Course Title: Grant Getting, Contracting, and Fund Raising
Course Number: MHS 663, Section 002
Term: Fall 2006
Day & Time: Friday 2:00pm-5:00pm
Class Location: 3001 SEB
Instructor: Patricia Miller, MSW
LEO Lecturer
Cell Phone Number 313-515-8348
Home Phone Number 248-647-3929
Email: millerpa@umich.edu
Office Hours: By Appointment
Office Location: SSWB Rm. 3775

Course Description
Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. 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, presentations, service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts, 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 the effective use of money raised by an organization. Instruction will be provided regarding 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. 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 carry out 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. Assess the financial stability of an organization.
2. Identify appropriate funding strategies to lead toward the financial sustainability of an organization.
3. Locate appropriate funding sources for specific social programs, projects and organizational needs.
4. Initiate relationships with potential funders and donors.
5. Write project proposals that are technically complete and contribute to social equity.
6. Identify and implement appropriate fundraising strategies necessary for program achievement.
7. Develop and carry out elements in a fundraising campaign and/or fundraising events.
8. Distinguish between the advantages and disadvantages of alternative funding sources and strategies in terms of mission, program achievement, and organizational sustainability.
9. Discuss typical ethical concerns related to grantgetting, contracting, and fundraising.

**Course Design**
The course includes lectures, class discussion, student presentations, and significant group learning activities and group simulation. Participation in class is part of this course’s learning experience.

**Relationship of the Course to the Four Curricular Themes**
• *Multiculturalism and Diversity*. Class examples of successful projects and funder priorities will deal with issues related to diversity and multiculturalism. Fundraising strategies will focus on how to develop financial support for causes that represent
diverse populations that are typically not included in mainstream funding priorities, with attention paid to the gay, lesbian, bi-sexual, transgender population.

- **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. Students will learn how to promote social causes to increase awareness of social injustice and how to help donors understand giving for the greater good of social change.

- **Promotion, Prevention, Treatment, and Rehabilitation.** Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in human service organizations. You will also learn that mainstream funding may not always support best practice programming which can result in ethical dilemmas and requires the ability to develop alternative funding strategies.

- **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.

**Source Materials**

**REQUIRED TEXT:**

**RECOMMENDED TEXT:**

**ARTICLES ON ELECTRONIC RESERVE:**

Additional articles will be distributed in class

Course Assignments and Responsibilities
There are four written assignments for this course. In addition to the written assignments, there are group learning assignments that will be completed in class. The group assignments include activities such as analyzing and responding to case studies, participating in practical simulations, developing program budgets, and other experiential learning activities.

The following are the written assignments for this course.

1. Develop a fundraising plan (30% of your grade)
   Each student will obtain an Annual Report from a non-profit organization and analyze the revenue mix and financial stability of the organization in relation to the organization’s purpose and mission. Based on the analysis, you will develop a plan to increase revenues based on the financial and programmatic needs of the organization.

   Students will receive a format for the written presentation of the plan. This format includes point values for each section of the plan, and will be used for grading purposes.
This assignment focuses on all four of the SSW curricular themes, with a particular focus on multiculturalism and diversity, by teaching how to develop a fundraising plan for organizations that serve diverse populations that may not be adequately served through mainstream funding.

This assignment integrates all of the course content and will be due week 13

2. Compare and contrast a Request for Proposal and a Request for Bid/Quote (10% of your grade).

Each student will analyze an RFP and an RFQ and write at least three pages comparing and contrasting the two funding opportunities, in relation to financial sustainability, quality of service, program design, evaluation, level of funding, matching requirements and other significant factors.

This assignment focuses on two of the SSW curricular themes, Social Change and Social Justice along with Promotion, Prevention, Treatment and Rehabilitation.

This assignment will be due on Week 7

3. Review a proposal (15% of your grade)

This is a two part assignment. Each student will read and review a proposal, using the funder’s criteria and review rubric. Students will then receive a copy of the actual review completed by the funder. You will then differentiate between your review and the funders review.

This assignment will focus on three of the SSW curricular themes, Social Change and Social Justice, Promotion, Prevention, Treatment and Rehabilitation, and Behavioral and Social Science Research.

The first part of this assignment will be due on week 8 – the second part of the assignment will be due on week 9

4. Write a proposal (30% of your grade)

Each student will identify a project and write a proposal requesting funding from a public funder or foundation. The proposal will adhere to funder guidelines and present a well developed service delivery model, evaluation plan, needs assessment, and budget, based on a logic model, along with all required proposal components and attachments.

