator to be pulled away by other foundation duties. Staff turnover, such as job changes, promotions, or retirements, may require the Community Foundation to replace the moderator periodically.

The Community Foundation must regularly update a comprehensive checklist to stay organized and on track. The checklist should be reviewed and updated at least annually and should include, but not be limited to:

- Marketing and recruitment strategies
- Scheduling and logistical planning for Study Group sessions
- Ongoing evaluation of program effectiveness

2.5 Development and Improvement Plan

For long-term success, the Community Foundation should implement a plan to regularly assess and improve the CAP® Study Group based on feedback from students, advisors, and The American College. Key tools to facilitate the development and improvement process include:

- **Exit Interviews:** During the final six to eight weeks of the Study Group, the staff moderator should conduct an "exit interview" in person with each participant. These discussions will provide valuable insights into the program's effectiveness and offer constructive suggestions for improvement. Exit interviews also foster stronger relationships with participants, encouraging them to remain active CAP® alumni, provide testimonials, and recommend the program to other professional advisors and nonprofit professionals. See Exhibit 4 – Sample Exit Interview Questions for CAP® Study Group Participants. The Community Foundation should compile a summary report of feedback and suggestions from the exit interviews and incorporate this information into an annual report shared with the Community Foundation's board of directors. See Exhibit 5 – Sample Annual Report of the CAP® Study Group.

> ***TIP:*** **Getting feedback from the Study Group participants while fully engaged in the program is important. Don't wait too long to get their feedback.**

- **Conversations with CAP® Alumni**: To maintain ongoing engagement, the Community Foundation leadership, including the staff moderator, should connect with CAP® alumni at least annually. Informal settings like lunches, coffee meetups, or in-office visits offer opportunities to learn how the program has impacted alumni's professional practices and client relationships. Alumni often provide valuable insights and recommendations for program improvements, and these conversations help further strengthen relationships between the Community Foundation and the alumni.

- **Coordination with The American College**: We encourage the Community Foundation to actively participate in the monthly CAP® Moderator calls hosted by The American College. Other Study Group moderators can offer valuable insights and ideas for improvement during those calls. This ongoing communication allows the Community Foundation to share feedback from recent graduates and alumni while staying informed about updates or improvements to the CAP® Program curriculum. This enables the Community Foundation to adjust the local Study Group to align with curriculum changes and communicate new offerings, such as the Donor-Advised Fund Certification, to local CAP® alumni.

Section 3: Relationship Between Community Foundations and The American College

Participation in a CAP® Study Group enriches the education provided by The American College's formal CAP® courses by fostering a collaborative learning environment focused on the local philanthropic landscape. The Omaha Community Foundation has consistently aligned its Study Group with the American College's curriculum to ensure an integrated and impactful learning process.

3.1 Protocol for Collaboration

Role of the Community Foundation

- **Recruitment:** The Community Foundation recruits participants for the local Study Group, ensuring a diverse mix of professionals who will benefit from the CAP® program.

- **Communication:** As part of the recruitment process, the Community Foundation shares The American College's basic enrollment requirements, testing protocols, and other essential information with prospective participants.

- **Study Group Content:** The Community Foundation develops and coordinates Study Group content that aligns with the CAP® Program curriculum, ensuring it's relevant to local philanthropic needs.

  - The Community Foundation's moderators do not teach the materials in the CAP® Program curriculum. All teaching will be done by qualified faculty of The American College. The Community Foundation's role is to help students apply their learning to their own practices and the local community.

  - The American College has a CAP® Community Group Moderator Guide for Study Group moderators to facilitate local Study Groups (which The American College refers to as Community Groups). This Guide details basic information about the CAP® Program, including enrollment, curriculum, and exam information.

- **Study Group Logistics:** The Community Foundation organizes the Study Group's structure, including meeting schedules, venues, attendance requirements, and other logistical details, and encourages participants to take and pass the exams required for CAP® designation.

- **Guest Speakers:** The Community Foundation recruits local guest speakers to enrich the learning experience and provide insights into the local philanthropic landscape.

- **Coordination:** The Community Foundation facilitates group discussions, collaborates with local nonprofits, and encourages participants to apply their learning to their practices and the local community.

- **Study Group Alumni Engagement:** Once participants complete the Study Group, the Community Foundation encourages them to join the local CAP® alumni network to continue their professional growth.

Role of The American College

- **Curriculum Development**: The American College designs and provides the CAP® Program curriculum, delivered online.

- **Designation Requirements**: The American College sets the graduation requirements for CAP® designation, which include completing coursework and passing exams.

- **Instruction**: Qualified faculty from The American College teach the formal CAP® courses.

- **Exams and Grading**: The American College administers exams, grades student performance, and issues the CAP® designation upon successful completion.

- **CAP® Alumni Engagement:** The American College engages all its students (including CAPs®) as alumni and requires ongoing professional recertification.

3.2 Communicating The American College's Requirements

The Community Foundation does not represent The American College. Still, because it is often the first point of contact for most participants, it plays an intermediary role in answering questions related to the CAP® program. The American College provides detailed information on its website about the CAP® Program generally. It has a CAP® Community Group Moderator Guide for Study Group moderators to facilitate local Study Groups (which The American College refers to as Community Groups). This Guide details basic information about the CAP® Program, including enrollment, curriculum, and exam information.

Additionally, the Community Foundation moderator could actively participate in monthly CAP® Moderator calls hosted by The American College, where updates to the CAP® program are shared and discussed. This group helps ensure that Study Group moderators stay informed of any changes or enhancements to the CAP® Program curriculum.

Section 4: Recruiting Participants

The Omaha Community Foundation and its professional advisor partners have been instrumental in recruiting and engaging local professionals for the Omaha CAP® Study Group. While The American College of Financial Services is well-known among wealth advisors and insurance professionals for its established designations, the CAP® program remains relatively new and unfamiliar to many law, accounting, finance, and nonprofit professionals. The Community Foundation is key in introducing the CAP® program, helping professionals understand its value, and encouraging participation in the Omaha CAP® Study Group.

Once invited, participants enroll separately in the CAP® courses through The American College, joining their peers in the Study Group for a collaborative learning experience.

4.1 Study Group Size and Composition

The Study Group size will be determined by the size of the Community Foundation and the number of professional advisors in the community. For example, the Omaha Community Foundation Study Group started with a diverse group of approximately twelve to fifteen participants, including advisors and nonprofit professionals, and has maintained a similar group size each year since. With Omaha having a population of approximately one million and a vibrant professional advisor and nonprofit community, this size group hits the “sweet spot,” being large enough for diverse ideas yet small enough for relationship building. The Study Group participants are a balance of professionals, including attorneys, accountants, tax advisors, wealth planners, and nonprofit leaders. This interdisciplinary approach promotes cross-sector collaboration and enriches participants' understanding of each other’s roles. Past participants have noted that the Study Group provides valuable insights into the work of professionals outside their field, enhancing their ability to collaborate on philanthropic initiatives.

4.2 Recruiting

Recruitment efforts should focus on directly reaching local professionals, specifically attorneys, accountants, tax advisors, wealth planners, and nonprofit leaders. It is essential to prioritize diversity in recruitment, targeting individuals with different areas of expertise and varied backgrounds. Initially, the Community Foundation staff (with support from an advisor partner) will manage recruitment. Over time, the Community Foundation could establish a recruiting committee of CAP® alumni to help expand outreach and streamline the process.

4.3 Selection Criteria

To ensure a high level of engagement and impact, participants should meet the following criteria:

- **Professional Advisors and Nonprofit Professionals**: Ideally, candidates should have at least five years of experience and a commitment to practice for an additional ten years. Advisors should be well-respected and client-facing, with expertise in estate planning, tax, wealth management, or gift planning. They should serve clients who are actively engaged as donors in the philanthropic community. They should have the position, influence, and opportunity to impact charitable giving in their community.

> ***TIP:*** **The more diverse the mix of participants, the better. Participants from different professional disciplines and backgrounds have unique perspectives to share.**

  - **Wealth Managers**: Focus on those helping individuals and families who are, or may become, major donors in the community, with long-term financial and charitable planning goals.

  - **Attorneys:** Target those with expertise in estate, tax, or gift planning for individuals and families who are, or may become, major donors in the community.

  - **Accountants**: Target those specializing (beyond standard tax return preparation) in estate tax planning, nonprofit entities, foundations, and family offices.

- **Nonprofit Professionals**: Prioritize CEOs, gift planners, or other donor-facing executive staff with experience working directly with major donors.

TIP: The community foundation should encourage its team members working directly with donors and professional advisors to participate in the CAP® Program and Study Group.

- **Non-traditional Participants**: Occasionally, the Community Foundation might extend invitations to individuals outside the traditional advisor or nonprofit sectors, such as family office executives, private foundation leaders, or philanthropists seeking to deepen their understanding of effective philanthropic giving.

4.4 Tracking Applicants

In Omaha, the CAP® Study Group is an invitation-only program. Prospective participants may learn about the Study Group through the Community Foundation's marketing efforts or be referred by an alumni of the CAP® Study Group. All potential participants must complete an Indication of Interest Form to formally express their desire to join the group. We recommend that the Community Foundation keep an updated list of all candidates who have either been nominated or have shown interest in participating. This list should include each candidate's name, contact information, profession, the name of their referral source (if applicable), and the date they initially expressed interest.

Given that candidates are often busy professionals, their ability to participate may depend on timing. If necessary, the Community Foundation may invite candidates to join the Study Group in one year but defer their participation to a later date when their schedule is more accommodating. See Exhibit 6 – Sample CAP® Study Group Indication of Interest Form.

4.5 Strategies for Recruiting the Inaugural CAP® Study Group

The inaugural CAP® Study Group can set the tone and establish the Group's reputation in the community. When recruiting for the first Study Group, the Community Foundation could focus on creating an inaugural CAP® Study Group, including the community's seasoned and engaged professional advisors and nonprofit leaders, ideally those who advise high-wealth, philanthropic individuals and families whose philanthropy has made or will make a significant impact in the community. Select a group that includes participants who will serve as advocates for the Study Group as it builds momentum.

Community Foundation leaders must personally visit and encourage prospective inaugural participants to enroll in the CAP® Program and the Study Group. Most professional advisors and nonprofit leaders are not familiar with the CAP® Program, so they must be educated about the impact and benefits of the CAP® Program and Study Group. Community Foundation leaders will likely need to meet prospective students for several in-person, one-on-one meetings before the prospects commit to participate. Community Foundations could view the testimonials and information on The American College and Omaha Community Foundation's websites to aid in recruiting.

TIP: Prospective Study Group participants are successful, busy professionals. They must understand that the CAP® Program requires them to commit considerable time and energy to studying.

Recruitment should begin at least seven months before the inaugural Study Group's scheduled start, ideally in the fall of the preceding year, to allow ample time for outreach and relationship-building. The first Study Group should be scheduled for late April of the following year to accommodate professionals' busy schedules and align with key tax planning periods.

Section 5: Meeting Format, Content, and Venue

The CAP® Study Group is independent of The American College's CAP® Program online curriculum, yet it enhances the learning experience by bringing together local advisors and nonprofit leaders. Although the two programs operate in parallel, they are aligned in their shared goal of promoting philanthropy. Participants complete their online coursework through The American College, while the local Community Foundation hosts bi-weekly meetings that complement the curriculum with a local, community-focused perspective.

The Community Foundation is responsible for developing the Study Group content, which should be aligned with The American College's CAP® Program curriculum. The Community Foundation is also responsible for creating the Study Group format, including meeting times, duration, meeting venues, attendance requirements, and other logistics. The American College is solely responsible for teaching the CAP® Program curriculum.

5.1 Timing, Frequency, and Duration

CAP® Study Group participants generally meet twice monthly for two-hour sessions, and those sessions should align with The American College's testing windows and advisors' busy seasons.

TIP: Please start and end all sessions on time. Time is valuable for the Study Group participants, so respect their time!

It's best to start after the April 15th tax filing deadline, ideally in late April or early May. The final session should be held by early December, as advisors and nonprofit leaders schedule year-end tax planning and charitable gifting conferences with clients and donors from mid-November through late December. See Exhibit 7 – Sample CAP® Study Group Meeting Schedule.

The American College's CAP® Program curriculum includes three distinct courses. To earn the CAP® designation, students must complete all three courses and pass the required exams. CAP® Study Group sessions should be scheduled to include breaks, allowing participants adequate time to study for the exams.

5.2 In-Person vs. Remote Learning Best Practices

The Study Group aims to unite professional advisors and nonprofit leaders to form a cohesive community of philanthropic advisors. Therefore, in-person meetings are optimal for networking and relationship-building. However, remote learning may be necessary depending on local conditions or participant preferences.

> ***TIP:*** **Choose venues that are not too crowded or too large to foster engagement.**

- **In-Person Meetings:** Ideally, the CAP® Study Group should meet in person. The Community Foundation will be responsible for arranging a place for the group to meet. This may be the same meeting place for each session or various meeting places. Options to consider include the Community Foundation's office and other places in the community, such as the local library or community center. Consider rotating meetings at CAP® Study Group participants' places of business. Often, trust companies, banks, and businesses that support philanthropic causes will be eager to host the Study Group. Also, consider allowing local nonprofit organizations to host. This will enable the Study CAP® Group participants to learn more about philanthropy in their community.

- **Remote Meetings:** In exceptional circumstances (e.g., weather or travel issues), meetings may be held remotely. The foundation should ensure access to reliable platforms such as Zoom, Google Meet, or similar services.

- **Meeting Dates and Times:** Meetings should be held regularly, preferably bi-weekly (every other week), with consistent scheduling. The Community Foundation should publish the calendar in advance to ensure participants can plan accordingly. In Omaha, we have found that meetings toward the end of the workday (i.e., 3:30-5:30 pm) work best. See Exhibit 8 – Sample Email to New CAP® Study Group Participants.

5.3 Engagement and Content Delivery

The Study Group might incorporate guest speakers, case studies, group discussions, and interactive exercises to maximize engagement. The content should be locally relevant and continuously aligned with the CAP® curriculum while respecting speaker confidentiality.

- **Moderating the Sessions**: Moderators should enhance course material with local examples and encourage participation.

- **Guest Speakers**: The Study Group should feature interviews with local, high-profile philanthropists, advisors, and foundation leaders, offering unique insights into their impact on the community. Participants often cite guest speakers as one of the most valuable aspects of the Study Group, as these speakers provide access to perspectives they might not otherwise encounter. See Exhibit 9 – Sample CAP® Study Group Suggested Interview Questions for Guest Speakers.

> ***TIP:*** **When a well-known philanthropist is the guest speaker at a Study Group session, invite CAP® alumni to the session, keeping them engaged and fostering deeper connections.**

- **Case Studies**: Real-world charitable planning cases can provide critical lessons. Consider hosting panel discussions with a wealth manager, attorney, accountant, and nonprofit leaders who have collaboratively worked on complex charitable planning cases. They can tell the "inside story" while maintaining their clients' confidence.

- **Interactive Exercises**: Moderators and participants can engage in discussions based on the CAP® curriculum, incorporating local relevance to ensure each activity is practical and applicable to the community.

