



USC | School of Social Work

Social Work 665 Section 60684

Grant Writing and Program Development for Social Workers

3 Units

Fall 2015

**Instructor: Professor
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Course Day: Tuesdays
Course Time: 4:10-7 pm
Classroom: SOS B41**

I. COURSE PREREQUISITES

Completion of foundation core courses

II. CATALOGUE DESCRIPTION

Grant writing and program development that are generalized to any setting and relevant to direct and macro social work practice expertise.

III. COURSE DESCRIPTION

This course is designed to provide MSW students with the skills to develop and write grants proposals. Emphasis will be placed on the fundamentals of writing grants while also developing the macro practice skills of needs assessment, program planning and development, collaboration/coalition-building, goal and objective formulation, and developing clear measurable outcomes for programs. Students will also learn how to find potential grant funders, write a sustainability plan and explore the potential of other funding sources, including social media opportunities, social enterprise and crowdfunding websites.

IV. COURSE OBJECTIVES

Grant Writing and Program Development for Social Workers course (SOWK 665) will:

Objective #	Objectives
1	Teach students the theory of Effectiveness Based Program Development to outcome-based program planning
2	Teach students to conceptualize program designs and intervention strategies informed by research-based problem analysis, community need assessments, goal & objective formulation, and evidence & effectiveness-based program intervention & design methodologies.
3	Teach students to develop and write fundable proposals for agency services, grant proposals, concept papers, and proposal papers.
4	Provide students with opportunities to advance their knowledge of developing outcomes, performance measures, and logic models for targeted populations and program/service/agency accountability and evaluation practices.
5	Provide opportunities for students to critically analyze and discuss the importance of involving stakeholders in program development, as well as recognizing the diversity of client backgrounds, cultures and concerns in program planning. Also, identifying and mitigating potential ethical conflicts of interests around grant writing, fundraising and service delivery.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

There will be in-class lectures/discussions, group exercises, guest speakers, written assignments, and a comprehensive final paper to facilitate the student’s learning experience. This course will be hands-on and practical, and use the most current thinking in the field related to grant writing and program development.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 665	Course Objective
1 Professional Identity		
2 Ethical Practice	*	5
3 Critical Thinking	*	2-5
4 Diversity in Practice	*	5
5 Human Rights & Justice		
6 Research Based Practice	*	1 & 2
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		

10 Engage, Assess, Intervene, Evaluate	*	1-4
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* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	1. Recognize and manage personal values in a way that allows professional values to guide practice.	In-Class Discussion Assignment 1 Final Presentation Classroom Group Activities
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	3. Tolerate ambiguity in resolving ethical conflicts.	
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. 	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	In-Class Discussion Final Presentation
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignment 1 Assignment 2 Final Presentation
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	In-Class Discussion Assignment 1 Assignment 2 Final Presentation Classroom Group Activities

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	8. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	In-Class Discussion Assignment 1 Final Presentation Classroom Group Activities
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	In-Class Discussion Assignment 1 Assignment 2 Final Presentation Classroom Group Activities
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	11. View themselves as learners and engage those with whom they work as informants.	

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	12. Use practice experience to inform scientific inquiry.	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Final Presentation</p>
	13. Use research evidence to inform practice.	

<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	14. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Final Presentation</p> <p>Classroom Group Activities</p>
	15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<p>Assignment 2</p> <p>Final Presentation</p>

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<p>16.Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Assignment 2</p> <p>Final Presentation</p> <p>Classroom Group Activities</p>
	<p>17.Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Final Presentation</p>
	<p>18.Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Final Presentation</p>
	<p>19.Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment		Due Date	% of Final Grade
Assignment 1:	Paper/Proposal	September 29, 2015	30%
Assignment 2:	Paper/Proposal	November 10, 2015	30%
Assignment 3:	Final Proposal Presentation	November 24 and December 1, 2015	30%
Class Participation		Ongoing	10%

Note: Each written assignment is designed to provide the experience of writing a full grant proposal, along with relevant attachments, graphics, and documents. The first two assignments will comprise the two halves of a grant proposal, and the final proposal presentation will be a compilation of those papers, with professor’s recommended edits incorporated, presented to the class as if the proposed program or proposal were being presented to a group of funders, the presenter’s board, or collaborative partners being asked to join the program.

