



Course Syllabus

Course title: Grant Writing and Fundraising
Course #/term: SW 663 02 Winter 2020
Time and place: Thursdays, 9am-12pm, Room 3816 SSWB
Credit hours: 3
Instructor: Katie Doyle
Pronouns: She/her/hers
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Teaching philosophy

My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

Classroom Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself, and “content” is what you say.

- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

Course Description

Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves 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, service

contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address emerging and changing fundraising trends.

Course Content

This course will focus on effective ways to raise money to support social impact organizations. Students will explore the range of possible income sources that organizations can devote to advance social justice by expanding and improving services, empowering groups, reaching populations in need, improving social conditions or anticipating and responding to new challenges. The implications of using alternative approaches of income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, adherence to ethics and values, and organizational sustainability.

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 this course, students will be able to:

1. Identify appropriate funding strategies that support financial sustainability of an organization. (1, 4, 5, 6)
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs. (1, 3, 8)
3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors. (1, 4, 6, 7)
4. Write project proposals that are technically complete and contribute to social equity. (1, 3, 2, 8)
5. Identify and implement appropriate fundraising strategies necessary for program achievement. (1, 7, 8)
6. Develop and carry out elements in a fundraising campaign and/or fundraising events. (1, 2, 8, 9)
7. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability. (1, 2, 7, 9)
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

(Numbers in parenthesis relate to the Council on Social Work Education [Competencies](#))

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.

Theme Relation to Multiculturalism & Diversity

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 not included in mainstream funding priorities

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 Promotion, Prevention, Treatment & Rehabilitation

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.

Theme Relation to 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 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.

Course Requirements

Textbook & other readings

Required:

Clarke, C (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising* (2nd ed). San Francisco, CA: Jossey-Bass.

You can find it here: <https://proquest-safaribooksonline-com.proxy.lib.umich.edu/9780470482865>

Klein, K (2016). *Fundraising for Social Change* (7th ed). San Francisco, CA: Jossey-Bass.

You can find it here or download it through the UM library.
<http://onlinelibrary.wiley.com/book/10.1002/9781119228837>

This course draws from the two books listed above. Both are reasonably inexpensive and available in print or electronically. The Social Work librarian will be visiting a class at the beginning of a course if you have any trouble accessing them, or you can reach out to her: Darlene Nichols: dpn@umich.edu. We will be discussing these books in class. In addition, the Clarke book will be **very useful to you for the grant assignment**.

I will place all other required readings on our course Canvas site in folders that correspond to the weeks they are due.

Note that some weeks have *recommended* readings. You are not expected to read recommended readings for class. They are helpful resources should there be a topic you would like to learn more about or if you eventually pursue fund development work and would like to get more depth on some aspect of the course.

Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement	20%
Attendance	10%
Written assignments/Quizzes (Top 2 of 3 scores counted)	25%
• Funder Analysis	
• Grant Review	
• Development Plan/Case for Support	
Group Project: Grant Application	30%
Final Exam	15%
Total	100%

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Course Engagement—20%

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Class Attendance—10%

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Class schedule

Date	Topic/Agenda	Required readings & Required assignments (due on the class date)
1/9/2020	Session 1: Introduction to Course, Nonprofit Organizations	
1/16/2020	Session 2: Grant Writing—Grant Cycle	<ul style="list-style-type: none">• Klein, Chapters 1&2• Clarke, Chapter 1
1/23/2020	Session 3: Grant Writing—Research/Prospecting Guest Speaker	<ul style="list-style-type: none">• Clarke, Chapters 2, 4, 5• Guide to Funding Research• <i>The Generosity Network: Connecting Through Narrative</i>• <i>How to Tell Stories about Complex Issues</i>
1/30/2020	Session 4: Grant Writing—Applying	<ul style="list-style-type: none">• Clarke, Chapters 6, 7• <i>Guidance on Developing SMART Objectives</i> FUNDER ANALYSIS DUE
2/6/2020	Session 5: Grant Writing—Applying and Managing	<ul style="list-style-type: none">• Clarke, Chapters 8, 9, 10
2/13/2020	Session 6: Grant Writing—Managing and Evaluating	<ul style="list-style-type: none">• <i>CART Principles</i>• <i>What Is General Operating Support and Why Is It Important?</i>• <i>Giving USA 2019: Most Nonprofits Will Need to Work Harder for Their Money</i>
2/20/2020	Session 7: Contracting & Budgeting	GRANT REVIEW DUE
2/27/2020	Session 8: Introduction to Philanthropy and Fund Development	<ul style="list-style-type: none">• Klein, Chapters 4 & 6• <i>Nonprofit Whisperer: Building a Culture of Philanthropy</i>• <i>The Generosity Network: Introduction and Chapter 2</i>

