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.

**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

Papers, the proposal, oral presentations, and class discussion will be graded using the following criteria: quality of the analysis and depth of understanding of concepts and ideas; the logical order to the presentation of your thoughts; the appropriate use of references and resources and the variety of resources referenced; the over-all professional presentation of the material.

Submission Policy

Students are to use APA citation format for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers for direct quotes.
Learning Accommodation

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. If you decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Course Readings

There will be four required books for the course:

4. All readings beyond the texts are posted to the Course Tools site for the course.

Course Schedule

Class # 1-05/10/05

*Introductions/Course Schedule/Assignments
*Assessing management’s capacity of non-profits
*Where does money come from and who profits from these funds
*Demographics of who gives time, money or both
*Younger Americans prefer donating time
*Its smart to give back
*Smaller percentage of donors are giving
*Giving slowly rebounds
*Philanthropic relativity
*America’s Charity explosion
*Business expansion vs. nonprofit growth
*Mi. ranks near bottom of generosity scale and Ma. Is on the move
*Generosity and income
*Why do people give or don’t give
*What are donors looking for before they give
*Separating grant writing from fundraising and grant writer’s compensation
*Grant Writer (free lance or employee) - where to hire freelance writer
*Basic ingredients of a proposal

Class # 2-05/17/05

*Preliminary considerations (pre-proposal phase)
*Funding plan
*Searching for private funding
*Searching for public funding
*Lobbying for governmental funding
*Federal budget measure cuts spending on many charity programs
*Types of grants
*Difference between grants and contracts
*Grant proposals vs. grant applications
*Letter of intent or inquiry
*Process for submitting proposals
*Governmental contracting
*Analyzing grant applications-RFP”s, RFA’s, BAA’s, NOFA’s, Common Grant Application
*Asset promotion vs deficit reduction proposals
*Philanthropy, development, and fundraising


Class # 3 (Three Page Shore Report Due)- 05/24/05

*Categories of not-for-profit (tax exempt vs tax deductibility)
*Understanding IRS Form 990 and Form 1023
*Tighter regulation of charities
*Fundraising is a noble profession and it starts with passion
*Four-legged stool of fundraising
*Donor Pyramid of fundraising strategies
*Proposal 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 Idea For Grant Proposal Due)-05/31/05

*The seductive lure of luxury
*Cultivation- growing your donor level
*Direct mail
*Sending e-mail appeals
*Monthly donors
*Multi-level giving clubs
*Donor feedback forms
*How much donor involvement is too much?
*As donors set terms some charities resist
*High-tech donors
*The 50 most generous philanthropists
*Ingredients of a proposal- Needs Statement, Problem Statement or Case Study
*Ingredients of a proposal- Mission, Goals, Objectives and Logic Model


Class # 5-06/07/05

*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
*Donor research (web sites)
*Rating and screening of prospects
*Ethics of discovery
*Fundraising consultants
*Agreement for services
*Feasibility study of capital campaigns
*Two easy payment options
*Naming opportunities
*Certified Fund Raising Professional (CFRP)
*Ingredients of a proposal- Project Description and Project Management Plan
*Ingredients of a proposal- Documentation Plan and Evaluation Plan


Class # 6-06/14/05

*Connecting with Generation X: New ways to reach out to the under-40 set
*Reasonable reform could pump billions into charities while preserving foundations
*Foundations award annual “Genius Award”
*Organizational life cycle stages
*No will-there is a way
*You can’t take it with you
*Passive-aggressive culture may be difficult to alter
*First impressions do count in the long run
*The Dollar: understanding its history
*State tax credits
*When is a pledge legally binding?
*Money illegally gained or ill gotten
*Raffle Guide
*Fee setting
*Factors effecting fundraising costs


*Types of foundations
*Foundation giving by type
*Causes supported by foundations
*Largest independent and community foundations
*Weakened foundations cut grants for first time in many years
*Charity check-up
*Charity loans up
*Fundraising by charities investigated
*Charities underreport costs
*Wealthy charities are most generous to themselves
*Some wish granting charities take but don’t give
*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
*Unrelated business income tax (UBIT)
*Nonprofits reach for profits on their side
*Different ways corporation give (seeking corporation contributions)
*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 # 8-06/28/05

*Sure-fire turn offs and how to avoid them when asking for money
*Getting past “no”
*Fundraisers take notice of increased minority philanthropists
*Understanding diverse giving patterns
*Changing demographics
*Education by racial and ethnic group
*Diverse giving patterns
*Causes supported by minority differ by age of donor
*Women go high tech to find ways to succeed
*More women flex muscles in politics
*American Indian tribes with the largest populations
*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
*Proposal Assessment


