Course Number:	SW 393T30	**Instructor:**	John Feather, PhD, CFRE
Unique Number:	89610	**Email:**	jfeather@utexas.edu
Semester:	Summer 2021	**Office:**	Online
Meeting Time:	M/W 5:30-8:00pm	**Office Phone:**	202-725-6731
& Place:	Online	**Office Hours:**	By appointment

GRANT WRITING AND RESOURCE DEVELOPMENT IN HUMAN SERVICES

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. 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

This course will take place entirely on UT's Zoom system. The address is https://utexas.zoom.us/j/91765782407 and will remain the same for all classes.

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g., discussion, lecture, and group exercises). Experiential learning will be emphasized. You are expected to complete assigned readings prior to each class period and are expected to participate in all class activities as an active participant. Class attendance and participation are required and essential for successful completion of this course. The UT Canvas system will be used for communication between students and the instructor, and announcements will be provided with more specific information on class activities each week. Assignments will also be posted through the Canvas system.

IV. REQUIRED TEXTS AND MATERIALS

Michael J. Worth. (2016). *Fundraising: Principles and Practice.* Los Angeles: SAGE Publications, Inc.

The textbook has been ordered through the Coop but is also available from Amazon and other distributors.

Additional required readings are noted in the schedule and are listed by date in Section X: Bibliography below. Other material may be added throughout the semester. They are all be available online.

V. COURSE REQUIREMENTS

ASSIGNMENTS

Grant Proposal and Special Event Plan

The major project of the term, worth 70% of the final grade, is to develop a funding proposal for a specific human services organization of your choosing. Through a series of sequential steps, students will choose a non-profit organization, write a case statement and 'elevator speech' for this organization, research funding opportunities, develop a plan for a special event, and write a proposal for funding to an outside funder. The segments of the project are:

Part 1: *Choose a non-profit.* Students need to carefully select a human service organization to use in their project, since this will be the basis for your funder research, your funding proposal, and your special event plan. This can be a local, regional, national, or international agency, and can include one is which you have worked or interned. It will be important for the student to be able to access programmatic information from this agency (brochures, annual reports, websites, etc.) as well as financial information such as the IRS 990. 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.

- *Output* – one-page description of non-profit agency with: Name of agency; Mission; Particular program for which you are seeking support (if you are not fund raising for the entire organization); Population served; and 2-3 programs of the agency that serve community needs
- *Due Date* – June 14
- *Points* – not graded (no points)

Part 2: *Case Statement and Elevator Speech.* Students will develop a 1-2 page case statement and 'elevator speech' about your organization. These are brief, coherent, and complete statements about the organization and its work, and the need for additional funding. Additional material for this segment is found under the readings for

- Output - a 2-3 page case statement and a case statement that can be used orally of no more than 2 minutes
- Due Date - June 16
- Points -

Part 3: *Funder Research.* Students will research potential funders (foundation, government, corporate, individual) to which they will submit their grant proposal. Students will turn in their list of at least three potential funders with explanation on the process utilized to identify them and the reasoning of the choices. If you are fund raising for a particular program rather than the entire organization, make sure the funders are applicable to that program.

- *Output* – Funder research description 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).
- *Due Date* – June 23
- *Points* – 15% of final grade

Part 4: *Special Event Plan*

Students will plan a special event for their selected organization. You will plan an event that the organization does not currently do. It can range from innovative (Hack-A-Thon) to well-tested (Fun Run; gala banquet event). The following guiding questions can help you with your planning. Use these as a "jumping-off point", not as a list of questions to answer.

What – type of event, logistics (be specific on how it will work)

When – day, time, reasoning behind choices, what else is going on)

Where – be specific

Who – who plans, who staffs event, who are your volunteers

Why – raise money (how much?), raise awareness (to what end?), etc.

And... how will you market this? How will you gauge effectiveness?

This assignment should be presented as a paper or plan but can include PowerPoint or Prezi presentations; web site for the event; mock event materials; or some combination of these things and/or other creative ways to showcase the event. For electronic elements, please provide a digital copy. Include timelines, budgets, and other charts, lists, and attachments you need to showcase your planned event. Students should be prepared to answer questions about their event. There will not be a formal presentation.