Date	Topic/Agenda	Required readings & Required assignments (due on the class date)
Break		
3/12/2020	Session 9: Culture of Philanthropy	<ul style="list-style-type: none"> • VIDEO (55 mins): https://www.benevon.com/fundraising-training-video/ • PODCAST (40 mins): https://nonprofitquarterly.org/the-black-womans-guide-to-philanthropy/ • Klein, Chapters 31 & 40 <p>GRANT APPLICATION DUE</p>
3/19/2020	Session 10: Donor Identification, Cultivation & Ethics	<ul style="list-style-type: none"> • Klein, Chapters 11, 14, 17 • <i>Money as Medicine</i> • <i>Philanthropy's Seven Deadly Sins</i> • <i>Can Philanthropy's Anti-Democratic Strains Be Tamed?</i> • <i>State of DEI in Philanthropy 2016</i>
3/26/2020	Session 11: Donor Stewardship & Making A Case	<ul style="list-style-type: none"> • <i>Science of What Makes People Care</i> • <i>Graphic Revisioning of Nonprofit Overhead</i> • <i>About Nonprofit Waste Overhead and Financial Subservience</i> • <i>Why Funding Overhead Is Not the Real Issue</i>
4/2/2020	Session 12: Evaluating Fund Development Efforts	<ul style="list-style-type: none"> • Klein, Chapter 30 • <i>Fundraising Effectiveness Toolkit</i> <p>DEVELOPMENT PLAN/CASE FOR SUPPORT DUE</p>
4/9/2020	Session 13: Social Impact Phianthropy	Choose a podcast and the readings below—you only need to choose 1 cluster.
<p>Listen to and read ONE of these clusters of resources. You need to listen to the podcast, AND read the readings for the cluster. Readings are on Canvas, and podcasts are linked below. (The readings are SHORT.)</p> <p>A short essay about one of the podcasts is highly likely to show up on the exam. Just saying. Here are the three options. You choose one. There is a link at the bottom of each one, or you can get the Tiny Spark podcast wherever you get podcasts. (Just to be clear, the short essay on the exam will ask you to choose one of them and answer a question(s) so you only ever need to listen on one of them. Of course, I think they're all worth your time!)</p>		

Cluster 1	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Against Big Philanthropy</i> • <i>The Curious Case of the Vanishing Capital</i> • <i>Toward a New Gospel of Wealth</i> <p>Podcast: Is Big Philanthropy Destroying Democracy? Stanford professor Rob Reich says we need look no further than Silicon Valley to see the influence rich people are wielding over American democracy. Reich says it is not coincidental that the last couple of decades have seen a wild growth in philanthropy right alongside deepening inequality. In this podcast, he critiques wealthy parents who give to local education foundations in order to improve public education for their children, and he questions why donors get the same tax breaks if they give to a soup kitchen or to their child's elite public school. He also questions the role that philanthropy should ideally play in society. "Too frequently today, philanthropy undermines democracy, rather than supporting it," Reich says. https://nonprofitquarterly.org/is-big-philanthropy-destroying-democracy/</p>
Cluster 2	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Toward a New Gospel of Wealth</i> • <i>Beware Rich People Who Say They Want to Change the World</i> <p>How Nonprofits Made The LGBT Movement Straighter Myrl Beam started to notice the ways big philanthropy, corporate sponsors and wealthy donors stymied the LGBTQ movement from his own experiences working in nonprofits. He found it hard "seeing how difficult it was for people with the very best of intentions to do the kind of work that they wanted to be doing," he tells us. "To have impact on the world that they wanted to be having." In this podcast, Beam argues that the movement's embrace of the nonprofit model has had an enormous and troubling impact on a once radical movement. He critiques the movement's focus on marriage equality; an issue less important to vast swaths of LGBTQ people, who face pressing problems like poverty, unaffordable housing and inadequate healthcare. Beam also laments how following society's dominant norms of marriage and kids, has limited rather than expanded the horizons of queer life today. https://nonprofitquarterly.org/tiny-spark-podcast-nonprofits-lgbtq-straighter/</p>
Cluster 3	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Rise of Philanthropy LLCs</i> • <i>Can millennials, crowdfunding, and impact investing change the world?</i> • <i>Social Enterprise is Not Social Change</i> • <i>Toward a New Gospel of Wealth</i> <p>Winners Give More, But Their Giving Reinforces Elite Power Anand Giridharadas is calling hypocrisy on what he calls MarketWorld, which is a complex of elite people and institutions; a culture, really, that proclaims it is possible to do well by doing good. "They want to change the world, while keeping it just the same enough to keep themselves on top," he says. "They want to make a difference, while also retaining the power to make a killing." In this podcast, Giridharadas also digs into how broken systems need to change. He discusses the changing nature of government and asks what our moral obligations are when faced with these dominant structures. "We live in a society in which we're able to do all the things we can do because there is someone tending the commons," he says. "Government has been othered and shamed and laughed out of town, and what I think it requires of all of us, whether you work in a company or a nonprofit or you're an activist, is to work to repair the systems that allow us to live a common life." https://nonprofitquarterly.org/winners-give-more-but-their-giving-reinforces-elite-power/</p>

