

UNIVERSITY OF TENNESSEE

COLLEGE OF SOCIAL WORK

**SW 545 Evidence Based Resource Development Practice Across Systems
(3 credit hours)****Fall, 2009
Online****Instructor Information**

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Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu)

Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford (865-974-6087). This will ensure that you are properly registered for services.

Course Description:

This is a required concentration course. Students build evidence-based knowledge and skills to advance social and economic welfare, social justice, and change through acquiring, diversifying, and managing financial resources. Tools and strategies are examined with individuals, families, groups, and organizations, such as fundraising, grants, contracts, and fees-for-service; grant writing and program development; budgeting and accounting; marketing and social entrepreneurship; and human resources.

Students examine financial and resource development including the dimensions and scope of public and private, for- and not-for-profit organizations.

Course Rationale:

This advanced course prepares students to work in an increasingly dynamic and global society that faces constant challenges to search for and improve financial resources for vulnerable populations and human service organizations. Funds must be located, obtained, distributed, monitored and accounted for in a systematic, fair and equitable manner that incorporates client/system needs and resource constraints, particularly for disenfranchised sectors of the economy.

Course Competencies:

By the completion of this course, the students are expected to be able to (through course activities, assignments, and/or exams):

1. Identify changing internal and external environments of government and social welfare organizations in light of social and economic trends and challenges of finding resources for organizations and vulnerable individuals. (At-risk Populations & Social Justice c.1)

Content: globalization, devolution of resources, decentralization of services.

2. Understand the principles of ethical financial resource procurement and stewardship in social welfare organizations (Values/Ethics c.1). *Content: attention to discrimination or oppressive organizational practices; resolution of ethical conflicts in fiscal accountability.*

3. Recognize and analyze issues and challenges around resource deprived individuals and communities and appropriately resolve ethical dilemmas in the implementation of resource development strategies for diverse client systems. (Values/Ethics c.2; Diversity c.2) *Content: critically assess how resource development is related to issues of diversity and economic justice; tolerating ambiguity in resolving ethical conflicts.*

4. Demonstrate application of evidenced-based evaluation skills to evaluate financial decision making processes in organizational and community settings. (EBP c.3; Research c.2) *Content: evaluate mission, goals and objectives for intra-system congruence, assess problems and needs of organizations and communities.*

5. Identify traditional and developing methods to diversify and manage funding within public/private, for-and not-for profit organizations and communities (Practice c.2) *content: fundraising, contracts, fees-for service, grant writing; assessment of private and public funding sources; innovative fundraising strategies, consistency of strategies with sociopolitical realities.*

6. Write a grant to procure resources for program development. (Policy c.5) *Content: identification of funding sources, grant writing, program development, budgeting.*

7. Use computer-based technology to design, evaluate and manage organizational finances to assure integrated service systems.(policy c.2) *Content: utilize a data based spread sheet system to develop budgets and monitor expenditures*

8. Identify diverse marketing and social entrepreneurship opportunities to empower individuals, communities and organizations in a local to global context. (Policy c.4; Diversity c.1) *content: micro-enterprise development, social marketing, and asset building programs, social entrepreneurship strategies.*

Course Format

This course will be offered using on online education format and supported through the use of Blackboard. The class will **meet collectively** only once on **Thursday, August 20 from noon – 1:30PM (CST)**. It is **NOT** necessary for students to participate in this Centra session. The purpose of the session is to allow students to ask questions of the instructor regarding the course syllabus and course expectations. The remainder of this class will be online. Students can expect to spend *at least* six - nine hours per week on class related tasks that may include, but are not limited to: reading assigned materials; participating in discussion boards; viewing online resources such as videos or websites; completing weekly quizzes; and other assignments. Students are responsible for actively participating in all assigned tasks on an ongoing basis.

Required Textbook

Martin, L. L. (2001). *Financial Management for Human Service Administrators*. Boston, MA: Allyn & Bacon.

Kiritz, N. J. (2007). *Program Planning & Proposal Writing. Expanded version & evaluation checklist*. Los Angeles, CA: The Grantsmanship Center.

