

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

Course Number:	SW 393T30	Instructor:	John Feather, PhD, CFRE
Unique Number:	61240	Email:	jfeather@utexas.edu
Semester:	Fall 2024	Office:	By appointment
Meeting Time/Place:	Wednesday 5:30 pm – 8:30pm Mezes 1.212	Office Phone:	202-725-6731
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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. 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 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.

Guest Speakers. We will have three guest speakers throughout the term who will bring their experience in fundraising in the nonprofit world. These are:

- Norma, Mercado, MSW, Executive Director, Bastrop County Cares
- Joan Reed, MBA, Senior Executive Director, UT Development
- Lindsay Goldman, LMSW, CEO, Grantmakers in Aging

IV. REQUIRED TEXTS AND MATERIALS

All readings are listed below by date in Section X: Bibliography. Other material may be added throughout the semester. All readings are available online without cost.

There is **no required textbook for this course**. Instead, we will be used web-based resources that are free to you.

We will also be using a number of **blogs from Instrumentl.com** (yes, the final ‘a’ is missing). This is a company that creates software for fundraisers, but they provide these free resources to interest you in their products. Feel free to register if you would like to hear more about their services, but none of the assigned readings require you to do so.

There are literally **thousands of online resources** on every topic we will cover this semester, from basic to expert. Most are created by nonprofit membership associations or for-profit software or consulting companies and vary in quality and sophistication. It is

good to roam around in this material to some degree. Let me know if you find others that you particularly like.

Other material may be added throughout the semester, so watch the weekly Announcements from me.

V. COURSE REQUIREMENTS ASSIGNMENTS

Grant Proposal and Special Event Plan

The major project of the term, worth 90% of the final grade, is to develop a professional level funding proposal and a special event plan for a specific human services organization of your choosing. Through a series of sequential steps, you will choose a non-profit organization, write a case statement and 'elevator speech' for this organization, research funding opportunities, develop a budget, develop a plan for a special event, and write a proposal for support to an outside funder.

More detailed information on each of these assignments is provided below and in the announcements leading up to each assignment. 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 (i.e., the entire semester's work). It can be a local, regional, national, or international agency, and be one in which you have worked or interned. It will typically be a human service-oriented organization, but any not-for-profit organization is eligible. It is important for you 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 you to contact the agency, but it is allowable. Note that the case for support and grant proposal must be your original work, and not drawn from actual grant proposals or case statements from the agency, even if you are involved in creating a proposal for them. Certain information (outputs and outcomes, need, mission, history, short quotes) may be drawn on, but it is expected that the final proposal will be a new product developed by you. **Please contact me in advance if you have questions.**

- *Output* – one to two-page single-spaced description of the non-profit agency with: name of the agency; mission of the agency; 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* – September 4
- *Points* – 5% of final grade

Part 2: Case Statement and Elevator Speech. Students will develop a one to two-page single-spaced case statement **and** an 'elevator speech' about your organization. Note that there are **two different written outputs for this assignment**. Both are concise, 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 is 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 single spaced case statement; **and** a script for an elevator speech that can be used orally of no more than 2 minutes. You will be presenting your elevator speech orally in class.
- Due Date – September 25
- Points – 15% of final grade

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

UT has a wonderful resource that you should visit soon and often: The Texas Grants Resource Center (<https://community.utexas.edu/tgrc/resources/>) in the Chase Building on Navasota Street and 12th Streets. This provides you with free online access to all of the national databases that list funders and their areas of interest. Many of these databases require paid subscriptions but you as a student can access them at no cost. This will be a key resource to you throughout your work this semester.

- *Output* – Funder research description with at least 3 potential funders, descriptions of process and reasoning for selecting them, and references to secondary sources used (i.e., researching non-profit websites to see who funds this area of work and then looking up those funders). You will then choose **one** of these three and you will explain your selection of one of them as your potential find grant proposal. No more than three single spaced pages.
- *Due Date* – October 9
- *Points* – 10% of final grade

Part 4: Draft Project Budget. Students will develop a draft budget that will become part of their final grant proposal. The budget will include a short introduction to orient the reviewer to your project, 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* – October 23
- *Points* – 10% of final grade

Part 5: Special Event Plan. Students will plan a special event for their selected organization. Please plan an event that the organization does not currently do. It can range from innovative (web-based gatherings) 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). How does it relate to the mission of your organization?

When – *day, time*, reasoning behind choices, what else is going on at that time?

Where – *location*, be specific (not just ‘hotel’ but which hotel)

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

Why – *raise money* (how much?), raise awareness (to what end?). What’s the budget? Does it include realistic staff costs?

And... *marketing and effectiveness*, how will you market this? How will you gauge effectiveness?

