

**General Description:** Students will leave this course understanding the role of the nonprofit sector and particularly the role of funding in achieving the goals of a just and equal society, with a broad knowledge of a variety of fundraising strategies with particular emphasis on raising money from individual donors in person and on finding grant funding and developing a foundation proposal. Each student will be applying the knowledge they learn in class to a nonprofit they work in.

### **Course Objectives.**

- Understand how fundraising can help create healthy organizations
- Understand the basic principles of fundraising and how grantseeking fits into a larger sustainability plan
- Understand how to approach individuals and foundations for funding

At the end of this course, students will be able to:

- Articulate a theory of change, including an analysis of the role of private philanthropy in supporting social justice work
- Be able to organize a major donor campaign and feel comfortable asking for money
- Produce a grant proposal that could be submitted to a philanthropic foundation
- Develop a sample program plan, budget and evaluation to be used with the proposal
- Know how to make a persuasive case for support orally and in writing

**Teaching Method:** The majority of the classes will be conducted in a lecture/discussion format, with small group and individual exercises scattered throughout. There may be a guest lecturer for one of the classes and an orientation to the Foundation Center Collection at the Berkeley Public Library. From time to time PPT will be used. Students will also be required to present their work to each other.

### **Student Requirements.**

#### Schedule of Assignments:

Feb 14: Fundraising assessment completed

Feb 28: Reflection on money

March 20: Letter of Intent

April 17: Grant proposal due

May 8 and 15: Presentations to class

Text:

Fundraising for Social Change, Sixth Edition by Kim Klein

Other readings as assigned

## **Grading Procedures.**

Class attendance and participation are very important, as this is a participatory course which will include lecture, discussion and workshop sessions. Students will sometimes be in teams to complete assignments. Students must spend 20 hours at a nonprofit of their choice helping with fundraising related tasks. All assignments will be based on this nonprofit. There will be no final exam.

Team and class participation:	20%
Written reflection	20%
Letter of Intent	15%
Full Proposal	25%
Presentation of project	20%

Grade Scale: 100-93: A 93-90 A-; 89-84: B 83-80: B-, 79-70: C; 60-69, D, below 60: F.  
(I don't give minus grades at the C and D level).

**Diversity and Values.** This course is largely “how-to,” and the goal is to give students the skills they need to do foundation fundraising and to understand other kinds of fundraising. However, the course will also examine philanthropy through a class and race lens, note how philanthropy has traditionally left out populations-at-risk or simply ameliorated their conditions without addressing the root causes of social problems. We will note where social justice values are sometimes at odds with the goals of private philanthropy, and will discuss the importance of public policy and public funding in addressing social issues.

### **Office Hours:**

**By Appt.**

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### **Topic Areas and Sequence.**

1/31: Introduction to class, to each other, and to the material. Opening lecture on how nonprofits raise money and the basic elements of fundraising. Each student needs to have a nonprofit to work with. We will go over the fundraising assessment form you will use with your nonprofit and the fundraising self-evaluation form.

2/7: **NO CLASS:** Students should meet with their nonprofit and fill out a fundraising assessment form.

Reading pg 5-73

2/14: The Role of the Board and how to get the Board on Board

What is the role of the board? Why were boards created? When do they work and what causes them not to work. How to recruit good members and methods for letting board members go.

Reading: pg 74-103

### 2/21 Getting Comfortable with Asking for Money

Why we find money so difficult to talk about and to ask for. We will look at our taboos about money and how to get past them, think about what kind of society would have a healthy attitude toward money, and examine how to identify prospects and set fundraising goals.

Pg 279-305

### 2/28 Asking Individual Donors for Large Amounts of Money in Person

This class will be devoted to practicing various forms of asking: first time giving, upgrading a current donor, asking for a capital gift, discussing an endowment gift. Case studies will be used.

First Assignment Due: REFLECTION ON MONEY: How do you want to think about money? What do you want to tell those who come to you for advice about money? Write a three page essay reflecting on what we have learned, what you thought before you came and how you might have changed or wish to change.

Pg 147-225, and an on-line reading to be assigned

### 3/6 Direct mail and on-line strategies: integrating messages across channels

What is the role of mass strategies and how should they be evaluated? What kinds of organizations do best with them? How do you decide which, if any, of these strategies you will use? Students will need to reflect on the readings with their knowledge of their nonprofit—how could that organization be doing better? What are they doing well now?

Foundation Center materials to be assigned

### 3/13 Grantseeking: the role of foundations in funding nonprofits

What are foundations for, types of foundations, the outline of a grant proposal

ASSIGNMENT: Go to the Berkeley Public Library or the Foundation Center in San Francisco and learn how to use the various databases and search engines they have.

### 3/20 Grantseeking, continued:

The process of approaching a foundation program officer, with emphasis on the letter of intent

No reading: prepare and turn in a Letter of Intent on 4/3

### 3/27 SPRING BREAK

4/3 Components of a grant proposal. Samples will be used. Students will be asked to put themselves in the place of a program officer and decide which nonprofits will be funded from a range that will be presented.

Letter of Intent due

Reading: Three sample successful grant proposals. Come prepared to discuss why you think they were funded and what your organization can learn from these.

4/10: Discussion of successful proposals, and discussion of how other kinds of fundraising can strengthen a proposal, and how the process of developing a proposal can strengthen other aspects of fundraising.

Reading: Pg. 361-387

4/17: Fundraising Management: we will examine the role of the “back office” in successful fundraising and the emotional components of development. What is a good database? How do we recruit volunteers and keep them happy? What are good time management habits for fundraisers and for people for whom fundraising is a part of a bigger job?

Full proposal due

4/24: Getting prepared for final presentation; looking at what you learned from putting together a proposal that you can use in other aspects of your nonprofit work.

Reading: pg 393-425

5/1: Staff structure and internal dynamics.

What are the different roles we can play in a nonprofit and what are their relationships to each other? How do we deal with difficult people while continuing to focus on mission? Students can bring issues from their own nonprofits to this class for problem solving. There were also be some case studies to work from.

5/8: Presentations begin. Each person will present for five minutes. The rest of the class will be a grantmaking committee with \$250,000 to distribute as they wish amongst the organizations presenting.

5/15: Final class: Presentation continued and “grant awards” made.