- **Continuing Education Credits**: Besides the graduate-level education credits offered by The American College for its CAP® courses, the Omaha Community Foundation has designed its Study Group to provide continuing education credits for attorneys, accountants, wealth managers, and insurance professionals. By partnering with the local estate planning council administrator, the Community Foundation has streamlined the continuing education accreditation and reporting process, ensuring it remains efficient and easy for staff to manage. This offering has also been a valuable selling point in recruiting professional advisors to participate in the Study Group.

Section 6: Moderators

A key element of a successful CAP® Study Group is the moderators' preparation and active involvement. Each session is structured to engage participants in meaningful discussions featuring either pre-selected topics (aligning with the CAP® Program curriculum), guest speakers, or panel discussions. This ensures that every session is focused, relevant, and interactive.

The success of the Community Foundation's Study Group will hinge on the people involved, especially the moderators. For example, at its inception, Omaha's Study Group originator, Mark Weber, and a representative from the Omaha Community Foundation led the bi-weekly sessions, providing continuity and strong leadership. We have found that the best practice is to appoint one person from the Community Foundation and one from outside the Community Foundation as the primary moderators. The outside moderator will ideally be a well-respected professional advisor or community leader.

In Omaha, over time, CAP® Study Group alumni have taken an active role in moderating the sessions along with a moderator from the Community Foundation. In addition to moderating, alumni help arrange guest speakers, provide local case studies, and enhance the learning experience.

6.1 Roles and Responsibilities

- Moderators facilitate local Study Group discussions, cultivate engagement, and manage logistics. They are not instructors at The American College or instructors of the CAP® Program. The American College provides the only teachers. Those teachers are solely responsible for the online lectures, assigned reading materials, and testing.

- Study Groups are not part of The American College's CAP® curriculum. Instead, the Community Foundation forms and hosts Study Groups to achieve the primary goal of building a culture of philanthropy throughout their local community.

- Moderators are volunteers for or employees of the Community Foundation. The foundation develops and implements the Study Group content, format, and curriculum. Moderators are responsible for helping the Study Group participants apply what they learned to their own communities and personal practices.

- Moderators must know about the subject discussed in the Study Group sessions. They must be familiar with The American College's CAP® Program curriculum and the lessons and materials the group has studied. Ideally, the moderators will have achieved their CAP® designation and have access to the current course materials offered by The American College.

- Moderators must be comfortable leading discussions and engaging the participants, most of whom will be the moderators' peers and colleagues. See Exhibit 10 – The American College's GS 839 Course Guide.

- Moderators may assist with logistics, such as selecting venues, setting up AV equipment, and providing refreshments. If the Study Group is held online, the moderator will ensure sufficient technology is available to facilitate the sessions.

6.2 Recruiting Moderators

The Community Foundation should first appoint one staff member to moderate the sessions and then identify and recruit qualified local professionals to co-moderate. The selected moderators should understand that they will be counted on to moderate and attend each bi-weekly session. Over time, CAP® alumni could take an active role in moderating sessions.

Moderators should champion the CAP® Study Group program, understanding the benefits for participants and the local philanthropic community. These "champions" are well-connected community members familiar with the local professional advisor network. In addition to facilitating the meetings, they should be actively engaged in the recruitment process, helping to recruit other professional advisors to join the CAP® Study Group program.

Section 7: Promotion & Marketing

The Community Foundation should actively promote the CAP® Study Group to professional advisors, nonprofits, and the public, with two key goals: attracting top candidates to participate and establishing the CAP® designation as a locally recognized symbol of expertise in philanthropic planning. For example, Omaha's CAP® Study Group has gained significant local and national recognition, with a waiting list of advisors and nonprofits eager to participate. Additionally, CAP® participants report a growing preference for collaborating with other CAP® professionals, and clients increasingly recognize the designation's value.

7.1 Initial Community Engagement

While The American College is well-known among wealth advisors and insurance professionals for its established programs such as CLU®, ChFC®, and RICP®, many legal, accounting, financial, and nonprofit professionals are unfamiliar with the CAP® Program. The Community Foundation often introduces the concept of The American College and the CAP® Program to those individuals asked to participate in the CAP® Study Group program.

> ***TIP:*** **Continuously promote that a CAP® designation signifies that a professional has attained expertise in philanthropic advising. Philanthropically inclined members of the public will seek advisors with that expertise.**

The Community Foundation should direct its initial promotion and marketing strategy primarily and almost exclusively to recruiting prospective participants. The most critical element is recruiting well-respected professional advisors with high-profile philanthropic clients and strong community connections to form the initial cohort. These advisors will set the tone for future Study Groups and hopefully actively recruit others. It is essential that Community Foundation leaders and CAP® champions meet with each prospective student individually and personally invite them to be part of the Study Group. Participation should be by invitation only. Omaha has found that an invitation-only approach works best to achieve the desired quality and balance of professions. Too high a concentration in one profession can discourage others from applying. An even representation of professions is a major attraction to potential participants.

7.2 Ongoing Promotion

Ongoing promotion will increase the visibility of the CAP® Study Group and help establish the CAP® designation as a locally recognized symbol of expertise in philanthropic planning. The Community Foundation can promote the CAP® Study Group through:

- In-person conversations, emails, social media, print media, and community events to generate excitement and promote the exclusivity of the CAP® Study Group.

- Featured stories and accomplishments of CAP® participants in the Community Foundation's promotional materials, including newsletters and e-blasts. The Community Foundation could feature a monthly FAQ article interviewing local CAP® advisors about how they work with the Community Foundation and use their CAP® education.

- Several years ago, the Omaha Community Foundation launched a continuing education series called "Conversations with CAP®s", available exclusively to Omaha's CAP® Study Group alumni and their invited guests. Each session is held periodically throughout the year, combining valuable learning with ample informal conversations and networking opportunities. The program includes a lunch and features a guest speaker or a panel of experts addressing philanthropy and professional development topics. These programs often offer continuing education credits and have inspired invited guests to join future Study Groups.

- Annually, host a breakfast "graduation ceremony" for those who earn their CAP® designation while participating in the CAP® Study Group.

- Recognize the CAP® Study Group graduating participants through announcements on social media, local newspapers, and the Community Foundation's newsletters and e-blasts.

It will take several years to fully establish the value of CAP® education among local professional advisors, nonprofits, and the public. For the first few years, focus on recruitment and promoting those who have been recruited. Continue to promote the program further, as you can leverage CAP® alumni to help promote the program to their peers and refer new prospective students. Maintain a list of prospective students, actively asking CAP® alumni for candidate referrals. As the Alumni Advisory Board matures, members should take a prominent role in promoting the program to both advisors and the public.

Section 8: Scholarships

The Omaha Community Foundation does not charge participants for the CAP® Study Group. However, when students enroll in The American College's online CAP® Program, they pay tuition directly to the College. The Omaha Community Foundation is not involved in this transaction; however, as outlined below, the Community Foundation has offered scholarships to subsidize The American College's tuition.

8.1 Establishing Scholarships

Many potential CAP® candidates, particularly those from nonprofit organizations or small legal, tax, or accounting practices, may lack the financial resources to cover the tuition charged by the American College for the CAP® Program. To support these individuals, the Community Foundation could establish scholarships to reimburse or partially reimburse the students for their tuition costs. For scholarships for nonprofit leaders, the Community Foundation should consider issuing a grant check to reimburse the nonprofit for tuition paid, provided the participant has received their CAP® designation and maintained a minimum required attendance record.

8.2 Strategies for Raising Scholarship Funds

The local community will be the primary source of scholarship funding. Engage alumni, local businesses, and philanthropic organizations to support the scholarship program through sponsorships or donations. Highlight the program's community impact to attract support. Consider asking a local private foundation to support the Study Group.

Section 9: Board, Committee, and Alumni Engagement

Each year, the Study Group participants forge common bonds and friendships while gathering, studying, and freely exchanging ideas. They share a common philanthropic education and a goal of fostering giving and are positioned to effectively and professionally help clients achieve their philanthropic goals. They are also the best ambassadors for the CAP® Study Group.

Once participants complete the Study Group program, they transition into Study Group alumni status. Alumni provide valuable insights and experience that benefit future participants. As the alumni network grows, the Community Foundation should actively involve them in planning, coordinating, and supporting future Study Groups, fostering enduring relationships among all graduates.

The Community Foundation will find tremendous benefits in creating advisory boards and committees to provide oversight and guidance for the Study Group, ensuring the program stays aligned with community goals and philanthropic priorities.

9.1 Structuring the Alumni Advisory Board and Committees

After several successful CAP® Study Groups, the Community Foundation could form an Alumni Advisory Board and committees. For example, in Omaha, approximately four years after launching the Study Group, the Omaha Community Foundation, in collaboration with Mark Weber, formed an Alumni Advisory Board supported by three committees: Content, Recruitment, and Promotions.

The Advisory Board and committees operate as a part of the Study Group program of the Omaha Community Foundation, not as a separate legal entity. As founder, Mark Weber and a staff member from the Foundation serve as permanent members, while all other board and committee members are CAP® Study Group alumni. See Exhibit 11 – Sample CAP® Study Group Advisory Board Responsibilities and By-Laws.

The Advisory Board oversees the CAP® Study Group program, working collaboratively with the Community Foundation to ensure continuity and succession planning. The Content Committee supports CAP® Study Group participants by arranging speakers, providing local case studies, and attending bi-weekly meetings. The Recruitment Committee focuses on attracting new participants to the Study Group, while the Promotions Committee organizes alumni engagement events and raises awareness of the program. See Exhibit 12 – Sample CAP® Study Group Class Content, Recruitment, and Promotion Committee Responsibilities and Charters.

Recommended Best Practices for the Board and Committees:

- Define the scope, goals, and roles of the Advisory Board, including responsibilities of the Community Foundation and committees. The committees handle day-to-day activities with board approval. See Exhibit 13 – Sample CAP® Study Group Operational Calendar.
- Draft a charter or bylaws for the board outlining its scope, term limits, and committee structure.
- Create separate charters for each committee to clarify their roles.
- Select the initial board and committee members and hold the first meetings to elect officers and leaders.
- Ensure at least one Community Foundation representative is a permanent board member.
- Committees should include at least one board member, have representatives from each profession, and have defined service terms, ideally lasting two to three years, to ensure fresh perspectives.

9.2 Alumni Engagement

To strengthen the alumni network, the Community Foundation will want to foster ongoing engagement through various events and opportunities for alumni to stay involved as speakers, mentors, and donors. Specific engagement strategies include:

- Annually, hosting several continuing education and networking events, often focusing on charitable giving.
- Inviting alumni to participate in CAP® Study Group sessions as guest speakers, guest moderators, or mentors to new Study Group participants.

- Welcoming alumni to the annual graduation breakfast to celebrate new CAP® graduates.
- Featuring alumni in marketing materials and promotional campaigns.

These efforts provide alumni with opportunities to share their expertise and maintain a strong connection to the program while helping to strengthen the community's philanthropic network.

9.3 Financing Alumni Engagement

The Community Foundation will incur ongoing annual expenses to operate and engage CAP® Study Group alumni. It will need to budget for and pay those expenses. If the Community Foundation has funds available, it could finance the cost from its annual budget. If not in the Community Foundation's budget, it will want to seek funding from outside sources.

Consider soliciting CAP® Study Group alumni first. They understand and appreciate the value and benefits of the CAP® designation and the impact of philanthropic education on the entire local economy. Also, consider soliciting private charitable foundations and individual and corporate donors. They already support the community's nonprofits and will welcome newcomers who are introduced to philanthropy by the network of CAP® Study Group alumni.

The Community Foundation can help sustain the program and ensure its continued success by involving alumni in fundraising efforts. These alumni are the program's best advocates, understanding firsthand the value of the CAP® designation and the impact of philanthropic education on the local community.

Section 10: Frequently Asked Questions

The following are frequently asked questions related to The Omaha Community Foundation's CAP® Study Group:

From the Community Foundation's Perspective:

1. **Can we hold CAP® Study Group sessions remotely?**

   Yes, some community foundations host all their sessions remotely. It depends on your goals for hosting the Study Group. The Omaha Community Foundation has found that personal relationship building is an essential benefit of the Study Group. This includes the relationships between the participants and between the community foundation and each participant. In-person, face-to-face meetings help build deep relationships beneficial to all parties.

2. **Why is including professional advisors and nonprofit professionals in the CAP® Study Group important?**

The purpose of Omaha's Study Group program is "to make Omaha a more generous community." To accomplish this, the Omaha Community Foundation has worked to broaden its base of donors. Professional advisors are uniquely positioned to help with this, sharing the following characteristics:

- Their clients have wealth and the capacity to be generous.
- Each advisor may have hundreds of clients, thus the "multiplier effect."
- Because of their trusted relationship, they can influence their clients.
- Advisors work at "inflection points" (i.e., business sale, receipt of windfall, estate planning, etc.) when gifts are most likely to be made.
- Advisors are often donors themselves.

3. Can a CAP® Study Group consist entirely of nonprofit professionals?

It depends on the goals of the hosting organization. If, for example, the goal is to serve the nonprofit community by building greater capacity through education and team building, the answer would be "yes." Recruiting dynamic nonprofit professionals may result in lively and informed group discussions. However, if the goal is to generate more donations to community nonprofits, consider including attorneys, accountants, and wealth managers. As an aside, in Omaha, many professional advisors have commented that they appreciate meeting local nonprofit professionals and learning how to include them in gift-planning conversations.

4. Can organizations other than community foundations host CAP® Study Groups?

Yes, The American College has hosted various affinity groups, including those for People of Color and faith-based groups. In addition, nonprofit organizations like Jewish Federation Foundations and membership organizations such as estate planning councils or charitable gift planning groups could host Study Groups. These groups can be organized independently or in collaboration with community foundations.

5. Can a community foundation host a CAP® Study Group using its own content or working with a provider other than The American College?

We are unaware of any Study Groups hosted by community foundations that utilize a content provider other than The American College. However, it is possible to use a different provider for the curriculum. Omaha has consistently partnered with The American College and continues to do so due to its status as a fully accredited institution of higher education. The three courses are part of The American College's Master of Science in Financial Services curriculum. The American College's instructors select and deliver online lectures, assign required readings, and manage testing and certification. Meanwhile, the community foundation's role is to support participants in applying their education to real-world situations within their local community.

6. **Which professional advisors make the best CAP® Study Group participants?**

   The mission of Omaha's CAP® Study Group is to "make Omaha a more generous community." To achieve this, the Omaha Community Foundation has specifically recruited local professional advisors who provide knowledge and advice directly to wealth holders. This includes practicing attorneys specializing in estate planning, tax accountants advising individual taxpayers, and wealth managers handling affluent clients' investments. The Omaha Community Foundation has observed a clear correlation between advisors participating in its Study Group and an increase in the frequency and volume of gifts their clients contribute through the Community Foundation. By maintaining a balanced mix of attorneys, accountants, wealth managers, and nonprofit professionals, Omaha's CAP® Study Group fosters engaging discussions and valuable opportunities to collaborate.

