

City and Regional Planning 6610/Public Affairs 7501
Autumn, 2016
Wednesdays 6:00pm
Knowlton 0175

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Office Hours: By Appointment

Course Description

Public officials *rely on grants to help fund their grand plans*. In this course you will learn the process of finding grants, how to prepare a grant proposal, and how to plan for and manage grant funds. This course will address some of the similarities and differences between the funding process from federal/state agencies and private foundations. It will also provide students with an overview of best practices for seeking funding and proposal writing, including project deliverables, outcomes and evaluation mechanisms.

Course Goals/ Student Learning Objectives

This course is designed to introduce students to the world of grant writing. Grant writing and subsequent funding are often required for agency and nonprofit organization sustainability. Grant writing can also be a very rewarding experience. Grant writing is about a lot more than writing, and challenges individuals to develop a deep understanding of the philanthropic sector, organizational and project management skills, and evaluation and measurement techniques. The course will help you:

- Learn how to locate available funding opportunities and understand the different types of potential funding sources for typical projects.
- Understand the components and mechanics associated with proposal submission, including the abstract or executive summary, organizational background and significance, specific aims/goals and objectives, project design and methods, sustainability, evaluation and assessment, broader impact, dissemination, budget, budget justification as well as the overall grant submission process.
- Understand the proposal review process.

Assignments:

Reading. You must read in order to be a successful course participant. The required texts for this course are:

Carlson, M. and O'Neal-McElrath, T. (2013). *Winning Grants Step by Step*. 4th Edition. San Francisco, CA: Jossey-Bass.

New, C.C. & Quick, J.A. (2003). *How to write a grant proposal*. Hoboken, New Jersey: John Wiley & Sons.

Grayson, H. M. (2005). *Guide to government grants writing: Tools for success*. Lincoln, NE: iUniverse.

All readings should be completed prior to the date shown on the syllabus (in preparation for that class session). Additional readings may be assigned and will be available online.

Class Participation and Discussion. This class will incorporate blended *learning techniques*, relying on live class discussions, completion of online webinars and participation in an online writing group. Class attendance, completion of online materials and a strong contribution to peer review through your writing group assignment is mandatory.

Planning Memorandum. You will be asked to introduce yourself, share your writing history, outline what you hope to accomplish in the course, and to explain ideas for the nonprofit/agency you will submit a grant on behalf of this semester.

Organizational Resume. You will complete a one to two-page "organizational resume" for your selected not-for-profit or government agency. To locate information for the organizational resume, consult the agency's website and corresponding strategic plan, annual budget, 990 form, brochures, and marketing materials, as available. A well-done organizational resume will give prospective funders a clear picture of organizational past experiences and future goals. The resume should include "History" and "Major Accomplishment" sections. A sample organizational resume will be posted in the LMS.

Foundation Profile. This assignment will require you to gather information from a foundation's direct website (or even a call to a foundation grants officer). To complete this assignment you are required to submit a short profile that addresses the following: the foundation's areas of interest, including specialty areas; cross-sections of interest with the grantee organization; explanation of foundation's possible connections to the grantee organization; range of giving; proposal format; deadline for submission; and, conclusion as to why the foundation is a good prospect for funding. If available, submit form 990 as an attachment. A sample foundation profile will be posted LMS.

Worksheets. We will use "how to" books about grant proposal writing. I'll ask you to complete worksheets as we move along in developing aspects of your individual projects. The worksheets give you a chance to work on planning your grant week to week by first thinking critically about the major considerations to include in the proposal. Each week worksheets will be assessed "unsatisfactory, check or check plus." At the end of the term,

when calculating this portion of your final grade, worksheets will be assessed a numerical score based on cumulative effort and quality.

Writing Groups.

Once we dive into composing sections of the grant proposal (WEEK 6) you will be assigned to a writing group. Your writing group should “meet” for an hour every week (in lieu of a three hour lecture). Writing group members are charged with working together to improve grant writing skills. Each week members will share a draft of the section of the grant they are writing and group members will solicit and receive feedback (e.g. are my ideas clear? is deliverable (e.g., statement of need) well organized? what confused you? do you see any errors?). Writing group members ask questions, respond to the text, and make suggestions for clarification or revision. Members can do this though in-person or online meetings (you choose). Each group will be asked to create and submit group norms and will also provide the instructor with an evaluation of team member contributions at the end of the term.