Other Required Readings

Brown, W. O., Helland, E. & Smith, J. K. (2006). Corporate philanthropic practices. *Journal of Corporate Finances*, 12, 855-877.

De Mello, L. R. (2004). Can fiscal decentralization strengthen social capital? *Public Finance Review*, 32(1), 4-35.

Eikenberry, A. M. & Kluver, J. D. (2004). The marketization of the nonprofit sector: Civil society at risk? *Public Administration Review*, 64(2), 132-140.

Gibelman, M. & Gelman, S. R. (2004). A loss of credibility: Patterns of wrongdoing among nongovernmental organizations. *International Journal of Voluntary & Nonprofit Organizations*, 15(4), 355-381.

Grace, K. S. (2005). Annual campaigns. In *Beyond Fundraising: New Strategies for Nonprofit Innovation & Investment* (pp. 103-126). Hoboken, NJ: John Wiley & Sons.

- Grace, K. S. (2005). Capital campaigns. In *Beyond Fundraising: New Strategies for Nonprofit Innovation & Investment* (pp. 127-140). Hoboken, NJ: John Wiley & Sons.
- Greenfield, J. M. (2002). Internet solicitation. In *Fundraising Fundamentals: A Guide to Annual Giving for Professionals & Volunteers* (pp. 317-347). New York, NY: John Wiley & Sons.
- Greenfield, J. M. (2002). Soliciting annual gifts from corporations & foundations. In *Fundraising Fundamentals: A Guide to Annual Giving for Professionals & Volunteers* (pp. 277-316). New York, NY: John Wiley & Sons.
- Greenfield, J. M. (2002). Telephone & telemarketing techniques. In *Fundraising Fundamentals: A Guide to Annual Giving for Professionals & Volunteers* (pp. 211-242). New York, NY: John Wiley & Sons.
- Greenfield, J. M. (2002). Other ways to raise money every year. In *Fundraising Fundamentals: A Guide to Annual Giving for Professionals & Volunteers* (pp. 449-480). New York, NY: John Wiley & Sons.
- Ostrander, S. A. (2007). The growth of donor control: Revisiting the social relations of philanthropy. *Nonprofit & Voluntary Sector Quarterly*, 36(2), 356-372.
- Romzek, B. S. & Johnston, J. M. (2005). State social services contracting: Exploring the determinants of effective contract accountability. *Public Administration Review*, 65(4), 436-449.
- Sherraden, M. & Sherraden, M. (2000). Asset building: Integrating research, education & practice. *Advances in Social Work*, 1(1), 61-71.
- Thornton, J. (2006). Nonprofit fund-raising in competitive donor markets. *Nonprofit & Voluntary Sector Quarterly*, 35(2), 204-224.
- Van Slyke, D. M. & Brooks, A. C. (2004). Why do people give? New evidence & strategies for nonprofit managers. *American Review of Public Administration*, 35(3), 199-222.
- Wagner, L. (2003). Embracing diversity in fund raising. In H. A. Ross & E. R. Tempel, *Achieving Excellence in Fund Raising* (pp. 226-242). San Francisco, CA: John Wiley & Sons.
- Warwick, M. (2003). Direct mail. In H. A. Ross & E. R. Tempel, *Achieving Excellence in Fund Raising* (pp. 245-258). San Francisco, CA: John Wiley & Sons.

Additional Content: Direct & Indirect Costs, Allocation Methods, Simple Moving Averages, Weighted Moving Averages, Exponential Smoothing, Time Series Regression; Fixed & Variable Costs; Break Even Analysis; Decision-Making

Quiz 5 Opens 9/24 Closes 10/4

Content may include:

Required Content: Evaluating mission, goals, and objectives for intra-system congruence; Assessing problems and needs of organization and communities; Grant writing; Identification of Grant Funding Sources; Program Development; Budgeting – Course Competency 4, 5, 6

Additional Content: Basic Principles of Proposal Writing; Proposal Formatting; Program Evaluation & Design

