Course Title: Grant Getting, Contracting, Fund Raising
Course Number: SW 663, Section 002
Semester: Fall 2014
Day & Time: Friday (2:00 pm-5:00 pm)
Room: SSWB B760
Professor: Robert J. Miller
Office Hours: By appointment
Phone: 734-645-9841
E-Mail Address: bobmille@umich.edu (Use SW663 on the subject line)

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 such areas 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 collections, 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 social causes will be examined, These
sources include public agencies, business corporations include government (federal, state, and local), 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 fund raising as ways to empower organizations and groups, expand and improve services, add knowledge and demonstrate new approaches to serve populations in need. 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 collaborations 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. (Practice Behavior 10.b.MHS)
2. Identify appropriate funding strategies leading toward the financial sustainability of an organization. (Practice Behavior 9.MHS)
3. Locate appropriate funding sources for specific social programs, projects and organizational needs. (Practice Behavior 9.MHS)
4. Initiate and sustain relationships with potential funders and donors. (Practice Behavior 10.a.MHS)
5. Write project proposals that are technically complete and contribute to social equity. (Practice Behaviors 4.MHS, 5.MHS, 10.c.MHS, 10.d.MHS)
6. Identify and implement appropriate fundraising strategies necessary for program achievement. (Practice Behaviors 3.MHS, 9.MHS, 10.c.MHS)
7. Develop and carry out elements in a fundraising campaign and/or fundraising events. (Practice Behaviors 10.c.MHS, 10.d.MHS)
8. Distinguish between the advantages and disadvantages of alternative funding sources and strategies in terms of mission, program achievement and organizational sustainability. (Practice Behaviors 3.MHS, 6.MHS)
9. Discuss typical ethical concerns relating to grant getting, contracting and fundraising. (Practice Behaviors 1.MHS, 2.MHS)
COURSE CONTENT

The principle methods of teaching will be through lectures, in class projects, video presentations and student reports. The course will be enhanced by group discussions and guest speakers.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- **Multiculturalism and Diversity.** Class examples will be presented of successful projects and funder priorities that 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 not included in mainstream funding priorities.

- **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 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,

- **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 services organizations. They will also learn that mainstream funding may not always support best practice programming, resulting in ethical dilemmas and the ability to develop alternative funding strategies.

- **Behavioral and Social Science Research.** 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 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 interest 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 in this course.

INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE (PODS)

This course requires PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanism that support oppression and injustice, work toward social justice processes, apply intersectional and intercultural frameworks and strengthen critical consciousness self-knowledge and self-awareness to facilitate PODS learning.

SUBMISSION POLICY

Students are to use APA citation format for each of the assignments. The only exception may be when single-spaced documented are requested instead of the usual double-spaced; this is done to be environmentally conscious by saving paper. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers for direct quotes.
LEARNING ACCOMMODATION

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. If you decide to disclose your disability, I will to the extent possible by law) treat that information as private and confidential. I encourage you to explore the University of Michigan Disability Accommodations Office at http://www.umich.edu/~sswd/student.html to learn more about the resources available to enhance your learning style.

REQUIRED TEXTS


COURSE REQUIREMENTS

1. Attendance and Participation (15% of grade)
   • Come to class, be on time and actively participate. Ask questions that can help you and your classmates learn. Share your ideas and experience.
   • Be an active “Board Member” and “Grant Review Team Member”- review and critique your classmates work, make helpful suggestions about how the fundraising plan and grant proposal can be improved, and be forthright and balanced in your assessment.
   • Maintain professional respect and confidentiality work. Much of what we share in class is for learning purposes not for dissemination.

2. Fundraising Plan (25% of grade)
   • Write a fundraising plan for an organization. The plan must utilize a format consistent with recommended planning steps outlined in this course.
   • Due September 26--Each student must give a draft copy of her/his fundraising plan to two members of the “Board of Directors” (i.e. students in this class) who will give you written and verbal feedback regarding strengths and weaknesses of your
plan. This feedback should be taken into consideration when finalizing your plan. Be sure to also include your email address with your draft so that the Board members can contact you if needed.

- **Due October 3**--The final hard copy version of the fundraising plan is to be submitted to the Professor.

3. **Grant Proposal (50%)**
   - Each student must write a grant proposal for a funding source (i.e. government entity, foundation, corporation, etc.). For purposes of this course, the grant proposal includes a narrative the length and format of at least 14 doubled paced pages. It should be consistent with the recommended format outlined in this course.
   - **Due November 21**--Each student must give a draft copy of her/his grant proposal to two “Grant Review Team Members” (i.e. students in this class) who will give you written and verbal feedback regarding strengths and weaknesses of your proposal. This feedback should be taken into consideration when finalizing your grant proposal. Be sure to also include your email address with your draft so that the Grant Review Team members can contact you if needed.
   - **Due December 5**--The final hard copy version of the grant proposal is to be submitted to the Professor.

