Course Title: Grant Getting, Contracting, and Fundraising  
Course Number: Social Work 663, Section 001  
Term: Winter 2002  
Day & Time: Monday, 8:00 a.m. – 11:00 a.m.  
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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 through student presentations. The course objectives will be enhanced by simulation games.

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

**Required Course Textbooks**

**Recommended Reading**

**Course Schedule and Assignments**

**January 7**
- **Miller**
  - Review of the Course Content and Assignments
- **Miller**
  - Fundraising Starts with Passion
- **Miller**
  - An Orientation to Proposal Writing
- **Miller**
  - Fundraising Issues and Ethical Dilemmas
- **Miller**
  - Sign-Up for Assignments

**January 14**
- **Miller**
  - Where Does the Money Come From and Who Benefits From These Funds
- **Miller**
- **___**
  - Seeking Government Funds (Grants, Etc., Pages 39-65)
- **___**
  - Government Purchase of Service Contracts and How They Work (Grants, Etc., Pages 70-94)
- **___**
  - Understanding the Agency and the Funding Environment (Proposal Writing, Pages 11-19)

**January 21**
- **No Class – Observance of Martin Luther King Jr.’s Birthday**
January 28  (Bill Shore’s Book Report Due)
Miller  The Case Statement
Miller  Creating a Fundraising Plan
Miller  Fundraising Management Software
___  Need-Based Program Development (Proposal Writing, Pages 21-30)
___  Writing the Needs or Problem Statement (Proposal Writing, Pages 31-38)

February 4
Miller  Donor Research
Miller  Meet Your Donor
Miller  Categories of Exempt Organizations and the Youth Empowerment Project
___  Writing Goals, Objectives, and Implementing Activities (Proposal Writing, Pages 39-54)
___  Seeking Support From the United Way (Grants, Etc., Pages 150-173)

February 11
Miller  Cultivating Major Givers
Miller  The Ask
Miller  Categories of Exempt Organizations
___  Writing the Evaluation Plan (Proposal Writing, Pages 55-65)
___  Securing Support From Religious, Mutual Benefit, and Civic Organizations (Grants, Etc., Pages 174-191)

February 18
Miller  Midterm Feedback
Miller  Direct Mail, Annual Reports, Etc.
Miller  Murphy, Brian. (July 2001). Giving Cold Calls the Cold Shoulder. Business Week, Page 12
___  Creating the Budget (Proposal Writing, Pages 67-81)
___  A Marketing Orientation to Program Development and Fundraising (Grants, Etc., Pages 19-36)

Guest Speaker  Special Events Coordinator

February 25  No Class – Spring Break
March 4
Miller Working the Phones
Miller Fundraising on the Net
Miller Your Annual Fund
___ Agency Capability and Finishing Touches (Proposal Writing, Pages 83-87)
___ Generating In-Kind Gifts (Grants, Etc., Pages 192-207)
____ Generating and Increasing Gifts from Individuals (Grants, Etc., Pages 208-227)

March 11 No Class – Compensation for Review Work on Proposals Outside of Class

March 18 (GLBT Paper Due)
Miller Capital Campaigns
Miller Planning for Major Gifts
Miller Gift Substantiation Rules
Miller Excuses for the Failed Special Event
1/5 of Class Grassroots Fundraising Exchange

March 25 (Proposal to Review Team)
Miller Preparing for Planned Gifts
Miller Sure-Fire Turn-Offs (and How to Avoid Them)
Miller Types of Foundations
1/5 of Class Grassroots Fundraising Exchange
____ Seeking Foundation Grants and Foundation Partners (Grants, Etc., Pages 95-126)

April 1
 Miller The Future of Fundraising
 Miller Leneer, Jeanne. (May-June 2001). Do Corporate Donations to the American Heart Association Influence its Drug Guidelines. Mother Jones, Pages 22-23
1/5 of Class Grassroots Fundraising Exchange
___ Working on Common Concerns with the Private Sector (Grants, Etc., Pages 127-149)
Assignments

1. Class Participation (20% of the grade)
   - Come to class and be on time. Keep in tune to what is going on.
   - Do the assigned readings even though another student will report on the material. Ask questions that can help your classmates learn.
   - Seek and use consultation from professor.
   - Be a good review team member – review your colleagues’ work, make helpful suggestions on how it can be improved, and be fair in your assessment of the grant proposal.
   - Maintain confidentiality. Much of what we share in class is for learning purposes, not for publication.
   - In your work for this course, keep in mind that we are studying in a School of Social Work. Help us all remember that we are in this field because of our commitment to social justice. Be critical, but do not be quick to judge. The comments you make should be growth oriented, as well as goal oriented.
   - 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. Book Report (20% of the grade)
   - Submit a three-page paper summarizing the main points in chapters 1 and 2 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.
• Submit a three-page paper on Letts’s book outlining approaches that nonprofits can use to build their capacity for learning, innovating, ensuring quality, and motivating staff. Read Chapters 1-7 and 9-10.

3. Grassroots Fundraising Exchange (20% of the grade)
   A. Each of the 10 special event presentations should take no more than fifteen minutes each. No written material is required by the three-person team. The presentation should include the following:
      • Auspice of the fundraising activity (name and type of group or organization). You may use an alias if you think presenting the information may betray a confidence.
      • Brief description of the fundraising activity
         • Where and when it was held; and if it is an ongoing activity or annual event?
         • Who plans, coordinates, and manages it?
         • What is the activity’s primary goal – fundraising, membership involvement, community building, service to others, etc.)?
         • Strengths and weaknesses. What criteria are used to make these judgments?
         • Transfer potential. How applicable is this fundraiser to other organizations and locales? Any cautions?
         • Does fundraiser raise any ethical concerns?
   B. Do a search on fundraisers for gay, lesbian, bi-sexual and transgender causes (use http:www.ssw.umich.edu/grantsetc). Submit a one-page paper describing such an event.

4. Class Presentation (15% of the grade)
   • Each student, individually or with other students, will present material from course readings. Presentations should cover the main points of the readings and the student(s) should lead discussion about issues that are raised from the material (You are teaching the material to the class).

5. Proposal (25% of the grade)
   • Each student must write a grant proposal to a government entity, a foundation, or to the United Way responding to an unmet need and/or an expansion of a current program sponsored by an agency in Southeastern Michigan. This grant application must utilize the standard format outlined in Proposal Writing (page 3) as well as any nuances that are required by the funder’s guidelines.
   • Your proposal will require information on various documents, which you will not have access to. Within reason, you may use “dummy information” or “dummy documents” inserting these where real items would be used (and thereby demonstrating your awareness that these would be required). Using footnotes, label these dummy items.
   • 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.

Source Materials


Wm L Doyle, Fund Raising Ideas for All Nonprofits: Charities, Churches, Clubs, Etc, San Francisco: American Fund Raising Institute, 1996.


