Course Title: Grant Getting, Contracting, and Fund Raising
Course Number: SW 663, Section 001, 002, 003
Term: Fall 2004
Day & Time & Place: Friday 2-5PM, Thursday 2-5PM, Monday 6-9PM
Professor: Robert J. Miller
Phone: School: 734-763-8045
School Office: Room 3740
E-Mail Address: bobmille@umich.edu

Course Description

Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts and bequests, in-kind (non-cash) contributions, and investments. Skill instruction will be provided in assessing an agency’s resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as: grant seeking, proposal writing and presentation; service contracting; campaign planning and management; donor development; direct solicitation of gifts and bequests; and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

Course Content

This course will focus on fundraising and efficient and effective use of money raised by an organization. The wide range of possible income sources used by community groups, human service organizations, and other nonprofits that address the needs of disadvantaged populations and the promotion of pro-social causes will be examined. These sources include public agencies, business corporations, philanthropic foundations, United Ways and other federated funds, civic and religious associations and advocacy groups, individual donors, and those who pay fees for goods or services rendered (including third-parties).

This course will emphasize grant-seeking, contract procurement, proposal writing, and other approaches to fundraising as ways to empower organizations and groups, expand and improve services, reach populations in need, improve social conditions or anticipate and correct the emergence of problems. The implications of using alternative approaches to income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, and organizational maintenance.

Students will learn how to identify prospective funding sources; build relationships with potential donors, funders, and collaborators; write and submit grant and contract proposals; and plan and carryout fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).
Course Objectives

Upon completion of the course, students will be able to:

1. Locate appropriate funding sources for specific social programs and projects.
2. Initiate relationships with potential funders and donors.
3. Write project proposals that are technically complete (i.e. proposals that include a cover page, narrative, budget and supplemental materials) and contribute to social equity.
4. Develop and carry out elements in a fundraising campaign and/or fundraising events.
5. Distinguish between the advantages and disadvantages of alternative funding sources and strategies in terms of mission and program achievement.
6. Discuss typical ethical concerns related to grantgetting, contracting, and fundraising.

Course Design

The principal methods of teaching will be through lectures and student presentations. The course will be enhanced by extensive group discussion with all students participating.

A significant feature of the course is the extensive use of the GRANTS, ETC. website URL (Universal Resource Location)=http:www.ssw.umich.edu/grantsetc, designed to facilitate location and communication of information and for identification of relevant funding sources by both students and professional fundraisers.

Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity.** Class examples of successful projects and funder priorities will deal with issues related to diversity and multiculturalism. These are intended to suggest possible direction for student projects.
- **Social Change and Social Justice.** Student designed projects will be required to reflect a commitment to social equity such that program outcomes accommodate the needs of disadvantaged populations.
- **Promotion, Prevention, Treatment, and Rehabilitation.** Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in humans' service organizations. Most fundraising activities are promotional, many are aimed at development or financing of programs that are preventative in nature, and others support treatment and rehabilitation programs and services.
- **Behavioral and Social Science Research.** This course will review the growing body of research on which fundraising approaches are effective. For example, students will learn that market research is essential to the success of letter, telephone, and other campaigns. Moreover, funders increasingly demand evidence that project proposals reflect empirical knowledge. Thus, this course will cover how to gather data that describes a problem and give explanations (i.e., scientific theories) that justify the proposed intervention approach.
Relationship of the Course to Social Work Ethics and Values

Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered “tainted” money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

Grading

Letter grades “A” through “E” are given for class performance.
- “A” is given for exceptional performance and mastering of the material
- “B” is given to students who demonstrate mastery of the material
- “C” is awarded when mastery of the material is minimal
- “D” indicates deficiency and carries no credit
- “E” indicates failure and carries no credit

Course Readings

There will be three required books for the course:

Course Schedule and Assignment Dates

Class # 1

*Introductions/Course Schedule/Assignments
*Assessing management’s capacity of non-profits
*Who stole the American Dream?
*Where does money come from and who profits from these funds
*Demographics of who gives time, money or both
*Americans who volunteer also give more money to charity
*Younger Americans prefer donating time
*Smaller percentage of donors are giving
**Philanthropic relativity**
**Mi. ranks near bottom of generosity scale and Ma. Is on the move**
**Generosity and income**
**Why do people give or don’t give**
**Separating grant writing from fundraising and grant writer’s compensation**
**Grant Writer (free lance or employee) - where to hire freelance writers**
**Basic ingredients of a proposal- distribution of model request**
**Charity quotes**

**Class # 2**

**The Dollar: understanding its history**
**Preliminary considerations (pre-proposal phase)**
**Funding plan**
**Searching for private funding**
**Searching for public funding**
**Types of grants**
**Difference between grants and contracts**
**Grant proposals vs. grant applications**
**Letter of intent or inquiry**
**Process for submitting proposals**
**Analyzing grant applications-RFP”s, RFA’s, BAA’s, NOFA’s, SGA’s**
**Asset promotion vs deficit reduction proposals**
**Philanthropy, development, and fundraising**
**A beginning look at international philanthropy- John Hopkins Comparative Project**


