Professional Fundraising Series

Course Syllabus

Pub-Adm 5555B: Creating and Implementing the Annual Development Plan

Department: UMKC Bloch School of Management’s Department of Public Affairs and Midwest Center for Nonprofit Leadership

Catalog Information:

- **Subject/Curricular Designation:** Public Administration (PUB-ADM)
- **Catalog Number:** PUB-ADM 5555B
- **Course Title:** Creating and Implementing the Annual Development Plan
- **Course Description:** One of the keys to a successful nonprofit is a fundraising effort connected to funders and developed from the annual development plan. This course outlines each fundraising technique then teaches the student how to blend them into an annual development plan linked to the overall plan of the agency.
- **Graduate Credit Hours:** If you signed up for this course for graduate credit, it is **2.0 credit hours**. If you are a community member and want to get graduate academic credit for this fundraising course you must apply as a Visiting/Community student (to get more information on cost, requirements and how to apply, visit the UMKC Admission site: [www.umkc.edu/admissions](http://www.umkc.edu/admissions) - see the Visiting and Community Student section). If you decide to change your registration please contact the Midwest Center for Nonprofit Leadership at (816) 235-5720 / culverm@umkc.edu so we can help with the process including shifting the registration funds you have already paid toward the non-graduate credit option. **Note:** After a semester is complete, we cannot retroactively sign you up for graduate credit if you originally signed up for the class for non-graduate credit.
- **Professional Fundraising Series Requirement:** See the Overview of the Professional Fundraising Series below or visit [www.mcnl.org](http://www.mcnl.org).
- **Prerequisites/Co-requisites:** None
- **Restrictions/Exclusions:** None
- **Course Attributes:** General education, graduate level
- **Course Format:** Lecture
- **Instructional Mode:** Classroom-based

Course Information:

- **Required Materials:**
  *Achieving Excellence in Fundraising*, Eugene R. Tempel (Editor), Timothy L. Seiler (Editor), and Dwight F. Burlingame (Editor) Publisher: Jossey-Bass; 4th Edition ISBN: 978-1-118-85382-5 *(It should be available at the UMKC University Bookstore located in the Student Union (5100 Cherry Street) by the beginning of the semester).*
o **Suggested Reading:**

o **Handouts—Read:** may be assigned.

o **Evaluation and Grading Criteria:**
  
  **Class Projects:**
  
  **Grading Plan:** 100 Points Possible for the Course as follows:

  - Annual Development Plan and Presentation = 60 Points
  - Earned Revenue Strategy Exercise on Day Four = 15 Points
  - Reflection Exam = 5 Points
  - Class Participation (5 points per day) = 20 Points

  **Total:** 100 Points

**Grading Scale:**
A = 90-100 points, B = 80-89 points, C = 70-79 points, D = 60-69 points and F = 60-below.

**Class Schedule:**

**Day One --**

8:30 - 9:15 Getting to (better) Know You
- Instructor Introductions (*Tom and Diane*)
- Icebreaker: Student Introductions (*Diane*)
  - Complete Intro Questions and Hand-In (non-graded)
  - In-class Exercise (interviewer and interviewee) and Report Out
- Overview of Syllabus and Course Expectations (*Tom*)
- UMKC Fundraising Program Overview (*Tom*)

9:15 - 10:15 Getting to (better) Know Our Subject Matter

**Nonprofit Fundraising Overview**
- Overview of Fundraising & Philanthropy (*Tom*)
- Brief History of Fundraising (*Tom*)
- Sales and Philanthropy: Similarities, Differences and Intersections (*Diane*)
- Anxiety of the Ask (for staff and board) (*Awkward Family Photos*)

10:15 - 10:30 Break

10:30 - Noon Getting to (better) Know Our Subject Matter (continued)