Quiz 6 Opens 10/5 Closes 10/18

Content may include:

Required Content: Fundraising; Contracts; Fees-for Service; Grant Writing; Assessment of Private and Public Funding Sources; Social Entrepreneurship Strategies; Asset Building Programs; Identification of Funding Sources; Resolution of Ethical Conflicts in Fiscal Accountability – Course Competency 2, 5, 6, 8

Additional Content: Cooperative Agreements; Requests for Proposals; Invitation for Bids; Cost Reimbursement Contracts, Performance Contracts, Capitated (Managed Care) Contracts; Foundation Grants; Granting Sources; Annual Campaigns; Special Events; Client Donations

Quiz 7 Opens 10/19 Closes 11/1

Content may include:

Required Content: Attention to Discrimination or Oppressive Organizational Practices; Resolution of Ethical Conflicts in Fiscal Accountability; Critically Assess How Resource Development is Related to Issues of Diversity & Economic Justice; Tolerating Ambiguity in Resolving Ethical Conflicts; Assessment of Private & Public Funding Sources, Fundraising, Identification of Funding Sources – Course Competency 2, 3, 5

Quiz 8 Opens 11/2 Opens 11/15

Content may include:

Required Content: Social Marketing; Fundraising; Assessment of Private & Public Funding Sources; Innovative Fundraising Strategies - Course Competency 5, 8

Quiz 9 Opens 11/16 Closes 11/21

Content may include:

Required Content: Innovative Fundraising Practices, Consistency of Strategies with Sociopolitical Realities; Critically assess how resource development is related to issues of diversity and economic justice; Tolerating ambiguity in resolving ethical conflicts – Course Competency 3, 5

Quiz 10 Opens 11/22 Closes 12/1
 Content may include:

Required Content: Micro-Enterprise Development; Asset Building Programs;
 Fiscal Accountability – Course Competency 2, 8

Discussion Boards

The purpose of discussion boards are to: 1) give students a chance to reflect on and respond to issues raised by weekly readings; and 2) demonstrate mastery of course competencies. Three discussion prompts will be posted on Blackboard throughout the semester. Discussion board (DB) topics are as follows:

Discussion Board – Unit 6 Opens 10/5 Closes 10/18
 Prompt will lead students in a discussion of ethical conflicts and fiscal accountability with contracts – Content: Resolution of Ethical Conflicts in Fiscal Accountability, Contracts – Course Competency 2, 5

Discussion Board – Unit 7 Opens 10/19 Closes 11/1
 Prompt will lead student in a discussion of the ethics of fundraising and donor rights – Content: Critically Assess How Resource Development is Related to Issues of Diversity & Economic Justice; Tolerating Ambiguity in Resolving Ethical Conflicts – Course Competency 3

Discussion Board – Unit 9 Opens 11/16 Closes 11/21
 Prompt will lead students in a discussion of the ethical implications of marketization among nonprofit organizations in the current sociopolitical environment - Content: Consistency of Strategies with Sociopolitical Realities; Tolerating ambiguity in resolving ethical conflicts – Course Competency 3

All discussion boards will open at 12:00am on the designated date and close at 11:50pm on the designated date. Once a discussion board closes, additional posts from students are not allowed.

For each discussion board, students are to: 1) respond to the questions posed; and 2) respond to other student's comments. Students are encourage to post their initial comments early during this period and then visit discussion boards though-out the semester in order to respond to other students' postings. A response to another student's posting must be substantive. In other words, comments such as "good point, Susan" or "I agree with Tom" are not acceptable. Responses should further and enrich the discussion and demonstrate student's mastery of course competencies.

Discussion board participation constitutes 10% of the student's final score in this course. Participation in each discussion board is worth 10 points. Four discussion boards will be posted. Students will receive a grade for their participation in each of the discussion boards. The grading rubric for discussion boards are:

0 = did not participate in the weekly discussion

5 = low participation. Comments are brief; little explanation is given for comments made; little reference is made relating comments to the weekly readings; all comments are made during the last day or two and do not contribute to the overall discussion.