**Class # 3 (Three Page Shore Report Due)**

**Categories of not-for-profit (tax exempt vs tax deductibility)**
**Understanding IRS Form 990PF**
**Fundraising is a noble profession and it starts with passion**
**Four-legged stool of fundraising**
**Donor Pyramid of fundraising strategies**
**Two proposals that would enhance value of charitable contributions**
**Ingredients of a proposal- Type, Margins, and Type Face**
**Ingredients of a proposal-Cover Letter, Form 424, Abstract, Executive Summary**
**Ingredients of a proposal-Table of Contents**

Class # 4 (Paragraph on Summary of Grant Proposal Due)

*The seductive lure of luxury
*The ladder of charity- Rabbam’s Ladder
*Cultivation- growing your donor level
*Direct mail
*Monthly donors
*Multi-level giving clubs
*Donor feedback forms
*How much donor involvement is too much?
*High-tech donors
*The 50 most generous philanthropists
*Gifts of significance
*State tax credits and proposals under congressional consideration to assist givers
*Ingredients of a proposal- Needs Statement, Problem Statement or Case Study
*Ingredients of a proposal- Mission, Goals and Objectives

Class # 5

*Gift planning practice
*Donor “Bill of Rights”
*Gift substantiation rules
*Dollar value of volunteer time
*Volunteers as fundraisers: The potential for success is enormous
*Volunteers can deduct some out-of-pocket expenses at tax time
*Philanthropic relativity
*Donor research (web sites)
*Rating and screening of prospects
*Fundraising consultants
*Feasibility study of capital campaigns
*Donors wanted: help, big or small
*Challenge grants
*Naming opportunities
*State tax credits
*When is a pledge legally binding?
*Ingredients of a proposal- Project Description and Project Management Plan
*Ingredients of a proposal- Documentation Plan and Evaluation Plan

Class # 6 (Work In Library on Proposal-No Class)

Class # 7 (Four Page Egger Report Due)

*Charity checkup
*Types of foundations
*Largest independent and community foundations
*Weakened foundations cut grants for first time in many years
*Charity loans up
*Wealthy charities are most generous to themselves
*Some wish granting charities take but don’t give
*Reasonable reform could pump billions into charities while preserving foundations
*Grant seekers “Bill of Rights”
*Candid tips for grant seekers from a program officer’s viewpoint
*Growth in alternative funds and role of United Way in the future
*Innovation- entrepreneurs and venture capitalist
*Nonprofits reach for profits on their side
*Different ways corporation give
*Employer matching gifts program
*How do corporate donations influence drug guidelines?
*Ingredients of a proposal- Dissemination Plan and Continuation Plan
*Ingredient of a proposal- Budget Plan


Class # 8

*Sure-fire turn offs and how to avoid them when asking for money
*Getting past “no”
*No will: there is a way
*You can’t take it with you
*Planned gift vehicles
*Gift tax exclusions
*Money illegally gained or ill gotten
*Understanding diverse giving patterns
*Changing demographics
*Education by racial and ethnic group
*Diverse giving patterns
*A glimpse at the gay and lesbian donor
*Women as donors
* Largest Women owned businesses
*Ingredients of a proposal- Appendix
*Ingredients of a proposal- Personalize your grant request, grant writing no-no’s, and
   Handling rejection letters
   Philanthropy,” in Opening Doors: Pathways to Diverse Donors. California: Jossey-Bass,
   Pages 1-24.
17. ______________ Rosso, Hank (2003). “Establishing a Planned Giving Program,” in

Class # 9

*Disconnect regarding technology
*Charities hope 9/11 inspires future e-philanthropy
*Internet guideline
*Persuasive technology
*E-donor “Bill of Rights”
*New telemarketing rules
*Working the phones- you don’t have to be hated
*A communication plan
*A marketing orientation- Positioning: The Battle for Your Mind vs Ageless Marketing
*Marketing Network: great stuff
*Cause related marketing
*Signage
*Special events, its’ coordinator and their compensation
*Sure- fire turn offs with special events and how to avoid them
*Excuses for the failed special event
*Raffle guide
Class # 10 (Work In Library on Proposal) - No Class

Class # 11 (Proposal to Two Classmates for Their Review)

*Pork noses into nonprofits
*Fee setting and collection
*Selecting fundraising software
*Factors effecting fundraising costs
*Trustee’s role
*Effective oversight: A guide for nonprofit directors
*Youth on boards- engaging youth in lifelong service
*A tool for capacity building in nonprofits: balanced scorecard
*Development Director and their compensation


