FUNDING FOR NONPROFITS

Strategizing for Social Change

Spring 2017
NONPROF/KINES 441 (Hybrid)

Saturday Mornings: Jan 21, Feb 4 & 11; Mar 4; Apr 1 & 22
9:00 a.m. – 12:00 p.m.*
(Interactive Learning Center 204)
(*Note: class time change from 8:30 to 12:30 a.m.)

Instructor:
Dr. Kathleen L McDonald, Adjunct Professor
Office Hours: By appointment or a half hour before and after class
Phone: 206-660-0267
University Email Address: KathleenMcdonald@boisestate.edu

How Best to Contact Me:
You may contact me via email, text, or phone. You are welcome to send a message or leave a voicemail, at any time, weekends, nights, or days. Your message should include your name, contact information and reason for contacting me. I check for messages regularly and will respond as quickly as possible.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings*:


Other Readings as Assigned


*Note: Assignment handouts and instructor references correspond with the 4th edition of WGSBS and the 5th edition of GF. If you have acquired an earlier or later edition, please work with indexes to make sure you access the correct information. (I’ll be glad to help figure out the comparisons if you would like assistance).

Blackboard:
Resources available as course content on Blackboard are part of the instruction system to supplement classroom work. Blackboard allows for a strong and effective communication path outside of class sessions. Watch for announcements and emails. Students have access to course materials including the course syllabus, resources, assignments, additional readings and discussion boards. Worksheets are submitted on Blackboard.
Welcome to Spring 2017!

NONPROF/KINES 441 FUNDING FOR NONPROFITS: Nonprofits require a unique structure of revenue that includes grant writing, major donor development, social enterprise, event planning, and more. This course will include the research, cultivation and stewardship of major donors as well as exploration of individual nonprofit budget structure and their unique revenue streams. With an emphasis on grant proposal writing, students will be able to create a development plan for a nonprofit, identify funding sources, determine program needs, create a project-specific and general operating budget, define outcomes and benchmarks, and evaluate success. (BSU Course Description)

A nonprofit organization’s core mission cannot be served if the financial health of the organization is at risk. NONPROF/KINES 441 introduces students to financial concepts and requirements for nonprofits. The course provides students with an opportunity to learn about and analyze the complexities behind different revenue strategies. The art of requesting funds is experienced through preparing a grant proposal for an actual nonprofit organization.

Spring 2017 is taught as a hybrid, meaning that the class meets only six (6) times during the course of the semester, with the remaining content delivered online through independent study. Face-to-face meeting dates are: January 21, February 4 & 11; March 4; April 1 & 22. (The semester ends May 9th, all classwork must be submitted by midnight Monday April 30th).

Funding for Nonprofits – *Strategizing for Social Change*, uses a combination of faculty lectures, interactions with community partners; participation in class exercises and discussions, worksheets, and peer review to help students succeed in understanding finance and finance options while preparing a viable grant proposal. One of the influences for the class, Johnson-Sheehan, states that funding proposals are “tools for taking purposeful action in a world that never seems to stop moving” (*Writing Proposals: Rhetoric for Managing Change*). I support their view that grant proposals “are never written in a social vacuum . . . they are written in social, political, and ethical environments that are always mutating and mutable.”

One of the greatest challenges for a proposal-writing student is learning how to negotiate through constant change and strategically align the changing needs of a ‘fund-seeking’ not-for-profit organization. Writers need to know how to respond to the complexity of the number and types of funding options that are available.

The actual writing of a funding request represents only a small portion of the total time and resources needed to prepare a proposal; it is far more challenging and time-consuming to work within teams and partnerships to define community and funding needs, consider funding options, and identify the best match for an organization.

Proposal writing to seek funding requires logical thinking; concise writing demonstrating clarity and purpose; and, a conveyed passion for the intended results of the proposal. Effective proposal writing students succeed by experiencing grant proposal writing as an intentional strategy to bring about social change; students learn the power and art of written persuasion. A student is well-positioned to write a viable proposal once a source for funding is selected and consensus is reached with a community partner on a plan to pursue.
NONPROF/KINES 441 provides information and resources to help students understand proposal-writing within the funding context of working with community partners to address local needs.

