FUNDING FOR NONPROFITS

Strategizing for Social Change

Spring 2018
NONPROF 440 (Hybrid)

Thursday Evenings: January 11 and 25; February 22; March 15; April 5 and 12
6:00 p.m. – 9:00 p.m.
TBD – Individual or Team Conference Call Scheduled March 15 – April 11
Interactive Learning Center Room 401

Instructor:

Dr. Kathleen L McDonald, Adjunct Professor
Office Hours: By appointment
In person meetings available Thursday before class or Fridays following class
Phone (cell): 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*:


Textbook(s) Recommended: Mary Hall, PhD & Susan Howlett. Getting Funded. Word & Raby Publishing. 5th edition. IBSN 978-0-9842772-8-5. (GF)


Other Readings as Assigned

College of Business & Economics (COBE) Writing Styles Guide (WSG), August 2007. Students are responsible for downloading a copy of the COBE Writing Styles Guide from the COBE website.

*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 2018!

**NONPROF 440 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 440 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 viable grant proposal for an actual nonprofit organization.

Spring 2018 is taught as a hybrid, meaning that the class meets only six (6) times during the course of the semester, with remaining content delivered online and through independent study. Face-to-face meeting times are: January 11th and 25th; February 22nd; March 15th; April 5th and 12th. In addition, a mandated phone conference call with the faculty is to be scheduled by students during the month of March. This call is timed to help individuals and student teams complete grant proposals and be prepared for presentations April 12th, the last day of class.

The official last day of the semester is April 27th. Therefore, all assignments, including grant proposal rewrites and/or late work must be received no later than midnight Tuesday May 1st.

**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 and prepare 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 align changing needs of the not-for-profit organization that seeks funding. It takes skill and knowledge in learning how to respond to the complexity of funding options available to nonprofits.

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 most 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.

Grant proposal writing requires thinking logically, writing concisely with clarity and purpose, while conveying 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 440 provides the information and resources to help students understand proposal-writing within the context of funding. Students work with community partners to address local needs. By course end, students will attain the following 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 operation and project budgets and how funding requests connect project design and outcomes with impact revenue and expenses
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 grant writing strategies for social change and social justice;
9. Understand risk management 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 other students on proposals; and, by incorporating feedback from others in making revisions to a grant proposal;
11. Demonstrate understanding of budgets and the funding needed for a proposed projects and how to research appropriate funding sources; 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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
<td>Exceptional: reflects commitment, hard work and excellent quality</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
<td>Impressive: reflects commitment, hard work and high standard of quality</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
<td>Meets all commitment, effort and requirements as expected</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
<td>Some requirements are met, but some are not</td>
</tr>
<tr>
<td>59 - lower</td>
<td>F</td>
<td>Does not meet minimum requirements</td>
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The final course grade is based on a 100-point system, components of grading are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Engagement/Commitment</td>
<td>20%</td>
</tr>
<tr>
<td>Worksheets (8)</td>
<td>50%</td>
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<tr>
<td>Grant Proposal - Project</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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 demonstrate a commitment to learning and providing benefit to Service Learning community partners. I will recognize full ‘engagement and commitment’ in considering student attendance, participation during class sessions, participation in other scheduled meetings with a student team and/or community partner; quality and thoughtfulness of 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. An engaged/committed student will meet deadlines and will not spend class-time distracted with cell phones and personal or social use of laptops (see policy).

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A required component of ‘Engagement/Commitment’ will be a March/April ‘progress report’ phone call (approximately 30 minutes) scheduled at a time that is mutually convenient for the student and faculty.

Bonus points may be available in some situations as an option to improve this portion of a student’s grade (must be pre-approved in advance). Pre-approved bonus point activities might replace unavoidable absences through: participation in the BSU Nonprofit Club, attendance and/or volunteering at the Idaho Nonprofit Center Events, attendance at an Idaho Nonprofit Center Resource Thursday event, participating in a webinar or fundraising event. A Bonus Activity Reporting form requiring a summary of the activity and its relevancy to the course content will be made available if needed.

**Worksheets (50 points):** There are eight (8) worksheets representing 50% of the grade, each 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 the final grant proposal, one worksheet serves as a pretest prior to writing a grant proposal. Each worksheet is timed to be equivalent to class sessions and homework found in the traditional classroom model of meeting once a week throughout the semester.

