UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Course Title: Grant Getting, Contracting, and Fundraising
Course Number: Social Work 663, Section 001
Term: Spring/Summer 2002
Day & Time & Place: Tuesday, 8 AM – Noon, SSWB 2752
Professor: Robert Miller
Phone: School: 763-8045; Work: 973-1900 ext. 227
School Office: Room 3740
Work Address: HelpSource
3879 Packard Road
Ann Arbor, MI 48108
E-Mail Address: bobmille@umich.edu

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**


**Course Schedule and Assignment Dates**

**May 7**

Review of course content
Introductions
Name card
Sign-up for assignments
Where does the money come from and who benefits from these funds


**May 14**

__________ 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)

**May 21**

SHORE’S BOOK REPORT DUE

The Case Statement
Creating a Fundraising Plan
Fundraising Management Software
__________ Need Based Program Development (Proposal Writing, pages 31-38)
__________ Herzlinger, Regina. “Can Public Trust in Nonprofits and Governments
Donor Research
Rating and Screening Prospects

May 28

Tax Deductions for Volunteers
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)
Cultivating Major Givers

June 4

LGBT FUNDRAISING PAPER DUE

The Ask
Sure-Fire Turn-Offs (and How to Avoid Them)
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)
Midterm Feedback

June 11

Direct Mail, Annual Reports, Etc.
__________ Creating the Budget (Proposal Writing, pages 67-81)
__________ A Marketing Orientation to Program Development and Fundraising (Grants Etc., pages 19-36)
Working the Phones
Murphy, Brian (July 2001). Giving Cold Calls the Cold Shoulder. Business Week, page 12
Siskos, Catherine (May 2002). Dine in Peace. Kiplinger, pages 22,24
Fundraising on the Net

June 18

TAKE-YOUR-PICK BOOK REPORT DUE – BOOKS ON RESERVE

Miller, Leslie (march 19, 2002). Charities Hope 9/11 Inspires E-Philanthropy. USA Today, page 40
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)
Capital Campaigns
Gift Substantiation Rules

June 25

GRASSROOTS FUNDRAISING EXCHANGE

Same as above. Pages 34-52
Same as above. Pages 54-79
Same as above. Pages 82-112
Same as above. Pages 114-126
Excuses for Failed Special Event

July 2

Seeking Foundation Grants and Foundation Partners (Grants, Etc., pages 95-126)

July 9

GRANT PROPOSAL DUE

Strom, Stephanie (March 2002). Nonprofit Group Reach for Profit. New York Times, Page 26
Working on Common Concerns with the Private Sector (Grants, Etc., Pages 127-149
Leneer, Jeanne. (May-June 2001). Do Corporate Donations to the American Heart Association Influence its Drug Guidelines. Mother Jones, pages 22-23
July 16

Signage: Why Should We Use It
McCoy, Kevin. (May 3, 2001). Some Wish-Granting Charities Take But They Don’t Give Back. USA Today, pages 1-2
The Future of Fundraising
Weisman, Jonathan (April 22, 2002). ‘Pork’ Noses Into Nonprofits. USA Today, page 1

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 four page report summarizing one of the following three books which are on reserve:


3. Grassroots Fundraising Exchange (20% of the grade)
   A. Each of the 5 special event presentations should take no more than ten minutes each. The oral and written 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.


Maurice Gurin, Advancing Beyond the Techniques in Fund Raising, Rockville, MD: The Fund Raising Institute, 1991.


