

Course Title:	Grant Getting, Contracting, and Fund Raising
Course Number:	MHS 663, Section 002
Term:	Winter 2009
Day & Time:	Wednesday 2:00 to 5:00 PM
Class Location:	3752 SSWB
Instructor:	Patricia Miller, LMSW LEO Lecturer Office Phone Number 313-593-0918 Cell Phone Number 248-229-0318 Home Phone Number 248-647-3929 Email: millerpa@umich.edu
Office Hours:	By Appointment
Office Location:	SSWB Rm. 2753

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 a human service 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 diverse dimensions (including ability, age, class, color, culture, ethnicity, family

structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) 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 and sustain 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

This course design involves lectures, in-class exercises, proposal writing, group work and applied assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

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 dimensions of diversity and multiculturalism. Fundraising strategies

will focus on how to develop financial support for causes that represent traditionally underrepresented populations that are typically not included in mainstream funding priorities.

- **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 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. They will also learn that mainstream funding may not always support best practice programming, resulting in ethical dilemmas and requiring the ability to develop alternative funding strategies.
- **Behavioral and Social Science Research.** This course will review the growing body of research on effective fundraising . 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.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

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. Review two proposals (each review is 10% of your grade)

Each student will read and review a proposal, using the funder's criteria and review rubric. Based on the rubric, you will score the proposal and provide written rationale for the score.

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.

2. Develop a fundraising plan (30% of your grade)

Each student will obtain an annual report from a non-profit organization; ideally, this will be your field placement. You will use the annual report, website and knowledge of the organization to analyze the revenue mix, service mix and financial stability of the organization in relation to the organization's purpose, mission and capacity. Based on the analysis, you will develop a plan to increase revenues based on the financial and programmatic needs of the organization.

A format for the written presentation of the plan is on CTools, accompanied by a grading matrix. I will compare your submission to the grading matrix to determine your grade for the assignment.

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.

3. Write a proposal (35% of your grade)

Each student will identify a project and write a proposal requesting funding from a 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.

4. 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 averaged and translated into a grade using the following scale.

A+ 97-100	B+ 87-90	C+ 77-80
A 94-96	B 84-86	C 74-76
A- 91-93	B- 81-83	C- 70-73

“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 submitted electronically or submitted hard copy in class, the date they are due and prior to the start of class.
- Assignments turned in late (after the start of class on the day they are due) will be lowered by one grade.

- Assignments turned in one week late (from time and date they are due) will be lowered by two grades
- Assignments turned in later than two weeks require a meeting with the Instructor
- All written assignments must be typed in a 12 font.

Academic Integrity

This class will operate under the Student Code of Academic and Professional Conduct. You have received 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.

Required Text

[Proposal writing : effective grantsmanship / Soraya M. Coley, Cynthia A. Scheinberg.](#)

Source Materials

[Creative philanthropy : toward a new philanthropy for the twenty-first century / Helmut K. Anheier](#)

[How to change the world : social entrepreneurs and the power of new ideas / David Bornstein.](#)

[The practice of macro social work / William G. Brueggemann.](#)

[Donor-centered fundraising : how to hold on to your donors and raise much more money Penelope Burke](#)

[Ethical decision making in fund raising / Marilyn Fischer.](#)

[The Foundation Center's guide to proposal writing / Jane C. Geever.](#)

[Generating and sustaining nonprofit earned income : a guide to successful enterprise strategies. Editors, Sharon M. Oster, Cynthia W. Massarsky, and Samantha L. Beinhacker.](#)

[Beyond fundraising : new strategies for nonprofit innovation and investment / Kay Sprinkel Grace](#)

[Social work around the world today/ Healy, Lynne.](#)

The world we want : new dimensions in philanthropy and social change / H. Peter Karoff with Jane Maddox.

Fundraising for social change / Kim Klein.

[Fundraising for the long haul / Kim Klein.](#)

[Virtuous Capital: What Foundations Can Learn From Venture Capitalists.](#)

Nonprofit essentials : the development plan / Linda Lysakowski

[The insider's guide to grantmaking : how foundations find, fund, and manage effective programs](#)
[Orosz, Joel.](#)

[Hank Rosso's Achieving excellence in fund raising / Henry A. Rosso and Associates ; Eugene R. Tempel.](#)

The nonprofit lobbying guide / Bob Smucker

Additional articles will be distributed in class