THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW N393T10   **Instructor:** Russell A. Smith, LMSW

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Semester: Summer 2012   **Phone:** 512-627-8699
Meeting Time: Mondays & Wednesdays   **Office Room:** SW 3.122A
5:30 pm – 8:00 pm

Meeting Place: SSW 2.118   **Office Hours:** Mondays 8 – 8:30 pm
Wednesdays 8 – 8:30 pm (and by
appointment)

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

Ciconte, B. & Jacob, J. (2009). Fundraising Basics: A Complete Guide (Third Edition). Sudbury, MA: Jones and Bartlett.

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

V.   OPTIONAL TEXTS

Clarke, C. (2009). Storytelling for Grantseekers: A Guide to Creative Nonprofit Fundraising. Jossey-Bass.

Fredricks, L. (2006). The Ask: How to Ask Anyone for Any Amount for Any Purpose. Jossey Bass.

Burkholz, J. (2008). Fundraising Analytics: Using Data to Guide Strategy (The AFP/Wiley Fund Development Series). Wiley.

VI.   COURSE REQUIREMENTS – ASSIGNMENTS

Individual Assignments

I.   Grant Proposal 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. In-depth instructions on each piece of the project will be given in class prior to each segment of the 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 11th
   c. *Points* - 10

* Note – there is one opportunity to work with an existing agency this summer, developing a grant proposal for an agency serving clients in Bastrop. Talk to the instructor if you are interested in this opportunity.

2) *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 9th
   c. *Points* – 10

NOTE: Students will have on-line access to the Foundation Directory from June 18th through July 11th. More info to follow.

3) *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 18th
   c. *Points* – 35

II. Real-World Fundraising Assignment

Each class member will choose a real-world fundraising activity to get involved with – walk-a-thon, special event, church carnival, telethon, etc. Instructor has compiled a list of potential events, but students can choose any event / plan for an event / etc. Talk with the instructor for ideas and suggestions. Once attended, students will write a 3-4 page paper on the experience utilizing concepts from the class.

Some guiding questions for the assignment (utilize as many / few of these as you would like to describe your experience):
1) Describe the event: history, audience, logistics, reach, etc.
2) Was this event meant to raise money, raise awareness, honor volunteers, or some or none of the above? How successful were they?
3) Was this event a mission-fit for the organization? Why or why not? If not, did that affect its impact?
4) How were volunteers utilized?
5) How did the organization spread the word / gain publicity?
6) What plans does the organization have to follow-up with attendees / donors / volunteers?
7) Was the event unique? Why or why not?
8) Was the event successful? By what criteria? Why or why not?

9) What did they do well? What could have been improved? Should this organization do this event again?

Output: *3-4 page paper*
Due Date: *Monday, July 16, 2011*
Points – 15

<u>*Group Assignment*</u>

Special Event Development

Students will get together in groups of three to plan a special event for one of their made-up organizations. Where possible, students can look to align like agencies for one large event or choose one of the three to focus on.

Groups should come up with an idea for a special event to benefit one or more of the agencies. In addition to utilizing the guiding questions above, groups should answer:
1) What – type of event, logistics (be specific on how it will work)
2) When – day, time, reasoning behind choices, what else is going on (are you against a Longhorns football game? Are you planning a Fun Run in August? What other agencies do this type of event? What other non-profit events are scheduled against yours?)
3) Where – be specific (not "at a hotel" but "at the Four Seasons in their ballroom" or "at Peter Pan Mini-Golf")
4) Who – who plans, who staffs event, who are your volunteers, who are your intended guests, who is the entertainment / emcee / speaker / celebrity / etc.
5) Why – raise money (how much?), raise awareness (to what end?), etc.
6) And… how will you market this? How will you gauge effectiveness?
7) What is your budget? What does it consist of? What are your goals? How will you follow-up with attendees / nurture relationships?

Groups will write and submit a 3-4 page paper outlining their event on July 2, 2012, and should be prepared to make a brief presentation and/or answer questions about their event.

Output – 3-4 page group paper
Due date - Monday, July 2, 2012
Points - 20

VII.   ASSIGNMENTS & POINTS

Assignment	Points	Percentage of Final Grade	Due Date
Non-Profit Information Due	10	10%	June 11, 2012

Special Event Development Group Paper	20	20%	July 2, 2012
Funder Research	10	10%	July 9, 2012
Real-World Fundraising Paper Due	15	15%	July 16, 2012
Grant Proposal	35	35%	July 18, 2012
Attendance and Participation	10	10%	Each class session
Totals	**100**	**100%**	

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 for all assignments except the final grant proposal (format instructions will be given in class for this assignment). 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. 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 (with the exception of the grant assignment, noted above). 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 4, 2012

Topics: Class Overview
Review of Syllabus
Overview of Projects
Proposal Guidelines
Non-Profit Sector / Philanthropy

Readings Due:
- Ciconte, Chapter 1 – discuss 6/6

Class #2 - Wednesday, June 6, 2012

Topic: Developing a Fundraising Plan

Readings Due:
- Ciconte, Chapter 5

Class #3 – Monday, June 11, 2012

Topic: Making the Case / Writing the Proposal 1

Readings Due:
- Kiritz, "Program Planning & Proposal Writing" – Blackboard
- "Getting Funded" – Blackboard

Guest Speaker – Katherine Wright, Wright Family Foundation

Assignments Due: Non-Profit Information Due

Class #4 – Wednesday, June 13, 2012

Topic: *Executive Director Roundtable*

Class #5 - Monday, June 18, 2012

Topic: Developing Individual Donors I

Readings Due:
- Ciconte, Chapter 8 & 9
- "Fundraising Analytics" Chapters 2-5 – Blackboard

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

Readings Due:
- Ciconte, Chapters 6 & 15
- "The Ask" Chapters 1, 5, 7 & 9 and pp. 71-77 – Blackboard
- "Conducting a Successful Major Gifts / Planned Giving Campaign" – Blackboard
- "Inclination, Obligation and Association" – Blackboard

Class # 7 – Monday, June 25, 2012

Topic: Events

Readings Due: Ciconte, Chapter 12

Class #8 – Wednesday, June 27, 2012

Topic: Foundations / Writing the Proposal III – Evaluation

Guest Speaker – Julia Cuba, Executive Director, GENAustin

Readings Due:
- Ciconte, Chapter 11
- "The Only Grantwriting Book You'll Ever Need (Funder Roundtables)" - Blackboard

Class # 9 – Monday, July 2, 2012

Topic: Corporate Giving

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

Assignments Due: Special Event Plan

WEDNESDAY, JULY 4TH – NO CLASS

Class # 10 – Monday, July 9, 2012

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

Readings Due: "Storytelling for Grantseekers" Chapters 2 – 8 - Blackboard

Assignments Due: Funder Research

Class #11 – Wednesday, July 11, 2012

Topic: In-Class Workday – Grant Consultations

Class #12 – Monday, July 16, 2012

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 18, 2012

Topic: Ethics
                                    Diversity
                                    Communications

Readings Due:
- Pratt, "Bowling Together" – Blackboard
- Pettey, "Cultivating Diversity in Fundraising" – Blackboard
- Schlegell, "Women as Donors" – Blackboard
- Ciconte, Chapter 13

Assignments Due: Grant Proposal

Class #14 (LAST CLASS) – Monday, July 23, 2012

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

Readings Due: Ciconte, Chapters 7 & 14, 15