UNIVERSITY *of* HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK   **WWW.SW.UH.EDU**

COURSE TITLE/SECTION: SOCW 7339/18782 Professional Grant Writing for Social Work

TIME: Wednesdays, 6:00 pm – 9:00 pm, June 4-August 8, 2012   Summer 2012

FACULTY: **OFFICE HOURS**:
Helen Stagg, LMSW, CPS   By Appointment

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The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

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I.   Course

A. Catalog Description. Cr.3. (3-0). Prerequisites: Successful completion of the MSW foundation. Skills and knowledge in grant writing for program planning and service delivery will include completion of proposal for funding.

B. This is an elective course. It is designed to provide students with knowledge and skills in program development, proposal and grant writing.

II.   Learning Objectives and Course Competencies

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify a need and develop an idea from programmatic inception through resource development and implementation.

2. Complete a focused literature review in order to support hypothesis and aims of grant proposal.

3. Produce a succinct assessment of need, develop a consistent and workable program plan, write clearly defined goals and objectives, identify appropriate monitoring and evaluation measures.

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4. Prepare a logic model, to include resources and raw materials in the form of inputs, services and activities in the form of outputs, measurable outputs and impact to address the benefit to community/society.
5. Prepare a complete program budget in a grant format.
6. Demonstrate an understanding of the different type of funding sources and identify where to find this information.
7. Integrate information from program development, literature review, logic model, budget and funding sources to produce a grant, crafted to provide evidence of an appropriate fit with the funding agency and the fitness of the grant team to fulfill the contract.

III.   Course Content

This course will include the following topical (content) areas:

1.   Fundraising
2. Philosophy and process of conducting needs assessment
3. Development of strategic program plan
4. Planning effective program evaluation
5. Literature review focused on evidence to support program
6. Budgeting
7. Public and private funding sources: Foundation and public perspectives
8. How to cultivate funders
9. Building an effective grant writing team: collaboration and how it works
10. Parts of a proposal: Introduction, Problem Statement, Goals and Objectives, Methodology
11. Making it look good
12. Submitting the grant proposal

IV.   Course Structure

Each student is expected to contribute substantially to class discussions. Lectures will serve to augment the course content and required readings. Classes will also include work in small groups; student submission (segments and presentations of proposal throughout the course semester and final proposal at the end); and an on-going peer-review system (discussed later). The class will draw upon sample programs and proposals to assist the student in acquiring the skills necessary to develop, review and critique programs and proposals. Attendance is required.

V.   Textbooks

Required Texts. There are two required textbooks. These books have been ordered through the campus bookstore:

1. Coley, S. & Scheinberg, C. (2008) *Proposal Writing: Effective Grantsmanship*. (3rd Ed.). Thousand Oaks, CA: Sage.

2. Miner, J. & Miner, L. (2008). *Proposal Planning & Writing*. (4th Ed.). Westport, CT: Greenwood Press.

VI. Course Requirements

A. **Class Attendance and Participation**. Attendance and participation are heavily weighted, as much of the learning in the class happens by means of participation in class discussion. Students must actively engage in class discussion and activities. Attendance, participation, and presentations will count toward the final class grade (**20%** of grade).

B. **Reading Assignments**. See attached course schedule for specific assignments. Readings may be added during the course of the semester. Students must complete all assigned readings prior to class.

C. **Written Assignments**. Each student or student group must prepare a formal master proposal, working with an agency to develop this based on program or population needs. This proposal will be designed for submission to a targeted funder and must follow the guidelines given in the course. Components of the proposal will be presented in class and students will receive critiques after each presentation. These components will be revised based on class feedback.

   Each student must compile a detailed list of three public or private funders that could potentially support their project (10% of grade).

D. **Presentation**. Each student or student group will make three presentations. As noted in the course schedule, each student will compile and present information on: 1) the project/grant concept; 2) the needs assessment and/or problem statement; and 3) the full proposal. Upon completion of each of the first two presentation, participants in the class will provide a critique and the requested written information will be given to the instructor for review.

E. **Exams**. None.

F. **Attendance and class participation; interruptions/distractions**.

   1. On time class attendance is expected. Due to our limited time together, attendance and class participation are critical for effective learning and are factored into the final grade at 20% of the grade. They may also be taken into consideration should a student's grade be marginal. Each absence will result in a 5 point loss, unless cleared a priori with the instructor and excused. Students are expected to call/email the instructor ahead of time, whenever possible, to inform her of lateness and/or any absence. More than 3 absences may automatically result in a lower letter grade, and the instructor reserves the right to ask the student to withdraw.