By course end, students will attain the following (course objectives):

1. Gain an enriched perspective regarding the not-for-profit sector particularly in regards to finance, funding options and grant proposal writing;
2. Analyze revenue generation for nonprofit organizations and how diverse revenue sources can affect the sustainability of a nonprofit organization;
3. Understand basic financial statements prepared by nonprofits and general indicators of fiscal health for an organization;
4. Demonstrate knowledge of common components of a grant proposal and the process of grant writing by preparing a viable grant proposal for a community partner;
5. Increase ability to understand and work with Logic Models;
6. Increase understanding of general operation and project budgets (including revenue and expenses) and funding requests for a proposed project (the impact on project design and outcomes)
7. Increase understanding of management and governance decision-making in nonprofit organizations particularly in regards to preparing and submitting fund proposals;
8. Increase understanding of what is meant by funding strategies for social change and social justice;
9. Understand funding and ethical issues including the necessity of maintaining public trust and ensuring accountability;
10. Increase ability to apply principles from assigned reading by providing feedback to others and, in response to feedback from others, make appropriate revisions;
11. Demonstrate an ability to research appropriate funding sources to meet a funding need for a not-for-profit organization; and
12. Demonstrate ability to write with persuasion and clarity.

COURSE GRADING

_Funding for Nonprofits_ combines a series of in-class lectures, guest speakers, presentations and discussions with textbook and supplementary readings, worksheets and online resources and discussion to assist the student in achieving course learning objectives and outcomes. Grades are assigned according to the following guidelines:

- 90 - 100%  A  Exceptional: reflects commitment, hard work and excellent quality
- 80 - 89%  B  Impressive: reflects commitment, hard work high standard of quality
- 70 - 79%  C  Meets all commitment, effort and requirements as expected
- 60 - 69%  D  Some requirements are met, but some are not
- 59 - lower  F  Does not meet minimum requirements

The final course grade is based on a 100-point system, components of grading are:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Engagement/Commitment</td>
<td>20%</td>
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<tr>
<td>Worksheets (8)</td>
<td>40%</td>
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<tr>
<td>Grant Proposal</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Engagement/Commitment (20 points): A highly noticeable ‘engagement’ in the class is essential for meeting course objectives. I ask students to also demonstrate a commitment to learning and providing benefit to Service Learning community partners. I will recognize full ‘engagement and commitment’ in considering student attendance and participation at class sessions, participation in scheduled meetings with a student team and/or community partner; quality and thoughtfulness of the work produced; evaluation from team and/or community partners; and communication with me as faculty. A fully engaged/committed class member will complete assigned readings prior to the start of each class session and will come prepared and willing to offer feedback during meetings, discussions and peer reviews. Engaged/committed students value establishing a good relationship and communication with the community partner immediately upon starting the grant proposal with the intent to seek feedback, ask questions and ensure that the grant proposal is accurate and ultimately a viable product for the organization to submit. An engaged/committed student will make every effort to schedule a site visit to the community partner. A fully engaged class member shows ongoing interest during face-to-face class meetings and takes an initiative to schedule a mid-term conference call with the instructor to discuss progress. An engaged/committed student will meet deadlines and will not spend class-time distracted with cell phones and personal use of laptops (see policy).

A required component of ‘Engagement/Commitment’ will be a mid-term ‘progress report’ phone call (approximately 30 minutes) scheduled between student and instructor at a time that is mutually convenient.

Bonus points available as an option can improve this portion of their grade (must be pre-approved in advance). Pre-approved bonus point activities include: participation in the newly formed BSU Nonprofit Club, attendance and/or volunteering at a conference such as the Idaho Nonprofit Center Conference, attendance at an Idaho Nonprofit Center Resource Thursday event. For other activities, such as attending a webinar or fundraising event, permission must be secured prior to a request for bonus points. A Bonus Activity Reporting form will be posted on Blackboard.

Worksheets (40 points): There are eight (8) worksheets, due by midnight on the designated date. Worksheets are intended to be pragmatic, to enhance readings, class lectures and presentations and take learning to the next ‘step.’ Some worksheets will ask for information needed for a final grant proposal, one worksheet serves as a pretest prior to writing a grant proposal.

A service learning reflection question is included as part of each worksheet. Students may respond with personal ideas and reflections or, cite readings or refer to an organization the student may have worked with in the past as well as the community partner and grant proposal project chosen for this class.

Each worksheet will include an estimated amount of time required for completion – students will be asked to provide feedback.

Grant Proposal (40 points): This is a project-based nonprofit management course with an emphasis on the final product – creating a viable grant proposal for a community partner.

Individually or as part of a 2-3 member team, the student will submit a carefully drafted, meticulously reviewed, extensively revised grant proposal at the end of the semester for a grade.

