Course Title: Grant Getting, Contracting, and Fundraising  
Course Number: MHS 663, Section 001  
Term: Fall 2003  
Day & Time & Place: Thursday 2:00 PM – 5:00 PM  
Professor: Robert J. Miller  
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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 guest speakers.

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

Recommended Course Readings


Course Schedule and Assignment Dates

September 4
*Introductions
*Review of course content
*Assignments
*The dollar bill
*Assessing management’s capacity of non-profits
*Organization life-cycle stages
*Non profit times power and influence (top 50 for 2002)
*Where does money come from and who profits from these funds
*Demographics of who gives time, money or both
*What’s wealthy
*Spirit of giving wanes
*Why do people give or don’t give
*Study suggests charities are spending too much on fundraising

September 11
Fundraising is a noble profession and starts with passion
*Grant Writer (free lance or full-time employee) and their compensation
*The difference between grants and contracts
*The process of submitting a proposal
*State of fundraising – 2202 report from AFP

September 18 (Three Page Bill Shore Report Due)


*Deficit reduction vs. asset promotional proposals
*Categories of not-for-profits (tax exempt vs. tax deductibility)

September 25 (Grant Proposal Topic Due)


*Understanding IRS Form 990
*Raffle guide

October 2


*Donor feedback forms  
*Getting past “no”  
*Gift planning practice  
*Endowments took hard hit in 2002  
*Donor bill of rights  
*Monthly donors  
*Gift substantiation rules  
*Volunteers as fundraisers: The potential for success is enormous  
*Volunteers can deduct some out-of-pocket expenses at tax time

October 9 (Three Page Money Relate Report Due)


*You can’t take it with you  
*Feasibility study and capital campaigns  
*Challenge grants  
*Naming opportunities  
*Rating and screening prospects  
*Donor research  
*When is a pledge legally binding

October 16


*Corporation donations influence nonprofits
*Candid tips for grant seekers from a program officer’s viewpoint
*Grant seekers “bill of rights”
*Emerging issue: how much donor involvement is too much
*Wealthy charities are most generous to themselves
*Weakened foundations cut grants for first time in 19 years

October 23


*Some wish granting charities take but don’t give
*A glimpse at the gay and lesbian donor
*Two proposals that would enhance value of charitable contributions
*State tax credits

October 30 (Share Grant Proposal with Two Classmates)


*Working the phones – You don’t have to be hated
*New Telemarketing sales rule and states can sue
*Telemarketers
*Charities hope 9/11 inspires future e-philanthropy
*Internet transaction fees and guidelines
*E-donor bill of rights

**November 6 (Grant Proposal Due)**


*Special Event Coordinator and their compensation
*Sure-fire turn offs with special events and how to avoid them
*Excuses for the failed special event
*Nonprofit groups reach for profits on their side
*Brand equity
*Signage
*A marketing orientation to fundraising
*Communication plan
*Cause-related marketing

**November 13**


*Americans who volunteer also give more money to charity
*Effective oversight: A guide for nonprofit directors

**November 20**


*Vendors roll out new applications
*Selecting fundraising software
*Process in hiring fundraising consultants – agreement for services

November 27       NO CLASS

December 4


*Third-party fee setting and collection
*Money illegally gained or ill gotten
*Pork noses into nonprofits
*Development Director and their compensation
*Parity in the fundraising profession
*Future trends in fundraising

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. Written Reports (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 report on one of the following three money related books. Highlight the major points and how this information could assist
you in the future if you were a fundraiser. What do you think about the book?


3. Class Presentation (20% 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 at least two questions that are raised from the material. A copy of the Power Point presentation should be turned into the Professor.

4. Proposal (40% 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 this course.
   - 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.