Each student will receive the grantor’s review criteria. This will be used to review and grade the proposals.

This assignment focuses on all four of the SSW curricular themes.
This assignment will be due on Week 11

5. Class Participation (15% of your grade)
Assignments will be a part of the experiential group learning process. These will be completed in class and presented to the class by the group. The expectation is that every student will actively participate in the group projects. This will be monitored by observation, assigned roles within the group, group feedback and participation in group presentations.

These simulations, case studies and activities will address all four areas of the SSW curricular themes.

Additional written and verbal instruction/direction will be provided in class, on all assignments.

**Grading**
A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment and for class participation will be will be averaged and translated into a grade using the following scale.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>94-96</td>
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<td>B+</td>
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<td>C+</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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</tbody>
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“A” grades are given for exceptional individual performance. A “B” is the expected grade, “B” grades represent competency in the course requirements. “C” grades demonstrate lack of competency in some of the course content. Grade averages of 69 or less receive no credit and indicate deficient performance that is not acceptable at the graduate level.

With each assignment, you will receive the review criteria that will be used to determine your grade for the assignment.

Effective practice of fund development requires good writing skills to communicate information effectively, persuasively, accurately, and concisely to donors, funders, and key stakeholders. For this reason, writing assignments will be evaluated both for the content and ideas presented and for the clarity of presentation.

Including class participation as part of your grade, reinforces the importance of the experiential learning opportunities in the classroom. The expectation is that students attend every class, unless there is a valid extenuating circumstance. The expectation also is that every student actively participates in small group simulations and learning experiences by assuming various roles within the group and providing ideas and feedback while helping the group apply theory to practice.
Submission Policy
- All assignments must be turned in at the beginning of the class on the date they are due.
- Assignments turned in late will be lowered by one grade for each week they are late.
- Electronic submissions will not be accepted
- All written assignments must be typed in a 12 font and double-spaced.
- APA style is to be used, including in-text references and the bibliography.

APA manuals are available at all of the bookstores and would be a valuable resource in your library.

Academic Integrity
This class will operate under the Student Code of Academic and Professional Conduct. You have been provided with information regarding plagiarism at orientation and this information appears in the Student Handbook.

Throughout this course, you are encouraged to work closely with your field placement or non-profit organization of choice; however, the assignments you submit must be original work or properly cited.

Learning Accommodations
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.
Curricular Themes Addressed in this Class
1. Multiculturalism and Diversity  
2. Social Change and Social Justice  
3. Promotion, Prevention, Treatment, and Rehabilitation  
4. Behavioral and Social Science Research

Week 1 – September 8, 2006
Topics
• Introductions
• Course Schedule
• Overview of traditional sources of funding for non-profits:
  - Individual Donors
  - Planned Giving
  - Endowments
  - Capital Campaigns
  - Annual Fund
  - Governments Grants
  - Contracts
  - Foundations
  - Family Foundations
  - Corporate Giving
  - Federated Organizations
  - Community Service Organizations
• Advantages and disadvantages of each source
• Charitable interest of each source
• Difficulties generating indirect/administrative costs
• What motivates charitable contributions?
• Where contributions come from and where they go

Readings to Support Content
Lauffer – Chapters 1, 7, 8, 9, and 10

Electronically Available Readings

Curricular Themes Addressed
1, 2, 3, and 4
Week 2 – September 15, 2006  
Topics  
• Raising money from individuals  
  Who gives?  
  How do they give?  
  Why do they give?  
  What do they give?  
  What do they give to?  
• The planned progression from individual donors to endowments  
• Fundraising Campaigns – How do you do them and why?  
  Planned giving  
  Endowments  
  Capital Campaigns  
  Annual Fund  
  Special Events  
• How does an organization find these donors?

Readings to Support Content  
Lauffer – Chapters 2, 7, 8, 9, and 10

Electronically Available Readings  


Curricular Themes Addressed  
1, 2, 3, and 4
**Week 3 – September 22, 2006**

**Topics**
- Assessing the organizational and financial needs of an organization
- Analyzing the revenue mix
- Assessing an organization’s capacity to engage in successful fundraising campaigns
  - Finances
  - Personnel/board
  - commitment
  - Organizational
  - Credibility
  - Operational
  - Capacity
- Using “Organizational Assessment Capacity” Tools
- Resources necessary for a fundraising campaign
  - Potential Donors
  - Organizational infrastructure
- Social Marketing
  - Marketing the organization
  - Marketing the campaign
- Developing a fundraising plan

