Course Title: Grant Getting, Contracting, Fund Raising
Course Number: MHS 663, Section 001 (19927)
Day & Time: Thursday (2:00 p.m.-5:00 p.m.)
Course Room: 2228 SEB
Term: Fall 2010
Professor: Robert J. Miller
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School Office: Room 3740
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Use 663 on the subject line when corresponding with me so I can identify an e-mail for this course

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. Assess the financial stability of an organization.
2. Identify appropriate funding strategies leading 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 grant getting, 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 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.

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.

***LATE ASSIGNMENTS WILL HAVE ONE LETTER GRADE DEDUCTED***
Submission Policy

Students are to use APA citation format for each of the assignments except when noted. The only exception may be when single-spaced documents are requested instead of the usual double-spaced; this is done to be environmentally conscious by saving paper. 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. I encourage you to explore the University of Michigan Disability Accommodations office at http://www.umich.edu/~sswd/students.html to learn more about the resources available to enhance your learning style.

Course Readings

There will be three required books for the course:


* All readings beyond the texts are posted to the CTools site for the course.

**You will need to review this website for the final class in order to participate. This is a free website. http://www.robertegger.org/blog/ Please review any one of Eggers’ blogs and come prepared to share. No written assignment will be required.

Wait until first meeting of class - readings will be assigned for student presentations.
Course Schedule

Class # 1  09/09/2010 (Presentation Assignments)

KEY CONCEPTS COVERED BY PROFESSOR
* Introductions/Course Review and Assignments
* Good Search
* Assessing management’s capacity of non-profit*More charities enlist staff members to pitch in with fund raising
* Where does money come from and who profits from these funds
* Demographics of who gives time, money or both
* Percentage of nonprofit workers compared with other employees
* Younger Americans prefer donating time and they volunteer at double the rate of adults
* Volunteers remain steady among recession strapped Americans
* Older people lead jump in volunteerism
* The unexpected power of $10 and $20
* It’s smart to give back
* Smaller percentage of donors are giving
* Economic pressure prompt rise in anonymous philanthropy
* 50 years of growth for nonprofits
* Number of charities created each year by cause
* Charities with multiple sites
* Philanthropic relativity
* Generosity in the United States: Who gives the most?
* More Americans say giving money is easier than volunteering time
* New legislation makes it easier to donate money to charities from IRA’s
* 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
* State registration requirements for charities and fund raisers
* Basic ingredients of a proposal and distribution of previously submitted proposals
Class # 2  09/16/2010  Team Formation-3 per group
Purpose of group described and requirements reviewed

KEY CONCEPTS COVERED BY PROFESSOR
*Preliminary considerations (pre-proposal phase)
*Funding plan
*Grant proposal is funded or not rests on
*Searching for private funding
*Searching for public funding
*State budget process
*Lobbying for governmental funding
*Devolution
*Types of grants
*Difference between grants and contracts
*Grants to help charities improve conditions are on the decline
*Process for submitting proposals (public and private)
*Governmental contracting
*Analyzing applications- RFP’s, RFQ’s, RFA’s, RFS’s, BAA’s, NOFA’s
*Common grant application
*Asset promotion vs deficit reduction proposals
*Philanthropy, development, and fundraising
*Idea development
*Ingredients of a proposal-Type, Margins, and Type Face
*Ingredients of a proposal-Cover Letter, Form 424, Executive Summary
*Ingredients of a proposal -Table of Contents

STUDENT PRESENTATIONS

Class # 3 (Three Page Shore/Prahalad Report Due-Single Spaced)  09/23/2010

KEY CONCEPTS COVERED BY PROFESSOR
*General rules related to lobbying
*Categories of not-for-profit (tax exempt vs tax deductibility)
*Understanding IRS Form 990 and Form 1023
*New ways to donate are proposed
*Fundraising is a noble profession and it starts with passion
*Four-legged stool of fundraising
*Donor Pyramid of fundraising strategies
*Steps charities can take to disclose gifts to fund raisers
*Scales tipping against tax exempt hospitals
*Chronicle of Philanthropy
*Sustainability mix needed for organizational survival
*Ingredients of a proposal - Needs Statement, Problem Statement or Case Study