Class # 12 (Grant Proposal Due)

*International Classification of Nonprofit Organizations (ICNPO)
*International philanthropy- John Hopkins Comparative Project
*How to succeed with international funding requests
*Knowing application protocols
*Preparing budgets in local currency- conversion service
*Employee traditions see seismic shift
*Fund raising practices in selected countries around the world
  - Mexico
  - Canada
  - Argentina
  - New Zealand
  - East Asia and the Philippines
  - Germany and Central Europe


Class # 13(Charity Quote Due)

*The Millionaire Next Door and the Millionaire Mind Debated
*Movie and group exercise on fundraising
*Final evaluation of course
Assignments (A Letter Grade Reduction for Each Week an Assignment Is Late)

1. **Class Participation (15% of the grade)-Attendance will be taken**
   - Come to class and be on time. Keep in tune to what is going on.
   - Ask questions that can help your classmates learn.
   - Consult with your professor.
   - Be a good review team member – review your colleagues’ work, make helpful suggestions how proposal can be improved, and be fair in your assessment of the grant request.
   - Maintain confidentiality. Much of what we share in class is for learning purposes not for publication.
   - Finally, keep your eyes and ears open – *bring in ideas you pick up in practice or news items from the press and share them in class.*

2. **Written Reports (30% of the grade- 15% for each paper)**
   - Submit a three-page paper summarizing the main points in Shore’s book. In addition, choose two citizens from chapter three, four, five, six, or seven and compare the similarities of how these two entrepreneurs tapped the resources of the private sector to improve public life and deal with social justice. What did you think about the book?
   - Submit a four-page report on Egger’s book. As one of 84 million Americans who volunteer with a charity or who is part of a donor pool that contributes nearly 200 billion to good causes every year, according to the author, “Why don’t your efforts seem to make a difference?” What do you think about the book?

3. **Class Presentation (15% of the grade)-Reading distributed**
   Each student will make a 15 minute presentation from one of the course readings. Presentations (no reading from the material) should cover the main points of the Readings and the student should lead discussion about at least two questions that are raised from the material. A copy of the presentation should be turned into the Professor and a copy distributed to each classmate.

4. **Proposal (35% of the grade- 25% for proposal and 10% for review)**
   - Each student must write a grant proposal to a government entity, a foundation, a corporation or to the United Way responding to an unmet need and/or an expansion of a current program. This grant application must utilize the standard form outlined in this course.
   - For purposes of this course, a grant proposal is one that includes a narrative that
is at least eight pages long.
-Select two students in the course to act as review team members. Each student must do a minimum of two reviews. Seek from each of them a one-page report on how they think your grant proposal could have been improved. Include their one-page report with your final submission of the grant proposal. Your review team members will be graded on their comments as part of their class participation grade.
-Each student must give a copy of their grant proposal to their review team members one week prior to the submission date of the grant proposal so they will have time to develop their one-page report. This is a team project, so be on time and meet this deadline.

5. **Charity Quote (5% of the grade)**
-Each student must submit a charity quote. The charity quotes, turned in by students from previous semesters and listed in the syllabus, can not be used. This quote must be accompanied by a one-page description of why this quote represents the student’s point of view.

**CHARITY QUOTES**

“Philanthropy is the rent we pay for the joy and privilege we have for our space on this earth.”—Jerold Panas
“A bit of fragrance always clings to the hand that gives roses.”—Chinese proverb
“I expect to pass through life but once. If, therefore, there can be any kindness I can show, or any good thing I can do to any fellow human being, let me do it now, and not defer it or neglect it, as I shall not pass this way again.”—William Penn
“You have not lived until you have done something for someone who can never repay you.”—John Bunyan
“We make a living by what we get, but we make a life by what we give.”—Winston Churchill
“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”—Helen Keller
“And now abided faith, hope, love, and these three: but the greatest of these is charity.”—Bible
“It’s more rewarding to watch money change the world than to watch it accumulate.”—Gloria Steinem
“Contentment comes when you know you’ve done something good for someone else, and you’re expecting anything in return.”—Bill Gross
“Success in life has nothing to do with what you gain in life or accomplish for yourself. It’s what you do for others.”—Danny Thomas
“I have found that among its other benefits, giving liberates the soul of the giver.”—Maya Angelou
“A person’s true wealth is the good he or she does in the world.”—Mohammed
“It takes a noble person to plant a seed for a tree that will some day give shade to people he may never meet.”—David Trueblood
“Profit is what we have left after we make a donation to a worthwhile cause.”—Marilyn Vos Savant
SOURCE MATERIALS


Browning, B. A. (February, 2001). Grant Writing for Dummies (For Dummies). Atlanta, John Wiley and Sons.


**ADDITIONAL SOURCE MATERIALS**


# Fall 2004 Course Schedule

**SW663: Grantgetting, Contracting and Fund**

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