7. **What is the Omaha Community Foundation's return on investment for hosting its CAP® Study Group?**

   Hosting a CAP® Study Group provides a strong return on investment for the Omaha Community Foundation, including increased donations, new funds, greater community engagement, and strengthened relationships with professional advisors and nonprofits. A 2019 survey conducted by Mark Weber found that Omaha CAP® Study Group advisors facilitated over $9 billion in current and future charitable commitments. Additionally, the Omaha Community Foundation has reported that CAP® Study Group participants refer more clients annually than non-CAP® advisors. Further, the philanthropic funds referred by CAP® advisors are, on average, larger than those from non-CAP® advisors.

   Further, CAP® Study Group alumni are inclined to become proponents of and active volunteers for the Omaha Community Foundation. In Omaha, three CAP® graduates have been elected to the Community Foundation's board of directors. The ample return on investment merits continued support of the CAP® Study Group program.

8. **How long should a community foundation prepare to invest in its CAP® Study Group program before seeing a return on investment?**

   We recommend that a community foundation take a long-term approach when sponsoring and hosting a CAP® Study Group program. The Omaha Community Foundation began to see deeper relationships with professional advisors after its first year and, within five years, saw a significant increase in new funds created by clients referred by CAP® Study Group participants. Keep in mind that the initial Study Group participants will study for approximately eight months before achieving their CAP® certification, and it will likely be several more months before they confer with and finalize any gift plans for their philanthropically inclined clients.

9. **How does the Omaha Community Foundation interact with The American College in administering its CAP® Study Group program?**

   The American College and the Omaha Community Foundation have worked in partnership for over a decade. The American College designs and provides the CAP® Program curriculum, delivered online. It sets the graduation requirements for CAP® designation, which include completing coursework and passing exams. Qualified faculty from The American College teach the formal CAP® courses, administer exams, grade student performance, and issue the CAP® designation upon successful completion. The American College engages all its students (including CAPs®) as alumni and requires ongoing professional recertification.

   The Omaha Community Foundation manages all aspects of its local CAP® Study Group, including recruiting participants, developing and coordinating the local Study Group content that aligns with the CAP® Program curriculum, managing the Study Group logistics, coordination, speakers, and alumni engagement.

   The American College has a CAP® Community Group Moderator Guide for Study Group moderators to use when facilitating local Study Groups. This Guide details basic information about the CAP® Program, including enrollment, curriculum, and exam information. Additionally, The American College hosts periodic CAP® Moderator calls convening Study Group moderators nationwide.

10. **How much time should a community foundation devote to ensuring a successful CAP® Study Group?**

    There is no magic formula. The Omaha Community Foundation's CAP® Study Group has evolved tremendously. It is a crucial component of the Omaha Community Foundation's overall professional advisor education and engagement strategy and nonprofit capacity-building efforts. It is staffed by one director-level staff member and a supporting staff member.

    The Omaha Community Foundation has found it exceptionally beneficial for the staff moderator and other members of its leadership team to participate in the CAP® Study Group program. Over the past thirteen years, fourteen staff members, including two CEOs, have earned their CAP® certification.

11. **Have there been common characteristics among the nearly 200 professional advisors and nonprofit professionals participating in Omaha's CAP® Study Group?**

    While each participant has their own personal motivations, four common themes emerge:

    - **Commitment to Self-Improvement**: These individuals are lifelong learners driven by a strong desire to better themselves. They are ambitious and seek to gain a competitive edge in the growing field of philanthropic advising.

- **Focus on Client Development**: Participants are eager to attract more high-net-worth clients and build deeper relationships with existing ones. They are dedicated to expanding their referral networks and enhancing their ability to serve clients effectively.

- **Interest in Building Meaningful Relationships**: Confident and collaborative, these professionals value networking with other driven and accomplished professionals. They aim to establish a circle of experts in various fields to rely on for advice and support when needed.

- **Commitment to Community and Doing Good**: Participants tend to share a genuine sense of generosity and concern for the well-being of their community. While their initial motivations may vary, in Omaha, every graduate from the last decade has found that the CAP® Study Group not only met but often exceeded their expectations.

12. Is there a difference between a study group and a community group?

There is no difference. Since 2012, these group learning cohorts have been called "Study Groups." In 2025, The American College began distinguishing between the national remote learning cohorts they moderate as "Study Groups," and the learning cohorts moderated at the local level as "Community Groups."

From Participants' Perspectives:

13. How much time should I expect to devote to my CAP® studies, including the Study Group?

The American College's CAPs® program is a graduate-level program designed to equip students with advanced knowledge in their field. To earn the CAP® designation, students must complete and pass exams in three distinct courses, which involve listening to online lectures and engaging with course materials. As with most graduate programs, diligent study is required for success. Each course includes approximately ten assignments, and Omaha CAP® Study Group participants typically dedicate two to three hours per assignment. This includes time listening to lectures, reading required texts, and completing practice exams. In addition, students spend another two hours for each bi-weekly study group session. The Omaha CAP® Study Group meets over eight months, generally starting in late April or early May and concluding in early December.

14. Once I complete The American College's CAP® program and receive CAP® certification, will I need continuing education to maintain my CAP® certification?

Yes. The American College engages all its students, including CAPs®, as alumni and requires ongoing professional recertification. In addition to offering its own continuing education courses, The American College accepts continuing education credits authorized by other accrediting organizations such as bar associations and CPA societies. Additional details are available on The American College's website.

15. Does the Omaha Community Foundation offer continuing education for its CAP® Study Group?

In addition to the graduate-level education credits offered by The American College for its CAP® courses, the Omaha Community Foundation has designed its local Study Group meeting to qualify for continuing education credits for attorneys, accountants, financial advisors, and insurance professionals. The Community Foundations partners with a local estate planning council administrator to manage the continuing education accreditation and reporting process, ensuring it remains efficient and easy for staff to manage. This offering is an added benefit for professional advisors participating in the Study Group.

Additionally, several years ago, the Omaha Community Foundation launched a continuing education series called "Conversations with CAP®s," which has been well-received by Omaha's CAP® Study Group alumni. Events periodically throughout the year combine valuable learning with ample informal conversations and networking opportunities. The programs typically include lunch and feature a guest speaker or a panel of experts addressing philanthropy and professional development topics. These programs often offer continuing education credits.

16. How do Omaha CAP® Study Group alumni remain active and engaged with the Omaha Community Foundation's CAP® program?

The Omaha Community Foundation welcomes the active, ongoing participation of Omaha CAP® Study Group alumni. Alumni are encouraged to volunteer to serve on the CAP® Alumni Board or one of its supporting committees, mentor a current CAP® participant, be a guest speaker or panelist at a Study Group session, attend and participate in CAP® Alumni events, recommend prospective CAP® Study Group participants to the Community Foundation, or encourage professional colleagues to pursue CAP® certification and participation in the Study Groups.

17. Has Omaha's Study Group format always been the same?

Each year, Omaha adjusts based on participants' feedback and moderator input. For example, Omaha CAP® Study Group founder Mark Weber initially moderated each in-person session alongside an Omaha Community Foundation staff member. Over time, CAP® Study Group alumni and participants have moderated sessions and implemented small group discussions. Additionally, Omaha began hosting guest speakers and panel discussions. Currently, six to seven of each year's sessions feature outside speakers or panels, with the remaining sessions devoted to group discussion of the assigned materials and local case studies. CAP® alumni are also much more involved today and are invited to sessions featuring outside speakers and panelists. It's essential to keep the format fresh with improvements and innovations.

Section 11: Appendix

The documents included in this Appendix are samples of internal and external documents that the Omaha Community Foundation has used for its CAP® Study Group. These documents are ever-changing. The best sources of up-to-date information for the CAP® Program are The American College's website and its CAP® Community Group Moderator Guide.

1. Starting a CAP® Study Group Checklist for Community Foundations
2. Sample CAP® Study Group Budget
3. CAP® Study Group Past Participant Testimonials
4. Sample Exit Interview Questions for CAP® Study Group Participants
5. Sample Annual Report of the CAP® Study Group
6. Sample CAP® Study Group Indication of Interest Form
7. Sample CAP® Study Group Meeting Schedule
8. Sample Email to New CAP® Study Group Participants
9. Sample CAP® Study Group Suggested Interview Questions for Guest Speakers
10. The American College's GS 839 Course Guide
11. Sample CAP® Study Group Advisory Board Responsibilities and By-Laws
12. Sample CAP® Study Group Class Content, Recruitment, and Promotion Committee Responsibilities and Charters
13. Sample CAP® Study Group Operational Calendar

Starting a CAP® Study Group

Checklist for Community Foundations

This checklist provides a step-by-step guide for your community foundation to take when forming a Chartered Advisor in Philanthropy® Study Group.

1. Develop an understanding of the Chartered Advisor in Philanthropy® program ("CAP®") of The American College of Financial Services ("TAC").

___ Contact the CAP® program coordinator at TAC and obtain all information necessary to understand the requirements of the CAP® program.

___ Notify the CAP® coordinator at TAC of your intent to start a CAP® Study Group in your local community and coordinate details with TAC.

___ Design a preliminary Study Group Format

2. Organizational Capacity

___ Community foundation's executive leadership buy-in and endorsement.

___ Community foundation's board of directors buy-in and endorsement.

___ Determine staff capacity (including time, skills needed for a moderator, commitment by personnel).

___ Identify financial resources needed:

- Seed money
- Initial 3- to 5-year financial support from budget or from outside sources.
- Build budget, including all costs for personnel, operations, recruitment, marketing, promotion, and alumni engagement

___ Identify the relationships the community foundation professional and lay leaders have developed with the community's professional advisors and nonprofit leaders.

___ Identify prospective moderators from the community's professional advisor Network.

3. Venue

___ Determine desirability of in-person vs. virtual vs. combination Study Group sessions.

___ Identify available venues to conduct the in-person study group.

___ Ensure availability, access and reliability of virtual connections for remote study group sessions.

4. **Recruit Study Group Participants**

   ___ Inaugural Class Participants: Select well-connected advisors who work with philanthropically minded individuals, mixing advisors from different professions, who will serve as ongoing advocates for the program.

   ___ Ongoing recruiting: Recruiting is an ongoing, all-year-long process.

   ___ Have prospects complete the Indication of Interest form.

   ___ Track prospects / applicants including the prospect list maintained and edited by the community foundation.

   ___ Regularly schedule in-person meetings with prospects.

   ___ Maintain a broad mix of advisors from all professions and nonprofit organizations and all demographics.

5. **Study Group Program General Management**

   ___ Coordinate all logistics (including but not limited to finances, scheduling, venue, moderators, guest speakers. evaluations, reports to board of directors, alumni engagement, scholarships)

6. **Evaluations**

   ___ Schedule exit interviews with participants.

   ___ Keep a record of the interviews.

   ___ Prepare and present an annual summary report to the community foundation executive leadership and foundation board of directors.

7. **Study Group Alumni Engagement**

   ___ Plan, organize, and hold events to keep alumni engaged.

   ___ Track attendance and participation in alumni events.

   ___ Recruit Study Group alumni to serve as moderators, study session hosts for interactive exercises, and to present case studies.

   ___ Recruit guest speakers from the alumni group and from clients of alumni.

   ___ Where appropriate, invite alumni to Study Group Sessions when community philanthropists speak.

   ___ Ask alumni to serve on the alumni board and alumni committees.

8. Alumni Board and Committees

___ Develop and implement alumni board organizational structure.

___ Formalize alumni board bylaws and guidelines.

___ Develop and implement a committee structure for the alumni board.

___ Formalize the committee structure with committee guidelines and duties.

___ Recruit Study Group Alumni to serve on the board and the committees.

Exhibit 2

Sample CAP® Study Group Budget

CAP Expenditures and Current Year Budget				
	2018	2019	2020	2021
Balance Forward	**$ -**	$ 5,025.00	$ 7,300.00	$ 68,825.00
Revenue				
Donor 1	$ -	$ 5,000.00	$ 25,000.00	$ -
Donor 2	$ -	$ -	$ 10,000.00	$ -
General Donations	$ -	$ 5,000.00	$ 35,000.00	$ -
OCF	$ 10,000.00	$ 1,500.00	$ 1,000.00	$ 1,000.00
Total	***$ 10,000.00***	***$16,525.00***	***$ 78,300.00***	***$ 1,000.00***
Expenses				
Graduation Invites	$ 75.00	$ 75.00	$ 75.00	$ -
Graduation Meal	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00
Local Ads	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Holiday Social	$ 250.00	$ 250.00	$ -	$ -
Summer Social	$ -	$ 300.00	$ -	$ -
Speaker/Event #1	$ -	$ 4,000.00	$ 5,300.00	$ -
Speaker/Event #2	$ 450.00	$ 200.00	$ -	$ -
Speaker/Event #3	$ -	$ 200.00	$ -	$ -
Continuing Education Certification	$ -		$ 600.00	$ -
Graduation Charitable Gift Certificates	$ 700.00	$ 700.00	$ -	$ 1,200.00
	$ 4,975.00	***$ 9,225.00***	***$ 9,475.00***	***$ 4,700.00***
Balance Forward	**$ 5,025.00**	**$ 7,300.00**	**$ 68,825.00**	**$ 65,125.00**

CAP® Study Group Past Participant Testimonials

"I have found that most people are charitable and would be more so if they know how to effectively support nonprofit organizations without jeopardizing their own security. CAP® has given us the skills to help people explore these ideas and find solutions that cement their own legacies through greater support of the organizations dear to their heart."

Financial Advisor

"My CAP® experience has been extremely rewarding for me. I highly recommend this class for anyone working in the estate or charitable planning fields!"

Attorney

"The interaction of the group and sharing of different perspectives gave me a different perspective on the whole topic. Learning about the nonprofit sector and that thought process was terrific and opened my eyes."

Financial Advisor

"While it was tough at times to find the time and motivation to do the coursework, I found the material to be stimulating and am happy I went through the program. I've already put a good amount of the teachings to use in my practice."

Attorney

"The CAP® program is exactly the type of thing we need to build a philanthropic community. The materials were good and I developed some great relationships!"

Attorney

"Outstanding! Opportunity of a lifetime to hear the personal stories of some of America's wealthiest individuals!"

Accountant

"The CAP® course has been the most rewarding accomplishment of my professional career. All the time and effort I put into it was worth it and I will never forget the entire CAP® experience. I am anxious to take this information and help others to make their legacy a reality."

Director of Development

"CAP® has been a great opportunity to see philanthropy in a new way and connect with other professionals. It is an important investment in our community that will be felt for decades to come. I am grateful for the experience."

Director of Development

"The vision for the Omaha CAP® program, format and approach has been a remarkable undertaking. This program will measurably increase the level of service that the various planning professions bring to their clients as well as increase the culture and impact of philanthropy in Omaha."

Attorney

"Totally changed my outlook on philanthropy. Now I run across charitable situations all the time!"

Attorney

"I have a college degree, an MBA, and the CFP designation, but the CAP® study group program has been the most rewarding educational experience I have ever participated in!"
Financial Advisor

"This has been the most exhilarating study/testing I have ever had. Thank you for making it such an awesome experience!"

Accountant

"The CAP program has been extremely gratifying, both personally and professionally. CAP has given me new ways to think about family wealth, non-profits, and the importance of thinking more holistically about the intersection between the two. I looked forward to the course materials and the connections with like-minded people excited to make Omaha an even more philanthropic city."

