

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 393T30	Instructor: Julia Cuba Lewis, MSW
Unique Number: 59860	E-mail: jcubalewis@utexas.edu
Semester: Fall 2020	Phone: 512-656-8712
Meeting Time: Wednesdays, 5:30-8:30pm	Office Room: Online
Meeting Place: Online	Office Hours: Wednesdays 5 – 5:30 pm (and by appointment)

GRANT WRITING AND RESOURCE DEVELOPMENT

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 will 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, debates and case studies. All classes will be held online.

IV. REQUIRED TEXTS

Sargeant, A. & Shang, J. (2017). Fundraising Principles and Practice (Second Edition). Hoboken, NJ: John Wiley & Sons, Inc.

V. COURSE REQUIREMENTS – ASSIGNMENTS

Class Attendance (*14 pts total - 1 pt/day*)

Canvas Observations/Questions (*6 pts total – 1 pt/6 weeks*)

Students are required to submit a unique observation or question (which has not already been written about) on Canvas prior to the start of class based upon the readings due that day. Students can respond to other students as their contribution. The observations and questions will be used in class as time permits.

Nonprofit Information

Students will select an agency to use in their assignments throughout the semester. This can be a local, regional, national, or international agency. It will be important for the student to be able to access programmatic information from this agency (brochures, annual reports, websites, etc.). It is not necessary for students to contact the agencies, but it is allowable.

This paper should cover the following elements of the organization: Name of agency, mission, population served, 2-3 programs of the agency and the community need.

This assignment should be one page, single spaced. Citations not needed. No points. Due September 9th at 5:30 PM electronically via Canvas.

Prospect Research and Strategy

Students will identify a current or potential donor to their chosen agency, by reviewing the agency's website, materials, annual reports, etc., and/or identifying community individuals who are not donors but could have the interest and affinity (donors to similar organizations, leaders who have expressed public support, Fortunate 400, etc.).

Part 1: Prospect Profile

Once chosen, the student will compile prospect research (using only public, free sources) to develop a prospect profile. The prospect profile should include as many of the following aspects as possible (some will be easier to find than others): income; assets; family; corporate connections; civic engagement; history with organization; voting / political donation records; and other relevant information.

NOTE: Once you have chosen your individual, please de-identify them by changing their name (and that of their family members), for your paper.

Part 2: Strategy

Utilizing the prospect profile, students should next develop an "ask" strategy.

- How will you (as the agency) cultivate this individual?
- How much will you ask for? Why? When? Where? Who will make the ask?
- How is the ask connected to their interests? Their capacity?
- Utilize your agency's giving structure as possible. (i.e. if the agency has a "Vanguard Society" for donors over \$10,000, you might strategize "Ms. Rodriguez will be invited to join the Vanguard Society" as part of your strategy).
- How will the donor be recognized and how will the gift be stewarded? (again – look to see what the agency already does, but feel free to be creative as well: "Ms. Rodriguez's name will be put in our annual report and on our website, she will be invited to our VIP Vanguard party at SXSW, and ABC Agency will dedicate the front stairs to our agency in her name.")

This assignment should be 3 – 4 pages (1-2 pages for profile section and 1 -2 pages for strategy section). Single spaced. Citations not needed. Fifteen points. Due October 14th at 5:30 PM electronically via Canvas.

Fast Pitch Video

Students will film themselves making a "fast pitch" about their chosen organization to an invisible audience of judges. The pitch is for \$20,000. The fast pitch will be scored based upon the following criteria:

- ✓ Mission of the organization is compelling (2 points)
- ✓ Data about the need is compelling (3 points)

- ✓ Impact statement is compelling (5 points)
- ✓ How the money will be used is catalytic (3 points)
- ✓ Mission, data, impact statement, and use of money are all aligned (5 points)
- ✓ Speaker completes their pitch in 3 minutes or less (2 points)

This assignment should be turned in as a video on Canvas. There will not be a formal presentation in class. The video should be no more than 3 minutes. Twenty points. Due November 4th at 5:30 PM electronically via Canvas.

Grant Proposal

Students will work in groups to write a grant proposal to fund one program provided by one of their chosen agencies. The grant proposal will be 7 - 9 pages in length and will have all of the following elements:

- ✓ Summary (5 pts)
- ✓ Introduction (5 pts)
- ✓ Problem Statement (5 pts)
- ✓ Objectives (10 pts)
- ✓ Methods (5 pts)
- ✓ Evaluation (5 pts)
- ✓ Budget (5 pts)

This assignment will be 5 - 8 pages, single spaced. Citations not needed. In the problem statement section, please only list hyperlinked research. Forty points. Due December 2nd at 5:30 PM electronically via Canvas.