**Key Baselines**
- Your Solicitation Baseline (*Diane*)
- Giving USA Report & Kansas City Giving Trends (*Tom*)
- The Fundraiser’s Time Cycle by *G. Perry* (*Diane*)
- Rosso’s Concentric Circles (*Diane*)
- Seven Faces of Philanthropy (*Diane*)

**The Fundraising Cycle (*Tom*)**

Noon - 1:15 Lunch

1:15 - 2:30 Getting to (better) Know Your Organization
- The WHY Behind What You Do: Telling your story in a clear and compelling way. (*Tom*)
-Simon Sinek TED Talk: *Start with Why* *(Tom)*  
-Discussion of Cross-Sector Applicability of Theory and Practice *(Diane)*  
-Case Statements: Programmatic and Campaign Versions *(Tom and Diane)*

2:30 - 2:45 Break

2:45 – 3:30 Getting to Know Your Engagement Paradigms (for yourself and your volunteers)  
-Board Understanding and Commitment *(Tom)*  
-Gather Your Stories and “Aha” Moments from your Own Immersion *(Diane)*


4:15 – 4:30 Closing and Questions

**Day Two --**

8:30 – 10:15 Your Development Plan *(Diane)*  
-Fundraising and Strategic Planning  
-Overview of the Annual Development Plan  
-Components of the Annual Development Plan  
-Case Statement  
-Fundraising Cycle  
-Do Re Mi  
-Gift Range Charts  
-Budgets  
-The Development Plan Process  
-Mapping Your Annual Development Plan

10:15 - 10:30 Break

10:30 - Noon Your Development Plan (continued) *(Tom)*  
-Fundraising Water Analogy (ocean, pipeline, faucets and buckets)  
-Constituency  
-Ladder of Engagement  
-Linkage, Ability and Interest  
**The Art and Science of Listening**  
-Ernesto Sirolli TED Talk: *Want to Help Someone? Shut up and listen!*  

Noon - 1:15 Lunch

1:15 - 2:30 Annual Development Planning: Guest Speaker—Heather Leonard, Director of Annual Giving, The Pembroke Hill School

2:30 - 2:45 Break

2:45 - 4:15 In-Class Do Re Mi Exercise *(Tom and Diane)*

4:15 - 4:30 Assignment for Day Three Due at 8:30 am:  
-o Design, Create and Present an Annual Development Plan. See instructions in *Overview of Class Projects* section of syllabus. *(Tom and Diane)*  
-o Read *Making Strategic Decisions for Financial Viability* and be prepared to discuss/use key concepts. *(Tom)*  
-o Invite your case study nonprofit to join the class for the Annual Development Plan presentations on Friday, April 7. **Sign up for presentation time.**

**Day Three -**
8:30 – 8:45 Recap from Day Two and Turn in Annual Development Plans (Diane)

8:45 - 10:30 Annual Development Plan Presentations
-Student Presentations to Nonprofit Agencies: Annual Development Plans

10:30 - 10:45 Break

10:45 - Noon - Student Presentations to Nonprofit Agencies: Annual Development Plans

Noon - 1:15 Lunch

1:15 – 2:15 Best Practices/Current Theory in Fundraising and Development (Diane)
-Donor Centricity
  -Me:You Ratios
  -Human-Centeredness in Philanthropy and Design
  -Anthropological Methodology
-Relationship Building
-Campaign Case Statement Development (writing less is more; pithy)
  -NP3050 Before/After Examples
  -Best Framework to Tell a Story
  -Additional Supporting Documents/Information
-Integrated Fundraising and Bundled Proposals
-It’s Not About the Money

2:15 - 2:30 Break

2:30 – 4:00 Fundraising Techniques: Guest Speakers—Don Schreiner, CFRE, Director of Development, Kemper Museum of Art and Stuart Hoffman, CFRE, Alumni Development & Annual Giving Officer, Kansas City University of Medicine and Biosciences. (Additional panel speakers—TBD.)
-Annual Fund
-Individual Donations
-Grants
-Special Events
-Major Gifts
-Planned Gifts

4:00 – 4:30 Building and Documenting Relationships with Donors
-Call Reports
-Databases (“Friends don’t let friends track in Exel.”)