Financial Advisor

"I loved everything about my CAP experience, including the materials, the discussions, and the friendships formed. The knowledge I gained will help me not only in my personal planning but particularly as I consult with our customers as they contemplate the disposition of their estates after selling their businesses."

Financial Advisor

EXIT INTERVIEW QUESTIONS FOR CAP® STUDY GROUP PARTICIPANTS

TIPS: During the last 6 weeks of the CAP® Study Group, the moderator should conduct in-person interviews with each Study Group participant. **Before the interviews, it is imperative for the moderator to clearly define their own goals for the interviews.** Ask the participants to be open and honest about their experience, as their comments will further the development and effectiveness of future Study Groups. Each exit interview should last no more than 45 minutes to an hour. Ask open-ended questions and be prepared to ask follow-up questions, depending on the response. For consistency, ask the same questions to each participant and keep a written record of their comments for future reference and for use in preparing semi-annual or annual reports to the community foundation executive leadership and the foundation board.

Suggested Questions:

- How do you envision implementing what you learned in the CAP® program in your practice and/or family?
- Since participating in the program, have more opportunities presented themselves to discuss charitable giving with clients/donors/family/friends? If yes, please elaborate.
- On a scale of 1-5 (with 5 being the highest), how valuable has this continuing education program been to your professional growth? Why did you give it that ranking?
- On a scale of 1-5 (with 5 being the highest), how valuable are the relationships you built among your classmates and the CAP® graduates? Why did you give it that ranking?
- How much more likely are you to utilize the services of the community foundation because of learning more about them through the CAP® Study Group? Please explain.
- What particular community foundation services might be of interest to your clients?
- Who are some people you would nominate to participate in future CAP® Study Groups.
- If an opportunity arises to volunteer for the CAP® Study Group, would you like to be considered? Are there any volunteer opportunities that interest you?

AFTER CONDUCTING THE EXIT INTERVIEWS, THE MODERATOR COULD COMPILE THEIR THOUGHTS, INSIGHTS, AND SUGGESTIONS TO SHARE WITH THE COMMUNITY FOUNDATION'S EXECUTIVE LEADERSHIP AND BOARD.

ANNUAL REPORT OF THE CAP® STUDY GROUP

TIP: The CAP® Study Group Moderator could present a report to the Community Foundation's executive leadership and board of directors at least once annually and preferably more often. The report could include a summary of all pertinent information about the program's progress, successes, challenges, and recommendations for future Study Groups.

Suggested information to include in the report:

- PARTICIPANTS - Include the total number of participants, the breakdown by professions, and the number of participants who completed the program.

- CLASSES/SESSIONS—Report on the number of classes/ sessions held, their beginning and ending dates, and the venues where they were held.

- ATTENDANCE - Report attendance percentages, and if a minimum number of classes/sessions were required, how many participants met or exceeded the minimum.

- PROGRAMMING - Explain / Detail the Study Group formats, including class discussions led by the Moderator, discussions led by participants, and guest speakers (including their roles [ex. Philanthropist, Charitable Foundation Executive, Estate Planning Attorney, etc.] but maintain their anonymity). Since the Moderator will be planning and tracking the Study Group sessions, it may be helpful to summarize the formats according to the date of each Study Group session.

- EXIT INTERVIEW SUMMARY/SURVEY QUESTIONS AND RESPONSES - It will be helpful to list the questions the Moderator asked during the exit interviews and summarize the responses. The moderator should give his/her thoughts, insights, and suggestions to the community foundation executive leadership and board members about future Study Group programming, roles and responsibilities that participants may want to assume, different guest speakers, etc.

- FORMAT AND LOCATION - Recommend the format and location for future Study Groups. The recommendations may include keeping the location and format the same, modifying them, or modifying the format to comply with any changes to The American College's CAP® curriculum.

- WHEN A CAP® STUDY GROUP ADVISORY BOARD IS FORMED AND OPERATIONAL - Identify the committee members and terms of service on the advisory board. Summarize the involvement of the advisory board, actions taken by the advisory board, and recommendations, if any, of the advisory board. Also, summarize the actions taken by each of the advisory board's committees. Make recommendations for future involvement/activities of the advisory board and committees.

- OTHER PERTINENT INFORMATION - Provide information and details that may be of interest to the community foundation's executive leadership and board of directors, such as succession planning, envisioned future projects, and anticipated changes in Moderator leadership/responsibilities.

CAP® Study Group Indication of Interest

CAP® OVERVIEW

The Omaha Community Foundation helps facilitate study groups for professional advisors to earn the Chartered Advisor in Philanthropy® (CAP®) designation. This designation signifies that the participant has successfully passed exams for the following three graduate-level courses:

- GS839: Planning for Philanthropic Impact in the Context of Family Wealth
- GS849: Charitable Giving Strategies
- GS859: Gift Planning in a Nonprofit Context

STUDY GROUP

The study group meets a total of 15 times over an eight-month period with each meeting lasting two hours (3:30-5:30 pm). Participants must commit to attending a minimum of 60% of all the meetings. Most participants indicate they study about three to four hours in preparation for every one hour spent at the Study Group meetings.

Study Group size is limited to facilitate lively interaction among participants. Participants are selected based on their area of expertise and the experiences they bring to the group.

CONTINUING EDUCATION

Attendance is taken at every meeting, and all three exams are completed at a nationally recognized professional testing center. Omaha's Study Group Program has been approved for continuing education credit in past years and may be approved for credit in future years.

YOUR PARTICIPATION

Having read and understood the time and financial commitment indicated above, if you would like to be considered for participation in future Study Group meetings, please complete the following form. Thank you for your consideration.

Omaha Community Foundation

Growing good, together.

CAP® Indication of Interest Form

If you would like to be considered for participation in the Omaha CAP® Program, please complete the following form.

For more information, contact Omaha Community Foundation, at info@omahafoundation.org or (402) 342-3458.

Learn more about the program here: https://omahafoundation.org/advisors/chartered-advisor-in-philanthropy/

1.First Name

Enter your answer

2.Last Name

Enter your answer

3.Company

Please note if you change companies, we encourage you to fill this out again so we have your most up to date information.

Enter your answer

4.Business Phone

Enter your answer

5.Business Email

Enter your answer

6.Profession

- ○ Legal
- ○ Accounting
- ○ Financial Services
- ○ Nonprofit
- ○ Other

7.Degrees/Professional Designations

Enter your answer

8.Years of experience in your current profession

Enter your answer

9. Please indicate any current CAP® student or CAP® graduate you know who could act as a reference. Write none if you don't.

10.LinkedIn Profile

Exhibit 7

CAP® Study Group Meeting Schedule

GS 839: PLANNING FOR PHILANTHROPIC IMPACT IN THE CONTEXT OF FAMILY WEALTH

Date	Topic	
April 30	Intro to Philanthropic Planning	Unit 1
May 14	Personalized Philanthropic Planning	Unit 2
	Estate and Legacy Planning Beyond Just the Money	Unit 3
May 28	Communication with Donors	Unit 4
	Engaging Donors' from Diverse Backgrounds	Unit 5
June 11	It Takes a Village: Assembling Your Team, Including Board Members	Unit 6
	Developing Recommendations	Unit 7
June 25	Putting it all Together	Unit 8
	Course Review and Exam Prep	
July 15	Take Test for GS 839 by this date	

GS 849: CHARITABLE GIVING STRATEGIES

Date	Topic	
July 16	The Case of Jill Donor	Unit 1
	The Tax Framework for Charitable Giving	Unit 2
July 30	Charitable Remainder Trusts, Gift Annuities, and Single Premium Immediate Annuities	Unit 3
	Charitable Lead Trusts	Unit 4

August 13	Private Foundations	Unit 5
	Donor Advised Funds and Organizations Providing Them	Unit 6
	Life Insurance, Annuities, Qualified Plan Interests, and Bequests	Unit 7
August 27	Other Charitable Tools and Techniques	Unit 8
	Planning for Gifts of Noncash Assets	Unit 9
	Three Generations of Hurleys	Unit 10
September 10	Course Recap and Exam Preparation	Unit 11
October 7	Take Test for GS 849 by this date	

GS 859: GIFT PLANNING IN A NONPROFIT CONTEXT

Date	Topic	
October 8	America's Nonprofit Sector	Unit 1
	Ten Basic Responsibilities of Nonprofit Boards	Unit 2
October 22	Fundraising Responsibilities of Nonprofit Boards	Unit 3
	Cultivating and Soliciting Major, Planned, and Blended Gifts	Unit 4
November 5	Stewardship to Accountability	Unit 5
	Investing for Impact in The New Social Economy	Unit 6
November 19	Gift Planning for Highest Capacity Donors	Unit 7
	Personalized Philanthropy: Crash the Fundraising Matrix	Unit 8
December 3	Ethics and Ideals of Gift Planning as Profession	Unit 9
	Course Recap and Exam Preparation	
December 31	Take Test For GS 859 by this date	

Sample Email to New CAP® Study Group Participants

Hi 2025 CAP® Students,

We welcome you to the Omaha Community Foundation's 2025 Chartered Advisor in Philanthropy® ("CAP®") Community Group. The Omaha Community Foundation, in collaboration with Mark Weber and the members of the CAP® Content Committee, provides structure and support to the Community Group. This email contains important information about enrolling in the CAP® program at The American College ("TAC") and our Omaha Community Group. **There is a lot of information in this email. Please save it for future reference.**

To start, we want to clarify that while we have historically referred to our Omaha group of CAP® students as a "study group," due to some updates at TAC, we will be referencing this group as the Omaha Community Group so that we have clarity in communications with TAC.

- **Access to CAP® Courses**: TAC provides the lectures, books, quizzes, and tests for the three graduate-level courses that comprise the CAP® program. All course materials will be accessed through the Learning Hub on TAC's website: https://hub.theamericancollege.edu/.

- **Enrollment to CAP® Courses**: You must enroll in the CAP® Program with TAC by April 1. TAC requires students connected to a Community Group to register over the phone; do not register online. Please email Tim (timothy.davis@theamericancollege.edu) or Stanley (Stanley.samuel@theamericancollege.edu) to set a day and time for them to call you and enroll you in the course. (If needed, the phone number for TAC is 888-263-7265.)

The following is the information that you need to enroll:

- You must register using your name as it appears on your driver's license, as ID is required to access the testing centers;
- You should enroll in the CAP® program;
- You should enroll in the three-course package of GS 838, 849, and 859;
- You are part of the Omaha Community Group;
- The start date for the first class (GS 839) is April 7, 2025; and
- You should be prepared to make a credit card payment over the phone for tuition. The tuition cost for a nonprofit employee is $3,695, and $4,495 for those employed by a for-profit organization.

Once registered, you will access course materials through the Learning Hub. More details about the CAP® course, including quiz and exam information, can be found in the CAP® Academic Advising Guide. TAC designed this guide specifically for students to navigate the CAP® program at TAC. If you have any issues with registration, obtaining your textbooks (see below), or questions regarding quizzes or testing, you will need to contact the CAP® advising team, which can be reached at cap@theamericancollege.edu or via phone at 888-263-7265.

Textbooks: TAC uses both digital and physical textbooks. TAC will start mailing the physical books for GS 839 on March 24th for those who have enrolled in the course by that date. If you enroll after that, it will be sent upon your enrollment. If you do not have your textbook by April 10, please contact TAC to determine the status. TAC will mail physical books for GS 849 and GS 859 as you work through the classes.

Class Calendar and Assignments: A class calendar is attached. Please note that TAC has updated the course units since this class calendar was sent in January. While the class dates have not changed, the units to be completed for each class may have changed. Please reference the attached calendar moving forward. All units will have a recorded lecture and associated reading in the Learning Hub. In the past, we have advised students that each unit can take 2-3 hours to complete. However, this year, TAC has updated the course material and has made practice quizzes part of your overall grade for each course. We still anticipate that each unit will take 2-3 hours to complete. Your grade for each class will be based on the two online quizzes and a final test. Details about quizzes and tests, including how each impacts your overall class grade, can be found in the CAP® Academic Advising Guide.

Testing: TAC changed its testing process this year and you will receive notification of eligibility to register for the final exam for each class 24 hours after the completion of all unit quizzes. We encourage you to register as soon as you are eligible to take a test, as testing spots are limited. All exams are through Pearson Vue, and once eligible, you can sign up for a test here, or through the Learning Hub.

Attendance: Attendance and timeliness to class are essential. Please make every effort to attend all classes and be on time. Please let us know if you need to miss a class or join/leave early. There will be a sign-in sheet at every class. Please make sure that you sign in for every class you attend, especially if you seek continuing education credit for a professional license.

Class Contact Information: Please review the attached roster by April 1 and let us know whether your name or contact information has changed. Also, please send us a headshot and a one-paragraph bio for sharing with the class and posting on OCF's website. Please send this information directly to ________________________.

Continuing Education Credit: We offer continuing education for participation in the CAP® Community Group for various professional licenses. We track attendance and report this to the governing boards at the end of the last course. If you want to earn continuing education for your professional license, please send your license information to ________________________.

Scholarships: Omaha Community Foundation offers up to two $2,500 scholarships annually, underwritten by the CAP® alumni group. Smaller nonprofits are favored. Scholarships are awarded after successfully completing the classes and meeting the minimum class attendance requirement. By April 30th, please let me know if you would like to apply for this scholarship.

First Meeting – Wednesday, April 30th: The Community Group's first in-person meeting will be on Wednesday, April 30th, at 3:30 p.m. at the Omaha Community Foundation. Following this meeting, there will be a welcome party of cocktails and hors d'oeuvres until 6:30 p.m. Please plan on attending. In preparation for this first meeting, please listen to the lecture, read the assigned material, and take the practice quiz for Unit One.

Please let me know if you have any questions. We look forward to seeing you all soon!

Best,

CAP® STUDY GROUP
SUGGESTED INTERVIEW QUESTIONS FOR GUEST SPEAKERS

TIPS:

- For most prospective guest speakers, their philanthropy and family dynamics are very personal to them and their families. They may be sensitive subjects. Therefore, a personal connection to the guest speaker is always best if possible. If the moderator, a community foundation leader, CAP® Study Group alumnus, or a current Study Group participant knows the guest speaker, it may be best to have the person with the connection approach the speaker.

- When you approach a community leader, a nonprofit leader, or a highly respected, well-known community philanthropist with the idea of speaking to a CAP® Study Group:

    - Explain the CAP® program and the Study Group concept to them.

    - Tell them why you are asking them to be a guest speaker.

    - Let them know that individuals who are contemplating their philanthropic future often ask their professional advisors what others like them do and how they do it.

    - Explain that they may be addressing some very personal topics.

    - Make sure that they are willing to share that very personal information and personal thoughts with the Study Group participants.

        - Explain that there will be no reporters at the session and that nobody will be recording the session unless they give explicit permission.

        - Ask if they are interested in addressing just the current Study Group participants or the larger CAP® alumni group as well.

- Always prepare a list of questions in advance, share the list with the guest speaker, and make sure they are willing to address the questions. Delete those they are uncomfortable with and ask them to suggest questions they would like to answer.