This assignment should be presented as a written proposal (3-4 single spaced pages) directed to the agency’s CEO to help that person decide if this is a special event that would benefit the organization. Note that this is an internal document rather than an outward facing proposal, so it can be more informal in tone. It can include visual presentations; web site for the event; mock event materials such as a flyer or a press announcement; 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, lists of needed elements, and attachments you need to showcase your planned event. Remember that while visual materials are useful, they are **not required** for this assignment. Students should be prepared to answer questions about their event, but there will not be a formal presentation.

- *Output* – Special Events Plan (paper/plan approximately 3-4 pages plus attachments as needed)
- *Due date* – November 6
- *Points* – 20% 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 or the entire agency. The grant proposal will be no more than 10 single-spaced pages in length and will have all the following elements:

- Summary

- Introduction
- Problem Statement / Needs Assessment
- Objectives
- Methods
- Evaluation
- Future Funding
- Budget and Budget Explanation
- Conclusion

If the funder you select requires a specific format and form, you should use that format. If not, the above outline will be a good guide.

- *Output:* complete grant proposal of no more than 10 single-spaced pages, including the written proposal and a well-developed budget and budget explanation.
- *Due date:* December 4
- *Points* – 30% of final grade

Attendance and Participation. The School of Social requires that all students participate actively in the course. That includes regular attendance, participation in discussions, and involvement in small group exercises. The course will include guest speakers and students are expected to read about their work and develop two questions for each speaker in advance.

- *Output:* regular attendance and participation in the course.
- *Due Date:* throughout the semester
- *Points:* 10% of final grade

ASSIGNMENTS & POINTS

Selecting an Agency	5%	September 4
Case/Elevator Statement	15%	September 25
Funder Research	10%	October 9
Draft Budget	10%	October 23
Special Event Plan	20%	November 6
Final Grant Proposal	30%	December 4
Attendance/Participation	10%	each class
Total	100%	

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 consider the quality of the writing as well as the content. Since these are specific fundraising outputs rather than research papers, 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. Students are strongly encouraged to read your paper several times and, if possible, have someone else proofread it.

VII. CLASS POLICIES

- Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and the 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 also encouraged to provide feedback by phone, by e-mail, and by appointment if they desire.

VIII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.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.

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.

Covid-19 Related Information. The University’s policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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

Please see Section X Bibliography below for required reading material.

August 28

Topics: Class Overview and Introductions
Review of Syllabus and Projects
Preparing for Successful Fundraising
Fundraising Basics
Annual Giving

September 4

Topics: Sources of Grant Information
Building a Case for Support (Case Statement and Elevator Speech)
Fundamentals of Grant Writing
Budgets (1)

Assignment due: Selection of non-profit

September 11

Topics: Major Gifts
Budgets (2)
Understanding the IRS 990

Assignment due: none

September 18 [NO CLASS]

September 25

Topics: Foundation Proposals
Presentation of elevator speeches
Collective Giving/Engaging Donors of Color

Assignment due: Case statement and elevator speech

October 2

Topics: Corporate Giving
State Proposals
Budgets (3)

Assignment due: none

Guest Speaker: Norma Mercado, LMSW, Executive Director, Bastrop County Cares

October 9

Topics: Capital Campaigns
Planned Giving

Assignment due: Funder research

October 16 [NO CLASS]

October 23

Topics: Special Events

Assignment due: Draft budget

Guest Speaker: Joan Reed, MBA, Senior Executive Director, UT Development

October 30

Topics: Federal Grants
Fundraising Communications

Assignment due: none

Guest Speaker: Lindsay Goldman, LMSW, CEO, Grantmakers in Aging

November 6

Topics: Community-Centric Fundraising
Trust Based Philanthropy
Using Social Media in Fundraising

Assignment due: Special event plan

November 13

Topics: Legal and Ethical Issues in Fundraising

Assignment due: none

November 20

Topic: How to Create and Sustain a Fundraising Program
Managing Your Career

Assignment due: none

November 27 [NO CLASS – Thanksgiving Holiday]

December 4 [Final Class]

Topics: Grant Writing Reflections
What Did We Learn?

