

Social Work 665 Section 67516

Program Development and Grant Writing for Social Workers

3 Units

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Office Hours: Monday 10:00-11:00 a.m.
Pacific Time

Course Day: Monday

Course Time: 7:00-8:15 a.m.
Pacific Time

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 grant proposals. Emphasis will be placed on the fundamentals of writing program grants while also developing the macro practice skills of needs assessment, program planning and development, coalition-building, goal and objective formulation, developing clear measurable outcomes for programs and evaluation plans. Students will also learn how to research potential grant funders, create an outreach/marketing plan, develop a post-grant sustainability plan and explore the potential of other funding sources, including social media competitions, social enterprises and crowd funding 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 Approach to design and manage programs to ensure that programs are achieving the desired results
2	Teach students to conceptualize program designs and intervention strategies informed by defining programs, assessing diverse populations, problem analysis, conducting needs assessments, selecting a strategy, establishing objectives, overall program design as well as developing collaborative partnerships with other agencies.
3	Teach students the internal and external tactics and strategies to identify and cultivate funders in alignment with the mission of the agency, and to develop and write fundable grant proposals for submission to appropriate foundation, corporate and government funders.
4	Provide students with opportunities to advance their knowledge of developing line-item budgets, performance measures, and logic models for targeted populations, data requirements for performance measurements, 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 ethical concerns in program planning and program design

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	*	1-5
4	Diversity in Practice	*	2 & 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

Student's Knowledge, Skills, Abilities (KSAs) after taking this course:

- 1) Ethical Practice-** Students will learn about Grantsmanship, a code of ethics that can help produce positive change. These principles help to ensure the accuracy and integrity of the grant proposals, with a deep commitment to the organization's mission and vision. Students will participate in class discussions on this topic, and will demonstrate knowledge through Written assignment 1 and Final Oral Presentation
- 2) Critical Thinking-** Students will apply critical thinking to inform and communicate professional judgments by reviewing subject-specific research as part of their Statement of Need formation, selection of evidence-based intervention strategies, overall program design and evaluation plan. Students will participate in class discussions on this topic, and will demonstrate knowledge through Written assignments 2 and 3, Final Oral Presentation and Final paper.
- 3) Diversity in Practice-** Students will be competent in engaging and understanding diversity and difference in practice, with a focus on including all key stakeholders in the program planning process. They will actively experience this with the Community Assessment in-class assignment, as well as apply it throughout the program planning and design phases of grant writing, which will be reflected in Written assignments 2 and 3 and the Final full grant proposal
- 4) Research Based Practice-** Students will use their field 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. They will demonstrate this in Assignment 2, which includes a Statement of Need, the essential core of any program grant proposal, as well as in Assignment 3, with the focus on evaluation methods to assess if the desired outcomes have been achieved.
- 5) Engage, Assess, Intervene, Evaluate-** Students will learn the importance of engaging with internal colleagues, board members, community stakeholders and external partners early in the program planning and development process, with an emphasis on collaborative, inclusive efforts to tackle the most complex and difficult human services challenges. Students will show competency in this area by class discussions and also by Written assignments 1-3 and the Final paper.

COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Interview with Grant professional	Session 4	10%
Assignment 2: Paper/Proposal	Session 6	20%
Assignment 3: Paper/Proposal	Session 12	30%
Assignment 4: Oral Presentation	Sessions 14 and 15	10%
Assignment 5: Final paper-full grant	Session 15	20%
Class Participation	Ongoing	10%
		100%

Note: Each written assignment is designed to provide the experience of writing a full grant proposal, along with relevant attachments, graphics, and documents. The second and third 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 specific, named foundation funder.

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 papers 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: Interview with Grant Professional

You will interview in person or via phone/videoconferencing a Professional who is either a Foundation Program officer, Corporate Social Responsibility executive, nonprofit grant writer or a grant writer consultant at a nonprofit agency, Development Director at a nonprofit agency, or Sustainability Director at a social enterprise, and find out the following: 1) How they ended up at their current job position 2) What are the best/most rewarding aspects of their job 3) What are their greatest challenges in raising funds for social service programs? 4) What do they view as the most important elements in writing grant proposals that get funded? 5) What changes, if any, do they anticipate with the new administration's policy priorities?

Assignment 2: Paper/Proposal - First Half of a Grant

This paper will provide the experience of writing 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 in length. **(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; **(7)** A SWOT analysis of your proposed or existing program and **(8)** An attached timeline to graphically describe your program.

Due: Session 8

Assignment 3: Paper/Proposal - Second Half of a Grant

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, evaluation planning, and marketing and outreach efforts.