10 = high participation. Comments are thoughtful and demonstrate an understanding of the readings and the issues raised by these readings; responses to other students' comments are thoughtful and serve to further enhance and extend the discussion.

Budgeting Activities Using scenarios based on hypothetical agency programs and financial information, students will complete 16 budgeting activities throughout the semester. Each activity is worth 5 points and constitutes 20% of the student's final score in this course. Activities are derived from the textbook and require students to use Microsoft Excel (Microsoft Office) spreadsheets to construct and modify program budgets. Activities include:

Accounting Basics	(Exercises 4.1, 4.2, 4.3, & 4.4)	Due 9/6 before midnight
Financial Analysis	(Exercise 5.3)	Due 9/6 before midnight
Cost Analysis	(Exercises 8.1, 8.2 & 8.3)	Due 9/23 before midnight
Forecasting	(Exercises 9.1, 9.2 & 9.3)	Due 9/23 before midnight
Differential Cost Ana.	(Exercises 10.2 & 10.2)	Due 9/23 before midnight
Setting Fees	(Exercise 11.1, 11.2 & 11.3)	Due 10/18 before midnight

Budgeting activities are designed to measure student mastery of Course Competency 7.

Grant Proposal & Grant Budget. The major assignment for the class will be the development and presentation of a grant proposal. Students should base the grant proposal on existing needs of their field agencies or another social change or social service organization. Creating a feasible and well-scaled program, and accurately assigning realistic costs for carrying out the program, requires an evidence-based understanding of the organization's mission, goals, and objectives and an evidence-based assessment of the organization and target population/community's needs. This major course assignment requires that each student demonstrate, therefore, the application of this core course competency, of evidence-based evaluation skills with regard to evaluating financial decision-making processes in the organizational and community setting used with regard to this grant proposal.

The proposal will be developed over the semester, using the structure described in the Kiritz reading. This assignment includes a search for appropriate potential funding sources for the proposal. Sections of the proposal will include a summary of the proposal, an introduction, a problem statement or needs assessment, objectives, methods, evaluation, plans for future funding, a budget with narrative, and other sections pertinent to the specific proposal of each student. A checklist of items that should be included in the grant proposal are included in the Proposal Checklist and Evaluation Form by Kiritz.

In addition to the above information, the final product for this assignment must include:
 1) a separate 3-4 page critical assessment of how your proposal and proposal writing process accounted for issues of diversity, at-risk populations (i.e., people of color; people who are poor; children; women; gay, lesbian, and transgendered persons; immigrants; elderly people; people with disabilities; people who are otherwise oppressed or discriminated against; other vulnerable groups), economic justice, and social work ethics. Include in this critical assessment a discussion of the relationships among resource development and issues of diversity, economic justice, and issues with regard to tolerating ambiguity in resolving ethical conflicts; and 2) a comprehensive summary of additional development activities that will be undertaken to sustain the proposed program after grant funding has ended.

The Grant Program Narrative is graded on a 100 point scale and is worth 25% of the student's course grade. The Grant Budget is graded on a 100 point scale and is worth an additional 25% of the student's final score in this course. The complete grant assignment is due Tuesday, December 1 by 5:00pm (CST). No late assignments will be accepted.

This assignment is designed to measure student master of Course Competencies 3, 4, 5, 6, & 7.

Grading Scale

The final grade for this class will be determined as follows:

Quizzes	20%
Discussion Boards	10%
Budgeting Exercises	20%
Grant Proposal	25%
Grant Budget	25%

The following grading scale will be used for final course grade:

A (95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations
B+ (90-94)	Very Good – Student consistently meets and occasionally exceeds normal expectations
B (85-89)	Good – Student consistently meets normal expectations
C+ (80-84)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations
C (70-79)	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (69 and below)	Very Poor – There is a lack of understanding, attendance or incomplete assignments. Course expectations are not met.