- Many of the guest speakers will be well-known, highly accomplished, and quite affluent, often with lengthy bios. To the greatest extent possible, give a very brief biography when you introduce the guest speaker. If possible, give some background information and a brief biography to the Study Group participants in advance of the session.

SAMPLE QUESTIONS:

- Personal background: Yourself, your family, education, etc.
- Work background
- If working at or owning a family business, what is the history of the family business?
- If working at or owning a family business, what are the family business dynamics?
- If a successful sole entrepreneur or "C Suite" executive of a large enterprise, what is the history of the business, the dynamics of the business, and the philanthropic culture at the business?
- What influence do you have on the company's philanthropic culture?
- What is your personal philanthropic philosophy?
- How do you share that philosophy with your family members?
- Do other family members have differing philosophies? If so, how do you balance them with your own philosophy?
- What are your family's dynamics regarding sharing information about the family's wealth? Do you hold family meetings or have a family council?
- Do you utilize any specific charitable strategies (ex., DAF, Family Foundation, Supporting Organization, etc.)?
- Tell us about your civic engagement. Are you active with any civic organizations, and if so, what prompts you to be engaged with the specific organization?
- How do you measure success concerning your philanthropy and civic engagement?
- What strategies, compliments, concerns, and advice are you willing to share regarding raising children in an affluent household, especially regarding philanthropic and civic engagement?
- What strategies have you employed to plan for the distribution of your wealth after your lifetime, to your family members, and to philanthropic causes?
- What advice would you give to the participants in this Study Group?

THE AMERICAN COLLEGE OF FINANCIAL SERVICES®

Chartered Advisor in Philanthropy®

2024 Course Guide CAP 839

Unit 1: Introduction to Philanthropic Planning

The essence of incredible generosity is creating unforgettable experiences that make a meaningful impact. In this unit, you will gain an understanding of the many facets of gift teams as you investigate how gift team members participate in the philanthropic process, create opportunities to personalize or streamline gift transactions, and suggest new avenues for clients to donate.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Compare gift team members' roles.
2. Examine how gift team members may be involved in the philanthropic process.
3. Develop several options to bring a gift to the table.
4. Propose alternative ideas that may be attractive for a planned gift to benefit a specified nonprofit.

Topics

1. Who Are the Gift Team Members and Their Roles?
2. How Does Philanthropic Planning Work from the Donor's Side?
3. Upholding Integrity: Navigating Ethical Philanthropic Fundraising
4. Exploring Diverse Planned Gifts: Types & Case Studies

Readings

- **Fithian, T. and Fithian, S. (2007). *The Right Side of the Table.* The Legacy Companies.**
    - Chapter 8: The Intentional Team Model: The Core Team, the Virtual Team, and the Role of the Specialist/Expert

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022).** ***Achieving Excellence in Fundraising (5th edition).*** **Johnson Wiley & Sons, Inc.**
    - Chapter 1: Developing a Personal Philosophy of Fundraising by Eugene R. Tempel and Sarah K. Nathan
    - Chapter 2: A Commitment to Ethical Fundraising by Anne Bergeron and Eugene R. Tempel
    - Chapter 3: Legal Aspects of Fundraising by Philip M. Purcell
    - Chapter 4: Theory in Fundraising by Ruth K. Hansen
    - Chapter 5: The Joy of Giving by Sara Konrath

Study Group Questions

Topic 1: Who Are the Gift Team Members and Their Roles?

1. What role do specialists or experts play in the gift team, and why are they sometimes necessary in complex philanthropic planning?
2. How can clear communication and role clarity improve the effectiveness of a gift team? Provide examples to illustrate your points.
3. Reflect on a potential challenge when coordinating between gift team members (e.g., financial planners, fundraisers, legal advisors). How could the team address this challenge?

Topic 2: How Does Philanthropic Planning Work from the Donor's Side?

1. What are the critical steps in facilitating a successful gift transaction from the donor's perspective? Who on the gift team plays the most significant role in each step?
2. How might donor preferences, such as anonymity or specific conditions for their gift, influence the planning process? Discuss how the gift team can address these preferences effectively.
3. Using real-life or hypothetical examples, explain how philanthropic planning can create a positive donor experience that inspires future giving.

Topic 3: Upholding Integrity – Navigating Ethical Philanthropic Fundraising

1. What are some examples of ethical challenges that can arise in fundraising (e.g., donor intent, transparency, conditional gifts)? How should these challenges be resolved?
2. Why is maintaining trust and integrity so critical in philanthropic planning? How can gift team members uphold ethical standards without compromising fundraising goals?
3. How do ethical considerations differ when working with individual donors versus institutional donors (e.g., foundations or corporations)?

Topic 4: Exploring Diverse Planned Gifts – Types & Case Studies

1. What are some of the most common types of planned gifts (e.g., charitable trusts, annuities, donor-advised funds)? Discuss how they differ in structure and appeal.
2. What factors might influence a donor's decision to choose one type of planned gift over another? Consider financial circumstances, age, and philanthropic goals.
3. What challenges might arise when presenting complex planned gift options to a donor? How can gift team members simplify the process and build donor confidence?

General Reflection Questions

1. What role on a gift team do you find most critical to the philanthropic planning process, and why?
2. How does collaboration among gift team members ensure a successful philanthropic outcome for both the donor and the nonprofit?
3. Reflect on the importance of ethical practices in planned giving. How do integrity and trust build long-term donor relationships?

Unit 2: Personalized Philanthropic Planning

In this unit, you will learn the fundamentals of philanthropic planning. Through the coursework, you will articulate your philanthropic values, goals, and interests by writing and presenting a personal charitable mission statement. This unit will also equip you to make informed recommendations and evaluations of charitable organizations on behalf of your donors and clients. Furthermore, you will analyze a nonprofit organization's programs and services to determine which of those programs and services would appeal to a donor.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Explain the philanthropic planning process.
2. Create your own charitable mission statement.
3. Recommend personalizing a specific donor's possible involvement with a nonprofit.
4. Assess which of a specific nonprofit's programs or offerings may be attractive to a donor.

Topics

1. Crafting Success: From Preparing to Strategic Philanthropy
2. Writing Your Personal Charitable Mission Statement
3. The Power of Personalized Philanthropy
4. Aligning Nonprofit Organization and Donor's Mission

Readings

- **Meyers, S.L. (2021). *Personalized Philanthropy: Crash the Fundraising Matrix (2nd edition)*. CharityChannel LLC.**
    - Ch 1: The Two Cultures of Fundraising: Preparing to Crash Your Fundraising Matrix (pages 5-18)

- Ch 2: Matrix-Killing Apps of Personalized Philanthropy (pages 19 -38)
- Ch 3: Radically Rethinking Endowment: Powerful Examples in Practice (pages 39 - 58)
- Ch 4: Moving Beyond Conventional Solicitation: New Best Practices for Personalized Philanthropy (pages 59 -80)

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022). *Achieving Excellence in Fundraising (5th edition)*. Johnson Wiley & Sons, Inc.**

  - Chapter 11: Preparing the Organization for Fundraising by Jane Chu
  - Chapter 12: Building a Comprehensive Fundraising Program by Jeri Patricia Gabbert and Paula J. Jenkins
  - Chapter 13: Articulating a Case for Support by Timothy L. Seiler
  - Chapter 14: Identifying and Qualifying Potential Donors by Catherine Brown and LaKoya S. Gardner
  - Chapter 15: Budgeting and Evaluation in Fundraising by Erik J. Daubert
  - Chapter 16: Marketing for Strategic Fundraising by Aja Pirtle and Margaret M. Maxwell
    Chapter 17: Integrating Principles of Donor Relations by Patrick C. Dwyer and Susan B. Perry

- **McCullough, T. and Whitaker, K. (Eds.). (2022). *Wealth of Wisdom: Top Practices for Wealthy Families and their Advisors*. Wiley.**

  - Chapter 1: Four Profound Questions for Families by Ellen Miley Perry
  - Chapter 2: Identifying Actionable Values for Family and Enterprise by Doug Baumoel and Blair Trippe
  - Chapter 3: Values That Matter by Sharna Goldseker and Danielle Oristian York
  - Chapter 4: A Framework for Family Wealth and Well-Being by Richard Franklin and Claudia Tordini
  - Chapter 5: Understanding Identity and Social Power by Kofi Hope and Zahra Ebrahim
  - Chapter 6: Tapping Character Strengths to Move Families Forward by Kristen Keffeler
  - Chapter 7: Using the Ikigai Model to Foster a Legacy of Meaningful Engagement by Don Opatny and Keith Michaelson

- Chapter 8: Stages of Wealth Integration by Courtney Pullen
- Chapter 9: Learning from Your Money History and Writing a New Story by Jill Shipley
- Chapter 10: Envisioning the Future by Jamie Traeger-Muney
- Chapter 62: A Roadmap to Successful Philanthropy by Susan Winer

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Study Group Questions

Topic 1: Crafting Success – From Preparing to Strategic Philanthropy

1. How does the shift from conventional solicitation to personalized philanthropy change the donor experience? What are the advantages of this approach?
2. Discuss the role of strategic preparation in the philanthropic planning process. Why is preparation critical to creating successful outcomes for both donors and nonprofits?

Topic 2: Writing Your Personal Charitable Mission Statement

1. What are the core elements of an effective charitable mission statement? How can identifying personal values and goals guide this process?
2. Discuss how identifying values that matter can shape a meaningful mission statement. Why is understanding values so essential to philanthropic planning?
3. How does reflecting on money history and envisioning a new contribute to crafting a personal charitable mission?

Topic 3: The Power of Personalized Philanthropy

1. What are the "matrix-killing apps" of personalized philanthropy? How do they challenge traditional approaches to fundraising?
2. Discuss examples of how personalized philanthropy allows fundraisers to align donor passions with impactful giving opportunities.
3. Why is it important to move beyond conventional solicitation? What tools and strategies can gift planners use to create personalized experiences for donors?

Topic 4: Aligning Nonprofit Organization and Donor's Mission

1. How can fundraisers ensure that a nonprofit's programs and services align with a donor's goals and values? Provide examples of how this alignment creates lasting donor satisfaction.
2. How can fundraisers evaluate and identify a nonprofit's programs or offerings that would appeal to specific donors? What tools or approaches might they use for this analysis?

3. What are some of the best practices for recommending personalized involvement opportunities for donors? How can these strategies be applied in real-world scenarios?

General Reflection Questions

1. Why is it important for individuals and fundraisers to have a clear charitable mission statement? How does this statement influence long-term philanthropic decisions?
2. Discuss the role of values in philanthropic planning. How do values help donors and organizations create meaningful impact?
3. Reflecting on the readings, what are the most important skills and strategies for aligning donors' interests with nonprofit goals?

Unit 3: Estate and Legacy Planning Beyond Just the Money

In this unit, you will go beyond the typical scope of estate planning by writing an individual legacy letter detailing your personal values, beliefs, family history, goals, hopes for the future, and charitable intentions. The legacy letter is priceless because it lets the writer make a lasting impression on those they care about.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Develop a personal legacy letter.
2. Recommend ways donors can focus on estate planning that's more than money.
3. Develop a proposed activity for donors that focuses on their heritage.
4. Investigate donors' interests in legacy planning.

Topics

1. Exploring Donors' Legacy Interests
2. Develop a Personal Legacy Letter
3. Heritage-Focused Donors Activities and Monetary Estate Planning

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Readings

- **McCullough, T. and Whitaker, K. (Eds.). (2022). *Wealth of Wisdom: Top Practices for Wealthy Families and their Advisors*. Wiley.**
  - Chapter 18: Expressing Purpose in Your Trusts by John A. Warnick
  - Chapter 23: Creating a Family Owner's Manual by Josh Kanter
  - Chapter 27: Creating an Ethical Will by Scotty McLennan
  - Chapter 53: Making Better Decisions by Telling Stories That Have "Already Happened" by Stacy Allred

- **Videos:**
    - Chien, Chai-Li. (2021, November 10). Help your clients write legacy letters for family and friends. California Lutheran University: Financial Planning Program - NextGen Mentoring Forum. [Video] YouTube.
    - Rehl, K. M. (2023, July 15). Real stories. Personalized values based charitable gift planning--12 short stories *[Video]*. YouTube.

Study Group Questions

Topic 1: Exploring Donors' Legacy Interests

1. How do legacy interests differ from traditional estate planning focused solely on financial assets? Why is it important to explore a donor's values, beliefs, and goals as part of the legacy planning process?
2. What is an ethical will? How does it help individuals pass on values, life lessons, and non-financial assets to the next generation?
3. What strategies can be used to help donors articulate their legacy interests in a way that combines financial and personal values?

Topic 2: Develop a Personal Legacy Letter

1. What are the core elements of a legacy letter? How does it differ from a legal will or trust?
2. What challenges might individuals face when writing their personal legacy letter? How can they overcome these challenges to ensure their letter reflects their authentic values and beliefs?
3. Discuss how sharing family history, hopes, and charitable intentions in a legacy letter can help bridge generational gaps and create a meaningful connection.

Topic 3: Heritage-Focused Donor Activities and Monetary Estate Planning

1. How can advisors or fundraisers develop activities that help donors focus on their heritage and pass it on to future generations? Provide examples of such activities.
2. How can creating a "family owner's manual" help families clarify their shared values and long-term goals? How might this tool influence estate and legacy planning?
3. Why is it important to help donors find a balance between heritage-focused activities and monetary estate planning? How can both elements work together to create a holistic legacy plan?

General Reflection Questions

1. How can legacy letters and ethical wills shift the focus of estate planning from “what I own” to “what I believe”? Why does this matter in philanthropy?
2. Reflect on how storytelling and values-based tools (e.g., ethical wills, family manuals, legacy letters) contribute to creating meaningful, multi-generational legacies.
3. In your opinion, what is the greatest benefit of helping donors focus on legacy planning that’s “beyond just the money”?

Unit 4: Communication with Donors

In this unit, you will gain an appreciation for various communication methods and techniques, allowing you to craft better messages that resonate with a wide range of donors and stakeholders. You will learn how to modify your message for maximum effect, test new approaches to donor cultivation, and evaluate the efficacy of the nonprofit sector's public relations campaigns.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Compare various ways to present information to donors.
2. Determine one's own preferred communications style(s).
3. Develop an alternative way to share information with a donor.

Topics

1. Effective Communication Strategies
2. Communication Styles
3. Advanced Communication Methods

Readings

- **McCullough, T. and Whitaker, K. (Eds.). (2022). *Wealth of Wisdom: Top Practices for Wealthy Families and their Advisors*. Wiley.**
    - Chapter 15: Creating Impactful Learning Programs for Families by Greg Burrows and Ruth Steverlynck
    - Chapter 47: How Powerful Are Your Questions? by Ian McDermott

Study Group Questions

Topic 1: Effective Communication Strategies

1. What are some of the most effective communication methods for engaging donors? How might the choice of communication method change depending on the donor's demographics, preferences, or goals?
2. Discuss a nonprofit's public relations campaign you've seen or studied. What made it effective (or ineffective)? How can nonprofits evaluate the success of their campaigns?
3. Why is it important to tailor messages to different types of donors (e.g., major donors, recurring donors, first-time givers)? What strategies can you use to ensure your messages resonate?