This comprehensive format allows students to gain practice experience in constructing a program proposal by breaking up each section and receiving feedback to construct a well written and designed final grant proposal. Students, traditionally, have benefited from this format and have done very well on the final project. In fact, some students were able to use the final proposal to seek and acquire grant funds for a program or service designed around the objectives of their respective field placements or other settings. The three assignments are designed to assist you in planning and developing the elements needed for a solid grant proposal that can actually be funded.

Each of the major assignments is summarized below.

Assignment 1: Paper/Proposal

This paper will provide the experience of writing a letter of inquiry, the first half of a full grant proposal, and attachments and graphics. This assignment will mirror and give you hands-on practice in the grant writing process, including the research, data collection, program planning, editing, and collaboration required.

This paper should be a maximum of 7 single-spaced pages written in a narrative format not inclusive of the reference section and/or attachments. The paper will include: **(1)** a letter of inquiry (LOI) no more than 2 pages out of the 7; **(2)** an overview of your field placement or agency of focus for these assignments: the agency’s mission; type of agency/overall agency focus; population(s) served and geographic location(s); and services provided; **(3)** A statement of need/problem statement which includes a problem analysis and needs assessment identifying the prevalence of the problem/issue to be addressed, contributing factors, community assessment data, current/anticipated gaps in service, and what has been done, previously, to address the problem; **(4)** the proposed intervention or evidence-informed program or service to be provided **(5)** the general goals

and specific measurable outcome objectives of the proposed program(s) and program intervention(s); **(6)** a description of your program design and implementation plan; and **(7)** an attached task plan and timeline to graphically describe your program.

Also attach a SWOT analysis of your proposed or existing program

Full assignment instructions will be given by instructor prior to due date.

Due: Session 6

This assignment relates to student learning outcomes 1-4, 6-14, and 16-19.

Assignment 2: Paper/Proposal

This paper will provide the experience of writing the second half of a full grant proposal, and relevant attachments and graphics. This assignment will mirror and give you hands-on practice in the grant writing process, including the research, data collection, program and evaluation planning, editing, and collaboration required.

This paper should be a maximum of 7 single-spaced pages written in a narrative format *not* inclusive of the reference section and/or attachments. The paper will include: **(1)** an abstract for the proposal; **(2)** a description of the capabilities of the agency applying for funds via this RFP; **(3)** a description of the capabilities of collaborative partners who will assist in carrying out the proposed program; **(4)** a sustainability plan to keep this program thriving beyond the funding requested in this proposal listing at least 5 potential funders of any type **(5)** a description of how program success will be identified and measured; **(6)** an attached logic model illustrating the relationship between the issue/problem, interventions, outputs, outcomes and tools; **(7)** a budget narrative that provides justification for each line item in the proposed budget; and **(8)** an attached line-item budget for the proposed program.

Full assignment instructions will be given by instructor prior to due date.

Due: Session 12

This assignment relates to student learning outcome 15.

Assignment 3: Final Proposal Presentation

This presentation will provide the experience of editing a full grant proposal and relevant attachments and graphics, using boilerplate information from prior documents, and presenting the proposal to a group. The group in this case will be this class; in the real world, it might be funders, or your own board, or collaborative partners to whom you are trying to sell the proposed program. This assignment will mirror and give you hands-on practice in the grantwriting process, including the editing and collaboration required, and the presentation or marketing of your program plan.

This presentation shall provide attendees with an overview of your proposal (the combination of your two papers written for this course, with professor's recommended edits incorporated).

Full assignment instructions will be given by instructor prior to assignment due date.

Due: Session 13, 14 & 15

This assignment relates to student learning outcome 1-19.

Class Participation (10% of Course Grade)

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Faculty will use the full range of grades (A-F) in their evaluation of assignments and finals, etc. Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School:

Grades of A or A- will be reserved for work which not only demonstrates very good mastery of the content, but which in addition demonstrates that the student had undertaken a complex task and applied critical thinking skills to the assignment. The difference between these two grades will be determined by the degree of these skills demonstrated by the student.

A grade of B+ will be given to work that is judged very good. It denotes that the student had demonstrated more than a competent understanding of the material pertinent to the assignment.

