Course Title: Grant Getting, Contracting, and Fundraising
Course Number: Social Work 663, Section 001
Term: Winter 2003
Day & Time & Place: Wednesday 6 – 9 PM, SSWB
Professor: Robert J. 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 guest speakers.

A significant feature of the course is the extensive use of the GRANTS, ETC. website URL (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 human 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

January 8
Introductions
Review of course content
Sign-up for assignments
Assessing managements capacity of non-profits

January 15
Fundraising starts with passion
Fundraising is a noble profession
Fundraising myths, truths, facts
Where does the money come from and who benefits from these funds
Difference between grants and contracts

January 22 (Shore’s book report due)
Grant writer (freelance or full-time employee) and their compensation
Process of submitting proposals
Ingredients of a proposal
Government purchase of service contracts and how they work (Grants, etc. pages 70 – 94)
January 29

Searching for Government grants
Submitting your information electronically
__________ Understanding the agency and the funding environment (Proposal Writing, pages 11 – 19)
__________ Seeking Government funds (Grants, etc. pages 36 –95)

February 5

Creating a fundraising plan
Fundraising management software
Cover letter
Abstract or Executive summary
Where is everything
Guest Speaker Need based program development (Proposal Writing, pages 21 - 38)

February 12 (Deficit reduction Vs Asset promotion paper due)

Meet your donor
Donor research on individuals
Rating and screening prospects
Tax deductions for volunteers
Guest speaker Writing goals, objectives, and implementing activities (Proposal Writing, pages 39 – 54)

February 19

Cultivating major donors
The ask
Sure fire turn – offs (and how to avoid them)
Professional groups that set fundraising standards
Knowing good gift planning strategies
Solicitation of corporations
State tax credits
Third party evaluator
Guest speaker “Writing the Evaluation Plan” (Proposal Writing, pages 55 –65)

March 5

Categories of non-profit organizations
Signage – why should non-profits use it
Working the phones
Giving cold calls the cold shoulder – stop unwanted calls
Securing support from religious, mutual benefit and civic organizations
(Grants, etc., pages 174 – 191)

A marketing orientation to program development and fundraising (Grants, etc. pages 19 – 36)

March 12

Direct mail, Annual Reports including donor feedback forms


Guest speaker Creating the budget on excel (Proposal Writing, pages 67 – 81) and mandatory lab work

March 19 (Choice of two book report due – on book’s reverse)

How to hire consultants – agreement for services
Feasibility study for capital campaign
Capital campaign
Planning for major gifts
Gift substantiation rules
Consider a naming opportunity

Seek support from the United Way (Grants, etc. pages 150 – 173)
Generating in-kind gifts (Grants, etc. pages 192 – 207)

Guest speaker Agency capability and finishing touches (Proposal Writing, pages 83 – 87)

March 26

Special event coordinators and their compensation
Excuses for failed special events

Guest speaker Special events

April 2 (Choice of three book report due)

Some wish-granting charities take but they don’t give back
E-philanthropy
Web assertiveness
Fundraising web sites
Planning for major gifts

Porter, Michael and Kramer, Mark “Philanthropy’s New Agenda, November – December 1999

April 9 (Share proposal with team members)

Search for Foundation grants
Candid tips for grant seekers
Nonprofit groups reach for profit on the side
Grant seekers Bill of Rights
April 16 (Grant Proposal Due)

Pork noses into non-profits


Seeking Foundation Grants and Foundation Partners (Grants, etc. pages 95–126)


Assignments

1. Class Participation (10% 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. Written Reports (40% 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 report critiquing one of the following two books which are on reserve:


- Submit a three-page report on one of the following topics:
  1. What is the most important aspect of fundraising?
  2. Use of the Internet may be hazardous to your organization’s fund raising effort. Why?
  3. Is there a different giving pattern by races, and if so how?

- Submit a three-page report pointing out the several main differences between asset promotion proposals and deficit reduction proposals. Students are encouraged to use examples.

3. Class Presentation (15% of the grade)
   - Each student, individually or with other students, will make Power Point presentations 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. A copy of the Power Point presentation should be turned into the Professor.

4. Proposal (35% 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 form outlined in Proposal Writing (page 3) as well as any nuances that are required by the funder's guidelines.
   - Your proposal will require appendix materials. Some will be required and with others you may use “dummy documents”.
   - 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


Browning, B. A. (February, 2001). Grant Writing for Dummies (For Dummies). Atlanta, John Wiley and Sons.