Topic 2: Communication Styles

1. Reflect on your own communication style. How does it impact your ability to connect with donors? What adjustments might you need to make when working with individuals who have different communication preferences?
2. What techniques can you use to identify a donor's preferred communication style during your interactions?
3. How does the tone and delivery of a message influence donor perception? Discuss how you might adjust your style when communicating via:
    a. Email or letters
    b. Phone calls
    c. In-person meetings
    d. Social media or video messages

Topic 3: Advanced Communication Methods

1. Discuss the role of storytelling as an advanced communication method. How can compelling stories about beneficiaries, organizational achievements, or donor impact influence donor decisions?
2. How can digital tools (e.g., personalized videos, interactive reports, virtual donor events) enhance donor communication and engagement? Share examples of successful approaches.
3. Why is it important to test new approaches to donor communication? How might you evaluate the effectiveness of these new methods?

General Reflection Questions

1. What do you believe is the most critical element of effective donor communication? Why?

2. Reflect on a time you received or witnessed an impactful message from a nonprofit. What made it resonate with you, and how could you apply those lessons to your own donor communication strategies?
3. Discuss the challenges of balancing authenticity with professional communication when engaging donors. How can you ensure messages feel both genuine and strategic?

Unit 5: Engaging Donors' from Diverse Backgrounds

In this unit, you will explore strategies for increasing inclusion, equity, and accessibility in the nonprofit sector. Gender-specific preferences, cultural preferences, generational differences, and cultural influences on giving behavior require different philanthropic approaches. Among these demographics are differences and nuances that further overlap, leading to unique opportunities. This unit will help you develop the tools for philanthropic professions to engage in the diverse needs of donors.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Compare ways women and men may differ in their giving.
2. Evaluate different ways of giving based on various demographics such as race, religion, gender, sexuality, disability, etc.
3. Compare overall trends in giving across generations.

Topics

1. Gender Differences in Philanthropy
2. Religion, Diversity, Bequests: Exploring Inclusive Philanthropy
3. Generational Wealth and Ethics: Diverse Giving Strategies

Readings

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022).** ***Achieving Excellence in Fundraising (5th edition)*****. Johnson Wiley & Sons, Inc.**
    - Chapter 26: Understanding Individual Donors by Pamala Wiepking
    - Chapter 27: The Role of Religion in Giving by David P. King and Rafia Khader
    - Chapter 28: Women and Philanthropy by Jeannie Infante Sager and Debra J. Mesch

- Chapter 29: Philanthropy among Communities of Color by Una Osili and Sarah King Bhetaria
- Chapter 30: LGBTQ Philanthropy by Elizabeth J. Dale
- Chapter 31: Differentiating Generations and Their Giving by Patricia Snell Herzog
- Chapter 32: High Net Worth Household Giving Insight by Patrick Rooney, Kidist Yasin, and Lijun He

- **McCullough, T. and Whitaker, K. (Eds.). (2022). *Wealth of Wisdom: Top Practices for Wealthy Families and their Advisors*. Wiley.**
    - Chapter 25: Building a Smart Aging Plan by Susan Hyatt
    - Chapter 26: Managing the Risk of Diminished Capacity by Patricia Annino
    - Chapter 27: Creating an Ethical Will by Scotty McLennan

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Study Group Questions

Topic 1: Gender Differences in Philanthropy

1. What are some key ways that women and men may differ in their philanthropic behavior? Discuss how these differences might influence communication and engagement strategies for fundraisers.
2. How has the role of women in philanthropy evolved over time, and what opportunities does this create for the nonprofit sector?
3. Why is it important for fundraisers to acknowledge and address gender-specific preferences when developing giving strategies?

Topic 2: Religion, Diversity, Bequests: Exploring Inclusive Philanthropy

1. How do cultural and religious backgrounds influence giving behaviors and motivations? Why is it important for fundraisers to understand these influences?
2. What are some common misconceptions about giving behaviors in diverse communities, and how can these be addressed through better education and engagement practices?
3. How can fundraisers create an environment that is accessible and inclusive for donors with disabilities? What practical changes might be implemented to meet their needs?

Topic 3: Generational Wealth and Ethics: Diverse Giving Strategies

1. How do giving preferences and behaviors differ across generations (e.g., Baby Boomers, Gen X, Millennials, Gen Z)? Why is it important for fundraisers to recognize these trends?
2. What role does technology play in engaging younger generations in philanthropy? How can nonprofits leverage tools like social media, online giving, and digital storytelling to attract younger donors?
3. What strategies might you use to connect with older generations who have a strong interest in legacy giving or long-term philanthropic impact?

General Reflection Questions

1. Why is it important for fundraisers to take an intersectional approach when engaging donors (e.g., recognizing overlaps between gender, race, religion, and other identities)?
2. Reflect on the concept of inclusive philanthropy. How can nonprofits ensure that all donors feel valued and welcomed, regardless of their background?
3. What are some barriers that prevent underrepresented groups from participating in traditional philanthropy? How might these barriers be overcome?

Unit 6: It Takes a Village: Assembling Your Team, Including Board Members

In this unit, you will learn what is required for nonprofits to thrive, improving their operations and fundraising capacities. You will learn how to increase a nonprofit's capability through strategic board enhancements and compelling fundraising activities. You will learn crucial skills in nonprofit administration such as strategic planning, event planning, budgeting, marketing, and forging meaningful relationships with donors and sponsors.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Identify a list of board member qualifications to strengthen a nonprofit.
2. Develop a list of activities in organizing fundraising events.
3. Prioritize challenges of fundraisers and recommend solutions.

Topics

1. The Qualifications of Board Members
2. Organizing Fundraising Events
3. Fundraiser Challenges and Solutions

Readings

- **McCullough, T. and Whitaker, K. (Eds.). (2022).** ***Wealth of Wisdom: Top Practices for Wealthy Families and their Advisors.*** **Wiley.**
    - Chapter 33: Finding an Advisor Who Will Help Your Family Thrive for Generations by Katy Lintz and Ned Rollhaus
    - Chapter 34: Choosing Trustees with Care and Wisdom by Kim Kamin

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022).** ***Achieving Excellence in Fundraising (5th edition).*** **Johnson Wiley & Sons, Inc.**

    - Chapter 18: Fundraisers: Stewards of Philanthropy by Genevieve G. Shaker and Sarah K. Nathan
    - Chapter 19: Fundraising Planning, Management, and Leadership by Bill Stanczykiewicz
    - Chapter 20: Engaging the Board for Fundraising by M. Gasby Brown
    - Chapter 21: Working with Volunteer Fundraisers by Tyrone McKinley Freeman and Beth Breeze

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Study Group Questions

Topic 1: The Qualifications of Board Members

1. What are the most important qualifications for nonprofit board members to effectively support the organization's mission and fundraising goals? How do these qualifications differ for small versus large nonprofits?
2. Why is diversity (e.g., skills, experiences, backgrounds) important when assembling a nonprofit board? What strategies can nonprofits use to recruit diverse board members?
3. How can board members actively support fundraising efforts beyond simply making financial gifts? Share examples of effective board engagement.

Topic 2: Organizing Fundraising Events

1. When planning a fundraising event, what are the key activities and steps that need to be prioritized for success (e.g., budgeting, venue selection, marketing)?
2. What are some challenges nonprofits face when organizing fundraising events (e.g., limited budgets, volunteer coordination, donor fatigue), and how can these challenges be mitigated?
3. How can organizations measure the success of a fundraising event beyond just the financial goals (e.g., building relationships, increasing awareness, engaging new donors)?

Topic 3: Fundraiser Challenges and Solutions

1. What are some of the most common challenges that fundraisers face today (e.g., donor retention, staff burnout, economic uncertainty)? Which of these challenges do you think is most pressing, and why?

2. Discuss practical solutions to address fundraiser burnout and improve the well-being of fundraising professionals.
3. How can fundraisers build strong, long-term relationships with donors while maintaining authenticity and trust?

General Reflection Questions

1. Discuss an example of a successful fundraising event or campaign you've observed. What factors contributed to its success, and how might those lessons be applied to future events?
2. Reflect on a time when a nonprofit faced significant fundraising challenges. What strategies or solutions would you recommend to overcome these obstacles?
3. Why is it critical for board members, fundraisers, and nonprofit staff to work together as a cohesive team? How can leaders foster stronger collaboration among these groups?

Unit 7: Developing Recommendations

In this unit, you will become a better philanthropic advisor and strategic thinker. You will learn to assess and direct donors in transition, empowering them to make effective philanthropic decisions based on their values and goals as they change over time. Overall, this unit will help you investigate the effects of societal shifts on organizations while learning about the fundraising strategies, technologies, and methods that will shape the future.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Recommend several giving options for a donor in transition.
2. Determine which nonprofit may be a good match for donor.
3. Compare a nonprofit's history with a new direction of technological change.

Topics

1. Giving Options for a Donor in Transition
2. Matching Nonprofits and Donors
3. Nonprofits and Technological Change

Readings

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022). *Achieving Excellence in Fundraising (5th edition).* Johnson Wiley & Sons, Inc.**

    - Chapter 6: The Philanthropic Context for Fundraising by Pat Danahey Janin and Dwight F. Burlingame
    - Chapter 7: Fundraising in Challenging Times: Crisis, Survival, and Transformation by Amir Pasic
    - Chapter 8: Fundraising across Nonprofit Subsectors by Anna Pruitt

- Chapter 9: Global Philanthropy and Cross-Cultural Fundraising by Charles Sellen and Lilya Wagner
- Chapter 10: Fundraising for Advocacy and Social Change by Shariq Siddiqui and Katherine Badertscher

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Study Group Questions

Topic 1: Giving Options for a Donor in Transition

1. What are some common reasons donors experience transitions (e.g., retirement, inheritance, career changes)? How might these transitions influence their philanthropic priorities?
2. What strategies can philanthropic advisors use to help donors explore new giving options that align with their evolving values and goals?
3. How can donor transitions be an opportunity for deeper engagement, allowing nonprofits to build lasting partnerships with donors?

Topic 2: Matching Nonprofits and Donors

1. What key factors should be considered when determining if a specific nonprofit aligns with a donor's values, interests, and giving goals?
2. How can philanthropic advisors effectively research and present nonprofits to ensure they are a good match for donors? What tools or methods might help with this process?
3. Why is it important to understand both the donor's priorities and the nonprofit's capacity when making a match? How can advisors balance these elements?

Topic 3: Nonprofits and Technological Change

1. How has technology changed the way nonprofits operate, communicate, and engage with donors? What are some examples of these changes?
2. What challenges do nonprofits face when adopting new technologies, and how can these challenges be addressed to ensure long-term success?
3. How might future technological advancements (e.g., artificial intelligence, data analytics, virtual platforms) shape the way nonprofits approach fundraising and donor relations?

General Reflection Questions

1. Reflect on a time when you or someone you know experienced a major life transition (e.g., retirement, career change, or inheritance). How might this transition influence philanthropic decisions or values?

2. Why is it important to regularly revisit and reassess a donor's goals and values over time? How can this practice strengthen relationships between advisors, donors, and nonprofits?
3. Think about a nonprofit organization you admire. What strategies or technologies has it adopted to adapt to societal or technological changes, and how effective have these changes been?

Unit 8: Putting It All Together

In this unit, you will explore the essential skills required for evaluating and enhancing charitable initiatives. Through a detailed analysis of promotional materials and an examination of their impact on attracting donors, coupled with insights gleaned from past successes, you will be prepared to strengthen nonprofit activities and elevate organizational achievement. This unit is designed to empower you with the ability to devise and recommend strategic approaches aimed at securing the long-term success of philanthropic endeavors. By the end of this unit, you will have acquired the knowledge and skills necessary to make meaningful improvements in the nonprofit sector, ensuring the enduring success in philanthropic giving.

Learning Objectives

When you are finished with this unit, you will be able to:

1. Analyze cultivation, solicitation, and stewardship events for a nonprofit.
2. Evaluate the results of a prior fundraising event of a nonprofit.
3. Recommend strategic directions for a nonprofit reflecting current trends.
4. Characterize the future of fundraising for a nonprofit.

Topics

1. Cultivation and Stewardship in Nonprofit
2. Evaluating Nonprofits Events
3. Strategic Direction and Current Trends
4. The Future of Nonprofit Fundraising

Readings

- **Shaker, G.G., Tempel, E.R., Nathan, S. K., and Stanczykiewiza, B.S. (2022).** ***Achieving Excellence in Fundraising (5th edition).*** **Johnson Wiley & Sons, Inc.**
  - Chapter 22: The Annual Giving Program by Sarah K. Nathan
  - Chapter 23: Crafting Compelling Appeals by Heather A. O'Connor

    - Chapter 24: Developing Digital Fundraising Strategies by Nathan Hand and Yannan Li
    - Chapter 25: Planning Events with Purpose by Roberta L. Donahue and Caitlin Deranek Stewart
    - Chapter 33: Co-Creating Major Gifts by Maarten Bout and James M. Hodge
    - Chapter 34: The Invitation to Give by Genevieve G. Shaker
    - Chapter 35: Campaign Essentials by Aaron Conley
    - Chapter 36: Planned Giving Principles by Russell N. James III
- **McCullough, T. and Whitaker, K. (Eds.). (2022). Wealth of Wisdom: *Top Practices for Wealthy Families and their Advisors*. Wiley.**
    - Chapter 14: Finding What's Next for Your Family by Barton Parrott
    - Chapter 61: Helping Families Move Up the Philanthropic Curve by Leslie Pine

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Study Group Questions

Topic 1: Cultivation and Stewardship in Nonprofit

1. What are the key differences between cultivation and stewardship, and why are both critical to maintaining donor relationships over time?
2. How can nonprofits effectively personalize their cultivation and stewardship efforts to create long-term engagement with donors?
3. What are some innovative methods that nonprofits can use to steward their donors, ensuring they feel valued and informed throughout their giving journey?

Topic 2: Evaluating Nonprofits' Events

1. When evaluating the success of a fundraising event, what key performance indicators (KPIs) should nonprofits track to measure both short-term and long-term impact?
2. How can nonprofits learn from past events to improve future event strategies? What role does donor feedback play in this process?
3. What are some common pitfalls in event planning and execution, and how can nonprofits avoid them to maximize engagement and revenue?

Topic 3: Strategic Direction and Current Trends

1. How can nonprofits assess current trends in fundraising, and how can they adapt their strategies to remain relevant in a rapidly changing philanthropic landscape?

2. What role does technology play in shaping the future of nonprofit strategies, and how can nonprofits leverage it to improve their fundraising efforts?
3. How can nonprofits align their long-term mission and goals with emerging trends in donor behavior and societal shifts?

Topic 4: The Future of Nonprofit Fundraising

1. What do you think will be the most significant change in nonprofit fundraising in the next five to ten years?
2. How might nonprofit organizations need to adapt to the growing influence of social media, crowdfunding, and digital platforms on fundraising?
3. What strategies can nonprofits implement today to prepare for future challenges and opportunities in fundraising?