Writing Group Team Presentation. You and the members of your writing group will also serve as a presentation team, which includes leading one class discussion/mini-workshop. This discussion and activity should be designed for the first 60 minutes of the class period assigned. Come prepared with a short summary for the topic (e.g., cover letter, project budget) and a hands-on activity for the class related to your assigned topic. Turn in a copy of your materials at the end of class. Writing groups are encouraged to share ideas for their presentation with the instructor at least a week in advance, helping to ensure presentation success.

Individual Project. Building upon the aforementioned worksheets, students will assemble an individual competitive grant proposal. The proposal can target any public or private sponsor of choice and should follow the guidelines for submission in that sponsor’s Request for Proposals (RFP) while also including required grant components for the individual project for this course (cover letter, executive summary, statement of need, goals, objectives, methods, project timeline, staffing, sustainability plan, evaluation plan, budget, budget narrative, organizational information and conclusion). You should anticipate that your proposal will be approximately 15 pages long. In order to successfully complete this assignment, you will need:

- A contact person for your granting agency
- An RFP for the grant you complete this semester
- A checklist for the particular grant you are applying for--get this early on, because you are responsible for making sure all of the required data is included in the grant application
 - A needs statement
 - Goals and objectives
 - Methods
 - Implementation strategies (a timeline)
 - An evaluation plan
 - A specific budget and budget narrative
 - A sustainability plan

- A project logic model
- Background information on the organization (may require an interview)
- A cover letter
- An executive summary or abstract
- Other necessary documentation required by the granting agency

In addition to the technical writing components listed here, you are required to identify and engage in **external professional feedback on your proposal**, as described in the project evaluation section below. 10% of the final grade on your individual project will be based upon successful completion of the project evaluation (below) as well as your application of feedback from those reviewers to improve the final product submitted for the course.

Project Evaluation. Acquisition of a professional evaluation of your grant requires you to:

1. Obtain consent from a minimum of (2) qualified professionals anywhere in the world who can and WILL evaluate the quality of your proposal. Inform the reviewers of the course, its requirements and the need for a detailed proposal review. These individuals should be either subject matter experts OR individuals with grant writing experience. They should not be family members.☺
2. Provide me with the names, titles, institutional affiliations, and email addresses of your reviewers no later than Week 8 of the semester.
3. Email each reviewer a copy of your **grant proposal (individual project)** and the **sponsor’s application guidelines** (if available) in PDF or MS Word format. Include in the email a copy of the course grant review form (provided on the LMS). Once a reviewer has completed a review form they should email it back to you and cc me.

Project Presentation. Your individual project will also be presented to a mock grant review panel. Along with your classmates, I will ask questions as occurs in foundation and funder meetings. The presentation should be eight minutes long and questioning will be two minutes. Presentations must include:

- Synopsis of the project
- How your project accomplishes the organizational mission
- Why your project is a sound funding investment for the funder
- How your project is different from other similar projects that the funder may be considering in its competitive grants process

Grading:

The final course grade will be based on the following:

Organizational Profile	5%
Foundation Profile	5%
Completion of Grant Planning Worksheets	15%
Writing Group Participation and Eval	15%
Application Team Presentation	15%

Individual Project	30%
Project Presentation	5%
Overall Attendance/Participation	10%

Penalty for Late Assignments

All assignments listed in the syllabus are due on Weds at 5pm. Late assignments will receive a five-point deduction for each day late. Assignments handed in after the beginning of the class will be considered one day late.

Grading Scale

93 – 100	A	80 - 82	B-	68 – 69	D+
90 – 92	A-	78 - 79	C+	64 – 67	D
88 - 89	B+	73 - 77	C	67 & below	E
83 - 87	B	70 - 72	C-		

General Class Meeting Structure

WEEK 1

August 24.

Introductions; overview of course assignments and requirements; strategies for identifying and developing a proposal.

WEEK 2

August 31. Current Trends in the Field and How to Find Funding

Reading: Carlson and O'Neal-McElrath, *Intro, Steps 1-2*; NRC Nonprofit Fundraising Study, available at : http://www.npresearch.org/images/pdf/2016-reports/NRC_W16_FINAL.pdf

Assignment(s): Create SMARTS/GENIUS profile; Planning Memorandum

Presentation(s): Jeff Agnoli, Education, Funding and Research Development, The Ohio State University and David Lincove, OSU libraries

WEEK 3

September 7. How to Find Funding (con't)

No in-person class (due to professor having surgery—happy thoughts appreciated!)