COURSE OUTLINE

Part I: The Basics of Budgeting & Fiscal Management

Unit 1 – Wednesday 8/19 – Tuesday 8/25

The Importance of Financial Management

Required Reading:

Textbook, (Martin, 2001), Chapter 1, The Importance of Financial Management
Textbook, (Martin, 2001), Chapter 2, Programs, Program Structures, Program Managers & Responsibility Centers
De Mello (2004) Can Fiscal Decentralization Strengthen Social Capital?

Required Activities:

Complete Quiz 1

Course Content:

Required Content: Globalization, Devolution of Resources, Decentralization of Services – Course Competency 1
Additional Content: Maturation of Human Services, Societal Productivity & Economic Growth, Accountability, Competition, Contracts, Managed Care, Responsibility Centers

Unit 2 – Wednesday 8/26 – Sunday 9/6

Required Reading:

Textbook, (Martin, 2001), Chapter 3, Understanding Financial Statements
Textbook, (Martin, 2001), Chapter 4, The Basics of Accounting
Textbook, (Martin, 2001), Chapter 5, Financial Analysis
IRS (2006-2007), Applying for 501(c)(3) Tax-Exempt Status
IRS (2006-2007), Compliance Guide for Public Charities

Required Activities:

Complete Quiz 2
Complete Accounting & Budgeting Exercises 4.1, 4.2, 4.3 & 4.4 on pages 52-54 of the text and Exercise 5.3 on pages 62-63 of the text.

Course Content:

Required Content: Utilize a data based spread sheet system to develop budgets and monitor expenditures – Course Competency 7
Additional Content: Generally Accepted Accounting Principles, IRS Issues, Financial Statements, Accounting Terminology, Financial Analysis Ratios

Unit 3 – Monday 9/7 – Sunday 9/13

Required Reading:

Textbook, (Martin, 2001), Chapter 6, Performance Measures
Textbook, (Martin, 2001), Chapter 7, Budgeting & Budget Systems

Required Activities:

Complete Quiz 3

Course Content:

Required Content: Utilize a data based spread sheet system to develop budgets and monitor expenditures – Course Competency 7

Additional Content: Government Performance & Results Act; Service Efforts & Accomplishments Reporting; US General Accounting Office; Output, Quality & Performance Measures; Line-Item Budgeting; Performance Budgeting; Program Budgeting Systems; Comprehensive Budgeting

Unit 4 – Monday 9/14 – Wednesday 9/23**Required Reading:**

Textbook, (Martin, 2001), Chapter 8, Cost Analysis

Textbook, (Martin, 2001), Chapter 9, Forecasting

Textbook, (Martin, 2001), Chapter 10, Differential Cost Analysis

Required Activities:

Complete Quiz 4

Complete Budgeting Exercises 8.1, 8.2 & 8.3 on page 117 of the text, Exercises 9.1, 9.2 & 9.3 on page 131 of the text and Exercises 10.1 and 10.2 on page 146 of the text. (Exercises cover cost analysis, forecasting & differential cost analysis and will be used to measure student mastery of Course Competency 7)

Course Content:

Required Content: Utilize a data based spread sheet system to develop budgets and monitor expenditures – Course Competency 7

Additional Content: Direct & Indirect Costs, Allocation Methods, Simple Moving Averages, Weighted Moving Averages, Exponential Smoothing, Time Series Regression; Fixed & Variable Costs; Break Even Analysis; Decision-Making

Part II – Grants and Innovative Fundraising Strategies**Unit 5 – Thursday 9/24 - Sunday 10/4****Required Reading:**

(Kiritz, 1987-2007) Program Planning & Proposal Writing Guide

Required Activities:

Complete Quiz 5

Course Content:

Required Content: Evaluating mission, goals, and objectives for intra-system congruence; Assessing problems and needs of organization and communities; Grant writing; Identification of Grant Funding Sources; Program Development; Budgeting – Course Competency 4, 5, 6

Additional Content: Basic Principles of Proposal Writing; Proposal Formatting; Program Evaluation & Design

Unit 6 – Monday 10/5 – Sunday 10/18**Required Reading:**

Textbook, (Martin, 2001), Chapter 11, Setting Fees
 Textbook, (Martin, 2001), Chapter 12, Government Contracts & Grants
 Textbook (Martin, 2001), Chapter 13, Fund Development
 Romzek & Johnston (2005), State Social Services Contracting: Exploring
 the Determinants of Effective Contract Accountability.