A grade of B will be given to student work that meets the basic requirement of the assignment. It denotes that the student has done adequate work on the assignment and has met basic course expectations.

A grade of B- denotes that a student performed less than adequately on an assignment with only a moderate grasp of content and/or expectations.

A grade of C or C- reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

A grade of D reflects serious deficiencies in all aspects of the student’s performance on the assignment

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**Required Textbooks**

O'Neal-McElrath, T. (2013). *Winning Grants Step by Step* (4th edition) San Francisco, CA: Wiley.

Kettner, P., Moroney, R., & Martin, L. (2013). *Designing and Managing Programs: An effectiveness-based approach* (4th ed.). Thousand Oaks, CA: Sage.

Koch, Deborah (2009) *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Nair, M.D. & Guerrero, E. (2014). *Evidence Based Macro Practice in Social Work*. Wheaton, IL 60189: Gregory Publishing Company.

Recommended Readings

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Inc.

Friedman, Mark. (2005) *Trying Hard is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities* Trafford Publishing, Canada

Tough, Paul, (2008) *Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America*, Houghton Mifflin Harcourt

Articles are posted on ARES. Recommended books are on 4-hour reserve.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Schedule—Detailed Description

Unit 1: Overview of the Course and Introductions

Aug. 25, 2015

Topics

- How grant writing for human service organizations helps fulfill the mission
- The connection between program development & grant writing
- Introduction to Effectiveness Based Program Planning conceptual framework for program planning, program development, grant writing, and program evaluation
- Working with partners for collective impact

This Unit relates to course objectives 1, 2, 3, 4, and 5.

Required Readings

Kettner, P., Moroney, R., & Martin, L. (2013). **The Contribution of Theory to Program Planning. Chapter 2.** In *Designing and Managing Programs. An effectiveness-based approach* (3rd ed., pp. 31-42) Thousand Oaks, CA: Sage.

O'Neal-McElrath, T. (2013). **Introduction: An Overview of the Grant Seeking process.** *Winning grants step by step* (4th ed.). San Francisco, CA: Wiley.

Nair, M.D. & Guerrero, E. (2014) **Chapter 13: Preparing Effective Grant Proposals.** *Evidence Based Macro Practice in Social Work.* Wheaton, IL 60189: Gregory Publishing Company.

“**Collective Impact**” by John Kania & Mark Kramer *Stanford Social Innovation Review (SSIR)*, Winter 2011 http://www.ssireview.org/articles/entry/collective_impact

Recommended Readings

Nine Trends Impacting The Charitable Sector
<https://www.independentsector.org/uploads/ninetrends.pdf>

Unit 2: Identifying issues, Developing the Program Concept and using pilots/lean experimentation

September 1, 2015

Topics

- Using Strategic Planning/other internal data as a starting point
- Defining and researching the problem with external information
- Bringing in stakeholder perspectives/concerns
- Using pilots to test out innovative ideas

This Unit relates to course objective 2.

Required Readings

Nair, M.D. & Guerrero, E. (2014) **Chapter 10, Synthesizing Operational Problems and Chapter 14, Strategic Planning.** *Evidence Based Macro Practice in Social Work.* Wheaton, IL 60189: Gregory Publishing Company.

“**The Case for Stakeholder Engagement**” by Kathleen P. Enright & Courtney Bourns *SSIR*, Spring 2010

http://www.ssireview.org/articles/entry/the_case_for_stakeholder_engagement

O'Neal-McElrath, T. (2013). **Step 1: Developing the Proposal Idea** *Winning Grants Step By Step* (4th ed.). San Francisco, CA: Wiley.

