

Course Description

Funding Strategies for Cultural and Heritage Resources May 3, 4, 5, 2013

2 credits

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MEETS: Friday, May 3rd (5-9); Saturday, May 4th, 3 (9-5) & Sunday, May 5th (9-5).

This course will provide an overview of fund development strategies for cultural and heritage resources. Content will include how to research and make application to a diverse array of funding sources, including federal, state, tribal, and private funding sources. The course will also explore key elements to building collaborative partnerships and financial accountability to funding sources. Although course content will not be limited to work in the non-profit sector, the course will include aspects of non-profit development that can apply across a wide spectrum of public service work. Students will draft a case statement, letter of inquiry, and grant application for a fictitious or real-life project.

Readings:

Required:

Hall and Howlett, *Getting Funded: The Complete Guide to Writing Grant Proposals* (2003)
Portland State university Extended Studies Continuing Education Press

Bridging Two Worlds: Developing and Maintaining a Native American Center at a Public College:
<http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds.html>

Recommended:

Rosso and Tempel *Achieving Excellence in Fund Raising* (2003) Jossey-Bass

Guyette, *Planning for Balanced Development: A Guide for Native American and Rural Communities* (1996) Clear Light Publishers

National Museum of the American Indian, *Living Homes for Cultural Expression: North American Native Perspectives in Creating Community Museums* (2006) Smithsonian

Taliman, Valerie. "From Dependency to Development: Alternatives for Indian Country." **Native Americas**. Ithaca: Dec 31, 2001. Vol. XVIII, Iss. 3&4, p. 32.

Internet sources:

<http://www.FedBizOpps.gov/>

Assignment Expectations:

Students will identify a project for funding, develop a case statement about the project, conduct research to identify potential funding sources, and draft a letter of inquiry and completed grant application for the project.

Syllabus

Date	Topic	Sources
May 3rd	Introduction	Tina Kuckkahn-

	<p>Proposal Development Process:</p> <ul style="list-style-type: none"> Defining organizational mission and goals: Defining mission: Mission is a statement of values, a statement of the organization's reason for being. ID's the needs and explains why the needs should be addressed Mission v goals v objectives: Goals: What is it you want to accomplish? Given mission, what will you do about it? Objectives: How do you intend to accomplish your goals achieving WHAT measurable objectives? Developing the case statement: What is the issue to be addressed? How do you know there is a need? How urgent is the need compared to other issues? Who else agrees this is a problem worth addressing? Why should this be addressed at this point in time? Who will benefit? Describe target audience What special program or service of the organization can respond to it? Why are you best suited to do this work? Is it unique or are others addressing the same issue? What geographical parameters of the project? What benefits accrue to the contributor? Is there evidence of community support for the proposed project? Assignment: students will conduct on-line research to draft a case statement for their individual projects 	<p>Miller, guest lecturer from TESC Library Services</p>
May 4th	<p>Activity: Critique case statements</p> <ul style="list-style-type: none"> Pre-proposal groundwork Funding types and methods: 	<p>Dorothea Collins, Academic Grants</p>

	<p>Annual Fund (may include telethons, direct mail, personal solicitation, special events)</p> <p>Capital campaign</p> <p>Endowments</p> <p>Planned giving</p> <p>Grants: project, operating, start-up or seed grant, challenge grant, capital award, Technical assistance, scholarship, or endowment</p> <p>Note re grants vs. contracts</p> <ul style="list-style-type: none"> • Finding the match: Researching funding opportunities that match funder mission with project goals, contacting funders, etc. • Major components of a proposal to Foundations/Corporations <p>Letter of inquiry</p> <p>Personal contacts and site visits</p> <p>Case Statement</p> <p>Narrative</p> <p>Evaluation</p> <p>Budget</p> <p>Budget steps:</p> <p>Identify the total costs of the project</p> <p>Arrange items by category, by time-frame and by anticipated source</p> <p>Transfer data into format requested by funder</p> <p>Review, submission, notification and renewal, reporting to funder</p> <p>Unfunded proposals: next steps</p> <ul style="list-style-type: none"> • Assignment: students will research a potential funder and develop a draft letter of inquiry 	
May 5th	<ul style="list-style-type: none"> • Review letters of inquiry • Case Study: Bridging Two Worlds: Developing and Maintaining a Native American Center at a Public College (http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds.html) • Diversifying funding sources: source and type • Board member responsibilities in fund development 	Tina Kuckkahn-Miller

	<ul style="list-style-type: none">• Ethics/stewardship• Nurturing funding relationships/Creating sustainable partnerships/leveraging for the future• Evaluation of this course• Assignment: write a completed grant application and email finished piece to: kuckkaht@evergreen.edu	
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