General Reflection Questions

1. Reflect on your own experience with nonprofit fundraising. How have cultivation, solicitation, and stewardship events impacted your relationship with the organization? What aspects do you think could be improved for a stronger, more lasting connection with donors?
2. How do you envision the future of nonprofit fundraising evolving in the next decade? What new tools, technologies, or strategies do you think nonprofits should prepare for to remain competitive and continue to build meaningful relationships with donors?
3. Reflecting on current trends in philanthropy, what do you believe nonprofits should prioritize in order to stay ahead of donor expectations and societal changes? How can they improve their approach to fundraising and donor relations?

CAP® Advisory Board Responsibilities

What is the function of this committee?

1. Provide oversight and guidance of the Omaha CAP® Study Group Program.
2. Coordinate the work of all committees.
3. Further our mission of "making Omaha a more generous community."

How long am I expected to serve?

1. The bylaws permit each committee member to serve up to three consecutive 2-year terms. Continuity is important to maintain the high standard of the Omaha CAP® program. It is anticipated that members will serve the full six years.
2. This committee bears primary responsibility for continuing and building on the strong tradition of the Omaha CAP® community. When agreeing to serve on this committee, you should be prepared to chair the committee if extended the invitation.

What are my responsibilities?

1. To attend all meetings
2. To serve on a committee
3. To attend CAP® social and networking events
4. To serve as an ambassador of the CAP® program
5. To help recruit members to the board and its committees

What will my time commitment be for this committee?

1. It is anticipated the board leaders (Chair and Chair-elect) will spend considerable time attending committee meetings as an Ad hoc member, in addition to other board activities.
2. This is an "Active" board, so you will be called upon throughout the year to oversee and promote CAP activities.

AMENDED AND RESTATED CAP® ADVISORY BOARD BYLAWS

INTRODUCTION

The Chartered Advisor in Philanthropy ("CAP®") designation was created by the American College to demonstrate that graduates have the knowledge and tools to help clients and supporters of nonprofits articulate and advance their highest aspirations for self, family, and society. In Omaha, and all around the country, advisors and nonprofit professionals are coming together in CAP® Study Groups to build a network of trusted professionals who will work collaboratively to develop the vision of their clients and donors. It is the interconnected nature of the Omaha CAP® Study Group alumni that drives the creation of a CAP® Advisory Board (the "Board").

PURPOSE

The purpose of the Board is to guide the future direction of the CAP® program in Omaha, and to advocate for the CAP® program, its alumni, and current participants. Primary goals are as follows:

- Support program to ensure sustainability of the Omaha CAP® Study Group and the network of Omaha area CAP® graduates
- Promote the CAP® graduates in our community
- Foster a network of CAP® advisors who work collaboratively
- Measurably increase philanthropy in our community
- Develop strong CAP® name recognition among professional advisors and non-profits and a target audience of donors
- Increase awareness of the Omaha Community Foundation

MEMBERS

The Board shall have not less than five (5) and not more than ten (10) voting members. All Board members must be CAP® graduates and shall represent a cross-section of both graduating years and professions. One Board member will be appointed by the Board as Board Chair, which person must have previously served on a CAP® Committee. Additionally, the Board will appoint a Board Chair-Elect who will be responsible for duties as assigned by the Chair and be the successor to the Chair. The Board Chair and Chair-Elect shall each serve a one (1) year term, except that a Board Chair or Chair-Elect appointed to fill a vacancy for less than a one (1) year term may be Board Chair or Chair-Elect for an additional one (1) year term. If a person serves as Board Chair during that person's last year of eligibility as a Board member, that person shall be eligible to serve (and will be asked to serve) for one (1) additional year on the Board in the capacity of Immediate Past-Chair.

With the exception of Mark Weber and one Omaha Community Foundation staff liaison, both of whom shall be permanent members of the Board for so long as they each shall determine, Board members shall serve two (2) year terms, and no Board member may serve more than three (3) successive terms of two (2) years each, collectively including terms served on both the Board and any Committees (ie. no member serves more than six (6) years total), except that a member appointed to fill a vacancy for less than a two (2) year term may be a member for three (3) additional consecutive two (2) year terms.

MEETINGS

The Board will meet at least two (2) times each year. Meetings may be held telephonically or by other electronic or digital communication by which each Board member can hear and participate in the discussion. Action, including the amendment of these Bylaws or an amendment of the Charter of any Committee, may be taken at a duly called meeting of the Board upon the affirmative vote of a majority of the voting members, and action may be taken by the Board without a meeting if all voting members of the Board indicate their approval in writing.

COMMITTEES

The Board may form and delegate authority to Committees and shall review the actions of such Committees as appropriate. Each Committee must include one or more Board members. One Committee Member will be appointed by the Board as Committee Chair. The Committee chair shall automatically be an Ad Hoc member of the Advisory Board. This shall be a non-voting Board member (unless already a full voting member of the Board). Additionally, the Board will appoint a Committee Chair-Elect who will be responsible for duties as assigned by the Committee Chair and be the successor to the Committee Chair. The Committee Chair and Committee Chair-Elect shall each serve a one (1) year term, except that a Committee Chair or Committee Chair-Elect appointed to fill a vacancy for less than a one (1) year term may be Committee Chair or Committee Chair-Elect for an additional one (1) year term. If a person serves as Committee Chair during that person's last year of eligibility as a Committee member, that person shall be eligible to serve (and will be asked to serve) for one (1) additional year on the Committee in the capacity of Immediate Past-Chair.

Both the Committee Chair and Committee Chair-Elect must be CAP® graduates. The Committee Chair shall have authority to select additional Committee members, who may be CAP graduates or other community members and shall represent a cross-section of both graduating years and professions. Committee members shall serve two (2) year terms, and no Committee member may serve more than three (3) successive terms of two (2) years each, collectively including terms served on both the Board and any Committees (ie. no member serves more than six (6) years total), except that a member appointed to fill a vacancy for less than a two (2) year term may be a member for three (3) additional consecutive two (2) year terms.

Upon the affirmative vote of a majority of the voting members of the Board, the Board may establish new Committees or disband or merge existing Committees. The current Committees are as follows:

CLASS CONTENT COMMITTEE

- Assist in class facilitation
- Establishment of study group curriculum (small group discussions/outlines)
- Identify, select, and recruit speakers for CAP® classes

RECRUITMENT COMMITTEE

- Recruitment of participants

PROMOTIONAL COMMITTEE

- Promote the CAP® program locally through events and general advocacy
- Effectively utilize the CAP® website, online programs, and other forms of social media
- Create networking opportunities for current CAP® students and CAP® graduates

REPORTS

The Board shall maintain minutes or other records of meetings and activities of the Board. The reports shall include any recommendations the Board deems appropriate and any other matters that are relevant to the fulfillment of the Board's responsibilities.

EFFECTIVE DATE

These Amended and Restated CAP® Advisory Board Bylaws are effective as of the date set forth below and amend and restate in their entirety the CAP® Advisory Board Bylaws originally effective January X, 20XX, as amended and restated on April 19, 2021, and further amended and restated on July XX, 20XX.

Approved effective this XXth day of 202X.

____
XXXXXXXX, CAP Advisory Board Chair

Class Content Committee

For all CAP® Committees

- An OCF representative should attend committee meetings
- Chair of each committee will attend the CAP Board meeting
- The CAP Board President, Mark Weber, and OCF's Staff Liaisons should be invited to each Board and Committee Meeting
- A Committee member will take minutes and provide a copy to OCF
- Join the Trello board to access resources.
    - If you are already a member, access it using the link.

OCF Responsibilities for Class Content Committee

- Establish CE credit for CAP® classes
- Create Eventbrite RSVP pages for alumni to RSVP
- Provide name tags and nameplates
- Provide thank you notes to be signed by the class to send to speaker guests

Inviting Alumni

In advance of each section, OCF needs to know which sessions alumni will be invited to coordinate with SNB or other host venues and facilitate collecting RSVPs.
Members of the class content committee should RSVP to these Eventbrite invitations to confirm if they will be at a session. We will not assume you will be there.

- 5 weeks before class: Send speaker bio to Mark to review and edit. Send location to OCF.
- 3 weeks before class: Eventbrite will be circulated to alumni to RSVP for the class.
- 1 week before class: OCF will communicate the number of attendees and create name tags.

Classes at the Community Foundation

RSVP Count: We need an RSVP count provided to OCF 10 days before a class.
Class Size: Some sessions may be limited class size – we will indicate this on the CAP Trello board on the date assignment if there is a limited number.

CAP® Class Content Committee Responsibilities

What is the function of this committee?

1. Help develop the class content for all 15 classes.
2. Assist in class facilitation.

How long am I requested to serve?

1. Ideally, you will enjoy the work and serve all three 2-year terms (6 years total).

What are my responsibilities as a committee member?

1. Help develop content for all 15 2- hour classes.
2. Class Facilitation, which might involve leading the class, interviewing the guest speaker, moderating a panel, leading group discussions, reviewing the assigned materials, quizzing students from the sample tests, and more.

Do I need to be at all 15 classes?

1. No. However, it is essential that you are at each class for which you've been assigned responsibility. Typically, this is 5 of the 15 classes. You are welcome to attend any and all of the other classes for which you do not have direct responsibility.
2. You are asked to attend all committee meetings, which meet as needed.
3. The committee chair should expect to be at all 15 classes, or at least have confirmed the committee members are fully prepared to facilitate the class.

How much preparation is required for each class?

1. When you are responsible for a class be prepared to lead class discussion over the material

Where does the committee come up with ideas for class programming?

1. Look at what has been done in the past. This has proven successful and is tweaked each year to make improvements. (Check Trello for past class outlines.)
2. There are other resources available. You can participate in the national CAP® Moderator Group for ideas from other cities. Don't be afraid to try new things so long as they help the students grasp the assigned materials and earn their CAP® designation.
3. Check The American College's CAP® Moderator Guide for discussion questions.

When will my time commitment be greatest for this committee?

1. Typically, classes will start around May 1 and end about Dec 1 to accommodate the tax professionals. Two or three organizational meetings may be required in the Jan-Mar timeframe to agree on all 15 classes and assign responsibilities. Those meetings may be in person or remote as determined by the committee.
2. Assuming you are assigned responsibility for one of the three courses, you are expected to be at all 5 classes in person. The timing is dependent on which course you are assigned: May-June, July-Aug, or Oct-Nov.

Class Content Committee Calendar

January

- Meet to outline upcoming class calendar and determine meeting dates and location(s). The class calendar should be cross-referenced to avoid conflicts with major holidays.
- Determine approximate number and placement of outside speakers

February

- Assign responsibilities to committee members to ensure that each class has a lead committee member that is accountable in determining content.

March

- Determine venue(s) for meetings to be held in-person.
- Coordinate with OCF to ensure appropriate facilitation of Zoom, if necessary.
- Determine who is best person(s) to recruit speakers and extend invitations

April - December

- Facilitate classes as prescribed per the calendar for that year, and the agreed upon division of class coverage, to include lectures, small group discussions, panels, and outside speakers.

AMENDED AND RESTATED CAP® CLASS CONTENT COMMITTEE CHARTER

INTRODUCTION

The Chartered Advisor in Philanthropy ("CAP®") designation was created by the American College to demonstrate that graduates have the knowledge and tools to help clients and supporters of non-profits articulate and advance their highest aspirations for self, family, and society. In Omaha, and all around the country, advisors and nonprofit professionals are coming together in CAP® Study Groups to build a network of trusted professionals who will work collaboratively to develop the vision of their clients and donors. It is the interconnected nature of the Omaha CAP® Study Group alumni that drives the creation of a CAP® Advisory Board (the "Board") which Board has established this CAP® Class Content Committee ("Committee") as a Committee of the Board.

PURPOSE

The purpose of this Committee is to support the Board in the manner specifically set forth in this Charter. The Committee is subject to the oversight of the Board and governed by this Committee Charter, subject to the terms of the CAP® Advisory Board Bylaws. To the extent that any provision of this Committee Charter is inconsistent with any provision of the CAP® Advisory Board Bylaws, the terms of the Bylaws shall control. As part of its duties and responsibilities, the Committee is charged by the Board as follows:

- Help develop class content
- Assist in class facilitation
- Identify, select, and recruit speakers for CAP® classes who have an established history of charitable giving and are willing to share their thoughts and philosophy on effective philanthropy.

MEMBERS

The Committee must include one or more Board members. One Committee Member will be appointed by the Board as Committee Chair. It is preferred, but not required, that the Committee Chair shall be a Board member. Additionally, the Board will appoint a Committee Chair-Elect who will be responsible for duties as assigned by the Committee Chair and be the successor to the Committee Chair. The Committee Chair and Committee Chair-Elect shall each serve a one (1) year term, except that a Committee Chair or Committee Chair-Elect appointed to fill a vacancy for less than a one (1) year term may be Committee Chair or Committee Chair-Elect for an additional one (1) year term. If a person serves as Committee Chair during that person's last year of eligibility as a Committee member, that person shall be eligible to serve (and will be asked to serve) for one (1) additional year on the Committee in the capacity of Immediate Past-Chair.

Both the Committee Chair and Committee Chair-Elect must be CAP® graduates. The Committee Chair shall have authority to select additional Committee members, who may be CAP® graduates or other community members and shall represent a cross-section of both graduating years and professions. Committee members shall serve two (2) year terms, and no Committee member may serve more than three (3) successive terms of two (2) years each, except that a member appointed to fill a vacancy for less than a two (2) year term may be a member for three (3) additional consecutive two (2) year terms.

MEETINGS

The Committee will meet at least two (2) times each year. Meetings may be held telephonically or by other electronic or digital communication by which each Committee member can hear and participate in the discussion. Action may be taken at a duly called meeting of the Committee upon the affirmative vote of a majority of the voting members, and action may be taken by the Committee without a meeting if all of the voting members of the Committee indicate their approval in writing.

REPORTS

The Committee shall maintain minutes or other records of meetings and activities of the Committee and will, from time to time, report to the Board. The reports shall include any recommendations the Committee deems appropriate and any other matters that are relevant to the fulfillment of the Committee's responsibilities. The report to the Board may be a verbal report and may be made at any meeting of the Board or to the Chair of the Board if reporting between meetings of the Board.

EFFECTIVE DATE

This Amended and Restated CAP® Class Content Charter is effective as of the date set forth below and amends and restates in its entirety the CAP® Class Content Committee Charter originally effective January 15, 2021.

Approved effective this ___ day of April 202X.

____

XXXXXXX, CAP Advisory Board Chair

Recruitment Committee

For all CAP® Committees

- An OCF representative should attend committee meetings
- OCF will keep a spreadsheet of CAP® candidates current
- Chair of each committee will attend the CAP® Board meeting
- A Committee member will take minutes and provide a copy to OCF
- Join the Trello board to access resources.
    - If you are already a member, access it using this link.

CAP Recruitment Committee

- Indicator of Interest form is a fillable Microsoft form--in the promo packet
- We have a working Excel spreadsheet for the year with interested students
    - Please consult the spreadsheet to determine if an interested individual is already on the list

CAP® Recruitment Committee Responsibilities

What is the function of this committee?

