GRANT DEVELOPMENT AND FUND-RAISING IN HUMAN SERVICES

I. COURSE DESCRIPTION

This course examines the context of how mission-based human service organizations engage funding institutions and philanthropic donors to invest financial and technical resources into their community initiatives. The course explores the processes and frameworks of cultivating critical resources – through development of compelling grant proposals, donor-engagement programs, and collaborative resource development networks – amidst a competitive external environment and seemingly scarce resources. Within the context of organizational and administrative social work practice, there will be continuous focus in the course on the strategies for funding the basic needs and priorities of populations at-risk and diverse populations.

II. COURSE OBJECTIVES

Upon completion of the course the student should be able to:

1. Apply the principles, knowledge, skills, values, and ethics of social work in the planning and implementation of resource development initiatives as strategies for advocacy, self-sufficiency and empowerment on behalf of at-risk and affected populations.

2. Demonstrate understanding of federal (IRS) and state-based laws authorizing the mission, structure, governance, operations, and financing of 501(c)(3) tax exempt not-for-profit organizations, relating to philanthropic fund raising,
grant writing, stewardship of donor gifts and grants, and engagement of 
financial resources that generate organizational sustainability.

3. Demonstrate the ability to construct a mission-based and evidence-based case 
for giving, drawing on research principles in the gathering of constituent data, 
needs assessments, and within the projection of specific, measurable, 
constituent outcome objectives, for which funding is sought.

4. Demonstrate an understanding of the identities and funding criteria of key 
institutional funders: government grant funders, private foundations, 
community foundations, family foundations, operating foundations, 
corporations, corporate foundations, and individual donors.

5. Demonstrate an understanding of the core processes of grant writing – funder 
research, program development, organizational development, network-
building, community relationship-development, program development, and 
financial management; and, demonstrate the ability to construct the core 
components of a grant proposal.

6. Demonstrate an understanding of the core processes of fund development – 
annual giving programs, campaigns, special events, direct solicitation, direct 
marketing programs – as well as emerging strategies such as social 
entrepreneurship, web-based donor cultivation, and social accounting 
principles such as social return on (philanthropic) investment and social cost-
benefit analysis.

III. TEACHING METHODS

Teaching methods will consist of lectures, discussion, individual and group 
exercises, presentations, guest lectures by practitioners-in-the-field, and field 
trip(s).

IV. REQUIRED TEXTS


Additional required and optional readings will be made available on Blackboard, 
or distributed in class.

V. OPTIONAL TEXTS

MA: Jones and Bartlett.
VI. COURSE REQUIREMENTS – ASSIGNMENTS

A. Real World Fundraising

Each class member will choose a real-world fundraising activity to get involved with – walk-a-thon, special event, church carnival, telethon, etc. Students will research possible activities and propose them to the Instructor. Once completed, students will write a 3-4 page paper on the experience utilizing concepts from the class. This project is 20% of students’ grades.

Proposal Due: Wednesday, June 15, 2011

Paper Due: Wednesday, July 18, 2011

B. Grant writing Assignment

Students will develop a sample non-profit organization (including mission, population, programs and need), develop a fundraising plan, research potential funders, and write one grant proposal, and present their proposal to the class. In-depth instructions on each piece of the project will be given in class prior to each segment of the group project. The segments of the project are:

1) **Develop non-profit** – students will make up an agency, name it, create the mission, define the population, describe 2-3 programs, and outline the need in the community. Students have wide latitude in the development of the agencies. The agency can be based on services already available in the community (i.e. food bank); but cannot be based on an existing organization (i.e. the Capital Area Food Bank). No part of the text of any of the assignments should be taken from a real agency’s materials, website, grant proposals, etc. Students DO NOT have to conduct research to develop the mission, population, programs and need (it all can be made up). This information will be utilized in the rest of the project, so it is important to have an idea, population and services that could be potentially funded.

   a. **Output** – one page description of non-profit agency with:
      i. Name of agency
      ii. Key staff
      iii. Mission
      iv. Population served
      v. 2-3 programs of the agency
      vi. Community Need
   b. **Due Date** – June 15th
   c. **Points** - 10

2) **Fundraising Plan** – students will next develop a Fundraising Plan, including: goals and objectives for development; funding mix; vehicles; strategies; and
other aspects of their plan. This plan must include at least one proposed grant proposal and 2-3 other vehicles for development.

a. Output – Development Plan
b. Due Date – June 29th
c. Points - 10

3) **Funder Research** – students will research potential funders (foundation, government, corporate) to which they will submit their grant proposal. Students will turn in their list of at least potential funders with explanation on the process utilized to identify them and the reasoning of the choices.

a. Output – Funder Research description with at least 3 potential funders, descriptions of process and reasoning, and copies of secondary sources used (i.e. pages from Foundation Directory about a chosen foundation).
b. Due Date – July 13th
c. Points – 10

NOTE: Students will have on-line access to the Foundation Directory from June 27th through July 13th. More info to follow.