(Please fill out and bring Worksheet 1.1 Proposal Idea Questionnaire from pages 16-18 with you to class)

Recommended Readings

Kettner, P., Moroney, R., & Martin, L. (2008). **Chapter 5: Needs Assessment: Approaches to Measurement.** *Designing and Managing Programs: An effectiveness-Based Approach* (4th ed.,)

“The Strategic Plan is Dead. Long Live Strategy: In today’s fast-changing world, why freeze your strategic thinking in a five-year plan?” by Dana O’Donovan & Noah Rimland Flower, SSIR, Jan 2013

http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead_long_live_strategy

“The Promise of Lean Experimentation” by Peter Murray and Steve Ma, SSIR, Summer, 2015

http://www.ssireview.org/articles/entry/the_promise_of_lean_experimentation

“Inequality’s Long Shadow: Summer Hunger” By Bill Shore The Chronicle of Philanthropy, June 17, 2015 https://philanthropy.com/article/Opinion-Inequality-Long/230951?cid=pw&utm_source=pw&utm_medium=en

Unit 3: Program Development and Drafting a LOI

September 8, 2015

Topics

- Concept papers, proposal summaries, and letters of intent
- Grant proposal writing process within agencies
- Conducting a Needs Assessment
- Task Plan/Timeline documents

This Unit relates to course objectives 2, 3 and 4.

Required Readings

O'Neal-McElrath, T. (2013). **Step 2: Sample Letter of Inquiry.** *Winning Grants Step By Step* (4th ed). San Francisco, CA: Wiley.

(Please fill out and bring Worksheet 2.1 Letter of Inquiry Questionnaire to class)

Carlson, M., & O'Neal-McElrath, T. (2008). **Chapter 5: Developing your methods.** *Winning grants Step By Step*, 4th Edition). San Francisco, CA: Wiley.

Koch, Deborah (2009) **Chapter 8, "Say It Effectively: The Letter of Inquiry"** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

“The Needs Assessment: Making the Connection Between Data and the Nonprofit Story” Journal of Grant Professionals Association, Fall 2014, pages 44-50

http://www.grantprofessionals.org/rc_files/409/2014GPAJournalWeb.pdf

Recommended Readings

Brody, R. & Nair, M. (2014). **Chapter 15: Preparing effective proposals.** *Effectively managing and Leading Human Service organizations* (4th ed., pp. 301-324). Thousand Oaks, CA: Sage.

Foundation Center Grant Space: **What Should be Included in a Letter of Inquiry?**
<http://grantspace.org/tools/knowledge-base/Funding-Research/proposal-writing/letters-of-inquiry>

Unit 4:**Writing the Statement of Need, Storytelling, SWOT Analysis and Logic Models****September 15, 2015****Topics**

- Developing a Statement of Need/Problem Statement
- Storytelling/Getting Client's stories
- SWOT analysis
- Intro to Logic Models

Required Readings

O'Neal-McElrath, T. (2013). **Step 3, Writing a Compelling Problem Statement/worksheet** *Winning Grants Step By Step* (4th ed). San Francisco, CA: Wiley.

(Please fill out and bring Worksheet 3.1 Statement of Problem to class)

Koch, Deborah (2009) **Chapter 10, "Say It with Conviction: Statement of Need"** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Rob Berman's Blog: Propelling Marketing Ideas
"Questions to Ask During SWOT analysis" April 12, 2011
<http://www.rob-berman.com/questions-to-ask-during-a-non-profit-swot/>

Online Extension class "**Enhancing Program Performance with Logic Models**"
Chapters 1 and 2 <http://www.uwex.edu/ces/lmcourse/#> (Click on "Connect to the Course Content")

Fillable Logic Model Worksheet:

<http://www.pdfFiller.com/100014097-LogicModelGuide-pdf1-WK-Kellogg-Foundation-Logic-Model-Development-Guide-User-Forms-compact>

Recommended Readings

The Kellogg Foundation Logic Model Development Guide Feb. 2, 2006 (Click on the document on the left)

<https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Unit 5: Goals and Objectives**September 22, 2015****Topics**

- Understanding goals and the different types of objectives
- Logic Models, continued
- How to develop relevant goals and writing SMART outcome objectives

This Unit relates to course objectives 1, 3 and 4.

Required Readings

O'Neal-McElrath, T. (2013). **Step 4, Defining Clear Goals and Objectives Writing a Compelling Problem Statement.** *Winning Grants Step By Step* (4th ed). San Francisco, CA: Wiley.

