



Grant Writing in the Public Sector: PUBAFRS 7501-10 and CRPLAN 6610-0010

Instructor: Gretchen Clark Hammond, PhD, MSW, LSW, LCDCI, TTS Term: AU 2018
Email: Hammond.356@osu.edu Class day: Wednesday
Phone: 614-506-7944 (cell) Class time: 6:00 pm to 8:45 pm
Office Hours: By appointment Class Location: Knowlton Hall, Room 175
Credit Hours: 3.0
Prerequisite: Graduate standing, or permission of instructor. Not open to students with credit for 880.02 or CRPLAN 6610 (837).

1. **Student Learning Goal:** The student learning goal for this course is to understand the core components of grantsmanship, including grant-seeking, grant-writing, and grants management.
2. **Student Learning Objectives:** Upon successful completion of this course, students will:
 - a. Be capable of conducting an effective search for federal, state, local, and private grants.
 - b. Be capable of identifying the key components of a standard grant application.
 - c. Be aware of how funders determine eligibility criteria for grants and apply those criteria to searches for funding.
 - d. Be aware of terminology commonly used in grantsmanship.
 - e. Be knowledgeable of grants management requirements, post award.
 - f. Be aware of ethical standards that apply to grantsmanship both pre-award and post-award.

These learning objectives reflect the core competencies for grants professionals as espoused by the Grant Professionals Association. The Validated Competencies and Skills as indicated by the Grant Professionals Certification Institute (GPCI) are as follows:

1. Knowledge of how to research, identify, and match funding resources to meet specific needs.
2. Knowledge of organizational development as it pertains to grant seeking.
3. Knowledge of strategies for effective program and project design and development.
4. Knowledge of how to craft, construct, and submit an effective grant application.
5. Knowledge of post award grant management practices sufficient to inform effective grant design and development.
6. Knowledge of nationally recognized standards of ethical practice by grants professionals.
7. Knowledge of practices and services that raise the level of professionalism of grant professionals.
8. Knowledge of methods and strategies that cultivate and maintain relationships between fund-seeking and recipient organizations and funders.
9. Ability to write a convincing case for funding.

3. **Course Description:** Grant Writing in the Public Sector provides an introduction to the public sector process of grant writing, including techniques and structure. This course is intended to help students understand the complexities involved in grantsmanship, from the beginning process of grant-seeking, through the end process of grants management post-award. Students will explore the wide array of funding opportunities through federal, state, and local grantors, while seeking to understand how these funders impact the work of organizations in the public sector. Students will practice the skills associated with grant seeking, the skills needed to develop a complete proposal/application, the skills required to edit and review a proposal, and the skills required when a grant application is successful (grants management). Students will engage in lecture and discussion, including in-class assignments and activities. Periodically the course will engage with experts in the local community as guest speakers to provide additional insight and perspective.
4. **Required Text:** There is no required text for this class. Required readings will include journal articles, reports, and other materials that will be available through the Carmen course page.
5. **Course Assignments and Examinations.** Please see the week-by-week detail in this syllabus for a list of course assignments and exams and their corresponding due dates. Specific detail on each assignment is provided at the end of this syllabus.
6. **Course Expectations, Attendance, Exams, Due Dates, and Late Submission Policy:**
 - a. ***General Course Expectations:*** Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through written exercises, assignments, exams, and the instructor's judgment of the quality of participation and contribution to class learning by each student.
 - b. ***Attendance and Participation Expectations:*** Students in this course are expected to attend all classes during their graduate studies. Attendance in your courses is an essential part of your graduate education and professional development. A high level of student participation is necessary in order to achieve the objectives and the expected outcomes of the course. You are expected to contribute to class discussions and participate in all experiential activities in order to receive the maximum benefit of this course. You are also expected to be in attendance when a guest speaker is scheduled to present information to this class. **Professional Behavior:** Students are expected to show professional behavior while in the classroom. This includes refraining from surfing the Internet, using Facebook, Twitter, or any other internet sources while using laptops in the classroom, and refraining from texting while in the classroom.
 - c. ***Written Assignments:*** Written assignments must be turned in at the assigned time. Late assignments will receive a deduction of 5 points per day. Clarity of expression, logical organization and grammar are considered in the evaluation of written material. Students are expected to use the standards of writing set forth in the *Publication Manual of the American Psychological Association, 6th Edition*.
 - d. ***Examination Schedule:*** We will not have an in-class final. Rather you will turn in your final project by the date specified on the syllabus.
7. **Grading Information and Scale:** Course grades will be determined according to the following:
 - a. **Attendance: 15 points** (*There are 16 weeks to the course, minus Thanksgiving Break, which allows for 15 sessions. You will receive a point on 10/3, 10/31 and on 11/21 even though we will not be*

in the classroom on those two nights). If you arrive more than 15 minutes late to the course, you may not receive the full point for the evening.