4) **Grant Proposal** – students will write a grant proposal to one of the selected potential funders to fund an aspect of the services / programs provided by their agency. The grant proposal will be 5-8 pages in length and will have all of the following elements:

- Summary
- Introduction
- Problem Statement / Needs Assessment
- Objectives
- Methods
- Evaluation
- Future Funding
- Budget

a. Output – grant proposal
b. Due Date – July 20th
c. Points – 40
VII. ASSIGNMENTS & POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Non-Profit Information Due</td>
<td>10</td>
<td>10%</td>
<td>June 15, 2011</td>
</tr>
<tr>
<td>Real World Fundraising Proposal</td>
<td></td>
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<tr>
<td>Development Plan</td>
<td>10</td>
<td>10%</td>
<td>June 29, 2011</td>
</tr>
<tr>
<td>Funder Research</td>
<td>10</td>
<td>10%</td>
<td>July 13, 2011</td>
</tr>
<tr>
<td>Real-World Fundraising Paper Due</td>
<td>20</td>
<td>20%</td>
<td>July 18, 2011</td>
</tr>
<tr>
<td>Grant Proposal</td>
<td>40</td>
<td>40%</td>
<td>July 20, 2011</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
<td>10%</td>
<td>Each class session</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
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GRADING SCALE
100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proofread it.
VIII. CLASS POLICIES

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Roll will be taken each period by use of a sign-in sheet. The instructor appreciates advance notice that classes will be missed. Students are responsible for any material missed due to absences.

2. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed-upon due dates. If the due date is a problem, then the student should contact the professor and negotiate another due date well in advance.

3. Student feedback is welcome. Students are also encouraged to provide feedback during by phone, by e-mail, and by appointment if they desire.

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/academicintegrity.html).

Publication Style Manual for Completing Written Assignments – The Publication Manual of the American Psychological Association (latest edition) is the style manual to be used by students in completing written assignments for the course. A copy of the Manual is available in the School’s Learning Resource Center (LRC).

Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
COURSE CALENDAR

Class #1 – Monday, June 6, 2011

No class tonight. Class will start on Wednesday, June 8th

Class #2 - Wednesday, June 8, 2011

Topic: Class Overview
Review of Syllabus
Overview of Project
Proposal Guidelines
Non-Profit Sector / Philanthropy
Developing a Fundraising Plan

Readings Due: Hand-outs
Ciconte, Chapter 5

Class #3 – Monday, June 13, 2011

Topic: Mission Development / Strategic Planning
Making the Case / Marketing

Executive Director Roundtable

Readings Due: Bryson (Strategic Planning for Public & Non-Profit Organizations), Chapters 1 & 2 - Blackboard

Class #4 – Wednesday, June 15, 2011

Topic: Writing the Proposal I – Introduction & Problem Statement

Readings Due: Kiritz, “Program Planning & Proposal Writing” – Blackboard
New & Quick, Chapters 1 - 5

Assignments Due: Non-Profit Information Due
Real World Fundraising Proposal Due

Class #5 - Monday, June 20, 2011

Topic: Developing Individual Donors I

Readings Due: Ciconte, Chapter 8
Price & File (The Seven Faces of Philanthropy) – Blackboard
Schervish, “Inclination, Obligation, and Association” – Blackboard
Bank of America Study of High Net-Worth Philanthropy – Blackboard
American Express Charitable Gift Survey - Blackboard
Class #6 – Wednesday, June 22, 2011

Topic: Developing Individual Donors II / Writing the Proposal II (Objectives & Methods)

Readings Due: Ciconte, Chapters 6 & 15
The Impact of Giving Together (Giving Circles) - Blackboard

Guest Speaker – Frank Schubert

Class # 7 – Monday, June 27, 2011

Topic: Events

Readings Due: Ciconte, Chapter 12

Class #8 – Wednesday, June 29, 2011

Topic: Foundations / Writing the Proposal III - Evaluation

Readings Due: Ciconte, Chapter 11
Assignments Due: Development Plan

Guest Speaker – Melanie Cazier, Topfer Family Foundation

MONDAY, JULY 4TH – NO CLASS

Class # 9 – Wednesday, July 6, 2011

CLASS WORK DAY

Class # 10 – Monday, July 11, 2011

Topic: Corporate Giving

Readings Due: Ciconte, Chapter 10
Sheldon, “Successful Corporate Fund Raising” – Blackboard

Class #11 – Wednesday, July 13, 2011

Topic: Writing the Proposal IV – Budget, Future Funding, Attachments, Other

Readings Due: Kiritz, “Program Planning & Proposal Writing” – Blackboard
Assignments Due: Funder Research
Class #12 – Monday, July 18, 2011

Topic: Government Grants / Review of Proposal Topics

Readings Due: “Government Funding & the Non-Profit Sector” – Blackboard

Assignments Due: Real World Fundraising Paper

Class #13 – Wednesday, July 20, 2011

Topic: Ethics
Diversity
Budgeting

Readings Due: Fischer, “Respecting the Individual, Valuing Diversity” – Blackboard
Pratt, “Bowling Together” – Blackboard
Pettey, Cultivating Diversity in Fundraising” – Blackboard
Hankin, Seidner, & Zeitlow, “Financial Management for Nonprofit Organizations, Chapter 8 – Blackboard

Assignments Due: Grant Proposal

Class #14 (LAST CLASS) – Monday, July 25, 2011

Topic: Other Fundraising Issues – Capital Campaigns, Social Entrepreneurship, Endowments, Business Income, Telephone / Direct Mail, Emergent Strategies

Readings Due: Ciconte, Chapters 7 & 14