Professional Fundraising Series

Course Syllabus

Pub-Adm 5555F: Prospect Research & Proposal Writing

Catalog Information:

- **Subject/Curricular Designation:** Public Administration (PUB-ADM)
- **Catalog Number:** PUB-ADM 5555F
- **Course Title:** Topics In Nonprofit Fund Raising: Prospect Research & Proposal Writing
- **Course Description:** The most effective proposal writers have “done their homework.” They know the most likely funding sources for their agency and its programs, and they know what the grantmaker wants to see in a proposal. In this course, students will examine the relationship between comprehensive systematic prospect research and proposal writing. They will explore printed materials and databases that can help them find likely funding sources; study proposal writing techniques; and review samples of proposals that were actually funded. **Course Goal:** Students will learn the major elements involved in researching prospects and writing a funding proposal.
- **Graduate Credit Hours:** If you signed up for this course for graduate credit, it is 1.0 credit hour. 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 DESCRIPTION AND PURPOSE:
The most effective proposal writers have “done their homework.” They know the most likely funding sources for their agency and its programs, and they know what the grantmaker wants to see in a proposal. In this course, students will examine the relationship between comprehensive systematic prospect research and
proposal writing. They will explore printed materials and databases that can help them find likely funding sources; study proposal writing techniques; and review samples of proposals that were actually funded. 

Course Goal: Students will learn the major elements involved in researching prospects and writing a funding proposal.

STUDENT LEARNING OUTCOMES FOR THE COURSE:
1) Students will identify and qualify potential funding prospects.
2) Students will write a proposal for a targeted funding prospect.
3) Students will develop an outcomes based evaluation plan.
4) Students will present their prospects, proposal and evaluation plan in class.

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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<tr>
<td>Lead and manage organizations, networks, and inter-organizational public service initiatives</td>
<td>• To lead and manage in public governance</td>
</tr>
<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, POLICIES, REQUIREMENTS, AND STANDARDS FOR STUDENT COURSEWORK AND STUDENT BEHAVIOR:
Attendance: Since this is a two day course, it is imperative that you attend both 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 instructor if you know you will miss a portion of one of the days or need to leave early one day for any reason.

Course Information:
REQUIRED READING:
Jeremy T. Miner & Lynn E. Miner, Proposal Planning & Writing, 5th Edition

It will be available at the UMKC University Bookstore located in the Student Union (5100 Cherry Street) by the beginning of the semester.
Optional Reading:
- Proposal Writing Short Course (http://fdncenter.org/onlib/prop.html)
- Norton J. Kiritz Program Planning & Proposal Writing
- Prospect Research: A Primer for Growing Nonprofits, Cecilia Hogan
- Guide to Grantseeking on the Web, Foundation Center
- Thank You for Submitting Your Proposal, Martin Teitel

EVALUATION AND GRADING CRITERIA:
Assignment: Develop a project requiring grant support. Research, identify and explain three potential funders using the Foundation Center’s (http://foundationcenter.org) Worksheet for Institutional Funders provided in class (or go to: Find Funders/Related Tools/Prospect Worksheets). Write a letter proposal of 3-5 pages in length seeking support from one of your prospective funders. Use the proposal format template in Miner textbook, chapters 5 and examples found in chapter 6.

Assignment due Friday, October 7, 2016 at start of class. Turn in TWO hard copies of your letter proposal along with your three prospective funder worksheets and be prepared to present for five minutes using a PowerPoint or Prezi presentation.

Course Grading:
- 25% for adequate completion of the identification of three prospects;
- 50% for successful completion of the letter proposal and class presentation;
- 25% from test over the final test.

Grading Scale:
A = 90 to 100 points, B = 80 to 89 points, C = 70 to 79 points, D = 60 to 69 points and F = 60 or below.
Class Schedule:

First Day

8:30-8:45  Introductions and Course Explanation
8:45-9:30  The Grants Process
9:30-9:45  Break
9:45-11:45 The Grants Process (Continued)
11:45-1:00 Lunch
1:00-2:00  Shelley Loethen, GPC (Grant Professional Certified), Owner of Encore Nonprofit Solutions: Perspective from a professional grant writer and consultant.
2:00-3:00  Randy Lopez, Program Officer, Wyandotte Health Foundation: Funder Perspective
3:00-4:00  Dr. Kelly M. Mahon, Cooperating Collection Supervisor at Kansas City Public Library: Introduction to Research via Foundation Center at the Kansas City Public Library.
4:00-4:15  Overview of Assignment Due
4:15-5:00  Prospect research via Foundation Center site at Kansas City Public Library.

Second Day

8:30-9:00  Welcome, Overview of Day & Review of Previous Session
9:00-10:00 Jim Klasinski, Manager of Philanthropic Prospect Research, Department of Philanthropy, Children’s Mercy Hospital
10:00-10:15 Break
10:15-Noon Proposal Critique & Review
Noon-1:15 Lunch
1:15-2:00  Proposal Critique & Review
2:00-2:15 Break
2:15-3:15  Finish Proposal Critique & Review
3:15-4:30 Test over Text and Lecture Materials & Course Evaluations

Overview of Assignment

Prospect Research, Letter Proposal Development and Presentation

Assignment: Develop a project requiring grant support, research three prospective funders, draft a letter proposal and present the funders and overview of the proposal to the class.

1. Prospect Research: Research, identify and explain three potential funders using the Foundation Center’s (http://foundationcenter.org) Worksheet for Institutional Funders provided in class.
2. Draft a letter proposal of 3-5 pages in length seeking support from one of your prospective funders. Use the proposal format template in Miner textbook, chapter 5 and examples found in chapter 6. Follow the following outline for your letter proposal:

   a. Summary—a one sentence proposal overview
   b. Appeal—rationale for approaching the prospect
   c. Problem—description of the need or gap
   d. Solution—method for solving the problem
   e. Capabilities—credentials to solve the problem
   f. Evaluation—how will you measure your success (outcomes/outputs)
   g. Budget—specific request for funds with breakdown of expenses and revenues (table format preferred)
   h. Closing—a check-writing nudge to the prospect

3. Prepare a five-minute presentation (overview of the prospects and proposals) to be delivered to the class. Presentation should provide an overview of the prospects and which one you selected and why along with an overview of the outline above of your proposal. Presentation must use a PowerPoint or Prezi presentation.

 Assignment due on day two at the start of class. Turn in TWO hard copies of your letter proposal along with your three prospective funder worksheets and be prepared to present a five-minute presentation using a PowerPoint or Prezi. Your presentation will be strictly limited to five (5) minutes.

Attendance Policy: Students are expected to attend and participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

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)