(Please bring filled-out Worksheet 4.1A Goals and Objectives Exercise to class)

Kettner, P., Moroney, R., & Martin, L. (2013). **Chapter 7: Setting Goals and Objectives** *Designing and Managing Programs: An effectiveness-Based Approach* (4th ed.,)

Writing SMART Goals

http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf

“Revisiting the Logic Model” by Edie Steele, PhD, Journal of Grant Professionals Association, Fall 2013, pages 63-76

http://www.grantprofessionals.org/rc_files/409/2014GPAJournalWeb.pdf

Recommended Reading

Measuring Outcomes: A Capacity Builder’s Resource Library, Created by Compassion Capital Fund National Resource Center, operated by Dare Mighty Things, Inc., in the performance of Health and Human Services

<http://strengtheningnonprofits.org/resources/guidebooks/MeasuringOutcomes.pdf>

Brief on Writing SMART objectives

<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Koch, Deborah (2009) **Chapter 11, "Say It with Vision and Solutions"** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Unit 6: Researching and Finding Funders Who Are a Good Match**September 29, 2015****PAPER/PROPOSAL # 1 DUE****Topics**

- Researching Funders with online tools
- Finding alignment with funders
- Developing and cultivating relationships with funders
- Analyzing a Foundation’s 990 form

This Unit relates to course objectives 1 and 2.

Required Readings

Nair, M.D. & Guerrero, E. (2014) Evidence Based Macro Practice in Social Work. Wheaton, IL 60189: Gregory Publishing Company. **Chapter 12, Searching for Funds**

Koch, Deborah (2009) **Chapter 2, “Is It a Good Match? Show That You’ve Done Your Homework”** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Carlson, M., & O’Neal-McElrath, T. (2013). **Resource B: How To Research Funders** (pages 117-120). *Winning Grants Step By Step* (4th ed). San Francisco, CA: Wiley.

Using Guidestar.com, please bring in the 990 for the largest Foundation funder of your agency. If not relevant, bring in the 990 from one foundation on this list:

<http://www.tgci.com/funding-sources/CA/top>

Unit 7: Writing for Diverse Funders and Cultivating funders**October 6, 2015****Topics**

- Government Funding--RFPs
- Corporate Funding and ROI
- Major Gifts (Individual)
- Social Media/Crowdsourced funding

This Unit relates to course objective 3

Required Readings:

Koch, Deborah (2009) **Chapter 4, “Say It to The Right Audience with the Right Style”** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Major Gifts: American Fundraising Professionals (AFP)

<http://www.afpnet.org/files/ContentDocuments/6%20Asking%20for%20Major%20Gifts.pdf>

“**Best Practices: Crowdfunding and Nonprofits**”, Beth Kanter

<http://www.bethkanter.org/10-best-practices/>

“**Profits for Nonprofits: Find a Corporate Partner**” by Alan R. Andreasen, Harvard Business Review, November–December 1996 Issue <https://hbr.org/1996/11/profits-for-nonprofits-find-a-corporate-partner>

Recommended Readings

Crowdsourcing: <http://blog.hubspot.com/marketing/crowdfunding-sites-for-nonprofits-higher-ed-l>.

“**Nonprofit Collaborations: Why Teaming Up Can Make Sense**” by Geri Stengel 4/09/2013

<http://www.forbes.com/sites/geristengel/2013/04/09/nonprofit-collaborations-why-teaming-up-can-make-sense/>

Unit 8: Agency Capabilities: Internal and External Possibilities and Challenges, Collaborations and Strategic Partners

October 13, 2015

Topics

- Highlighting agency expertise and capabilities/Organizational Background
- Reducing internal silos for more effective grant writing
- Formalizing external partnerships and collaborations (MOUs, other agreements)
- Board member and volunteer involvement

This Unit relates to course objectives 3 and 5.

Required Readings

Nair, M.D. & Guerrero, E. (2014). **Chapter 7: Developing and Coordinating (page 65-82) Evidence Based Macro Practice in Social Work.** Wheaton, IL; Gregory Pub. Company

O'Neal-McElrath, T. (2013). **Step 9: Sample Organizational Background Component Winning Grants Step By Step** (4th ed.). San Francisco, CA: Wiley

(Please fill out and bring Worksheet 9.1 Organizational Background Component with you to class)

Koch, Deborah (2009) **Chapter 9: Say It With Substance: Organizational Description How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)** New York: Prentice Hall Press

Recommended Readings

Sample MOU:

