THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393T30	**Instructor:**	Blake Smith, LMSW
Unique Number:	88600	**Email:**	blakeansmith@utexas.edu
Semester:	Summer 2023	**Office:**	By appointment
Meeting	Mon & Wed	**Office Phone:**	512-827-8670
Time/Place:	5:30pm – 8:00pm	**Office Hours:**	By appointment
	SSW 2.118		

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. 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 fundraising, 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 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

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 available online and on Canvas.

V. COURSE REQUIREMENTS ASSIGNMENTS
Fundraising Case for Support and Grant Proposal

The major project of the term, worth 90% 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 budget, 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, case statement, elevator speech, and funding proposal. This can be a local, regional, national, or international agency, and can include one in 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 12
Points – 10% of final grade

Part 2: *Case Statement and Elevator Speech.* Students will develop a one to two-page case statement **and** an 'elevator speech' about your organization. Note that there are **two different written outputs for this assignment.** Both are brief, coherent, and complete statements about the organization and its work, and the need for additional funding, but the case statement is a more formal document that would presented in writing and the elevator speech is the script for an oral presentation. Additional material for this segment is found under the readings for this date.

Output – a one to two-page case statement; **and** an elevator speech that can be used orally of no more than 2 minutes
Due Date – June 19
Points – 20% of final grade

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 a list of at least three potential funders with an explanation on the process utilized to identify them and the reasoning for 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 this area of work and then looking up those funders).
Due Date – June 28
Points – 10% of final grade

Part 4: *Draft Budget.* Students will develop a draft budget that will become part of their final grant proposal. The budget will include both an actual budget in a standard budget format as well as a written justification of the budget and all its items. The budget must be comprehensive, reasonable in terms of expenses, and add up to the total amount requested in the proposal.

Output – a draft budget in a standard budget format or the format required by your funder and a written budget explanation of each item.
Due date – July 13
Points – 10% of final grade

Part 5: *Draft Grant Proposal and Peer Review.* Students will bring an outline of their grant proposal to be reviewed by peers. The outline should be 2-3 pages in length and should include at a minimum draft language for at least 3 of the following elements:

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

Output: first draft of grant proposal
Due date: July 17
Points – 10% of final grade

Part 6: *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 and Budget Explanation
- Conclusion

Output: complete grant proposal
Due date: July 24
Points – 25% of final grade

ASSIGNMENTS & POINTS

Selecting an Agency	10%	June 12
Case/Elevator Statement	20%	June 19
Funder Research	10%	June 28
Draft Budget	10%	July 10
Draft Grant Proposal	10%	July 17
Final Grant Proposal	25%	July 24
Attendance/Participation	15%	Each class
Total	**100%**	

Grading of all written assignments will take into account the quality of the writing as well as the content. Since these are specific fundraising outputs, it is not necessary to utilize the American Psychological Association (APA) citation method as you would on a research assignment. 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.

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

VII. 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 part of 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 encouraged to provide feedback during class, by phone, by e-mail, and by appointment if they desire.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: http://diversity.utexas.edu/disability/ . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

IX.   COURSE SCHEDULE

Date	Topics	Assignment Due	Readings
6/5	Course introduction Review syllabus and projects Fundraising basics and legal frameworks		1. Donor-Centric Fundraising 2. 9 Principles of Community-Centric Fundraising
6/7	Developing a fundraising plan Mission- and evidence-based		1. What is a Case Statement for Nonprofits?

	case for giving Fundraising models		2. [How to Nail an Elevator Pitch for Nonprofits](#) 3. [What is a Grant Proposal: Grant Writing 101](#) 4. [Federal Grant Lifecycle Timeline](#)
6/12	*Guest speaker: TBC* Building a case for support Grants part 1: Basic components, types	Selection of a nonprofit agency	1. [Why we need to move away from empathy in our fundraising approach](#) 2. [Ethos, Pathos, Logos: Using Rhetoric to Persuade](#) 3. [Voice of Witness Ethical Storytelling Principles](#)
6/14	*Guest speaker: TBC* Foundation research		No readings - work on case statement and elevator pitch
6/19	NO CLASS	Case statement and elevator speech	
6/21	Present elevator speech Peer review of case statements		1. [The Secret to Writing Goals and Objectives that Captivate Donors and Win Grants](#) 2. [The Use of Active Voice and Passive in Grant Applications](#)
6/26	*Guest speaker: Amy Loar, TGRC* Grants part 2: Objectives & methods		1. [Grant Budget Examples: The Ultimate Guide (2023)](#) 2. [Tips for Developing a Compelling Budget Justification Presentation for a Grant Proposal](#) 3. [Nonprofits May Need to Spend a Third of Their Budget on Overhead to Thrive — Contradicting a Donor Rule of Thumb](#) 4. [Sample Program Budget](#)
6/28	*Guest speaker: TBC* Grants part 3: Budget	Funder research	1. [How to Write an Effective Grant Evaluation Plan](#)