Class # 9-07/05/05

*Top gun auctions
*Disconnect regarding technology
*Charities hope 9/11 inspires future e-philanthropy
*Internet guideline
*Persuasive technology
*E-donor “Bill of Rights”
*Feds say telemarketer violated no-call rules
*Working the phones- you don’t have to be hated
*A communication plan
*Positioning: The Battle for Your Mind vs Ageless Marketing-Ries and Trout vs Wolfe and Snyder
*Marketing Network: great stuff
*Cause related marketing (CRM)
*Signage
*Special events, its’ coordinator and their compensation
*Excuses for the failed special event
*Tax considerations in fundraising events

Class # 10 (Proposal Due For Review By Peers And A Copy For Professor)-07/12/05

*Pork noses into nonprofits
*Selecting fundraising software
*Techsoup.org (bringing technology to nonprofits
*Development Department handbook
*Trustee’s role
*Effective oversight: A guide for nonprofit directors
*Youth on Boards- engaging youth in lifelong service
*Emeritus Boards
*A tool for capacity building in nonprofits: balanced scorecard
*Development Director and their compensation
*Planned giving program (PGP)
*Donors, foundations say banks mishandle charitable accounts
*Gift tax exclusions
*The ladder of charity-Rabbam’s Ladder


Class # 11-07/19/05

*Grants for relief efforts
*International Classification of Nonprofit Organizations (ICNPO)
*Top 100 economies
*International philanthropy- John Hopkins Comparative Project
*How to succeed with international funding requests
*The United States of Europe
*Knowing application protocols
*Preparing budgets in local currency- conversion service
*Show me the project
*Japan centenarian
*Latin American remittances
*Project Hope in China, American Indian Foundation, Ca Van Tran Vietnam Assistance
*Fund raising practices in selected countries around the world
  Mexico
Canada
Argentina
New Zealand
East Asia and the Philippines
Germany and Central Europe


Extra (If Time Permits)

*The Gilliganaire next door
*US sets record for billionaires
*The Millionaire Next Door and The Millionaire Mind debated- Thomas Stanley
*Rich Dad Poor Dad-Robert Kiyosaki
*Exercise of fundraising ethics


Assignments
(A Grade Reduction For Lateness)

1. Participation (15% of the grade)

-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 you 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 Chapter one of 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 240 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)

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.

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 are at least twelve pages long and is double spaced.
-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 know, 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
“You will find, as you look back on your life, that the moments that stand out are the moments when you have done things for others.”—Henry Drummond
“If you have much give your heart, if you have a little give your heart.”—Arab Proverb
“We make a living by what we get. We make a life by what we give.”—Winston Churchill
“We can’t help everyone, but everyone can help someone.”—Loretta Scott
“A bone to the dog is not charity. Charity is the bone shared with the dog, when you are just as hungry as the dog.”—Jack London
“The fragrance always stays in the hand that gives the rose.”—Hada Bejar
“Charity should begin in the home, but should not stay there.”—Phillips Brooks
“What we do is less than a drop in the ocean. But if that were missing, the ocean would lack something.”—Mother Teresa
“There is no better exercise for the human heart than reaching down and lifting someone else up.”—John Kennedy
“We think of a philanthropist as someone who donates big sums of money, yet the word literally means love of mankind. All of us are capable of being philanthropists.”—Unknown
“No one has ever become poor by giving.”—Anne Frank
“Charity is the lovely marriage of gratitude and generosity: it is an attitude more than an act, an opening of the heart more than an opening of the wallet.”—Joseph Tye
“He who wishes to secure the good of others, has already secured his own.”—Confucius
“If you have much, give of your wealth. If you have little, give of your heart.”—Arab Proverb
“Charity sees the need, not the cause.”—German Proverb
“The main problem is not the haves and the have-nots—it’s the give nots.”—Arnold Glasow
“One of the obstacles to the improvement of our race is indiscriminate charity.”—Andrew Carneige
“What I spent I lost; what I possessed is left to others; what I gave always remains with me.”—Joseph Addison
“It is only in the giving of oneself to others that we truly live.”—Ethel Andrews
“A human being is happiest and most successful when dedicated to a cause outside his own individual selfish satisfaction.”—Benjamin Spock
SOURCE MATERIALS


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


Miller's Proposal Format (SSW663)

* Essentials
  Cover Letter
  Executive Summary
* Table of Contents
* Problem Statement
* Mission, Goals, and Objectives
* Project Description
  Implementation Plan
  Scope of Work/Project Timetable
  Impact Statement
* Project Management Plan
* Documentation Plan
* Evaluation Plan
* Dissemination Plan
* Continuation Plan
* Budget Plan and Justification
* Appendix
* Bibliography

Skip Chapters 4, 13, 14, 19 in How To Write A Grant Proposal by New and Quick