Day Four –
8:30 – 9:30 Donor Stewardship (Guest Speaker—TBD)

9:30 - 10:30 Measuring Social Impact: (Tom)
-Evaluation
-Assessment
-Logic Models
-Dashboards
-Metrics in a Development Office
-Balanced Scoreboards
-Rockefeller’s Principles (Diane)

10:30 - 10:45 Break
10:45 - Noon  Earned Revenue Strategies: Making Strategic Decisions for Financial Viability (Tom)
- The Nonprofit Business Model
- Matrix Mapping by Impact and Profitability
- Strategies for Nonprofit Revenue Strategies
- Business Model Statements
- Jason Saul, The End of Fundraising

Noon – 1:15  Lunch

1:15 - 2:15  Earned Revenue Model Strategy Case Statement Exercise
See instructions in Overview of Class Projects section of syllabus

2:15 - 2:30  Break

2:30 - 3:45  Earned Revenue Model Strategy Case Statement Exercise

3:45 - 4:30  Reflection Exam and Course Evaluation

Overview of Class Projects:

I. Design, Create and Present the Annual Development Plan (60 points)
   - Due on Day Three at 8:30 am
   - Each student will focus this assignment on a nonprofit organization they are involved with
     (either as an employee or a volunteer) or they have an interest in learning more about.
   - Students will create the elements of the Annual Development Plan, submit a written version (on
day three) and develop a presentation summarizing their Annual Development Plan
     (PowerPoint or Prezi) and present it on day three of class. Each student will have 15 minutes to
     present their plan. Students are encouraged to invite their case study nonprofit to join us for
     their presentations (scheduled in 15 minute increments between 8:45 and noon).
   - The Presentation is worth 10 points and will be graded based on the student creating and
     presenting their Annual Development Plan using PowerPoint or Prezi and holding their
     presentation to 15 minutes or less. The presentation must contain images and not have busy
     slides.
   - A Development Plan is a written summary of fundraising goals and objectives and the means
     by which an organization will achieve them within a given period of time.¹
   - The Development Plan will include the following elements:
     - Target Fundraising Goal for Each Technique (Technique = capital campaign, annual fund,
       endowment campaign, planned gifts campaign, special events, etc.) in Development Plan
     - Gift Range Chart for Each Technique
     - Case for Support for Each Technique
     - Types of Cultivation for Each Technique
     - Types of Solicitation to Be Used in Each Technique
     - Calendar of Activities for the Duration of Each Technique
     - Solicitation Kit
     - Communication Plan for Each Technique
     - Stewardship Chart
     - List of Initial Prospects
     - Job Descriptions
     - Reports

Components:

1. **Target Goal** for each technique  
   - 3 points  
   - Techniques = capital campaign, annual fund, endowment campaign, planned gifts, special events, etc.

2. **Gift Chart** for each technique  
   - 5 points  
   - Per example handed out 11/15/05. Gift chart for each method proposed.

3. **Case for support** for each technique  
   - 5 points  
   - Sample case statement for each technique as outlined for utilization – no more than one page for each case statement.

4. **Types of cultivation** for each technique  
   - 2 points  
   - For each technique as outlined for utilization; how will you spread awareness about your efforts? Chart your cultivation intentions.

5. **Types of solicitation** to be used in each technique  
   - 3 points  
   - Direct mail, personal visits, online solicitation, paid advertisements, special events, etc. Chart your solicitation intentions, including an indication of who will be the point person responsible for each. (sample provided)

6. **Calendar of activities** for the duration of each technique  
   - 5 points  
   - Narrative or spreadsheet version of timeline of activities, all shown on the same document/table. If yours is a multi-year campaign not yet launched, do a complete outline of the multi-year timeline.