			2. [Grant Funders are People, Too: Don't Forget Stewardship!](#)
7/3	NO CLASS		
7/5	*Guest speaker: TBC* Grants part 4: Evaluation & stewardship		1. [Sustainability](#) 2. [What is a Grant Team?](#)
7/10	*Guest speaker: Angelica Keeney, Dell Fdn* Grants part 5: Future funding, attachments, other Working in an interprofessional team	Draft budget	1. [Is a Nonprofit Fundraising Event Right for You? A Roadmap to Planning a Successful Event](#) 2. [Stop saying that 80% of nonprofit funding comes from individual donors. It's misleading.](#) 3. [The Apparitional Donor: Understanding and Engaging High Net Worth Donors of Color](#) (up to page 23)
7/12	*Guest speaker: TBC* Developing individual donors Events		1. [7 Tips for Fundraising on Social Media](#) 2. [Facebook Fundraising Hurts Nonprofits: How, Why, and What to Do About It](#) 3. [The Competitive Advantage of Corporate Philanthropy](#)
7/17	*Guest speaker: TBC* Corporate giving Ethical considerations	Draft proposal	1. [5 Grant Writing Tips from Program Officers](#) 2. [4 Questions to Answer for Grant Writing Success](#)
7/19	Peer review of grant proposals		
7/24	Peer review of grant proposals Reflections	Final grant proposal	

X. BIBLIOGRAPHY

Required Online Resources: Readings are required throughout the class as given below. Additional reading may be added during the course. These are all online and free of charge.

Required Online Resources

June 5

[Donor-Centric Fundraising](#)

[9 Principles of Community-Centric Fundraising](#)

June 7

[What is a Case Statement for Nonprofits?](#)

[How to Nail an Elevator Pitch for Nonprofits](#)

[What is a Grant Proposal: Grant Writing 101](#)

[Federal Grant Lifecycle Timeline](#)

June 12

[Why we need to move away from empathy in our fundraising approach](#)

[Ethos, Pathos, Logos: Using Rhetoric to Persuade](#)

[Voice of Witness Ethical Storytelling Principles](#)

June 21

[The Secret to Writing Goals and Objectives that Captivate Donors and Win Grants](#)

[The Use of Active Voice and Passive in Grant Applications](#)

June 26

[Grant Budget Examples: The Ultimate Guide (2023)](#)

[Tips for Developing a Compelling Budget Justification Presentation for a Grant Proposal](#)

[Nonprofits May Need to Spend a Third of Their Budget on Overhead to Thrive — Contradicting a Donor Rule of Thumb](#)

[Sample Program Budget](#)

June 28

[How to Write an Effective Grant Evaluation Plan](#)

[Grant Funders are People, Too: Don't Forget Stewardship!](#)

July 5

[Sustainability](#)

[What is a Grant Team?](#)

July 10

[Is a Nonprofit Fundraising Event Right for You? A Roadmap to Planning a Successful Event](#)

Stop saying that 80% of nonprofit funding comes from individual donors. It's misleading.
The Apparitional Donor: Understanding and Engaging High Net Worth Donors of Color

July 12
7 Tips for Fundraising on Social Media
Facebook Fundraising Hurts Nonprofits: How, Why, and What to Do About It
The Competitive Advantage of Corporate Philanthropy

July 17
5 Grant Writing Tips from Program Officers
4 Questions to Answer for Grant Writing Success

Optional Online Resources
The way we think about charity is dead wrong (TED Talk)
Stronger Together: Shifting Power Dynamics in Philanthropy to Advance Equity (webinar)
Grant Professionals Association (online resource)
Association of Fundraising Professionals (AFP) (online resource)
Texas Grants Resource Center (online resource)
Explained: Donor-Centric and Community Centric Fundraising
Demystifying the Grant Lexicon: A Glossary of Terms from A to (Almost) Z
Foundant Webinars
Controversial Donors: A Guide to Ethical Gift Acceptance for Nonprofit Organizations
Candid Learning: Highlights of IRS Form 990
Introduction to Project Budgets (webinar)
Community Centric Fundraising (online resource – see their resources page for more)
Giant Squid Group (online resource)
Planning and Writing a Grant Proposal: The Basics
Decolonizing Wealth Project (online resource)
Prioritization: How to focus on what matters most