4. **Serving as a “Board Member” and “Grant Review Team Member” (20%)**
   - **Due on September 26**—Students will serve as a “Board Member” to review and give feedback regarding fundraising plans done by two classmates. You will provide a brief written critique about strengths of each plan and how it can be improved. The format for the critique will be provided by the Professor... Submit one critique to the student author of the plan and the other to the instructor. (10% for two fundraising plan reviews)
   - **Due on November 24**--Students will serve as a “Grant Review Team Member” to give feedback on grant proposals done by two classmates. You will provide a brief written critique about strengths of each grant proposal and how it can be improved. The format for the critique will be provided by the instructor. Submit one critique to the student grant-writer and the other to the Professor. (10% for two grant proposal reviews).
EXPECTATIONS AND GRADING

Attendance and Participation
Students are expected to actively participate in an enthusiastic and professional manner. Since active participation is predicated on attendance, it is expected that students will attend class. Should students need to miss a class, an alternative assignment may be required. **Absences beyond one occurrence will reduce the final grade for participation.**

Grading Scale
The fundraising plan, grant proposal, reviews completed as a “Board Member” and “Grant Review Team Member,” and class participation will be graded using the following criteria: quality of the analysis and depth of understanding of concepts and ideas; the logical order to the presentation of your thoughts; quality of writing; the appropriate use of references and resources; the over-all professional presentation of the material; and participation in class.

Cumulative point totals will ultimately determine student final grades with the possibility of earning a total of 100 points. The following grading scale will be used to determine final grades:
- Fundraising Plan = 25 points maximum
- Grant Proposal = 50 points maximum
- Board Member and Grant Review Team written critiques = 10 points maximum
- Class attendance and participation = 15 points maximum

**Late assignments will have a deduction in your grade**

COURSE CALENDAR, SCHEDULE OF CLASS ACTIVITIES, AND DUE DATES

The following course calendar indicates the weekly plan for the course. Although the schedule for course topics and activities may be modified, the due dates for assignments will not change. Written assignments are preceded by a plus (+) in ASSIGNMENTS column.
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<td>Introductions</td>
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<td>Sept 12</td>
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<td>*Klein, Chapter 3, 4, 5</td>
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<td>Grant Writing</td>
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<td>* Klein, Chapters 6, 7, 19, 20, 35</td>
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<td>How to Plan a Special Event</td>
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<td>Fundraising by Telephone</td>
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<td>+Final version of Fundraising Plan is due. Incorporate feedback from</td>
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<td>the “Board Members” where appropriate (Hard Copy).</td>
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Grant Writing *New, Chapter 11
Dissemination Plan

Oct 31 Fund Raising *Klein, Chapter 28, 33, 34, 36
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Hiring a Development Officer
Using a Consultant, Coach, Mentor, Trainer

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Ethical Dilemmas Common to Fundraising
The Question of Clean and Dirty Money
What to Do in Case of Financial Trouble
**PROFESSIONAL, ACADEMIC AND UNIVERSITY POLICIES**

**Professional Behavior and the NASW Code of Ethics:** All students are to behave in a professional manner displaying respect and civil discourse. It is required that Social Work students abide by the NASW Code of Ethics in their interactions with each other, the instructor, and the preparation of materials for this course. The classroom should be a “safe space” in which to debate academic, practice and ethical issues. However, all debate must be guided by the National Association of Social Workers Code of Ethics – requiring that respect be accorded to our clients and colleagues, and that we hold ourselves to high standards of professional behavior.

**Client Confidentiality:** Any oral and written material or discussion pertaining to individual clients served by agencies is to be strictly confidential. The identity of clients is to be concealed in whatever format they are taken or written about. Further, discussion about agency clients should never happen without there being some professional purpose, and never in hallways, etc.

**Academic dishonesty, plagiarism, and behavioral problems:** Refer to the University of Michigan policies on academic dishonesty, plagiarism, and harassment. Students must follow the University’s policies in each of these areas. Remember that paraphrasing or copying materials without citation whether from the internet, articles, books, manuals, or other sources, including other students, friends, or family members, constitutes
plagiarism and will be treated as such in the context of this class. Submitting a written assignment prepared for another class as original work for any other class, without the express knowledge or permission of the professor, also, is a violation. Penalties for an act of academic dishonesty may range from receiving a reduced or failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred for discipline that can result in either a suspension or permanent dismissal.

Religious Observances: The University of Michigan recognizes the right of students to observe religious holidays without penalty to the student. Instructors will work with students to make reasonable accommodations when classes are missed for these reasons. Students who plan to miss class in observance of holidays should provide advance notice in writing or via email to the instructor in order to arrange accommodations.

INTERNET RESOURCES

Federal Search Websites:
- Catalog of Federal Domestic Assistance: https://www.cfda.gov/

Specific agency websites that may be of interest:
- Housing and Urban Development: http://portal.hud.gov/portal/page/portal/HUD/program_offices/administration/grants/fundsavail
- Corporation for National and Community Service: http://www.nationalservice.gov/for_organizations/funding/index.asp
- Administration for Children and Families: http://www.acf.hhs.gov/
- All programs, including Administration for Children, Families and Youth: http://www.acf.hhs.gov/acf_working_with.html#programs
- ACF Funding Search Page: http://www.acf.hhs.gov/grants/open/foa/
Another source that may be of interest is the **U.S. Department of Commerce, Economic Development Administration**: [http://www.eda.gov/InvestmentsGrants/Investments.xml](http://www.eda.gov/InvestmentsGrants/Investments.xml)

**REFERENCE MATERIALS**