- b. **Participation: 10 points** (*This course will be interactive wherein you will work with a partner or a small group during in class activities and will interact with guest speakers. Participation includes active listening, participating in dialogue, offering feedback, asking questions, and being present and engaged in activities*).
- c. **Statement of Need Assignment: 10 points** (*Two-page written assignment associated with your selected grant proposal; please see specific directions later in this syllabus. This assignment will be **PRINTED** and brought to class*).
- d. **Statement of Need Editing Exercise: 5 points** (*Class activity and statement re-write wherein you will edit a classmate's Statement of Need and provide feedback while the classmate edits your Statement of Need and provides feedback. You will then revise your Statement of Need and re-submit it to me for review*).
- e. **Organizational Capacity Assignment: 5 points** (*Two-page written assignment describing the history and capacity of the organization functioning as the lead applicant in your proposal*).
- f. **Logic Model and Theory of Change Assignment: 20 points** (10 points for the Logic Model; 10 points for the Theory of Change). (*You will develop a Logic Model for your grant proposal, accompanied by a two-page Theory of Change narrating the logic model's core components*).
- g. **Program Plan Assignment: 10 points** (*Two-page written assignment associated with your selected grant proposal; please see specific directions later in this syllabus. This assignment will be **PRINTED** and brought to class*).
- h. **Program Plan Editing Exercise: 5 points** (*Class activity and Program Plan re-write wherein you will edit a classmate's Program Plan and provide feedback while the classmate edits your Evaluation Plan and provides feedback. You will then revise your Program Plan and re-submit it to me for review*).
- i. **Evaluation Plan Assignment: 10 points** (*Two-page written assignment associated with your selected grant proposal; please see specific directions later in this syllabus. This assignment will be **PRINTED** and brought to class*).
- j. **Evaluation Plan Editing Exercise: 5 Points** (*Class activity and Evaluation Plan re-write wherein you will edit a classmate's Evaluation Plan and provide feedback while the classmate edits your Evaluation Plan and provides feedback. You will then revise your Evaluation Plan and re-submit it to me for review*).
- k. **Proposal Completion and Self-Reflection Exercise: 5 points** (*You will package your completed proposal and submit it via Carmen for a final review. You will include a one-page self-reflection of your learning and skill development over this semester*).

Total Points: 100

8. Grading scale: This course follows OSU's standard grading scale:

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

- 9. Methods of Course Evaluation by Students:** Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI).
- 10. Incomplete Policy:** "I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next semester, the course requirements for the "I" must be completed by the second week of the next semester.
- 11. Academic Misconduct Statement:** "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. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University."

"In the Ohio State University'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 of academic misconduct 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."

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

- 12. Glenn College Diversity Values Statement:** "The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community."

13. Disability Services Statement.

"Accommodation Policy:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To

establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

- 14. Mental Health Statement:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting <https://ccs.osu.edu/> or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at <https://suicidepreventionlifeline.org/> Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .
- 15. Reporting Incidents of Bias and Hate:** The Office of Student Life Bias Assessment and Response Team (BART) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination and how to respond. BART receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at: <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.
- 16. Resources for Writing and Library Assistance :** Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>). The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