VI. ASSIGNMENTS & POINTS

Assignment	Points	Due Date
Non-Profit Information	0	September 9, 2020
Prospect Research and Strategy	20	October 14, 2020
Fast Pitch Video	20	November 4, 2020
Grant Proposal	40	December 2, 2020
Attendance	14	Each class session
Canvas Questions/Observations	6	6 out of 14 weeks
Total	100	

VII. CLASS POLICIES

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between students and professor. Attendance will count towards the grade as students accumulate one point per attended class. Late attendance or leaving early will be counted as an absence and the student will not accrue a point for that class. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Students are required to ask a question or make an observation on Canvas about the readings prior to the start of six out of fourteen classes. The calendar for when students must ask these questions is below. Each question is worth one point. Failure to demonstrate through discussions that one has comprehended the readings will also be considered in assigning the final grade. If the student has an emergency and must miss a class, the instructor expects advance notice. 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. Late assignments will result in deduction of 2 points per day. 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 the semester by phone, email, or appointment.

VIII. GRADES

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

Grading of all written assignments will take into account the quality of the writing as well as the content. Since these are specific development outputs, it is not necessary to utilize the American Psychological Association (APA) – 4th edition format. 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.

IX. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This

sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

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 responsibility of the student to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

X. COURSE CALENDAR

8/26	Intro/Overview	NO READINGS
9/2	Making a Case for Support	Read blog post: “Have Nonprofit and Philanthropy Become the ‘White Moderate’ That Dr. King Warned Us About?” Read Kiritz, “Program Planning & Proposal Writing” – Canvas Read Kiritz, “Proposal Checklist and Evaluation” - Canvas Share at least one question or observation on Canvas about the reading
9/9	Planning	ASSIGNMENT DUE: NONPROFIT INFORMATION Read chapters 6 & 7 of Fundraising Principles and Practice
9/16	Development Cycle 101	Read “Why We Need to Move Away From Empathy in Our Fundraising Approach” Share at least one question or observation on Canvas about the reading
9/23	Your Attitude	Read Introduction and chapter 1 of Decolonizing Wealth - Canvas

	About Money	Share at least one question or observation on Canvas about the reading
9/30 6th	Individual Donors/Major Gifts	Read “Is there such a thing as too much gratitude? Yes, and it’s been harmful to our work” Read “The Problem With Everything Being All About Relationships” Share at least one question or observation on Canvas about the reading
10/7	Grassroots Donors/Events	Read chapters 19 & 20 of Fundraising Principles and Practice
10/14	Fast Pitches	ASSIGNMENT DUE: PROSPECT RESEARCH AND STRATEGY Watch these five fast pitches (scroll to middle of page) Review the Philanthropitch website
10/21	Grants Overview	Read chapters 2, 3 and 4 of Decolonizing Wealth - Canvas Share at least one question or observation on Canvas about the reading
10/28	Private and Corporate Foundations	Read chapters 17 and 18 of Fundraising Principles and Practice Read chapters 5 and 6 of Decolonizing Wealth - Canvas Share at least one question or observation on Canvas about the reading
11/4	Government Grants	ASSIGNMENT DUE: FAST PITCH VIDEO Read “Foundations, It’s Time to Stop Using Grant Applications to Distribute Funding”
11/11	Guest Speakers	Read pages 109-133 of Decolonizing Wealth - Canvas
11/18	Recap	Read pages 135-181 of Decolonizing Wealth - Canvas
11/25	NO CLASS	THANKSGIVING BREAK
12/2	Development Systems	GROUP ASSIGNMENT DUE: GRANT PROPOSAL Read chapter 7 of Nonprofit Fundraising 101

XI. BIBLIOGRAPHY

Kiritz, N. (2017). Grantsmanship: Program Planning and Proposal Writing. Los Angeles, CA: The Grantsmanship Center.

Le, V. “Foundations, It’s Time to Stop Using Applications to Distribute Funding.” Nonprofit AF, September 2019, <https://nonprofitaf.com/2019/09/foundations-its-time-to-stop-using-grant-applications-to-distribute-funding/>

Le, V. “Have Nonprofit and Philanthropy Become the ‘White Moderate’ That Dr. King Warned Us About?” *Nonprofit AF*, 1 June 2020, nonprofitaf.com/2020/06/have-nonprofit-and-philanthropy-become-the-white-moderate-that-dr-king-warned-us-about/.

Le, V. “Is there such a thing as too much gratitude? Yes, and it’s been harmful to our work.” *Nonprofit AF*, May 2020, <https://nonprofitaf.com/2020/05/is-there-such-a-thing-as-too-much-gratitude-yes-and-its-been-harmful-to-our-work/#more-6585>

Le, V. “The Problem with Everything Being All About Relationships.” *Nonprofit AF*, February 2020, <https://nonprofitaf.com/2020/02/the-problem-with-everything-being-all-about-relationships/>

Le, V. "Why We Need to Move Away from Empathy in Our Fundraising Approach." *Nonprofit AF*, 13 July 2020, <https://nonprofitaf.com/2020/07/why-we-need-to-move-away-from-empathy-in-our-fundraising-approach/>

Rodriguez Heyman, D. & Brenner, L. (2016). *Nonprofit Fundraising 101*. Hoboken, NJ: John Wiley & Sons, Inc

Sargeant, A. & Shang, J. (2017). *Fundraising Principles and Practice (Second Edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Villanueva, E. (2018). *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. Oakland, CA: Berrett-Koehler Publishers, Inc.

Additional required and optional readings will be made available on Canvas.