Course Description
Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. 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, presentations, service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts, 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 the effective use of money raised by a human service organization. Instruction will be provided regarding the wide range of possible income sources used by community groups, human service organizations, and other nonprofits that address the needs of diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and the promotion of pro-social causes. 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

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1 I would like to thank Prof. Eve Garrow and Mr. Bob Miller, MSW, for their generous sharing of syllabi and materials for this course.
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 carry out 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 grantgetting, contracting, and fundraising.

Course Design
This course design involves mini-lectures, in-class exercises, proposal writing and applied assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

Relation to School’s Curricular Themes

| Relation to SSW Multiculturalism & Diversity Theme: | 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 |

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| **Relation to Social Justice Theme:** | 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. |
| **Relation to Promotion, Prevention, Treatment & Rehabilitation Theme:** | 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. |
| **Relation to Behavioral and Social Science Research Theme:** | 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. |
| **Relation to SW Ethics and Values Theme:** | 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. |
Required Book:


Course Assignments:
There are four course assignments. For all written assignments, please use APA formatting, double spaced, 12 point font.

**Assignment 1: Due week 7: 10/17: Analysis of a book chapter.**
This assignment is worth 35% of your grade.

The analysis should be around 7-8 pages including references.

I have posted several “how to” chapters on grant writing and budgeting on the CTools website. Please select one chapter, or another similar chapter of your choosing (consult with me), and analyze it. The analysis should address the following questions:

- Briefly describe the content of the chapter.
- What is the underlying organizational theory that guides the chapter?
  - What aspects of the organization are addressed by the theory?
  - What is ignored?
  - What is assumed but not articulated?
- Next, critique the chapter from the perspective of another organizational theory (e.g., client empowerment, critical, feminist, postmodern, political economy, institutional).
  - How does the second theory uncover and problematize the assumptions that guide the chapter?
  - How might you incorporate some of the insights gained from this critique into your social work practice as a manager in the human services?

**Assignment 2: Due week 9: 10/31: Presentation of a logic model.**
This assignment is worth 15% of your grade.

The written second assignment is due at the 9th session of class, and volunteers will present in class during the 9th and 10th sessions. The logic model is an integral step in the development of your grant proposal.

I will be introducing some logic models that can help you structure your proposal. I would like you to present a logic model that demonstrates how the different components
of your proposal are logically related. Volunteer presentations should be limited to about 15 minutes. They should make sure that their logic model is screen readable for all the class, or they can distribute copies to all the students and the instructor.

All students will submit a hard copy of their typed logic model, which should be 1-2 pages. At the top of your page, you can write a few sentences describing the context of the logic model. The assignment will be evaluated on its completeness, adequacy, and logic.

**Assignment 3: Due week 11: 11/14: Grant Proposal.**
This assignment is worth 35% of your grade.

The time frame should be 18-24 months. Thus, you will be preparing two one-year budgets. The proposal should include the following sections, which will be further detailed in class:

- Letter of inquiry
- Narrative
  - Introduction
  - Need or Problem statement (or Case Study)
  - Project Description: Goals, Objectives & Method
  - Evaluation Plan
- Budget Request with Budget Justification
- Applicant Capability
- Future Funding Plans

**Assignment 4: Due Week15: Dec 12: Organizational critique.**
This assignment is worth 15% of your grade.

Critique the revenue structure of an existing human service organization. The body of the paper should be about 3-5 pages, double spaced, excluding references. In addition to the body and references, please include the annual report, website, etc. in an appendix.

- Briefly describe the organization: mission, target client group(s), service technology/ies.

Your critique should focus on one of the grant-getting, contracting, or fund raising topics discussed in class. For example:

- Recommend changes in the fundraising strategy of the organization based on a power dependence analysis of the task environment. Is there danger of mission drift?
- Recommend changes in the fundraising strategy of the organization based on an analysis of the financial stability of the organization. Is there danger of revenue instability?
• Given the organization’s revenue structure, should it be involved in policy advocacy? What strategies would you recommend?
• What ethical issues would you want to consider, given the organization’s fundraising strategy? That is, what are the ethical considerations when engaging in grant getting, campaigns, fee setting, etc.?

Grading: A 100 point system is used:
A+  99-100
A   94-98
A-  90-93
B+  87-89
B   84-86
B-  80-83
C+  77-79
C   74-76
C-  70-73

“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

Submission policy:

All written assignments should be submitted electronically on ctools AND in hard copy in class, the date they are due and prior to the start of class.
• Assignments turned in up to 6 days late will be lowered one grade.
• Assignments turned in one week late or after will be lowered two grades.
• Assignments turned in two weeks late also require a meeting with the instructor.

