

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

<b>Course Number:</b> SW 393T30	<b>Instructor:</b> Julia Cuba Lewis, MSW
<b>Unique Number:</b> 60135	<b>E-mail:</b> julia@cubalewis.com
<b>Semester:</b> Fall 2019	<b>Phone:</b> 512-656-8712
<b>Meeting Time:</b> Wednesdays 5:30 pm – 8:30 pm	<b>Office Room:</b> SW 3.122A
<b>Meeting Place:</b> SSW 2.118	<b>Office Hours:</b> Wednesdays 5 – 5:30 pm (and by appointment)

**Grant Writing and Resource Development**

**I. STANDARDIZED 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. STANDARDIZED 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 case studies.

### **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 Canvas, or distributed in class.

#### **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.

### **V. COURSE REQUIREMENTS**

#### **Individual Assignments**

##### **I. Grant Proposal Assignment**

Students will choose a non-profit organization, develop a case for support, research funding opportunities, and write a proposal for funding. This agency will also be utilized for the special event exercise. The segments of the project are:

- 1) *Choose non-profit* – students will select an agency to use in their project. 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. Note that the case for support and grant proposal must be the original work of the student, and not drawn from actual grant proposals or case statements from the agency. Certain information (outputs and outcomes, need, mission, history, short quotes) may be drawn on, but it is expected that the final proposal is a new product developed by the student.
  - a. *Output* – one page description of non-profit agency with:
    - i. Name of agency
    - ii. Mission
    - iii. Population served
    - iv. 2-3 programs of the agency
    - v. Community Need
  - b. *Due Date* – September 11<sup>th</sup> at 5:30 pm
  - c. *Points* – not graded
  
- 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 3 potential funders with explanation on the process utilized to identify them and the reasoning of the choices.
  - a. *Output* – Two pages with at least 3 potential funders, descriptions of process and reasoning, and copies of secondary sources used (i.e. researching non-profit websites to see who funds them and then looking up those foundations).
  - b. *Due Date* – October 30<sup>th</sup> at 5:30 pm
  - c. *Points* – 10
  
- 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* – Wednesday, December 4<sup>th</sup> at 5:30 pm
  - c. *Points* – 45

## II. Prospect Research Project

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.")

*Output* – Prospect Profile / Strategy (3-4 pages total)

- Profile – 1-2 pages of listed research on donor / potential donor
- Strategy – 1-2 pages of narrative on strategy for cultivating, asking, and stewarding

*Due date* - Wednesday, October 16<sup>th</sup> at 5:30 pm

*Points* - 15

## III. 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.

*Output* – Fast Pitch Video (video up to 3 minutes)

*Due date* - Wednesday, November 20<sup>th</sup> at 5:30 pm

*Points* - 20

## VI. GRADES

Assignment	Points	Percentage of Final Grade	Due Date
Non-Profit Information Due	0	0%	September 11, 2019
Prospect Research Project	15	15%	October 16, 2019
Funder Research	10	10%	October 30, 2019
Fast Pitch Video	20	20%	November 20, 2019
Grant Proposal	45	45%	December 4, 2019
Attendance and Participation	10	10%	Each class session
<b>Totals</b>	<b>100</b>	<b>100%</b>	

### GRADING SCALE

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

64.0 to 66.999	D
60.0 to 63.999	D-
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) – 4<sup>th</sup> 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.

## **VII. 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.

## **VIII. 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.

**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 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. 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: <https://studentaffairs.utexas.edu/>.

**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.

**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/>.

**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 based on gender. 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, interpersonal 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 and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms 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.

**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.



**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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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 practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. 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.

## **X. COURSE SCHEDULE**

### **Class #1 – Wednesday, August 28, 2019**

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

Course Objectives:        1 & 2

Readings Due:

- Ciconte, Chapter 1

**Class #2 - Wednesday, September 4, 2019**

Topic: Developing a Fundraising Plan

Course Objectives: 1, 5 & 6

Readings Due:

- Ciconte, Chapter 5

**Class #3 – Wednesday, September 11, 2019**

Topic: Building a Case for Support / Writing the Proposal 1

Course Objectives: 3 & 5

Readings Due:

- Kiritz, “Program Planning & Proposal Writing” – Canvas
- Kiritz, “Proposal Checklist and Evaluation” - Canvas

Assignments Due: Non-Profit Information

**Class #4 – Wednesday, September 18, 2019**

Topic: Building a Case for Support continued

Course Objectives: 1, 5 & 6

**Class #5 - Wednesday, September 25, 2019**

Topic: Developing Individual Donors I

Course Objectives: 3 & 6

Readings Due:

- Ciconte, Chapter 8 & 9

**Class #6 – Wednesday, October 2, 2019**

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

Course Objectives: 5 & 6

Readings Due:

- Ciconte, Chapters 6 & 15
- “The Ask” Chapters 1, 5, 7 & 9 and pp. 71-77 – Canvas
- “Conducting a Successful Major Gifts / Planned Giving Campaign” – Canvas

**Class # 7 – Wednesday, October 9, 2019**

Topic: Events

Course Objectives: 6

Readings Due: Ciconte, Chapter 12

**Class #8 – Wednesday, October 16, 2019**

Topic: Foundations / Writing the Proposal III – Evaluation

Course Objectives: 4 & 5

Readings Due:

- Ciconte, Chapter 11
- “The Only Grantwriting Book You’ll Ever Need (Funder Roundtables)” – Canvas

Assignments Due: Prospect Research

**Class # 9 – Wednesday, October 23, 2019 – NO CLASS**

**Class # 10 – Wednesday, October 30, 2018**

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

Course Objectives: 4

Readings Due: “Storytelling for Grantseekers” Chapters 2 – 8 - Canvas

Assignments Due: Funder Research

**Class #11 – Wednesday, November 6, 2019**

Topic: Special Events  
Fast Pitching

**Class #12 – Wednesday, November 13, 2019**

Topic: Ethics  
Diversity  
Communications

Course Objectives: 1 & 3

Readings Due:

- Ciconte, Chapter 13
- Cultivating Diversity in Fundraising – Canvas
- How Women and Men Approach Impact Investing – Canvas

**Class #13 – Wednesday, November 20, 2019**

Topic: Government Grants / Review of Proposal Topics

Course Objectives: 4

Assignments Due: Fast Pitch Video

**Class #14 – Wednesday, November 27, 2019 – NO CLASS**

No class for Thanksgiving Holidays

**Class #15 (LAST CLASS) – Wednesday, December 4, 2019**

Topic: Other Fundraising Issues – Social Entrepreneurship, Emergent Strategies

Course Objectives: 6

Readings Due: Ciconte, Chapters 7 & 14

Assignments Due: Grant Proposal

## **XI. BIBLIOGRAPHY**

### **Required Texts**

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

### **Optional Texts**

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

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