Required Activities:

Complete Quiz 6
 Complete Exercises 11.1, 11.2, & 11.3 on pages 159-160 of the text
 Participate in Discussion Board related to Ethical Conflicts in Fiscal
 Accountability with Contracts

Course Content:

Required Content: Fundraising; Contracts; Fees-for Service; Grant
 Writing; Assessment of Private and Public Funding Sources; Social
 Entrepreneurship Strategies; Asset Building Programs; Identification of
 Funding Sources; Resolution of Ethical Conflicts in Fiscal Accountability
 – Course Competency 2, 5, 6, 8

Additional Content: Cooperative Agreements; Requests for Proposals;
 Invitation for Bids; Cost Reimbursement Contracts, Performance
 Contracts, Capitated (Managed Care) Contracts; Foundation Grants;
 Granting Sources; Annual Campaigns; Special Events; Client Donations

Unit 7 – Monday 10/19 – Sunday 11/1

Required Reading:

Van Slyke & Brooks (2004), Why do People Give? New Evidence &
 Strategies for Nonprofit Managers
 Ostrander (2007), The Growth of Donor Control: Revisiting the Social
 Relations of Philanthropy
 Wagner (2003), Embracing Diversity in Fund Raising
 Thornton (2006), Nonprofit Fund-Raising in Competitive Donor Markets
 Donor Bill of Rights

Required Activities:

Complete Quiz 7
 Participate in Discussion Board related to Ethics of Fundraising & Donor
 Rights

Course Competencies:

Required Content: Attention to Discrimination or Oppressive
 Organizational Practices; Resolution of Ethical Conflicts in Fiscal
 Accountability; Critically Assess How Resource Development is Related
 to Issues of Diversity & Economic Justice; Tolerating Ambiguity in
 Resolving Ethical Conflicts; Assessment of Private & Public Funding
 Sources, Fundraising, Identification of Funding Sources – Course
 Competency 2, 3, 5

Unit 8 – Monday 11/2 – Sunday 11/15

Required Reading:

Grace (2005), Annual Campaigns

Grace (2005), Capital Campaigns
 Warwick (2003), Direct Mail
 Greenfield (2002), Telephone & Telemarketing Techniques
 Greenfield (2002), Internet Solicitation
 Greenfield (2002), Other Ways to Raise Money Every Year

Required Activities:

Complete Quiz 8

Course Competencies:

Required Content: Social Marketing; Fundraising; Assessment of Private & Public Funding Sources; Innovative Fundraising Strategies - Course Competency 5, 8

Unit 9 – Monday 11/16 – Sunday 11/21

Required Reading:

Eikenberry & Kluver (2004), The Marketization of the Nonprofit Sector: Civil Society at Risk?
 Brown, Helland, & Smith (2006), Corporate Philanthropic Practices
 Greenfield (2002), Soliciting Annual Gifts from Corporations & Foundations

Required Activities:

Complete Quiz 8
 Participate in Discussion Board related to the ethical implication of marketization among nonprofit organizations in the current sociopolitical environment

Course Competencies

Required Content: Innovative Fundraising Practices, Consistency of Strategies with Sociopolitical Realities; Critically assess how resource development is related to issues of diversity and economic justice; Tolerating ambiguity in resolving ethical conflicts – Course Competency 3, 5

Unit 10 – Sunday 11/22 – Tuesday 12/1

Required Reading:

Sherraden & Sherraden (2000), Asset Building: Integrating Research, Education & Practice
 Gibelman & Gelman (2004), A Loss of Credibility: Patterns of Wrongdoing among Non-Governmental Organizations
 Textbook, (Martin, 2001), Auditing

Required Activities:

Complete Quiz 9

Course Competencies:

Required Content: Micro-Enterprise Development; Asset Building Programs; Fiscal Accountability – Course Competency 2, 8