Assignment due: Final grant proposal

X. BIBLIOGRAPHY

August 28

The Role of Stewardship in Fundraising

<https://www.instrumentl.com/blog/donor-stewardship>

The Ultimate Guide to Writing Successful Grant Proposals

<https://www.instrumentl.com/blog/writing-successful-grant-proposals-guide>

How to Write a Winning Grant Proposal

<https://www.liveabout.com/how-to-write-a-grant-proposal-2501980>

September 4

What is a Case Statement for Nonprofits? Best Practices and Examples

<https://www.causevox.com/blog/what-is-a-case-statement/>

How to Nail your Nonprofits Elevator Speech

<https://www.classy.org/blog/elevator-pitch-for-nonprofits/>

How to Find Funders for Grants: The Ultimate 2023 Guide

<https://www.instrumentl.com/blog/how-to-find-funders-for-grants>

September 11

How to Read a Form 990 and Find Good Fit Grant Funders

<https://www.instrumentl.com/blog/how-to-read-form-990s-to-find-funders>

Foundations (990 Finder)

<https://www.instrumentl.com/foundations?page=4>

September 4, 11 and 25: Budgets 1-3

How to Craft Grant Budgets for Winning Proposals

<https://www.instrumentl.com/blog/grant-proposal-budgets-guide>

Introduction to Project Budgets

<https://learning.candid.org/training/introduction-to-project-budgets/>

AimHigh 2-year after school program budget

Sample Program Budget Chart – 2-year Grant

http://afterschoolalliance.org/documents/AimHigh_SampleBudgetChart_2-YearGrants.pdf

September 25

How Do I Approach a Foundation and Build a Successful Grantee-Funder Relationship?

<https://learning.candid.org/resources/knowledge-base/approaching-foundations/>

The Apparitional Donor: Understanding and Engaging High Net Worth Donors of Color.

<https://www.donorsofcolor.org/resources/the-apparitional-donor>

[download the report and read pp. 1-6. Scan the document for other sections of interest]

October 2

Corporate Grants: How to Find Them Fast

<https://www.instrumentl.com/blog/how-to-find-corporate-grants>

HEB – Helping Here: Apply for Community Investment

<https://www.heb.com/static-page/Apply-for-Community-Investment>

Finding Texas State Grants: Health and Human Services Grants

<https://www.hhs.texas.gov/business/grants>

<https://resources.hhs.texas.gov/rfa>

October 9

UT Begins \$6 Billion Fundraising Campaign

<https://www.texastribune.org/2022/03/05/university-texas-fundraising-endowment/>

A Complete Guide to Planned Gifts for Nonprofits

<https://www.donorsearch.net/planned-gifts-complete-guide/>

Capital Campaigns: The Basics Your Nonprofit Should Know

<https://www.donorsearch.net/capital-campaigns-guide/>

October 23

Special Events Fundraising

<https://www.learningtogive.org/resources/special-event-fundraising>

Managing Special Event Risks

<https://nonprofitrisk.org/resources/articles/managing-special-event-risks/>

Pallotta’s TEDTalk ‘Rooted in Fallacy and Distortion’

<https://nonprofitquarterly.org/buchanan-pallotta-s-tedtalk-rooted-in-fallacy-and-distortion/>

October 30

Finding Federal Grants

<https://www.grants.gov>

Seven Effective Strategies for Nonprofit Marketing

<https://www.instrumentl.com/blog/effective-strategies-nonprofit-marketing>

Using Authentic Voices

<https://app.box.com/s/5fi4j3e3uem2hohize6hvtexo7vlyevm>

“Out of That Hell, I Ended Up Here:” The Experience of Older Ukrainian Refugees in Poland

<https://helpageusa.org/wp-content/uploads/2023/06/Out-of-That-Hell-I-Ended-Up-Here-The-Experiences-of-Older-Ukrainian-Refugees-in-Poland-8.pdf>

[read the overview section]

November 6

The Ten Principles of Community-Centric Fundraising

<https://communitycentricfundraising.org/ccf-principles/>

Trust-Based Philanthropy in 4D

https://static1.squarespace.com/static/607452f8ad01dc4dd54fc41f/t/61606874440b79448fb082c3/1633708148997/TBP+in+4D_Oct2021.pdf

How to Run Social Media for a Nonprofit in 2024

<https://www.instrumentl.com/blog/how-to-run-social-media-for-nonprofit>

Maximize your nonprofit’s impact

<https://socialimpact.facebook.com/get-started/fundraise-with-facebook/>

Facebook Fundraising Hurts Nonprofits: How, Why, and What to Do About It

<https://blog.mightycause.com/facebook-fundraising-hurts-nonprofits/>

A Simple Guide to Fundraising on TikTok

<https://www.communityboost.org/digital-marketing-blog/tiktok-fundraising/>

What is TikTok? Should Your Nonprofit be Using It?

<https://www.classy.org/blog/what-is-tiktok-should-nonprofit-use/>

November 13

Ethics in Fundraising

<https://www.socialworker.com/nonprofit/ethics/ethics-in-fundraising-book-excerpt/>

Seven Ethical Dilemmas Facing Nonprofit Organizations

<https://nonprofitihub.org/7-ethical-dilemmas-facing-nonprofit-organizations/>

Five Nonprofit Fundraising Laws You Should Know About
<https://www.wildapricot.com/blog/nonprofit-fundraising-laws>

November 20

December 4 [Final Class]