   2. If a student misses a presentation due to an absence or lateness, the presentation cannot be made up.

3. To avoid disrupting class, students will turn off pagers and cell phones during class. If a special circumstances merits leaving a cell phone or beeper on, please discuss with the instructor prior to the start of class. Students are to refrain from using laptops for anything unrelated to the class discussion. Playing video games, listening to music, or sending text messages during class are not acceptable behavior.

VII. Evaluation and Grading

Class Attendance and Participation/Presentations **(20%)**

Identification of Funding Opportunities **(10%)**
Identify three potential funding sources and complete a funding file for each.

Proposal **(70%)**
Due date for the completed proposal is 8/8/12 after class presentation. The grant proposal must be typed, double spaced, printed on only one side with at least one inch margins on each side and one inch margins in the top and bottom, using standard 12 point font (Times New Roman). Pages must be numbered.

Grant proposal, excluding appendix, must not exceed 25 pages.

Parts of the proposal and scoring:
      Abstract (5 points)
      Proposal Introduction (3 points)
      Statement of Need or Problem Statement (10 points)
      Goals and Objectives (5 points)
      Methods, including Logic Model (25 points)
      Evaluation (20 points)
      Dissemination (2 points)
      Sustainability Plan (5 points)
      Budget (10 points)
      Appendix (if applicable/necessary)
      In addition to completeness, proposals will be graded on the integration of section (10 points) and compliance with the application submission requirements (5 points)

Submit one original and one copy.

Final Course Letter Grades:

The following standard grading scores have been adopted for all courses taught in the college.

A = 96 to 100% points	C+ = 76 to 79.9%
A- = 92 to 95.9%	C = 72 to 75.9%
B+ = 88 to 91.9%	C- = 68 to 71.9%
B = 84 to 87.9%	D = 64 to 67.9$
B- = 80 to 83.9%	F = below 64% points

VIII. Policy of grades of I (Incomplete)

Grades of incomplete (I) are given only in **exceptional circumstances** that prevent the student from completing the required work. The grade of "I" (Incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination as scheduled. The grade of "I" must be changed by fulfilling the course requirements by the deadline set by the instructor, but no more than one year from the date awarded, or, in conformance with university policy, it will be changed automatically to F or U (in S-U graded courses).

The student is responsible for completing the work and advising the instructor about their progress. The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

IX.   Policy on Academic Dishonesty and Plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five Consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statements is consistent with the University Policy of Academic Dishonesty that can be found in your UH Student Handbook.

X.   Consultation

Consultations with the instructor will be by appointment only. Please contact the instructor at hstagg@uh.edu or hstagg@sbcglobal.net. You may also call the instructor at (713) 402.8752.

XI.   Course Schedule and Assignments

A. **Assignments**: As per section VI above.

B. **Course Schedule**. The summer 2012 session runs from June 4th through August 8th 2012. Class will meet Wednesdays from 6:00 PM until 9:00 PM, with a 10-minute break 7:30 pm.

C. **Statement of changes to syllabus**. The instructor reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

Semester-at-a-Glance

Week	Date	Topic
1	June 6	Welcome/Overview Overview and introduction of proposal writing; program planning; building an effective grant writing team
2	June 13	Finding public funds; finding private funds; grant idea and Logic Model
3	June 20	Parts of a proposal; writing private foundation and /corporation proposals; writing government proposals
4	June 27	**Presentation -** grant idea and Logic Model; problem/needs statement; goals and objectives; methods
5	July 4	Independence Day Holiday
6	July 11	**Presentation** – needs statement, methods, activities evaluation plan; dissemination; **File Information Due**
7	July 18	Budgets; sustainability; appendices; abstract
8	July 25	Writing and editing techniques; grant review and funding decisions
9	August 1	Putting it all together; work on final proposals
10	August 8	**Presentation**; proposals due

Week 1: June 6, 2012
- Welcome and class overview/review of syllabus
- Overview and introduction of proposal writing
- Program planning
- Building an effective grant writing team
- Reading: Miner & Miner, Chapter 1
              Coley & Scheinberg, Chapter 1

Week 2: June 13, 2012
- Finding public funds
- Finding private funds
- Grant idea and Logic Model
- Reading: Miner & Miner, Chs. 2-4
              Coley & Scheinberg, Chs. 2-3

Week 3: June 20, 2012
- Parts of a proposal
- Writing private foundation and /corporation proposals
- Writing government proposals
- Reading: Miner & Miner, Chs. 5-6

