Course Title: Grantgetting, Contracting and Fundraising
Course Number: SW 663
Term: Fall 2014
Credit Hours: 3
Prerequisites: SW 560/permission of instructor
Instructor: Barb Hiltz, MSSW
Contact Details: bshiltz@umich.edu, 734-883-2213 (c)
Time/Place: Thursdays, 2:00 -5:00, Room 2609 SSWB
Office Hours: By appointment

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW663”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, 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. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

This course utilizes CTools as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

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 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.
Relationship to the School’s Curricular Themes

Theme Relation to 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. 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.

Theme Relation to Behavioral and Social Science: 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.

Relationship to SW 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.

Text and Course Materials


This course draws from the two books listed above. Both are inexpensive and available on amazon.com. These books may be supplemented with articles which, to the extent possible,
will be made available on CTools – the University online course management system. Information and instruction on how to use this site is already provided by the university, therefore, no class time will be devoted to instruction on how to use this system.

Class Schedule
Topics may be modified throughout the course, but ample notice will be provided. Refer to CTools for the most updated class schedule.

- Class 1 (9/4/14): Introductions, Course Overview
- Class 2 (9/11/14): Fundraising 101: Overview (Flanagan chapter 1-2)
- Class 3 (9/18/14): Grant writing Part 1: Preparing to Apply, Nonprofit Presentation (Clarke 1, 2, 3)
- Class 4 (9/25/14): Grant writing Part 2: Needs Statement & Project Description (Clarke 4-5)
- Class 5 (10/2/14): Grant writing Part 3: Goals & Objectives, Evaluation (Clarke 6-7)
- Class 6 (10/9/14): Grant writing Part 4: Budgeting & Executive Summaries/Grant Assignment Review (Clarke 8 & 9)
- Class 7 (10/16/14): Individual Donors & Solicitation Vehicles (Flanagan 5, 6, 9)
- 10/17/14: Grant Assignment Due - 12:00 pm (noon)
- Class 8 (10/23/14): Special Events (Flanagan 4)
- Class 9 (10/30/14): Special Events
- Class 10 (11/6/14): Benevon, Revenue Generation & Social Entrepreneurship (Flanagan 3)
- Class 11 (11/13/14): Benevon, Revenue Generation & Social Entrepreneurship
- Class 12 (11/20/14): Planned Giving, Corporate Marketing Partnerships & Final Review (Flanagan 10, 12)
- 11/27/14: NO CLASS - THANKSGIVING BREAK
- Class 13 (12/4/14): Final Exam

Readings for each topic are listed on the “Schedule” link on CTools. Readings may be changed by the instructor up to two weeks before they are due. All readings that involve changes will be made available as an electronic document on CTools. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments, quizzes and examinations.

Assignments
1. **Grant Assignment**: There is one out of class assignment for this course. You’ll be writing a grant proposal to a fictitious funder to fund an actual local nonprofit organization. The goal is to create a set of proposals that can be shared with a small nonprofit organization and actually be put to use. Class time will be used to work on your assignment, but additional time outside of class will be necessary if you hope for a positive result.

Your grant must include the major sections reviewed in this course, including:

- Table of Contents
• Executive Summary/Abstract
• Problem/Need Statement
• Project Description
  ○ Organization Description
  ○ Project or Program Methods
  ○ Goals/Objectives
  ○ Key Personnel
  ○ Evaluation
• Sustainability
• Budget and Narrative

Your proposal should be single spaced with 12 point font and one inch margins. Minimum and maximum lengths will generally not be set, however enough detail needs to be provided to adequately describe your project, without adding extraneous detail.

The grant assignment and evaluations (described below) are due on the date indicated above. Your grant assignment and evaluations must be emailed to the instructor or uploaded to Drop Box on or before that time. Late assignments will not be reviewed and will receive a score of 0.

You will be working as a team on this proposal assignment. Your assignment grade will be calculated as follows:

Along with your assignment, you are required to turn in both a self and a peer evaluation. This evaluation must be turned in at the same time and by the same method as your assignment. They should be turned in by each group member and will not be shared.

Part 1. Self-Evaluation (Suggested Length: 1 page)
Describe your participation in the final project. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group’s assignment. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this project, using the following guidelines:
  1 = Extraordinary; far exceeded the basic requirements for group work
  2 = Very good work; generally exceeded the basic requirements
  3 = Met the basic requirements for group work
  4 = Fell below the basic requirements for group work

Part 2. Peer Evaluation
Write the name of each member of your project group, and beneath each person’s name, provide 2-3 sentences describing their participation in and contributions to the project. Provide each person a grade using the above criteria.

YOUR FINAL PROJECT GRADE (25% OF FINAL COURSE GRADE) WILL BE BASED ON
THE FOLLOWING PERCENTAGES:

Grant Assignment (group grade)  15%
Self-Evaluation                      5%
Peer-Evaluation                      5%

This self-evaluation must be turned in at the same time and by the same method as your assignment. They should be turned in separately by each group member and will not be shared.

2. **In-Class Assignments and Class Participation**: Assignments will be given throughout the class. Class time given for their completion, although it may be necessary for some time to be spent on these assignments outside of class. Credit for these in-class assignments is calculated as a portion of your class participation grade. It is expected that students participate actively and equally in class discussion, class assignments and group activities. This participation and in-class assignment section represents a large portion of the total grade.

**Evaluation**
The following scale will be used in assessing your final grade:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes*</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation &amp; In Class Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Grant Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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* Quizzes will be based on the assigned readings. Eight (8) quizzes will be given, the lowest two (2) grades will be dropped.

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-

**Attendance Policy**
Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classed may result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in class assignments or quizzes to be made up.**