Output – Special Events Plan (paper/plan approximately 3-4 pages plus attachments as needed)

Due date - July 14
Points - *15*% of final grade

Part 5: *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 6-10 pages in length and will have all of the following elements:

- Summary
- Introduction
- Problem Statement / Needs Assessment
- Objectives
- Methods
- Evaluation
- Future Funding
- Budget
- *Output* – grant proposal
- *Due Date*
    - *Final Proposal:* July 21

- *Points – 30%* of final grade

Four Class Exercises

Students will do four short exercises to allow you to prepare for specific classes and the learn more about resources and tools available to learn about different aspects of fund raising. For each exercise, you will be asked to read specific material and answer several short questions. There is no need for in depth analysis; the questions are designed to get you thinking so that you can better participate in the class discussion.

The important thing is to make sure you turn in the assignment on the date it is due, since it is tied to a specific class. There will be no late assignments accepted. The four exercises are worth 20% of the final grade altogether (5% each).

Exercise 1: Raising Funding for Difficult Social Issues

Due June 21

Our guest will be Charlie Rounds, founder and Board member of Mossier, an organization that assists in the economic development of some of the most marginalized LGBT populations in the world. He was a pioneering leader in developing the LGBT-specific travel industry and has now used his international connections to work around the world with those most in need.

Read the website for Mossier (https://www.mossier.org (Links to an external site.)). Look at the projects described under their international activities (https://www.mossier.org/global (Links to an external site.)).

- Choose the one project that is most of interest to you. Why? Would you give to this effort personally?
- How much do you think a project at this scale costs on an annual basis? (This is just your best guess. You do not need to research this.)
- Develop one question for Mr. Rounds that intrigues you about this work.

Exercise 2: *Finding and Mobilizing Donors of Color*

Due June 28

The Donors of Color Network (http://www.donorsofcolor.org (Links to an external site.)) is the only national project that is researching, engaging and networking high net worth donors of color across race and experience.

Read the Donors of Color website, as well as their special report: Urvashi Vaid and Ashindi Maxton (2017). *The Apparitional Donor: Understanding and Engaging High Net Worth Donors of Color*

- Executive Summary: http://www.donorsofcolor.org/wp-content/uploads/2019/01/FinalExSumm4.17.pdf (Links to an external site.)
- Full report: http://www.donorsofcolor.org/wp-content/uploads/2019/01/FinalAppDonreport4.17.pdf (Links to an external site.)

Answer these questions:

- Why do the authors call these clients 'apparitional donors?' What do they mean by the term?
- What is the most important conclusion of the report for you?
- Develop one question for that intrigues you about this work for our class discussion.

Exercise 3: *Finding Government Grants*

Due July 5

- Look at the federal grants portal (https://www.grants.gov (Links to an external site.)). Read the material under the tab 'Learn Grants,' subheading 'Grants 101.'
- Do a search on a topic of interest to you. For example, you can search for 'social work' or 'child welfare' or 'aging.'
- Once you have chosen a specific Federal Opportunity Announcement (FOA) and gone to that listing, open the 'Link to Additional Information,' which provides the entire grant announcement. Read it.
- For your chosen FOA, answer these questions:
  o Which federal agency is sponsoring this grant? Are other agencies involved?
  o Is this FOA open to individual applicants (that is, applying as individuals and not as a representative of an organization)?
  o Is there a specified limit to how much the individual grant total can be?
  o What is the timeframe?

Exercise 4: *Social Justice Through Law*

Due July 19

Our guest will be Kevin Prindiville, Executive Director of Justice in Aging, an organization dedicated to using the legal system to protect the rights of low-income and marginalized older people. Kevin has spent his entire legal career in social justice advocacy.

Read the Justice in Aging website: https://www.justiceinaging.org (Links to an external site.). Read the cases described under their current litigation section: https://www.justiceinaging.org/our-work/litigation/ (Links to an external site.).

- Which of these cases is of the most interest to you? Why?
- Do you see yourself working in policy work in the future?
- Develop one question for Mr. Prindiville that intrigues you about this work.