Week 4: June 27, 2012
- **Presentation** grant idea and Logic Model
- Problem/Needs Statement
- Goals and Objectives
- Methods
- Reading: Miner & Miner, Chs. 7-9
                          Coley & Scheinberg, Chs. 4-6

Week 5: July 4, 2012
- Independence Day Holiday – No Class

Week 6: July 11, 2012
- **Presentation** – Needs statement, Methods, Activities
- Evaluation plan
- Dissemination
- **File Information Due**
- Reading: Miner & Miner, Chs. 10-11
                          Coley & Scheinberg, Chs. 7

Week 7: July 18, 2012
- Budgets
- Sustainability
- Appendices
- Abstract
- Reading: Miner & Miner, Chs. 12-14
                          Coley & Scheinberg, Chs. 8-9

Week 8: July 25, 2012
- Writing and editing techniques
- Grant review and funding decisions
- Reading: Miner & Miner, Chs. 15-16

Week 9: August 1, 2012
- Putting it all together; work on final proposal

Week 10: August 8, 2012
- **Proposal Presentations**
- Proposals due

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with disabilities.

XIII. Recommended Texts

The texts listed below include additional grant writing resources. Students are encouraged to select those that meet their individual needs.

1. Alter, C. & Egan, M. (1997). Logic modeling: A tool for teaching critical thinking in social work practice. *Journal of Social Work Education*, 33(1), 85-102.

2. Alter, C. & Murty, S. (1997). Logic modeling: A tool for teaching practice evaluation. *Journal of Social Work Education*, 33(1), 103-117.

3. Brewer, E.W., & Achilles, C.M. (2008). *Finding funding: Grant writing from start to finish, including project management and internet use*. Thousand Oaks, CA: Corwin Press/Sage.

4. Cook, T.D. & Campbell, D.T. (1979). *Quasi-experimentation: Design & analysis issues for field settings.* Boston: Houghton, Miffin.

5. Fisher, J. & Corcoran, K. (2007). *Measures for clinical practice: A sourcebook two volume set*. New York: Free Press.

6. Grinnell, R. M. (2008). *Social work research and evaluation: Quantitative and qualitative approaches*. (8th Ed.). Itasca, IL: F. E. Peacock Publishers, Inc.

7. Hall, M. & Howard, S. (2003). *Getting funded: A complete guide to writing grant proposals*. Portland State University (available from Amazon.com).

8. Herman, J., Morris, L., Fitz-Gibbon, C. (1987). *Evaluator's handbook*. Newbury Park, CA: Sage.

9. Karsh, E. & Fox, A. (2009). *The only grant writing book you'll ever need: Top grant writers and grant givers share their secrets.*   (3rd Ed.). New York: Carroll & Graf Publishers.

10. Miller, D. & Salkind, N. (2002). *Handbook of research design and social measurement*. (6th Ed.). Newbury Park, CA: Sage.

11. McDowell, I. & Newell, C. (2006). *Measuring health: A guide to rating scales and questionnaires.* New York: Oxford University Press.

12. Kosecoff, J. & Fink, A. (1982). *Evaluator's basics: A practitioner's manual*. Newbury Park: Sage.

13. Rossi, P.H., Freeman, H. E. & Lipse, M. W. (2004). *Evaluation: A systematic approach*. (7th Ed.). Newbury Park, CA: Sage Publications.

14. Rubin, A. & Babbie, E. (2005). *Research methods for social work*. (5th Ed.). Pacific Grove, CA: Brooks/Cole.

15. Shore, A. R., & Carfora, J.M. (2001). *The art of funding and implementing ideas: A guide to proposal development and project management*. Los Angeles, CA: Sage.

16. Soriano, F. (1995). Conducting needs assessments. Thousand Oaks, CA: Sage

17. Yuen, Francis K.O., & Terao, K.L. (2003). *Practical grant writing & program evaluation*. Belmont, CA: Brooks/Cole Cengage Learning.

XIV. Bibliography

Recommended Websites.

- Council of Foundations, www.cof.org
- Foundation Center, www.fdncenter.org
- Guide star, http://www.guidestar.org
- Social Work Research Network: http://www.bu.edu/swrnet/
- Society for Social Work and Research http://www.sswr.org
- University of Wisconsin Extension Services, Logic Model Tutorial, http://www.uwex.edu/ces/lmcourse/
- U.S. Census Bureau: http://www.census.gov

Additional web addresses for major public grant information sources and grant making foundations are listed in the textbook