STUDENT PRESENTATIONS

Class # 4 (Turn in Idea for Grant Proposal-One Paragraph) 09/30/2010

KEY CONCEPTS COVERED BY PROFESSOR
*The seductive lure of luxury
*Cultivation- growing your donor level
*Direct mail
*Charities that rely on mass solicitation fare well
*How will the success of the direct mail campaign be measured?
*Sending e-mail appeals
*Monthly donors
*Multi-level giving clubs
*Donor feedback forms
*How much donor involvement is too much?
*Obama’s 50 million fund to spur innovative prompts much debate
*Management expert will lead social innovation fund
*The dollar-understanding its’ history
*Ingredients of a proposal - Mission, Goals, Objectives

STUDENT PRESENTATIONS
KEY CONCEPTS COVERED BY PROFESSOR
* Compassion counts more than ever
* Gift planning practice
* Donor “Bill of Rights”
* Gift substantiation rule
* U.S. must think bigger about volunteers’ role in building a better future
* Dollar value of volunteer time and make room for gold collar workers
* Volunteers as fundraisers: The potential for success is enormous
* Volunteers can deduct some out-of-pocket expenses at tax time
* Per hour rate for volunteers
* Donor research (web sites)
* Rating and screening of prospects
* Ethics of discovery
* Fundraising consultants
* Agreement for services
* Feasibility study of capital and endowment campaigns
* Risk of capital campaign fatigue
* Driven off course
* Time shares
* 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

STUDENT PRESENTATIONS
KEY CONCEPTS COVERED BY PROFESSOR
*Reasonable reform could pump billions into charities while preserving foundations
*What do people fear the most?
*No will-there is a way
*You can’t take it with you
*First impressions do count in the long run
*State tax credits
*Naming opportunities
*When is a pledge legally binding?
*Orthodontist pulls pledges from dental schools
*Money illegally gained or ill gotten
*Raffle Guide
*Driven off course
*Workers get payroll cards instead of paychecks
*Grant makers seek to deepen their involvement in China
*Fee setting
*Factors effecting fund raising costs
*Religious, mutual benefit and civic organization
*Asking for money
*Defining generations

STUDENT PRESENTATIONS
12. __________ Handout
KEY CONCEPTS COVERED BY PROFESSOR
* Study suggests that charities can earn 100 billion
* People skills no longer sufficient for fund raisers
* Wanted: A little respect
* Government leaders issue challenges to grant makers
* Types of foundations
* Foundation giving by type
* Genius awards-Recognize exceptional creative Americans
* Pay and leadership make-up at Foundations
* Foundations change payment process
* Michigan asks Ford foundation to show it is following donor intention
* Every dollar spent
* Donor advised funds and commercial twist
* A surge in assets: donor advised funds growing exponentially
* Charity loans up
* Giving circles
* 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) and earned income
* Nonprofits reach for profits on their side
* Different ways corporations give
* Employer matching gifts program
* Companies that made 20% or more of their gifts in products
* How do corporate donations influence drug guidelines?
* Linking charity to company’s bottom line
* Company giving habits influence workers and consumers
* Corporate good works; how they are viewed by the public
* Ingredients of a proposal- Dissemination Plan and Continuation Plan
* Ingredient of a proposal- Budget Plan