Learning Accommodations:

Religious Observances
Please notify me by the third session if religious observances conflict with your class attendance or due dates for assignments so we can make appropriate arrangements.

Contagious Illness
If you are ill with a contagious disease (such as bad colds, strep, flu), please stay home from class—the rest of us don’t want to get your illness!

Disabilities
If you have a visible or invisible disability that may interfere with your participation or performance in the class, please schedule a private appointment with me, as soon as
possible to discuss accommodations for your specific needs. This information will be kept strictly confidential (to the extent permitted by law). I will do my best to ensure your participation in class through accommodation and adaptive technology.

You should also contact the Services for Students with Disability Office at (734) 763-3000 in Room G-664 Haven Hall (on central campus) for further information and resources. If you have already received a letter from that office regarding your disability and accommodations, please give it to me at the beginning of class and no later than Sept 26. If a new disability happens to you, please contact me as soon as possible.

Electronic Devices
In consideration of your classmates, the instructor, and your own learning, please turn off all telephones and pagers before class.
Laptops can be used in class for note taking purposes only. Any occasion of misuse of electronic devices (i.e., texting, messaging, web surfing) will result in a 1 point reduction in class participation.

Course Schedule: Fall 2013

| Week 1: 9/5 | Rosh HaShanah (Jewish New Year) – no class held |
| Week 2: 9/12 | The Context of Grantgetting, Contracting and Fundraising for U.S. Human Service Organization |
| • What are human service organizations? |
| • Why are they different from other types of organizations? |
| • How are they represented in the nonprofit, public, and for-profit sectors? |

Readings:


| Week 3: 9/19 | The Political and Social environments of the Nonprofit Financial Environment |
| • What is the task environment? How does it influence the organization? |
| • How has the role of nonprofits in the delivery of human services shifted over recent decades? |
• How does the “deservingness” of the client group shape the resource environment?

Readings:


Recommended:


Week 4: 9/26 - The grant economy of nonprofit human services; introduction to proposals

• Nonprofit human services and government: A partnership?
• Getting ready for grant getting

Readings:


Week 5: 10/3 - Letters of inquiry and the proposal narrative

• Proposal Components
   a. Ch. 3: “Relationships with Funders: Cultivating you audience”  
   b. Ch. 4: “The proposal narrative: Introducing the characters and the place”


   a. Guidelines  
   b. Preliminary Proposals

Week 6: 10/10: The need or problem; Goals, objectives, and methods

Readings:  

   Ch. 5: “The need or problem: Building tension and conflict into your story”  
   Ch. 6: “Goals and objectives: Finding a resolution to the problem”

Recommended:  
   Ch. 6, “Writing Goals, Objectives, and the Implementation Plan” pp. 61-80. (Also can use the 3rd edition of this book).

Week 7: 10/17 - Program evaluation and approaches to accountability

- How do we evaluate our programs?  
- Accountability to whom? For what?

Readings:  
   Chapter 13: Using the evaluation process to empower workers and clients.

   Ch. 7: Evaluation and future funding: Writing the epilogue and planning for a sequel.
Choose (a) or (b):

(a) An evaluation of a national welfare program (TANFF)


Recommended:

   Grant-writing tools for non-profit organizations
   (a) Full proposal
   (b) Sample proposals


***Assignment 1 is due***

Week 8: 10/24: The Budget

Readings:


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Week 9: 10/31 Logic Models Reviewed; Fundraising Campaigns

- Presentation of some logic models

***Assignment 2 – Logic Model Due***

(No readings – work on your logic model & proposal)

Week 10: 11/7 Fundraising Events

(No readings – work on your proposal)

Week 11: 11/14 - Financial stability

- What are the determinants of financial stability and volatility?
- To diversify or not to diversify your funding stream(s)?

Readings:

   
   Ch. 3: Understanding Financial Statements &
   Ch. 5: Financial Analysis


Recommended:


***Assignment 3--Grant proposal due***
Week 12: 11/21  Lobbying and advocacy (in the field)

- How can fund raising and related policies be changed?
- What roles can social workers play?

Readings:


Week 13: 11/28 – Thanksgiving – No class – Happy Thanksgiving Break!

Week 14: 12/5  Fundraising – Direct Mail

1. Oster, S.M. *Strategic management for nonprofit organizations: Theory and cases.* Chapter 8: Fundraising for nonprofits.


Recommended:


Week 15: 12/12- Understanding individual giving and philanthropy

- Who gives? To what organizations? Why?
- Should we use the “tin cup” approach? Are there alternatives?


***Assignment 4-- Organizational Critique due***