Weekly Course Schedule, Readings, Assignments, and Activities

	<u>Date</u>	<u>Readings, Topics, Activities, and Assignments</u>
<u>1</u>	8/22/18	<ul style="list-style-type: none"> • Welcome and Introductions and Skill Assessment • Overview of the Skills Covered in This Course Reviewing Course Expectations Reviewing Course Assignments and Activities Reviewing ethics for grant professionals Thinking about the Organization or Program of focus for each of us
<u>2</u>	8/29/18	Reading Assignment(s) to prepare for Week 2: <ul style="list-style-type: none"> • “Wait a Second - What is a Grant... and Where do I get One?” (Karsh, E. & Fox, A.S. (2014). Lesson 2 in <i>The Only Grant-Writing Book You’ll Ever Need</i>. Pp. 15-38. (Available on Carmen class page). • Corporation for Public Broadcasting Handout: Basic Elements of Grant Writing • Kurup, R.S., Butler, L.G. (2008). Getting your organization grant-ready. <i>Journal of the American Association of Grant Professionals</i>, Fall 2008, pp. 7-14 Lecture Topics Covered: Defining and describing what a grant is and what a grant is not, understanding resources for finding grant opportunities, basic components in a request for proposals (RFP), common terminology used in grantsmanship
<u>3</u>	9/5/18	Reading Assignment(s) to prepare for Week 3: <ul style="list-style-type: none"> • “Making (Dollars and) Sense of Grant-Application Packages: What Grantmakers Want.” (Karsh, E. & Fox, A.S. (2014). Lesson 3 in <i>The Only Grant-Writing Book You’ll Ever Need</i>. Pp. 39-58. • Blanco, M.A., Gruppen, L.D., Artino, A.R., Uijtdehaage, S., Szauter, K., & Durning, S.J. (2016). How to write an educational research grant: AMEE Guide No. 101. <i>Medical Teacher</i>, Vol. 38, pp. 113-122. Lecture Topics Covered: Core components in most applications; review of several RFPs that we will utilize as the foundation for our assignments and activities going forward. Developing a Statement of Need and Understanding the Problem; using data resources to help tell the story and make a case for need.
<u>4</u>	9/12/18	Reading Assignment(s) to prepare for Week 4: <ul style="list-style-type: none"> • Hersey, L.N. (2016). Writing grant applications that speak to community review. GPA Strategy Papers Vol. 3, Issue 4, <i>Journal of Grant Professionals</i>, Fall Issue 2016, pp. 96-102 • Miller, K. (2016). The who, what, and why of creating a robust community needs assessment survey template. <i>Journal of the Grant Professionals Association</i>, Fall 2016, pp. 39-49. Guest Speaker: Melissa Knopp, JD, Program Director for Ohio Stepping Up Guest Speaker’s Topic: Working Across Systems to Understand Need when Applying for Grants Lecture Topics: Crafting a statement of need, gathering community-level data, conducting a gap analysis, etc.

<u>5</u>	9/19/18	<p>Reading Assignment(s) to prepare for Week 5:</p> <ul style="list-style-type: none"> Nelson, D. & Ruffalo, L. (2017). Grant writing: Moving from generating ideas to applying to grants that matter. <i>The International Journal of Psychiatry in Medicine, Vol. 52 (3)</i>, pp. 236-244. Wisdom, J.P., Riley, H. & Myers, N. (2015). Recommendations for writing successful grant proposals: An information synthesis. <i>Academic Medicine, Vol. 90 (12)</i>, pp. 1720-1725. <p>Lecture Topic: Thinking about writing and how to approach the management of the writing process; reviewing examples of successful applications.</p> <p>Assignment: Statement of Need Assignment Due on 9/19/18. You must bring a printed copy of this document to class with you. Total Points: 10</p> <p>Activity: Statement of Need Editing Exercise: During the second half of class, we will break into pairs and provide editing and feedback to a classmate on his/her Statement of Need. Total Points: 5</p>
<u>6</u>	9/26/18	<p>Reading Assignment(s) to prepare for Week 6:</p> <ul style="list-style-type: none"> Iachini, A.I., Clone, S., DeHart, D.D., Seay, K.D., & Browne, T. (2016). Project STRONG: A capacity-building intervention to improve grant writing among substance abuse organizations. <i>Journal of Social Work Practice in the Addictions, Vol. 16</i>, pp. 403-420. Assessing Organizational Capacity: The Why and How (Feb. 2015). Slide Deck created by the Office of Adolescent Health, US Department of Health and Human Services. <p>Lecture Topic: Understanding Organizational Capacity</p>
<u>7</u>	10/3/18	<p style="text-align: center;">No in-class session on 10/3/18.</p> <p>Dr. Hammond is conducting a four-day certification course from 10/1 through 10/4. Please use this time to work on your Logic Model and Theory of Change assignments.</p>
<u>8</u>	10/10/18	<p>Reading Assignment(s) to prepare for Week 8:</p> <ul style="list-style-type: none"> Goldman, K.D., & Schmalz, K.J. (2006). Logic Models: The picture worth ten thousand words. <i>Society for Public Health Education, Vol. 7 (1)</i>, pp. 8-12. Holliday, L.R. (2014). Using logic model mapping to evaluate program fidelity. <i>Studies in Educational Evaluation, Vol. 42</i>, pp. 109-117. http://www.theoryofchange.org/what-is-theory-of-change/ http://www.theoryofchange.org/what-is-theory-of-change/how-does-theory-of-change-work/ http://www.theoryofchange.org/what-is-theory-of-change/faqs/ Fiver Children’s Foundation – Theory of Change Example <p>Lecture Topic: Logic Modeling and Theory of Change</p> <p>Assignment: Organizational Capacity Assignment due by 6pm on 10/10/18. Total Points: 5</p>