Students will work with a community partner throughout the semester to complete a proposal on behalf of a pre-approved designated service learning nonprofit organization. By the end of the session, the student will have spent a tremendous amount of time working with a project – it is expected to be as strong as it can possibly be. Worksheets provide the student with an opportunity to submit portions of the grant proposal in a draft form for faculty review and input. A peer review exercise scheduled prior to final submission of the proposal is an opportunity for students to listen to and respond to student and faculty feedback. Students are required to schedule a meeting with the faculty to discuss their progress, either in person or by phone (30 minutes). The
final project will be presented to the class on the last day of class Saturday April 22nd. There will be a limited opportunity for rewrites prior to the final due date Monday April 30th.

Your grant proposal will be graded according to:
- Adherence to RFP guidelines
- Viability of the proposal for the service learning organization
- Accuracy, clarity, cohesion and persuasiveness of the proposal and presentation
- Technical skills (grammar, spelling, formatting) (perfection)
- Revisions in response to peer, community partner, or faculty review
- Demonstration of the skills and knowledge needed for assisting with proposal writing in the future

SERVICE LEARNING COMPONENT

Service Learning at BSU integrates course work with relevant community service in order to foster active citizenship, enhance learning, and build workforce skills. ‘Funding for Nonprofits’ approaches service learning by immersing students in a ‘Live Case’ grant proposal writing experience - students provide service to the community by producing a viable grant proposal for an organization. This experience is mutually beneficial for students and organizations: students gain experience with an actual nonprofit by helping the organization meet an actual identified need.

Students are encouraged to write the proposal individually or as part of a team of 2-3 students. Students work with community partners to schedule weekly meetings and should make every effort to visit the site of the organization during one of these meetings. No student is required to work with a specific nonprofit organization. Every effort is made to match a student with a project that interests the student, students can submit a request to work with a specific organization. Community partner agreements are reviewed and signed by students, the nonprofit and the instructor PRIOR to starting a grant proposal. (Note: All grant-writing options must receive prior approval to ensure readiness of the organization to work with the student and class under such a tight timeframe).

A service learning reflection question is included as part of every Worksheet. Students are asked to write their thoughts and the student may cite any readings, refer to an organization they have worked for in the past, and/or they may reflect on their current community partner. These are private writings and will not be shared with the class, community partners or other faculty without student consent.

INSTRUCTOR AND UNIVERSITY POLICIES

Take some time to read the following as university faculty have a good deal of latitude in some of their policy areas. This class will abide by all university and department policies.

Late Work: All assignments are due by midnight on the designated date on which the item is due. Late assignments are not a good idea. If you miss a deadline, expect to be prepared to explain the ‘life happens’ event that caused the delay (documentation may be required) – you must email or text as immediately as possible. The grade will be lowered for that assignment. In the world of non-profit finance, funding and proposal-writing, deadlines are consistent and fixed - there seldom is an allowance for missing submission dates or not being prepared with reports. You can waste a substantial amount of time and risk a loss of credibility from funding sources and community partners when you miss deadlines.
**Bonus Points:** Bonus point activities are available as an option for students who want to improve the Engagement/Commitment portion of their grade (must be pre-approved). Examples of bonus activities include: volunteering at a conference such as the Idaho Nonprofit Conference; attending a workshop at the Idaho Nonprofit Conference; attending an Idaho Nonprofit Center Resource Thursday; participation in the new BSU Nonprofit Club; and/or participation in approved webinars.

**Attendance:** Attendance at the six (6) scheduled in-class sessions is critical for success in this course since much of the course content is offered through discussions, presentations, in-class exercises, guest speakers and time set aside for team meetings. Most of the content from in-class sessions is not replicated in online activities.

However, if you find you must miss all or a portion of a class session, expect to explain the ‘life happens’ event that caused the absence (documentation may be required) – you must email or text me as immediately as possible. The absence impacts the Engagement/Commitment portion of your grade.

If you wish to succeed in this course, you must come to each class prepared for the day’s work. It is expected that you arrive on time, ready to go, with any required readings already carefully reviewed, and with any assigned work submitted.

**Courtesy:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

A positive learning environment is one that allows and encourages contemplation, thoughtful discourse and critical analysis of information. Regardless of whether the contact takes place via electronic means, face-to-face or in a classroom setting, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.

Students are asked to refrain from reading or sending text messages, using cell phones, listening to voice mail messages, using laptops for emails or other personal uses, or using any other equipment in class in any way that distracts the student, another student, the guest speaker or the faculty. In addition to a potential to being experienced as rude, distracting behaviors can dampen class discussions, cause discomfort, or distract from the participatory nature of this class. Violations of this request will be reflected in the ‘Engagement/Commitment’ portion of the final grade.