VI. GRADES

- 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) – fourth edition format. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected. Good writing requires an iterative 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. ASSIGNMENTS & POINTS

Assignment	Points	Percentage of Final Grade	Due Date
Case Statement	100	10%	June 14
Four Short Exercises	100	20%	4 times during course
Funder Research	100	15%	June 23
Special Event Plan	100	15%	July 14
Grant Proposal	100	30%	July 21
Attendance and Participation	100	10%	Each class session
Totals	**100**	**100%**	

VIII. CLASS POLICIES

- 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.

- Except in the case of 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.
- Student feedback is welcome. Students are also encouraged to provide feedback during by phone, by e-mail, and by appointment if they desire.

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.

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/.

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 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.

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 http://www.utexas.edu/its/policies/emailnotify.php.

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 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.

X. COURSE SCHEDULE

[Note: "Worth' refers to the main textbook, *Fundraising: Principles and Practice.* All readings marked as 'online' are listed in detail under Section X Bibliography below.]

Date	Topics	Assignment Due	Readings
	Class Overview and Introductions		
6/7	Review of Syllabus and Projects		Worth, Chapter 2
	Overview of Projects		
6/9	The Not-For-Profit Sector Fundraising Basics		Worth, Chapter 4
6/14	Understanding Donors	Selection of a nonprofit agency for your proposal	Worth, Chapter 3 Davis, *Writing a Successful Grant Proposal* (online)
6/16	Building the Case for Support	Case statement and elevator speech	Worth, Chapter 5

	Preparing for Successful Fundraising		Case Statement (online)
			Mossier (online)
6/21	Fundraising for Social Justice	Exercise 1: Fundraising for difficult causes	Center for Victims of Torture (online)
	Guest Speaker: Charlie Rounds		Alturi (online)
6/23	Annual Giving	Funder Research	ORAM (online)
			Worth, Chapter 6
6/28	Finding Unusual Donors	Exercise 2: Cultivating Donors of Color	Worth, Chapter 7
6/30	Foundations and Corporations		Worth, Chapter 9, 10
			Feather (online)
7/5	Government Grants	Exercise 3: Government Grants	Federal Grants Portal (online)
7/7	Special Events		Special event fundraising (online)
7/12	Capital Campaigns and Planned Giving		Worth, Chapter 8, 11
7/14	Who Does the Work?	Special Events Plan	Worth, Chapters 12, 13
7/19	Fundraising for Policy Issues	Exercise 4: Social Justice Through Law	Justice in Aging (online)
7/21	Grant Writing Reflections: What Did We Learn?	Final Grant Proposal	
7/26	Class wrap-up		

XI. BIBLIOGRAPHY

Textbook
Michael J. Worth. *Fundraising: Principles and Practice.* Los Angeles: SAGE Publications, Inc., 2016. [This text is listed as 'Worth' in the Course Schedule required readings above.]

Required Online Resources: Additional readings will provided throughout the class

June 14: Davis, B. (2005). *Writing a successful grant proposal*. Available at https://mcf.org/writing-successful-grant-proposal (Links to an external site.).

June 16: *Case Statement: Making a Case for Support in a Way that Connects.* Available at https://www.causevox.com/blog/case-statement/

June 21: Guest Speaker: Charlie Rounds

- Employment Equity for LGBTQ: https://www.mossier.org (Links to an external site.)
- Organization for Refugees, Asylum, and Migration: https://oramrefugee.org (Links to an external site.)
- Center for Victims of Torture: https://www.cvt.org (Links to an external site.)
- Alturi: Elevating the LGBTI Community Globally: https://alturi.org (Links to an external site.)

June 30: *Successful Foundation and Corporate Fundraising.* Available at https://www.giaging.org/documents/170323_For_Grantseekers_Feather_PPT_Corp_and_Foundation_Funding_with_notes.pdf (Links to an external site.)

July 5: Government Grants

- Federal grants portal (https://www.grants.gov (Links to an external site.)). Read the material under the tab 'Learn Grants,' subheading 'Grants 101.'
- https://grantsgovprod.wordpress.com/category/learngrants/grant-writing-basics/ (Links to an external site.) Please read this general guide to grant writing for federal proposals.

July 7: *Special Event Fundraising.* Available at https://www.learningtogive.org/resources/special-event-fundraising

July 19: Justice in Aging: Fighting Senior Poverty Through Law. https://www.justiceinaging.org (Links to an external site.)