Reading: Carlson and O'Neal-McElrath *Resource A, B, C*

Blended Learning Unit (s): Complete Intro to Finding Grants webinar:

<http://grantspace.org/skills/find-foundation-corporate-donors>

and Introduction to Corporate Giving:

<http://grantspace.org/training/self-paced-elearning/introduction-to-corporate-giving-webinar>

Assignment(s): Worksheet 1.1

WEEK 4

September 14. Understanding Different Types of Foundations and Corporate Giving

Reading: What is a family foundation? , available at:
<http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1045&context=tfr>
Assignment(s): Organizational Profile due

WEEK 5

September 21. Governmental Funding

Reading: Grayson: Entire text (pp. i-53).
Assignments: Foundation/Agency Profile due
Presentations(s): TBA

WEEK 6

September 28. Logic Models for Program Development

Reading: www.wkkf.org/Pubs/Tools/Evaluation
Blended Learning Unit: Logic Model presentation from USOPM, available here:
<https://www.youtube.com/watch?v=aLC1PYDjgFo>
Writing Group 1 presents on Logic Models

WEEK 7

October 5. The Problem Statement

Reading: *New and Quick Chapter 5, O'Neal-McElrath Step 3*
Assignments: Worksheet 3.1 due for your project; Writing Groups must review and provide feedback on your Logic Model
Writing Group 2 presents on Problem Statement/Statement of Need

WEEK 8

October 12. Mission, Goals, Objectives

Reading: *New and Quick Chapter 6; O'Neal-McElrath Step 4*
Assignments: Worksheet 4.1A due for your project; Writing Groups must review and provide feedback on The Problem Statement
Writing Group 3 presents on Mission, Goals and Objectives

WEEK 9.

October 19. Project Description and Methods

Reading: *New and Quick Chapter 7; O'Neal-McElrath Step 5*
Assignments: Worksheet 5.1 due for your project; Writing Groups must review and provide feedback on Project Description and Methods
Writing Group 4 presents on Project Methods

WEEK 10.

October 26. Demonstrating Project Management, Evaluation and Sustainability Capacity

Reading: *New and Quick Chapters 8-12; O'Neal-McElrath, Steps 6-7*
Assignments: Worksheets 6.1 and 7.1 due for your project; Writing Groups must review and provide feedback on Project Description and Methods sections
Writing Group 5 presents on Evaluation and Sustainability

WEEK 11.

November 2. It's all about the Numbers

Reading: New and Quick Chapters 15- 16; O'Neal-McElrath Step 8

Assignments: Worksheet 8.1A due for your project; Writing Groups must review and provide feedback on Evaluation and Sustainability sections.

Writing Group 6 Presents on The Budget

Week 12.

November 9. No Class. Proposal Development Day.

Instructor attending the National Grant Professionals Annual Conference.

Reading: New and Quick Chapters 13; O'Neal-McElrath Step 9

Assignments: Worksheet 9.1 due; Writing Groups must review and provide feedback on Budget and Budget Narrative sections.

WEEK 13.

November 16. Back to the Beginning

Reading: New and Quick Chapters 1-3; O'Neal-McElrath Step 10 and 11

Assignments: Worksheet 10.1 and 11.1A due; Writing Groups must review and provide feedback on Organizational Background and Staffing

Group 7 Presents on Summaries, Cover letters, Table of Contents

WEEK 14

November 23 No Class. Proposal Polishing Day.

Please enjoy the Thanksgiving Holiday with Family!

Assignments: Writing Groups must review and provide feedback on Cover Letter and Executive Summary; Complete Drafts must be emailed to external reviewers no later than Monday, November 28.

WEEK 15

November 30. Final Presentations

Assignments: Proposal Presentations for Writing Groups 1-4; Feedback from External Reviewers due back no later than 5pm Monday, December 5.

WEEK 16

December 7. Final Presentations.

Assignments: Proposal Presentations for Writing Groups 5-7

FINAL COMPLETE GRANTS DUE 12noon, FRIDAY, DECEMBER 9.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:

The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html

Ten Suggestions for Preserving Academic Integrity: oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT: Title IX

No forms of sexual harassment or intimidation will be tolerated. Sexual Harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

STUDENTS WITH DISABILITIES

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

PROHIBITED ITEMS AND ACTIONS

- The following items are prohibited: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles,

skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any flame or gaseous liquid device.

- The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed.
- Building surfaces cannot be marked, anchored to, or penetrated.
- Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator.
- Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator.
- Loud noise is forbidden.
- Graffiti and vandalism are grounds for disciplinary action.

SAMPLE