STUDENT PRESENTATIONS
14. __________ Handout
15B. __________ Handout
KEY CONCEPTS COVERED BY PROFESSOR
* The Accorn scandal offers key lesions to all charities
* Can nonprofits strike?
* A new type of charity gift: social security check
* Sure-fire turn offs and how to avoid them when asking for money
* Charities scramble to persuade donors to make retirement account gifts
* Thieves test stolen cads on charities
* Sure-fire turn offs and how to avoid them when asking for money
* Getting past “no”
* Understanding diverse giving patterns
* Changing demographics
* Most influential Hispanics in America
* Education by racial and ethnic group
* Diversity tints a new kind of generation gap
* Causes supported by minority differ by age of donor
* Women go high tech to find ways to succeed
* American Indian tribes with the largest populations
* A glimpse at the gay and lesbian donor
* Women as donor
* Women take lead in making philanthropic decisions
* Man files lawsuit to take woman’s last name
* Differences in pay for men and women in top charity jobs
* Largest Women owned businesses
* Minority businesses boom
* Unwed pairs
* Cohabitation
* Grandparents
* Centenarian
* You want to start a charity
* Ingredients of a proposal- Appendix
* Ingredients of a proposal- Personalize your grant request, grant writing no-no’s, and Handling rejection letters
* Proposal Assessment
STUDENT PRESENTATIONS


18A Handout

Class # 9  11/04/2010

KEY CONCEPTS COVERED BY PROFESSOR

* Enlisting charities on war on terrorism
* Top gun auctions, highest bidder
* Dashing away for charity
* A do-not-knock registry
* Technology transforms giving
* Charities look for ways to unlock the benefits of social media tools
* Online giving grows but a slower pace
* Online giving
* Trends in online giving
* Online giving: What’s working?
* Charities find ways to increase online giving
* Charities look for ways to unlock the benefits of social-media tools
* Disconnect regarding technology
* Charities hope 9/11 inspires future e-philanthropy
* Internet guidelines
* Internet giving over the last five years
* Web assertiveness
* E-donor “Bill of Rights”
* Selected fundraising software/ Blackbaud system overview/Open source software
* Tech soup stock.org
* Men and women are equal talkers
* Working the phones- you don’t have to be hated
* A communication plan/Department structure
* Positioning: The Battle for Your Mind vs Ageless Marketing- Ries vs. Wolfe
* Sight versus sound techniques
* Brand loyalty in children
* The color game
* Charities urged to use marketing to appeal to donor’s hopes and dreams
* Marketing Network: great stuff
* Signage
* Special events
* Just write a check
* Excuses for the failed special event
STUDENT PRESENTATIONS


20. Handout

Class # 10 11/11/2010 Team Meets Second Time

KEY CONCEPTS COVERED BY PROFESSOR

*A charitable divide
*Organizational life stages
*Pork noses into nonprofits
*Making charities accountable
*Can a nonprofit have too much money
*Development Department handbook
*They rule
*Uniform management of institutional funds and prudent investors act
*Trustee’s role – duty of care, loyalty, obedience
*Effective oversight: A guide for nonprofit directors
*Limits on charity lawsuits
*Fighting nonprofit fraud
*Youth on Boards- engaging youth in lifelong service
*Charities miss opportunity to recruit older Americans
*Emeritus Boards
*Vote to allow male leaders
*A tool for capacity building in nonprofits: balanced scorecard
*Donors, foundations say banks mishandle charitable accounts
*Gift tax exclusions
*Causes supported by the wealthy
*The ladder of charity-Rabbam’s Ladder
*Jobs and interviewing strategies

STUDENT PRESENTATIONS


KEY CONCEPTS COVERED BY PROFESSOR
* Immigration/Emigration-births/deaths
* Companies that give to charities outside the US
* International Classification of Nonprofit Organizations (ICNPO)
* 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
* Latin American remittances
* China’s biggest donor
* In Asia a different kind of asking
* Fund raising practices in selected countries around the world
  Mexico
  Canada
  Argentina
  New Zealand
  East Asia and the Philippines
  Germany and Central Europe
* International fund raising: Lessons learned

STUDENT PRESENTATIONS
23B. Handout
Class # 12-12/02/10(Turn in Self Addressed and Stamped Envelope if you don’t want Final Proposal and Grant Reviews in Mailbox

KEY CONCEPTS COVERED BY PROFESSOR
*Secret meeting of the super philanthropists
*The gigillionaire next door
*US sets record for millionaires
*Cities with most billionaires
*Big gifts, tax breaks and a debate on charity
*International billion
*How to spend like a frugal millionaire
*Accumulate wealth
*The Millionaire Next Door
*The Millionaire Mind
*Rich Dad Poor Dad
*Planned giving
*Donors, foundations says banks mishandle charitable accounts
*Limits on lawsuits unfairly protect nonprofits

STUDENT PRESENTATIONS
25. __________ Handout

Class #13- 12/09/10(Grant Reviews Turned In)

*Review Eggers Blog.
*Bring unanswered questions to class.