<u>9</u>	10/17/18	<p>Reading Materials to Prepare for Week 9:</p> <ul style="list-style-type: none"> • Calhoun, A., Mainor, A., Moreland-Russell, S., Maier, R.C., Brossart, L., & Luke, D.A. (2014). Using the program sustainability assessment tool to assess and plan for sustainability. <i>Prevention of Chronic Disease, Vol. 11</i>, pp. 1-7. • https://www.ruralhealthinfo.org/toolkits/rural-toolkit/1/creating-a-program (Read through this module) • Characteristics of Successful Programs: https://www.ruralhealthinfo.org/toolkits/rural-toolkit/3/success-characteristics • Program Planning Resource: https://www.thecommunityguide.org/content/program-planning-resource <p>Lecture Topic: Program Design and Sustainability Planning What matters when designing a program? Using literature, existing evidence-base, staffing considerations, and organizational factors to reflect the intentions of the funder.</p>
<u>10</u>	10/24/18	<p>Reading Assignment(s) to Prepare for Week 10:</p> <ul style="list-style-type: none"> • https://www.ruralhealthinfo.org/toolkits/rural-toolkit/4/program-evaluation (Read through this module) • https://www.thebalancesmb.com/grant-proposal-evaluation-section-2501961 • Developing a Grant Evaluation Plan: Scholastic. <p>Guest Speaker: Dr. Patrice Palmer; Director of the Pathways Program for the Franklin County Office of Justice Policy and Programs Topic: Program Design and Implementation Lecture: Evaluation Planning</p> <p>Assignment: Logic Model and Theory of Change due by 6pm on 10/24/18. Total Points: 20</p>
<u>11</u>	10/31/18	<p style="text-align: center;">No in-class session on 10/31. Please use this time to work on your assignments for your Program Plan. Suggestion: Begin drafting your Evaluation Plan.</p>
<u>12</u>	11/7/18	<p>Reading Assignment(s) to Prepare for Week 12:</p> <ul style="list-style-type: none"> • Karsh, E., & Fox, A.S. (2014). Lesson 11: The Evaluation Plan: How can you be Sure if Your Program Worked? In <i>The Only Grant-Writing Book you'll ever Need</i> (4th ed.) New York: Basic Books, pp. 189-198. <p>Guest Speaker: Brad Gregg, Director of Evaluation for Franklin County Children Services Topic: Using Data to Help Inform your Program Design and Plans for Evaluation. Lecture: Evaluation Plan and Data Collection in the Grant Application</p> <p>Assignment: Program Plan due by 6pm on 11/7/18. Bring a printed copy with you. Total Points: 10 Activity: Program Plan Editing Exercise: During the second half of class, we will break into pairs and provide editing and feedback to a classmate on his/her Program Plan. Total Points: 5</p>
<u>13</u>	11/14/18	<p>Flex Session: Dr. Hammond will use this week to catch up on any material that was not covered thus far or to allow for the rescheduling of any speakers. We may also do several in-class activities. We WILL HAVE CLASS on this day.</p>
<u>14</u>	11/21	<p style="text-align: center;">No in-class session on 11/21. Enjoy this holiday break.</p>

<u>15</u>	11/28	<p>Reading Assignment(s) to Prepare for Week 15:</p> <ul style="list-style-type: none"> • U.S. Dept. of Housing and Urban Development (2013). Grants Administration User Guide: Understanding Grants Administration and Requirements of the CoC Program Interim Rule. • Government Finance Officers Association: Best Practice for Grants Administration. • Gherman, S.C. (2013). Chapter 8: Managing Grants. In The Art of Grant Writing: Communicating Your Vision to Funders, pp. 153-169. Seattle, WA: Booktrope Editions. <p>Lecture Topic: Grants Management and understanding what to do upon notice of award (NOA) to ensure that you can keep the funding that you were just awarded.</p> <p>Assignment: Evaluation Plan Assignment due by 6pm on 11/28/18. Bring a printed copy with you to class. Total Points: 10</p> <p>Activity: Evaluation Plan Editing Exercise: During the second half of class, we will break into pairs and provide editing and feedback to a classmate on his/her Evaluation Plan. Total Points: 5</p>
<u>16</u>	12/5	<p>Reading Assignment(s) to Prepare for Week 16:</p> <ul style="list-style-type: none"> • Gherman, S.C. (2013). Chapter 7: Editing Proposals. In The Art of Grant Writing: Communicating your Vision to Funders, pp. 145-152. <p>Final in-class session: Course Wrap up and Synthesis</p> <p>Guest Speaker: Dr. Phil Atkins, Executive Director of the Union County Mental Health and Recovery Board</p> <p>Guest Speaker Topic: Bringing it All Together: Understanding the Complexities of Grants and Blended Funding; Planning at the Community Level and Developing Collaborations</p> <p>Assignment: Full Proposals Due by 6pm on 12/5/18; and Self-reflection Assignment due by 6pm on 12/5/18. Total Points: 5</p>