<http://www.insightcced.org/uploads/publications/legal/709.pdf>

“Getting Board Members to Help Raise Funds” Powerpoint presentation by Darian Rodriguez Heyman and Ann W. Lehman,

<http://grantspace.org/content/download/139818/1185326/file/Get-Your-Board-to-Raise-Funds-Handout.pdf>

“Essential Mindset Shifts for Collective Impact” by John Kania, Fay Hanleybrown and Jennifer Splansky, SSIR, Fall 2014

http://www.ssireview.org/articles/entry/essential_mindset_shifts_for_collective_impact

Unit 9: Evaluation: Measuring Performance and Continuous Improvement

October 20, 2015

Topics

- Program evaluation section of a grant proposal
- Understanding results, indicators, outcomes, and performance measures
- Data Collection and analysis
- Working with outside evaluators

This Unit relates to course objectives 3 and 4.

Required Readings

Kettner, P., Moroney, R., & Martin, L. (2013). **Chapter 10, Performance Measuring, Monitoring and Program Evaluation** *Designing programs: An effectiveness-based approach* (4th ed.). Thousand Oaks, CA: Sage

Carlson, M., & O'Neal-McElrath, T. (2013). **Step 6 Preparing the Evaluation Component** *Winning Grants Step By Step* (4th ed.). San Francisco, CA: Wiley

“**What Gets Measured Gets Done**” By Kelly A. Hunt & Jacqueline Martinez Garcel , SSIR, June 25, 2015
http://www.ssireview.org/blog/entry/what_gets_measured_gets_done?utm_source=Enews&utm_medium=Email&utm_campaign=SSIR_Now&utm_content=Read_More

Community Toolbox: Choosing Evaluators (a Service of the Work Group for Community Health and Development at the University of Kansas, 2014)
<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/choose-evaluators/main>

Recommended Readings

Friedman, M. (2005). **Chapters 1-5, Trying Hard is Not Good Enough: How to produce measurable improvements for customers and communities.** Victoria, BC: Trafford Publishing.

Unit 10: Program Budget/Overhead issues**October 27, 2015****Topics**

- Calculating program costs and expenditures
- Creating the line-item budget
- Writing budget justifications/narratives

This Unit relates to course objective 3.

Required Readings

Kettner, P., Moroney, R., & Martin, L. (2013). **Chapter 13, Developing line-item, functional and Program Budgeting** *Designing programs: An effectiveness-based approach* (4th ed.). Thousand Oaks, CA: Sage

O'Neal-McElrath, T. (2013). **Step 8, Developing the Program Budget** *Winning Grants Step By Step* (4th ed.). San Francisco, CA: Wiley

(Please bring a copy of your agency's current year budget to class)

“**Overhead Costs: Beat the Vicious Cycle of Misleading Reporting, Unrealistic Expectations and Pressures to Conform**” By William Bedsworth, Ann Goggins Gregory, Don Howard, The Bridgespan Group <http://www.bridgespan.org/Publications-and-Tools/Strategy-Development/Nonprofit-Overhead-Costs-Break-the-Vicious-Cycle.aspx#.VY3FhaZVNP4>

Recommended Readings

Koch, Deborah (2009) **Chapter 14, "Say It Richly: Budget and Budget Narrative, Project Sustainability"** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

The Overhead Myth Coalition <http://overheadmyth.com>

Unit 11: Budgeting Issues Continued & Program Sustainability

November 3, 2015

Topics

- Budgeting issues continued—Accounting vs. Budgeting
- Working with your Finance Dept.
- Sustaining your program beyond the funding period
- Using social enterprise/fee-for-service to keep a program going
- Putting a full proposal package together

This Unit relates to course objectives 2 and 3.

Required Readings

Kettner, P., Moroney, R., & Martin, L. (2013). **Chapter 12, Budgeting for Financial Control, Management and Planning** *Designing programs: An effectiveness-based approach* (4th ed.). Thousand Oaks, CA: Sage

(Please fill out and bring Worksheet 7.1 Future Funding Questionnaire with you to class)

O'Neal-McElrath, T. (2013). **Step 7, Developing Sustainability Strategies** *Winning Grants Step By Step* (4th ed.). San Francisco, CA: Wiley

Brody, R., & Nair, M. (2014). **Chapter 13: Managing Agency Finances**. In *Effectively Managing and Leading Human Service Organizations* (4th ed). Thousand Oaks, CA: Sage.