7. **Solicitation Kit**  
   - 5 points  
   - Include a cover solicitation letter for each technique (annual fund, campaign, endowment, special event); one bundled ask combining each of your proposed techniques into one solicitation; Board of Directors Roster for your organization; any additional pertinent information (explanation of campaign, benefits of membership / membership levels, invitations, etc.)

8. **Communication Plan** for each technique  
   - 2 points  
   - Plan for two-way communication between prospects and organization. Plan for all post-gift communication (thank-you and follow-up in 6-9 months to verify that gifts were used as intended). Identify ALL the pieces of communication/collateral. Determine and design the timeline for each piece.

9. **Stewardship Chart**  
   - 5 points  
   - Set recognition levels. Also, include sample acknowledgment letter from CEO, Board President and Development Officer (and state on the bottom of each when it’s appropriate to send one or more).

10. **List of Initial Prospects**  
    - 2 points  
    - List of those in your “inner circle”, for this purposes listed only by category (Board members, past honorees, season subscribers) Please note: real-life scenarios would include real-life name rosters.
<table>
<thead>
<tr>
<th></th>
<th>Job descriptions</th>
<th>For Volunteers and key staff (research on your own)</th>
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</thead>
<tbody>
<tr>
<td>5 points</td>
<td></td>
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<td>12. Reports</td>
<td>Sample Call Report form; sample pledge forms; sample gift agreements</td>
<td></td>
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<tr>
<td>3 points</td>
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<td>13. Evaluation Model for goal of each technique</td>
<td>Describe evaluation method that will be used for each technique’s programmatic goal or end-goal. Include outcomes and outputs for each.</td>
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<tr>
<td>5 points</td>
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2. **Earned Revenue Model Strategy Case Statement Exercise (15 points)**
   o Due in Class on Day Four
   o Each student will focus this assignment on a nonprofit organization they are involved with (either as an employee or volunteer) or have an interest in learning more about.
   o Instructions for this assignment will be given in class but will follow these guidelines:
     ✓ **Matrix Mapping (5 points):**
       ▪ Plot the new programming opportunities on a matrix map (covered in class lectures).
     ✓ **Profitability Analysis (2 points):**
       ▪ Determine profitability of proposed new programming (revenue minus expenses) and relative impact of the new programming.
     ✓ **Business Model Statements (5 points):**
       ▪ Create business model statements for each new program being recommended by the students.
     ✓ **Draft a one-paragraph sustainability statement (3 points):**
       ▪ Create a one-paragraph sustainability statement for your case study nonprofit based on your matrix map.

3. **Reflection Exam (5 points)**
   o Due on Day Four at 4:30 pm
   o Students will write a one- to two-page paper graded using the following points:
     o The paper uses correct grammar, spelling, syntax and punctuation (1 point)
     o The paper is coherent, at least one full page (handwritten legibly or typed and submitted electronically to both instructors via email by 4:30 pm) and adequately answers the question, "Something that truly surprised me about this course and/or what we studied was…” (4 points)

4. **Participation Points (20 points)**
   o 5 points per day

   o **Student Learning Outcomes:** Students who successfully complete this course will:
     - Learn how to design an Annual Development Plan and integrate it with a nonprofit organization’s strategic planning and financial systems.
     - Understand the key elements of the successful implementation of the Annual Development Plan.
     - Learn the importance of an earned revenue strategy and how to develop and present an agency’s plan for sustainability.
     - Understand the key elements of the successful development and implementation of an earned revenue strategy.
     - Become familiar with the components of a campaign case statement and how to utilize it.
MPA Program Student Learning Outcomes: Each MPA course is designed to contribute to one or more of the learning outcomes of the MPA program as well as the competencies that are required for MPA accreditation by the primary accreditor of MPA programs in the United States, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). This fund raising series course contributes to student learning with regard to each of the following MPA and NASPAA MPA program outcomes:

<table>
<thead>
<tr>
<th>UMKC Bloch School/Department of Public Affairs MPA Program Outcomes</th>
<th>These learning outcomes contribute to the learning associated with the following NASPAA universal MPA competencies</th>
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<td>Lead and manage organizations, networks, and inter-organizational public service initiatives</td>
<td>• To lead and manage in public governance</td>
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<tr>
<td>Organize, lead, and manage the work of the board, staff, and volunteers of a nonprofit public service organization</td>
<td>• To analyze, synthesize, think critically, solve problems and make decisions</td>
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<tr>
<td>Apply the frameworks and concepts of nonprofit organizational strategy and strategic management</td>
<td>• To articulate and apply a public service perspective</td>
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Students who have questions about student learning outcomes and how each course contributes to the overall curriculum for the MPA program are welcome to contact Dr. Renz for more information, including information about the program curriculum map and assessment process.

Course Expectations, Course Policies, Requirements and Standards for Student Coursework and Student Behavior:
 Attendance: Since this is a four-day course, it is imperative that you attend all four days. If you miss one or more of the days of the course you will earn an incomplete and will be required to repeat the course the next time it is offered. Please communicate with the instructors if you know you will miss a portion of one of the days or need to leave early one day for any reason.
 Class Participation: This is a graduate level seminar and you are expected to participate in class discussions. This means you are expected to ask questions or initiate discussion with the instructor, with guests, and ask questions or making comments following student presentations. You will receive up to 20 points toward the final course grade by participating in class discussions. Each day is worth 5 points.
 Blackboard - Blackboard is not used in this course.

Overview of the Professional Fundraising Series
This series of courses is designed to help equip development officers, executive directors and others responsible for resource development, with the skills needed to bring in funds.

Series Format:
Classes are offered on Thursdays, Fridays and/or Saturdays, with a four- or five- week break between sessions. The break allows for students to complete projects, applying what they learned in the first day(s) of class. The project must reflect actual work for a nonprofit agency they work or volunteer for or the student may take the
opportunity to work with a new agency they want to learn about. The Midwest Center can help connect students to agencies needing specific projects.

After the break, students return for a second session in which they present their projects to the entire class. This provides students the opportunity to develop verbal and presentation skills, and enhance learning by observing different applications of the same principles. Following presentations, the remaining class time is used to develop additional skills in the subject area and to answer questions.

Each core class meets for four days, beginning with a Thursday/Friday or Friday/Saturday session, and ending with a Thursday/Friday or Friday/Saturday session four or five weeks later (click on each course listed below for actual scheduled dates).

Elective classes meet for two days, beginning on a Friday and ending four or five weeks later on a Friday or Saturday (click on each course below for actual scheduled dates). Note: the Strategic Boards with Impact: New Work and Challenges course meets on three Thursdays from 8:30 a.m.-2:30 p.m.

After completing two core courses and two electives, participants are eligible to receive a recognition of completion of the Professional Fundraising Series from the Midwest Center for Nonprofit Leadership, Henry W. Bloch School of Management.

Here are the available courses in the Professional Fundraising Series:

**Core Classes**
- Organizing for Successful Fundraising – PA 5555A (Offered in both Fall and Spring semesters)
- Creating and Implementing the Annual Development Plan – PA 5555B (Offered in both Fall and Spring semesters)

**Elective Classes**
- Contemporary Trends in the Nonprofit Sector: The Impact on Fundraising – PA 5555E (Offered in Fall semester)
- Direct Marketing and Direct Mail in Fundraising – PA 5555C (Offered in Fall semester)
- Planned Giving and Major Gift Solicitation – PA 5555D (Offered Spring semester)
- Prospect Research and Proposal Writing – PA 5555F (Offered in both Fall and Spring semesters)
- Strategic Boards with Impact: New Work and Challenges – PA 455B (Offered in Fall semester)