Complete Course Online Evaluation Before Semester Ends
Summary of Semester Assignments

1. Assignment-DUE 09/23/2010 20% of your total class grade
   You will need these two books; “The Fortune at the Bottom of the Pyramid” by C.K. Prahalad (Revised and Updated 5th Anniversary Edition), and “The Cathedral Within” by Bill Shore.
   Directions for assignment:
   a. Read both books, paying special attention to the case studies in Prahalad and the program examples in Shore.
   b. Critique two examples from Prahalad. (Examples: Aravind Eye, Jaipur Foot, etc.).
   c. Critique two examples from Shore. (Examples: City Year, The Chicago Children’s Choir, etc.).
   d. Discuss the similarities of the four examples you have chosen.
   e. Discuss the differences of these four examples.
   f. Give feedback to the authors. How do you feel about each author’s ideas? How do you feel about the way the material in each book is presented?
   g. Which book did you like better? Why?
   Your response must be a three page, single-spaced essay. An APA bibliography is required.

2. Assignment-DUE 09/30/2010 5% of your total class grade
   a. Write a one paragraph detailing an idea for your grant proposal. Remember, your grant proposal is something that you will be able to have creative license with as we will not actually submit anything. This is just one paragraph explaining to me what you’d like to do. This is to be single-spaced.
   b. Do a search to help an international organization-details to be given in class

3. Assignment DUE 10/07/2010 20% of your total class grade
   a. Create a Fund Raising Plan. A fundraising plan is an organized well, written vision and roadmap targeted to improve your agency. To do this, you will need to do an S.W.O.T analysis. Write a three paged, single-spaced, brief on the strengths, weaknesses, opportunities, and threats to your agency or service area within your field placement, (please see me if you do not have a field placement). After you have identified each element of SWOT, tie in fundraising ideas that could strengthen your organization. Be creative and have fun with this assignment. An APA bibliography is required.

4. Assignment-DUE 11/18/2010 35% of your total class grade
   a. For purposes of this course, a grant proposal is one that includes a narrative that is at least a minimum of fifteen pages long, single-spaced. Utilize Professor’s outline presented during class sessions as a guide. NO OTHER FORMAT WILL BE ACCEPTED.

Note: Half of the proposal is due on 10/28/2010 so the Professor can check the status of your work and the student can solicit feedback from the Team members. Work on this assignment is needed to be done throughout the semester in order to produce quality work. No grade awarded for this assignment.
5. **Assignment-Due dependent on date of presentation**  15% of your total class grade  
   a. Students will present the reading that was assigned to them on the first day of class and present at the assigned class. This will be a ten to fifteen minute presentation, (please do not use PowerPoint), where you will explain key points of your article for class learning. Questions should be raised at the end of the presentation for discussion purposes.

6. **Assignment-DUE  12/02/2010 – Please bring a 8.5 x 11 sized envelope**  
   a. In order for me to send your grant back to you with feedback, I will need either one of the following:  
      i. One 8.5 x 11 inch, (letter sized) envelope with five stamps, addressed to your home or office.  
      ii. One 8.5 x 11 inch, (letter sized) envelope with your name, email address, and School of Social Work Mailbox number.

7. **Assignment-DUE  12/09/2010  5% of your total class grade**  
   a. Review this blog and come to class prepared to share. You don’t need to write anything just, participate. [http://www.robertegger.org/blog/](http://www.robertegger.org/blog/)  
   b. In-class international grant search.- details to be given in class  
   c. Turn in **two, one page, single spaced** grant reviews