1. To recruit a talented, diverse group of students (historically under 15) that can help "Make Omaha a more generous community," and will be a positive influence on the Omaha CAP® community. A cross-section of Omaha estate planning attorneys, tax accountants, financial service professionals, and gift planners.

How long am I expected to serve?

1. Ideally, you will enjoy the work and serve two 2-year terms (4 years total).

What are my responsibilities?

1. To identify qualified prospective students and keep our prospect list current.
2. Contact qualified prospective students, explain the CAP® program, and determine their interest level.
3. Attend all committee meetings.

What will my time commitment be for this committee?

1. This committee's time commitment is typically heavily weighted to the months of January through March. The entire class should be enrolled by April 1.
2. Time as necessary to successfully recruit students (calls, emails, meetings, etc.).

Where do I find qualified prospects for the CAP® program?

1. Referrals from CAP® graduates are the very best source.
   a. We have an existing wait list of interested professionals referred by CAPs® who we prioritize and ensure they remain interested.
2. Personal contacts from your firm and colleagues with other firms typically are a good source.
3. Professional associations to which you belong such as the Omaha Estate Planning Council, Charitable Gift Planners Association, etc. can provide names from which to start.
4. Occasionally, someone from a different source, such as a family office, an inheritor, a philanthropist, etc. might be interested in participating in the program.

Are there marketing materials I can use?

1. Yes, the Omaha Community Foundation maintains a complete up-to-date packet of materials you can share with qualified prospects that should answer all their questions. This includes an online form with a QR code to make it easy for recruits to indicate their interest and automatically be added to the waitlist.

Recruitment Committee Calendar

October

- Provide the Chair of the Committee with a list of nominees for potential Study Group participants

November

- Recruitment Committee, Mark Weber, and OCF (or such other persons as may be designated from time to time by the Board) review and discuss potential Study Group participants

December-January

- Extend initial invitations to attorneys and accountants to participate in the Study Group

January-February

- Extend initial invitations to financial services and nonprofit professionals to participate in the Study Group

March

- Finalize the list of Study Group participants by the middle of the month (and, by the end of the month, OCF will send an email to participants confirming participation and providing all necessary information to register with The American College)

April

- Help with recruiting Study Group speakers as needed

October

- Initial meeting for next year and identify candidates

AMENDED AND RESTATED CAP® RECRUITMENT COMMITTEE CHARTER

INTRODUCTION

The Chartered Advisor in Philanthropy ("CAP®") designation was created by the American College to demonstrate that graduates have the knowledge and tools to help clients and supporters of non-profits articulate and advance their highest aspirations for self, family, and society. In Omaha and all around the country, advisors and nonprofit professionals are coming together in CAP® Study Groups to build a network of trusted professionals who will work collaboratively to develop the vision of their clients and donors. It is the interconnected nature of the Omaha CAP® Study Group alumni that drives the creation of a CAP® Advisory Board (the "Board") which Board has established this CAP® Recruitment Committee ("Committee") as a Committee of the Board.

PURPOSE

The purpose of the Recruitment Committee is to support the Board in the manner specifically set forth in this Charter. The Recruitment Committee is subject to the oversight of the Board and governed by this Charter, subject to the terms of the CAP® Advisory Board Bylaws. To the extent that any provision of this Charter is inconsistent with any provision of the CAP® Advisory Board Bylaws, the terms of such Bylaws shall control.

The Committee is charged by the Board as follows:

Assist Mark Weber and the Omaha Community Foundation (or such other persons as may be designated from time to time by the Board) in the identification, selection, and recruitment of class participants who meet the criteria set forth in this Charter.

Class Participants: It is the desire of the Board, to the extent possible, that each class include at least one participant from each of the professional designations designated from time to time by the Board. Such designations currently include accountant, attorney, financial advisor, and non-profit representative. Members of the Recruitment Committee shall identify persons from one or more of the professional designations each year during the class selection process. While there are no age or experience requirements for class participants it is the intent and desire of the Board that class participants have a level of experience that would allow them to bring value to class discussions and the opportunity to share the CAP® philosophy with clients and/or donors for many years.

Recruitment Committee members are expected to regularly attend meetings of the Recruitment Committee, review all Recruitment Committee materials in a timely manner, and actively participate in the identification, selection, and recruitment of class participants.

MEMBERS

The Committee must include one or more Board members. One Committee Member will be appointed by the Board as Committee Chair. It is preferred, but not required, that the Committee Chair shall be a Board member. Additionally, the Board will appoint a Committee Chair-Elect who will be responsible for duties as assigned by the Committee Chair and be the successor to the Committee Chair. The Committee Chair and Committee Chair-Elect shall each serve a one (1) year term, except that a Committee Chair or Committee Chair-Elect appointed to fill a vacancy for less than a one (1) year term may be Committee Chair or Committee Chair-Elect for an additional one (1) year term. If a person serves as Committee Chair during that person's last year of eligibility as a Committee member, that person shall be eligible to serve (and will be asked to serve) for one (1) additional year on the Committee in the capacity of Immediate Past-Chair.

Both the Committee Chair and Committee Chair-Elect must be CAP® graduates. The Committee Chair shall have authority to select additional Committee members, who may be CAP® graduates or other community members and shall represent a cross-section of both graduating years and professions. Committee members shall serve two (2) year terms, and no Committee member may serve more than three (3) successive terms of two (2) years each, except that a member appointed to fill a vacancy for less than a two (2) year term may be a member for three (3) additional consecutive two (2) year terms.

MEETINGS

The Committee will meet at least two (2) times each year. Meetings may be held telephonically or by other electronic or digital communication by which each Committee member can hear and participate in the discussion. Action may be taken at a duly called meeting of the Committee upon the affirmative vote of a majority of the voting members, and action may be taken by the Committee without a meeting if all of the voting members of the Committee indicate their approval in writing.

REPORTS

The Committee shall maintain minutes or other records of meetings and activities of the Committee and will, from time to time, report to the Board. The reports shall include any recommendations the Committee deems appropriate and any other matters that are relevant to the fulfillment of the Committee's responsibilities. The report to the Board may be a verbal report and may be made at any meeting of the Board or to the Chair of the Board if reporting between meetings of the Board.

EFFECTIVE DATE

This Amended and Restated CAP® Recruitment Committee Charter is effective as of the date set forth below and amends and restates in its entirety the CAP Recruitment Committee Charter originally effective January 15, 2021.

Approved effective this ___ day of April 202X.

____

XXXXXXXX, CAP® Advisory Board Chair

Promotion Committee

For all CAP® Committees

- An OCF representative should attend committee meetings
- Chair of each committee will attend CAP Board meeting
- A Committee member will take minutes and provide copy to OCF
- Join the Trello board to access resources.
  - If you are already a member, access it using the link.

OCF Responsibilities for Promotion Committee

- Establish CE credit for CAP® classes (see below about requirements)
- Create Eventbrite RSVP pages for alumni to RSVP.
- Provide the RSVP list to promotions committee and venue 1 week in advance
- Provide name tags.

Hosting and Locations

Locations:
The Community Foundation and other venues will require a final RSVP count a week in advance

- OCF will coordinate with venues for reservation and set up

Eventbrite:
For Eventbrite to CAP alumni, OCF needs:
At least 5 weeks before the event:

- Send speaker bio to Mark to review and edit.
- Location details if hosted other than SNB or Happy Hollow: Parking, size limitations, how tables should be set up.

At least 3 weeks before the event:

- Eventbrite will be circulated to alumni to RSVP for the class.

1 week before the event:

- OCF will communicate the number of attendees and dietary restrictions to the committee and venue. OCF will also create name tags.

At the event:

- OCF will bring nametags (which are to be collected at the end of event for re-use)

Continuing Education Credits

If we want CE for class, OCF needs to know at least 45 days in advance.

- Materials necessary to obtain credit: Speaker bios, detailed agenda with times (Example can be provided)
- Eventbrite will request license information at RSVP.

Budget and Invoices

- Submit invoices to the administrator via email.

CAP® Promotional Committee Responsibilities

What is the function of this committee?

1. Promote the Omaha CAP ®Study Group Program locally through events and general advocacy.
2. Create networking opportunities for current CAP® students and graduates.
    a. Historically, these are quarterly events.

How long am I expected to serve?

1. Ideally, you will enjoy the work and serve all three 2-year terms (6 years total).

What are my responsibilities?

1. Help implement existing programs (i.e., *Conversation With CAP's®* lunches)
2. Host occasional social gatherings for students and graduates (i.e., Holiday Party)
3. Develop creative ways to promote the CAP program and its graduates, and encourage networking among graduates.

What will my time commitment be to this committee?

1. Typically, four events are spread out over the year. Historically, 1-2 committee members are assigned to each event. If you are responsible for a particular event, you will spend more time organizing that event. Omaha Community Foundation will handle invitations and back-office administration.

Promotional Committee Calendar

January
- Plan graduation ceremony. Work with OCF on invitations to alumni, graduates, and prospects

February
- Host graduation ceremony
- Meet to begin planning for alumni event and corresponding annual social event

April
- Meet to finalize plans/preparation for alumni and social event
- Send "Save the Date" email for alumni and social event
- Discuss possible speakers for fall alumni event

May
- Send invitations with RSVP for alumni and social event
- Handle and remaining event details for alumni and social event

June
- Host alumni event and annual social event

July
- Determine date for fall alumni event and secure venue
- Send "Save the Date" email for alumni event

August
- Send invitations with RSVP for alumni event
- Finalize plans/preparation for fall alumni event

September
- Host fall alumni event
- Plan for holiday party at last class

CAP® PROMOTIONAL COMMITTEE CHARTER

INTRODUCTION

The Chartered Advisor in Philanthropy ("CAP®") designation was created by the American College to demonstrate that graduates have the knowledge and tools to help clients and supporters of non-profits articulate and advance their highest aspirations for self, family, and society. In Omaha and all around the country, advisors and nonprofit professionals are coming together in CAP® Study Groups to build a network of trusted professionals who will work collaboratively to develop the vision of their clients and donors. It is the interconnected nature of the Omaha CAP® Study Group alumni that drives the creation of a CAP® Advisory Board (the "Board") which Board has established this CAP® Promotional Committee ("Committee") as a Committee of the Board.

PURPOSE

The purpose of this Committee is to support the Board in the manner specifically set forth in this Charter. The Committee is subject to the oversight of the Board and governed by this Committee Charter, subject to the terms of the CAP® Advisory Board Bylaws. To the extent that any provision of this Committee Charter is inconsistent with any provision of the CAP® Advisory Board Bylaws, the terms of the Bylaws shall control. As part of its duties and responsibilities, the Committee is charged by the Board as follows:

1. To organize and host events for CAP® graduates and students to promote education, networking, and collaboration among the group. The Committee shall be responsible for organizing the following events:
    a. Annual Graduation event to recognize recent graduates
    b. At least two "Conversations with CAPs®" events with a national speaker to promote the work CAPs® do and to educate graduates and guests. Obtaining continuing education credits would be ideal if possible.
    c. One social event per year which can be held in conjunction with one of the Conversations with CAPs® events.

2. To build awareness of the CAP® program and designation within the Omaha Metro and surrounding communities. This may be accomplished though:
    a. Social Media- Omaha CAP® page on LinkedIn for membership and promotion of events
    b. Assist Omaha Community Foundation as needed in maintaining website
    c. Explore opportunities for media coverage and promotion in local publications and news outlets.

MEMBERS

The Committee must include one or more Board members. One Committee Member will be appointed by the Board as Committee Chair. It is preferred, but not required, that the Committee Chair shall be a Board member. Additionally, the Board will appoint a Committee Chair-Elect who will be responsible for duties as assigned by the Committee Chair and be the successor to the Committee Chair. The Committee Chair and Committee Chair-Elect shall each serve a one (1) year term, except that a Committee Chair or Committee Chair-Elect appointed to fill a vacancy for less than a one (1) year term may be Committee Chair or Committee Chair-Elect for an additional one (1) year term. If a person serves as Committee Chair during that person's last year of eligibility as a Committee member, that person shall be eligible to serve (and will be asked to serve) for one (1) additional year on the Committee in the capacity of Immediate Past-Chair.

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Approved effective this 15th day of January 2021.

____

XXXXXXXX, CAP® Advisory Board Chair

CAP® Study Group Operational Calendar

FULL PROGRAM

JANUARY

- Send Graduation Breakfast Invitations
- Publications Re: Graduates

FEBRUARY

- Host Graduation Breakfast

MARCH

- Confirm potential class roster
- Update website
- Advise new students on payment, materials etc.
- Prepare list of prospective speakers

APRIL

- First Class

MAY

- Classes

JUNE

- Classes

SEPTEMBER

- Classes
- Plan for holiday party

NOVEMBER

- Classes
- Take Class Photo

DECEMBER

- Classes
- Plan Graduation Breakfast
- Update Promotional Packet for Prospective Students & Class Calendar
- Submit CE Documentation
- Select Scholarship Recipients if any
- Send Graduates Sample Press Release

PROMOTIONAL COMMITTEE

January

- Plan graduation ceremony. Work with OCF on invitations to alumni, graduates, and prospects

February

- Host graduation ceremony
- Meet to begin planning for alumni event and corresponding annual social event

April

- Meet to finalize plans/preparation for alumni and social event
- Send "Save the Date" email for alumni and social event
- Discuss possible speakers for fall alumni event

May

- Send invitations with RSVP for alumni and social event
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June

- Host alumni event and annual social event

July

- Determine date for fall alumni event and secure venue
- Send "Save the Date" email for alumni event

August

- Send invitations with RSVP for alumni event
- Finalize plans/preparation for fall alumni event

September

- Host fall alumni event
- Plan for holiday party at last class

RECRUITMENT COMMITTEE

October

- Provide the Chair of the Committee with a list of nominees for potential Study Group participants

November

- Recruitment Committee, Mark Weber, and OCF (or such other persons as may be designated from time to time by the Board) review and discuss potential Study Group participants

December-January

- Extend initial invitations to attorneys and accountants to participate in the Study Group

January-February

- Extend initial invitations to financial services and nonprofit professionals to participate in the Study Group

March

- Finalize the list of Study Group participants by the middle of the month (and, by the end of the month, OCF will send an email to participants confirming participation and providing all necessary information to register with The American College)

April

- Help with recruiting Study Group speakers as needed

October

- Initial meeting for next year and identify candidates

CLASS CONTENT COMMITTEE

January

- Meet to outline upcoming class calendar and determine meeting dates and location(s). The class calendar should be cross-referenced to avoid conflicts with major holidays.
- Determine approximate number and placement of outside speakers

February

- Assign responsibilities to committee members to ensure that each class has a lead committee member that is accountable in determining content.

March

- Determine venue(s) for meetings to be held in-person.
- Coordinate with OCF to ensure appropriate facilitation of Zoom, if necessary.
- Determine who is best person(s) to recruit speakers and extend invitations

April - December

- Facilitate classes as prescribed per the calendar for that year, and the agreed upon division of class coverage, to include lectures, small group discussions, panels, and outside speakers.

Board Meetings:

- **Fridays @ 8:30 - January 14th, April 22, July 15th, and October 21st.**

**Internal Working Document*