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 (30 points):** This is a project-based nonprofit management course with emphasis on the final product – creating a viable grant proposal for a community partner. **Individually or** as part of a 2- or 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 semester, 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. The final project will be presented to the class on the last day of class Thursday April 12th. A peer review exercise is also scheduled the last day of class, allowing opportunity for students to integrate feedback prior to submitting the grant proposal for a grade (no later than May 1st.)
A ‘progress report’ phone call (approximately 30 minutes) is to be scheduled in March/April at a
time that is mutually convenient for the student and faculty. The purpose of this call is to help
students finalize grant proposals and prepare for presentations the last day of class.

A completed draft along with a presentation of your grant proposal is due the last day of class
April 12th. Your presentation must be of an appropriate quality appropriate to a presentation to be
made to the partner organization and/or their board. A handful of powerpoint slides may help you
convey the important points within your presentation. Your presentation should be straight
forward, pragmatic, thorough and convincing – showing that you know what you are talking
about and that you have prepared a viable proposal that the community partner can submit!

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
- Quality and clarity of in-class presentation.

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**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.

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**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, 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 – before the deadline**. The grade could 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 may be available as an option for students who are in need of improving the Engagement/Commitment portion of their grade due to unavoidable absences (must be pre-approved). Examples of bonus activities include: volunteering at a Idaho Nonprofit Event; attending a workshop at the Idaho Nonprofit Conference; attending a Idaho Nonprofit Center Resource Thursday; participation in the BSU Nonprofit Club; and/or participation in approved webinars, events or trainings. Students will be required to fill out a summary upon completion of the activity.

**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.

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 before the start of class**. 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 (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

**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 [Disability Resource Center (DRC)] website. 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 as needed during the semester*

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<thead>
<tr>
<th>DATE</th>
<th>IN-CLASS</th>
<th>OUT-OF-CLASS WORKSHEETS</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Class meets Thursday Jan 11</td>
<td>Introduction to Course</td>
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<tr>
<td>Jan 24</td>
<td></td>
<td>Worksheet #1 Due Wednesday Jan 24</td>
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<tr>
<td>Jan 25</td>
<td>Class meets Thursday Jan 25</td>
<td>Introduction</td>
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<td>Jan 31</td>
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<td>Worksheet #2 Due Wednesday Jan 31</td>
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<td>Feb 8</td>
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<td>Worksheet #3 Due Wednesday Feb 21 Pre-test</td>
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<tr>
<td>Feb 22</td>
<td>Class meets Thursday Feb 22</td>
<td>Grant Proposal Components</td>
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<td>Feb 28</td>
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<td>Worksheet #4 Due Wednesday Feb 28 Proposal Components</td>
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<tr>
<td>March 14</td>
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<td>Worksheet #5 Due Wednesday Feb 28 “What Every Board Member and You Need to Know about Finance”</td>
</tr>
<tr>
<td>March 15</td>
<td>Class meets Thursday Mar 15</td>
<td>Governance, Finance and Risk Management</td>
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<tr>
<td>March 22</td>
<td></td>
<td>Schedule phone conference call with faculty to review progress</td>
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<tr>
<td>March 29</td>
<td></td>
<td><strong>SPRING BREAK MARCH 26-30</strong></td>
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<tr>
<td>April 4</td>
<td></td>
<td>Worksheet #6 Due Wednesday April 4 Proposal Components</td>
</tr>
<tr>
<td>April 5</td>
<td>Class meets Thursday April 5</td>
<td>Revenue Options &amp; Proposal Budgets</td>
</tr>
<tr>
<td>April 11</td>
<td></td>
<td>Worksheet #7 Due Wednesday April 11 Preparation for Presentation/Peer Review</td>
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<tr>
<td>April 12</td>
<td>Last Class Thursday April 12</td>
<td>Preparation for Presentation/Peer Review</td>
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<td>April 19</td>
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<tr>
<td>April 25</td>
<td></td>
<td>Worksheet #8 Due Wednesday April 25 Self and Summative Evaluation Grant Proposals Due</td>
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<td>May 1</td>
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<td><strong>FINAL DATE FOR ANY LATE WORK SUBMISSION</strong></td>
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<td><em>No later than midnight Tuesday May 1st</em></td>
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<td></td>
<td></td>
<td><em>Grades Posted Approximately Tuesday May 8th</em></td>
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