Recommended Readings

"Social Enterprise vs. Non-Profits: Is There Really A Difference?" by Esha Chhabra, Forbes Magazine, 1/31/2015

<http://www.forbes.com/sites/eshachhabra/2015/01/31/social-enterprise-vs-non-profits-is-there-really-a-difference/>

"Understanding Fee-For-Service Models" Compassion Capital Fund National Resource Center, operated by Dare Mighty Things, Inc., in the performance of Health and Human Services

http://strengtheningnonprofits.org/resources/guidebooks/Understanding_Fee-for-service_Models.pdf

Topics

- Unintended Consequences
- Major Activities/Specific Tasks
- Contingency Planning
- How to keep programs going if grant not renewed
- Prepping for Oral Presentations

This Unit relates to course objectives 1 and 3.

Required Readings

Nair, M.D. & Guerrero, E. (2014) **Chapter 16: Implementing Achievable Plans** *Evidence Based Macro Practice in Social Work*. Wheaton, IL 60189: Gregory Publishing Company

Kettner, P., Moroney, R., & Martin, L. (2013). **Afterword: Implementing Effectiveness-Based Program Planning: Practical Implications (pages 301-308)** *Designing and Managing Programs: An effectiveness-Based Approach* (4th ed.,)

“Now What? Six Tips for Growing After a Grant Loss” By Heather Stombaugh, Charity Channel Press

<http://charitychannel.com/now-what-six-tips-for-growing-after-a-grant-loss/>

“What Michael Bays Meltdown at Samsung Can Teach Us” By Michael Lidenmayer 1/06/2014

<http://www.forbes.com/sites/michaellidenmayer/2014/01/06/what-michael-bays-meltdown-at-samsung-can-teach-us/>

Recommended Readings/Viewings

Harlem Children's Zone/Geoffrey Canada on 60 Minutes

https://www.youtube.com/watch?v=Di0-xN6xc_w

What’s the Difference between Contingency Planning and Scenario Planning?

Foundation Center GrantSpace KnowledgeBase

<http://grantspace.org/tools/knowledge-base/Nonprofit-Management/Sustainability/contingency-and-scenario-planning>

**Units 13: Intangibles and Politics of Grant Making /
Ethics and Diversity****November 17, 2015****Topics**

- Alignment with Funder's agenda
- Strategic connections: Who Knows Who?
- Advocacy with elected officials
- Ethical issues with funders

These Units relate to course objectives 3 and 5.

Required Readings

Koch, Deborah (2009) **Chapter 3 "Find Your Hook": Who is Making the Decisions from What Point of View and with What Knowledge?"** *How to Say It: Grantwriting (Write Proposals That Grantmakers Want to Fund)* New York: Prentice Hall Press

Nair, M.D. & Guerrero, E. (2014) **Chapter 3; Diversity and Inclusion.** *Evidence Based Macro Practice in Social Work.* Wheaton, IL 60189: Gregory Publishing Company

"Principles for Good Governance and Ethical Practice" Independent Sector, Updated 2015

https://www.independentsector.org/uploads/PrincipleResources/The_33_Principles.pdf

Recommended Readings

"Nonprofit Networking: The New Way to Grow" Harvard Business School, May 15, 2005 <http://hbswk.hbs.edu/item/4801.html>

Unit 14: Course Re-Cap/Final Proposal Presentations**November 24, 2015****FINAL PROPOSAL PRESENTATIONS
HARD-COPY DUE****Topics**

- Program marketing approaches and strategies
- Documenting program results for evaluation
- Reporting out to funders
- Students will begin to present final proposal presentations

Unit 15: Final Class Session/Final Proposal Presentations**December 1, 2015****FINAL PROPOSAL PRESENTATIONS
HARD-COPY DUE****Topics**

- Students will present final proposal presentations

STUDY DAYS / NO CLASSES**December 6-9, 2015**

University Policies and Guidelines

VIII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives that could affect your course grade. Students are expected to notify the instructor by email (demi@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

X. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XI. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at

rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