Cluster 4	<p>Readings</p> <ul style="list-style-type: none"> • <i>Toward a New Gospel of Wealth</i> • <i>As companies become purpose-led where does that leave charities</i> • <i>Edna McConnell Clark Foundation Expands Its Work and Plans Its Demise</i> • <i>Social Enterprise What the US and European Experience Can Teach Us And Where to Now</i> <p>What Can We Do about the White Savior Complex?</p> <p>In August 2018, a video went viral showing an American missionary screaming racial slurs and throwing punches at hotel workers in the lobby of the Grand Imperial Hotel in Kampala, Uganda. The violence exposed an ugly side of the way ongoing racism and colonialism continue to infuse global development. But, perhaps less talked about and more subtle are the microaggressions affecting non-white aid workers every day.</p> <p>In this podcast, we hear from a diverse group of people with deep experience in the aid and development sector about their encounters with racism and inequality. We seek to understand why racist and colonial structures persist in the sector. And we learn how they can be fought both individually and at an institutional level.</p> <p>https://nonprofitquarterly.org/what-can-we-do-about-the-white-savior-complex/</p>
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Assignments

Assignment	Due date
Short Assignment #1: Funder Analysis	1/30/20
Short Assignment #2: Grant Review	2/20/20
Group Project: Grant Application	3/12/20
Short Assignment #3: Choice: Fund Development Plan or Case for Support	4/2/20
Final Exam: take home (open book/note)	Exam week

Short Assignments—25%

You will have three short assignments; they are described in full on Canvas and posted at least 2 weeks before they are due.

I will count the grades of only the top two when calculating your final grade, though you should submit all three. Even though I will only count the top two, failure to submit any of the three assignments will result in my averaging all three of your grades, with the missing grade = zero. (The result is that your overall grade will be significantly lower.)

Group Project: Grant Application—30%

This is a grant proposal to a fictitious funder to fund some aspect of the partner organization. The goal is to create a set of proposals that can be shared with them and actually be put to use. Class time will be used to work on your assignment, but additional time outside of class may be necessary.

Your grant assignment must be uploaded to Canvas on or before the due date. Late assignments will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

Late Assignments

Assignments are due at or before 5:00pm on the dates listed on the syllabus and on Canvas, except where noted.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

Additional Course Information and Resources

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness

- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Short Assignments—25% (2 of 3 counted, turn in all 3)

1. Funder Analysis

For this assignment, you will analyze 5 potential funders for an organization.

If you choose to do this for an organization that is NOT the organization we are working with, please include a paragraph or two describing the organization and the program/project for which you are seeking funding.

For the analysis, you will analyze 5 (or more if you want!) potential funders. (By potential, I mean that there should be a chance that the funder will fund the organization. Do not choose a funder who only funds guns in California, for example.)

This is an analysis that will **help the organization**. You can do the analysis in a document table or a spreadsheet. I will be using the term "matrix" to describe your analysis from here on out.

Analyze the five funders based on at least the following criteria (You can add more criteria if you want):

- Funder priorities/Subject Area
- Geographic Area
- Relationships (that the funder has with the organization)
- Types of *grants* they issue (only by invitation, only one grant every four years, etc. This is a "catch-all" category.)
- Types of *funding* (specific project only, program funding only, capacity building, general operating, other)
- Population(s)
- If they have funded grantees in the past that are similar to your organization, and who those grantees are
- Dollar range of grants
- Other notes

If you cannot find information about a certain criterion, just note that in the matrix. For example, if you cannot find anywhere what geographic area they fund, you can just note that. You may decide to add other criteria.