**Readings to Support Content**
Lauffer – Chapters 2, and 11

Electronically Available Readings

**Curricular Themes Addressed**
1, 2, and 3

**Week 4 – September 29, 2006**

**Topics**
- Understanding the grant making universe of foundations
  - Passive
  - Proactive
  - Prescriptive
  - Peremptory
- Common grant application
- Understanding the grant making universe of government funding
  - RFPs
  - RFQs
Systems Reform
Planning Grants
Bidder’s conferences

- Searching for funding
- Researching the funder and making the match

**Readings to Support Content**
Lauffer – Chapters 3, 4, 5, and 6 15,

Electronically Available Readings

**Curricular Themes Addressed**
2, 3, and 4

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**Week 5 – October 6, 2006**
Topics
- Identifying trends in public and foundation funding
- Preliminary planning required to seek funding
  - Partnerships
  - Community Support
  - Service integration
  - Collaboration
- Program Development and design
- Assessing the need
  - How to identify and document the need for services
- Identifying key stakeholders – their role in the project
- Developing a program logic model

**Readings to Support Content**
Lauffer – Chapter 13

**Curricular Themes Addressed**
1, 2, 3, and 4

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**Week 6 – October 13, 2006**
Topics
- Writing the proposal
- Preparing the package
- Components of a proposal
- Marketing the proposal
- Suggestions from funders
- Using the review rubric
Readings to Support Content
Lauffer – Chapters 12, 14,
New, How to Write a Grant Proposal.

Curricular Themes Addressed
1, 2, 3, and 4

Week 7 – October 20, 2006 – Contrast and Comparison of RFP and RFQ is Due
Topics
- Developing the budget
- Developing the sustainability plan
- What to expect after it is submitted

Readings to Support Content
Lauffer – Chapter 13
New, How to Write a Grant Proposal

Electronically Available Readings
California: Jossey-Bass, Pages 380-399

Curricular Themes Addressed
2

Week 8 – October 27, 2006 – Proposal Review is Due
Topics
- Reviewing proposals
- What comes next
  - If funded?
  - If not funded?
- Sustainability
  - It is a continuous process
  - Implementing the sustainability plan
- Lobbying and/or advocating for future funding
  - How do non-profits do it?
- Corporate marketing partnerships
- Strategic philanthropy
- Cause-related marketing
- Finding corporate partners
- Advertising sponsorships
- Advertisers for grassroots organizations

Readings to Support Content
Lauffer – Chapter 15
Week 9 – November 3, 2006 – Differentiation Between Reviews is Due

Topics
Ethics/intentionality about sources of money
- Donor rights and organizational responsibility
- Association of Fundraising Professionals
- Donor Bill of Rights
- Better Business Bureau
- Internet resources that help donors make wise giving decisions
- The role of the social worker in fundraising
- Fundraising consultants

Readings to Support Content
Electronically Available Readings


Curricular Themes Addressed
1 and 2

Week 10 – November 10, 2006
Topics
- Social Enterprise
- The changing and expanding role of non-profits, corporations and government in social impact
- Models of social enterprise strategies
- Implications for Social Entrepreneurs
- The Social Entrepreneurial Development Institute

Readings to Support Content
Distributed in class

Curricular Themes Addressed
1, 2, and 3

Week 11 – November 17, 2006 – Proposal is Due
Topics
- Venture Philanthropy
- Venture capitalists vs. social venture philanthropists
- Assessing Venture Philanthropy
• The challenges for traditional philanthropy
• Governments continually evolving role in social change
• Venture philanthropy in practice
• Challenges of venture philanthropy
• Examine models that have worked and models that have failed

Readings to Support Content
Lauffer – Chapter 9


Curricular Themes Addressed
1, 3, and 4

Week 12 – November 24, 2006 - No Class – Happy Thanksgiving

Week 13 – December 1, 2006 - Fundraising Plan Is Due

Topics
- Raising money online
  - Current state of the art in internet fundraising
  - Fundraising opportunities online
  - Cyber fundraising
  - Anatomy of a web site
  - Recruiting and renewing donors online

Readings to Support Content
Distributed in Class

Curricular Themes Addressed
4

Week 14 – December 8, 2006 – Last Class

Topics
- Alternative methods of financial security/Strategic planning
- The rainy day fund
- Mergers
- Partnerships
- Creating for-profits to support non-profits
- Understanding the legalities of the various 501 (c) corporations
- Development positions in non-profits
- Creating a career portfolio
- Interviewing techniques
- Marketing your skills
- International Fundraising

**Readings to Support Content**

Electronically Available Readings


**Curricular Themes Addressed**

1, 2, and 3