**Academic Honesty:** Each student is required to do his or her own work on graded assignments, to appropriately paraphrase material and cite references, and to abide by the policies set forth in the BSU Student Code of Conduct. Please refer to the Student Code of Conduct on the BSU website or in the catalog.

Instructors in the COBE do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

COBE defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text
Drop Policy: Please review the University policy on drop procedures and ramifications.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the ‘Incomplete’ can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are NOT eligible for an ‘Incomplete’ and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC. Please stop by the DRC offices located inside the Lincoln Garage, right across from the Student Union Building or call 208-426-1583 to make an appointment with a disability coordinator. To learn more about the accommodation process, visit the website at [http://drc.boisestate.edu](http://drc.boisestate.edu) A student with a disability requiring accommodation needs to contact the faculty so that appropriate arrangements can be made.
## COURSE OUTLINE / CALENDAR

**NOTE:** This calendar is subject to adjustments if needed during the semester

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<tr>
<th>DATE</th>
<th>IN-CLASS TOPICS</th>
<th>DUE DATES</th>
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| Jan 21     | **LECTURE: OVERVIEW OF COURSE**  
- Review of Syllabus  
- Course Content: 3 Strands (Interwoven)  
  *Nonprofit Finance, Revenue & Proposal Writing*  
- Intro – The winner is…..  
- Secrets to an ‘A’ Grade  
- Service Learning: The Community Partner  
- Partnership Agreement and Process for Approval | Due Friday midnight Jan 20  
- **Worksheet #1**  
- Review Form 990 IRS |
| Feb 4      | **LECTURE: COMPONENTS OF A PROPOSAL**  
*Proposing an idea and budget aligned with mission, values and capacity*  
- Overview of Components and Proposal Writing  
- Ideas for proposals – community partners | Due Thursday Feb 2 Midnight  
- **Worksheet #2 Components of a Proposal**  
- WGSBS Readings:  
  - Introduction  
  - Resources A, B, C |
| Feb 11     | **LECTURE: FINANCE AND NONPROFITS**  
- Budgets and Sustainability – a business model  
- Funding Sources  
- Looking Ahead: Worksheets #4 - 8  
- Student Presentations: anticipated projects  
- The Grant Funding Source Search Process  
- (Boise City Library and ‘Resource C’) | Due Thursday Feb 9 Midnight  
- WGSBS Readings Steps 1 - 12  
- GF: Chap 1 - 5 & 6 - 10 and 12 (optional)  
- **Worksheet #3 What you and Every Board Member Needs to Know About Nonprofit Finance** |
| Feb 24     | No Class  
Saturday Feb 25: Note: pre-test must be approved prior to meeting with community partners | Due Thursday Feb 23 Midnight  
- **Worksheet #4 Pre-Test** |
| Mar 4      | **LECTURE: COMPONENTS OF A GRANT PROPOSAL AND THE LOGIC MODEL**  
Launching the Grant Proposal  
- Component Consolidation  
- Project Budgets/Funding Plans  
- Logic Model  
Ethics  
Looking Ahead:  
  - Mid-term (phone) conference with faculty  
  - Meetings for proposal writing  
  - Team Meetings April 1 Presentation | Due Thursday March 2 Midnight  
- **Worksheet #5 Components & Proposal Writing and the Logic Model** |
| March 24   | No class on Saturday March 25 | Due Thursday March 23 Midnight  
- **Worksheet #6 Components & Proposal Writing** |
| April 1    | **LECTURE: REVENUE FOR NONPROFITS**  
- Revenue Funding Student Presentations (Case Studies (Worksheet #7))  
- What Funders Look For | Due Thursday March 30 Midnight  
- **Worksheet #7 Revenue Case Study and Preparing for Proposal Presentation**  
- **Worksheet #8 Self Evaluation**  
- Finalized proposal |
| April 22   | **LECTURE: PEER REVIEW OF GRANT PROPOSALS**  
- Presentations and Peer Review | Due Saturday April 22:  
- Presentation on Proposal |
| April 30   | No class Saturday April 29  
Semester Ends, turn in all work! | Due Sunday April 30 Midnight  
- **Worksheet #8 Self Evaluation**  
- Finalized proposal |

**NOTE:** WGSBS refers to: *Winning Grants Step by Step* (Required); GF refers to: *Getting Funded* (recommended)