If you use symbols in your matrix, make sure to include a key so that it is very clear. You do not have to use symbols (see Class Slides for an example of using symbols in a matrix.)

On your matrix, make sure to include information about the funder (contact info, etc.) as well as how to apply for grants. In addition, make sure to clearly note what program/project for which you are seeking funding.

When grading this, I will be looking for how user-friendly your matrix is; in other words: can the organization pick it up and understand it without you having to explain anything to them? I would also like the matrix to be replicable: can the organization use it and add to it in the future?

You can use any resource that you want to fill out your matrix. Most people will find the Foundation Center, Guidestar, foundation websites, and other "competitors'" 990s or websites as the most helpful place to find information.

This matrix will most likely be 1 page, but it can be longer if you need. No specific page limitations.

2. Grant Review

Your chances of getting funding for a grant application are substantially increased if you design your application with the grant review process and criteria in mind, so this assignment is designed to familiarize you with how proposals often are reviewed by funders using a rubric. **This is the same rubric I will use to grade your grant application assignments.** [Grant Application Grading Rubric](#)

[FOR GRANT REVIEW.xlsx](#) 

****If you are reading this before we have gone over the assignment in class, please know that it will be clearer once I've gone over it in class. In other words, on first read, this assignment seems very confusing.****

In the Files Section is a [sample grant application](#) . Your assignment is to read through this application (also called a proposal), give each section a score, and write up notes that justify your score. You will score the application using the Grant Application Grading Rubric FOR GRANT REVIEW.xlsx and upload your completed spreadsheet to Canvas. Below are some more directions about the assignment.

Here's an example of one section of the grant review rubric:

		Grant Review Rubric								
		Assessment Criteria								
Category	Max Points	Reviewer Score (0-5)	Weighted Score	5	3-4	2	0-1	Max Weight	Total	
Table of Contents	2.5	0.00	0.00	Clear and accurate table of contents.	Table of contents without minor errors.	Some imperfections.	Inadequate or missing.	5	.5	2.5
Reviewer Notes										

Things to note:

1. ONLY FILL IN the GREEN sections!
 2. You will be giving each section a score of 0-5. For example, in the section above, if you assess that the table of contents is clear and accurate, you will give it a score of **5** in the green cell in the column headed "Reviewer Score."
 3. You will also provide some short notes that justify your score. In the green row marked "Reviewer Notes," you might write something like: *"Table of contents is well-organized, formatting is professional and clear, all page numbers and headings are accurate."* Your reviewer notes should be brief, but make sure you clearly justify how you arrived at the score.
 4. You will do this for every section, except for the two sections that are marked otherwise: the budget section and the key personnel section. Those sections are not included in the grant application, so you will not score them.
 5. There are formulas built in to the spreadsheet, and the final score will be calculated once you've scored every section. Each section has a maximum number of points that it is worth, but **you will be scoring each section on a 0-5 scale**. You will only enter a number from 0-5 in the green cell for each section. Your 0-5 scores will align with the descriptions in the spreadsheet. In other words, above I said that you assessed that the Table of Contents was clear and accurate, so you gave it a score of 5. If the Table of contents had some imperfections, you might score it a 2, because that is what the description says.
- When grading, I will be looking for how you justify your scores. THERE IS NO CORRECT SCORE for the application. I am more focused on your thinking process: how well did you read through the grant and think critically about how well the grant matched the expectations in the rubric? These instructions are harder than the actual assignment. Once you have all the materials in front of you, it will make a bit more sense to you. We will also go over this in class pretty thoroughly.

3. **Choose:** Fund Development Plan OR Case for Support (see files on canvas)

Group Project: Grant Application—30%

This is a grant proposal to a fictitious funder to fund some aspect of the partner organization. The goal is to create a set of proposals that can be shared with them and actually be put to use.

In the files section is the Grant Application form plus two budget forms: one in Word, and one in Excel. They are titled:

Grant Application.docx

Grant Budget Template.docx OR Grant Budget Template.xlsx (**You must use one of these forms**)

Follow the directions on the Grant Application to complete the assignment. You will turn in **one budget using EITHER Word format OR the Excel format**--either one is fine, but you must use one of them. (There are two because some prefer Word and some prefer Excel.)

I will be using the Grant Application Grading Rubric to grade your assignments. Successful applications will have a clear Table of Contents, and each section will have clear headers. The format should be professional, and follow the guidelines listed for margins and font size.

Remember that funders have way less money than needed to fund all the applications they receive; therefore you want to make your application as competitive as possible by responding to expectations in the application and in the rubric. Grammar and clarity are both extremely important.