This paper should be a maximum of 5 single-spaced pages written in a narrative format *not* inclusive of the reference section and/or attachments. The paper will include: **(1)** A summary (max 400 words) of the full grant proposal **(2)** A description of the capabilities of collaborative partners who will assist in carrying out the proposed program; **(3)** A sustainability plan to keep this program thriving beyond the funding requested in this proposal, listing at least 5 potential funders of any type **(4)** A marketing plan to outreach to the target population(s) **(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)** An attached line-item budget for the proposed program; and **(8)** A budget narrative that provides justification for each line item in the proposed budget.

Due: Session 12

Assignment 4: Final Proposal Oral Presentation

This presentation will provide the experience of presenting a 15-minute summary of the Final paper (full grant 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 grant writing process, including the editing and collaboration required, and the presentation or marketing of your program plan.

Assignment 5: Final Proposal Submission

Will include everything in Assignment 2 and 3 with edits, revisions and suggestions from the Professor incorporated into this final full grant proposal, and it will be formatted and ready to “submit” to an actual funder.

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 that 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*. (5th ed.). Thousand Oaks, CA: Sage.

Recommended Readings

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

Kiritz, J., Norton. (2014) *Grantsmanship: Program Planning and Proposal Writing*, Edited by Cathleen E. Kiritz, Updated and expanded by Barbara Floersch, Grantsmanship Center, Los Angeles 90017 grantsmanshipcenter.com

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.

Sustaining Grassroots Community-Based Programs: A Toolkit for Community and Faith-Based Service Providers. DHHS Publication No. (SMA) 08-4340. Printed 2008.*

*** The toolkit below can be purchased at no cost from SAMHSA website.**

<http://store.samhsa.gov/product/Sustaining-Grassroots-Community-Based-Programs/SMA09-4340>

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

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.

Carlson, M., & O'Neal-McElrath, T. (2013). **Introduction: An Overview of the Grant Seeking process.** *Winning grants step by step* (4th ed.). San Francisco, CA: Wiley. (pages 1-11)

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

Unit 2: Identifying Issues, Program Development, Using Pilots/Lean Experimentation

Topics

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

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

Required Readings:

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)

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

Recommended Readings:

“**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

“**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

Unit 3: Drafting a LOI/Timeline/SWOT Analysis

Topics

- Concept papers, proposal summaries, and Letters of Inquiry (LOI)
- Task Plan/Timeline chart
- Working with a team internally at your agency
- Developing a SWOT analysis
- Review sample Letters of Inquiry

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.

Grant Space Org- Letter of Intent Q&A <http://grantspace.org/tools/knowledge-base/Funding-Research/proposal-writing/letters-of-inquiry>

(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

Recommended Readings:

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

Unit 4: The Statement of Need, Storytelling, and Logic Models

ASSIGNMENT 1: DUE

Topics

- Developing a Statement of Need/Problem Statement
- Aligning the agency's mission to the problem stated
- Storytelling/Getting Client's stories
- Intro to Logic Models

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

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)

Fillable Logic Model Worksheet (to be filled out in class together)

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

Recommended Readings:

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/>

Unit 5: Logic Models (continued), Goals and Objectives

Topics

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

This Unit relates to course objectives 1, 2, 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 (will be in an-class exercise)

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

Recommended Readings:

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")

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

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

Unit 6: Researching and Finding Funders Who Are a Good Match

Topics

- Researching Funders with online tools including Guidestar.com
- Finding alignment with funders
- Developing and cultivating relationships with funders
- Analyzing a Foundation's 990 form

This Unit relates to course objective 2 and 3

Required Readings

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>

"The Many Uses of Guidestar" February 2003,

<https://www.guidestar.org/Articles.aspx?path=/rxa/news/articles/2003/many-uses-of-guidestar.aspx>

Recommended Readings:

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

Unit 7: Writing for Diverse Funders and Cultivating Funders

Topics

- Government Funding--RFPs
- Corporate Funding and ROI
- Major Gifts (Individual)
- Social Media/Crowdsourced funding
- Reviewing sample foundation, corporate and government grants

This Unit relates to course objective 3.

Required Readings:

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

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

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

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

Proposal Part 1 Due

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

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)

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

Recommended 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

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

“**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>

Unit 9: Evaluation: Measuring Performance and Continuous Improvement

Topics

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

This Unit relates to course objective 1 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

Recommended Readings

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>

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

Topics

- Calculating program costs and expenditures
- Calculating Overhead and the “Overhead Myth”
- Building a line-item budget for a new program
- Writing budget justifications/narratives

This Unit relates to course objective 4.

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)

TED Talk: The Way We Think About Charity Is All Wrong; by Dan Pallotta, March 2013

https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en

Recommended Readings

“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>

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

Unit 11: Budgeting Issues Continued and Program Sustainability

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 3 and 4.

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

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

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

Recommended Readings

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

“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/Contingency Planning
- Setting up data collection/baselines
- Major Activities/Specific Tasks
- Contingency Planning
- Outreach and Marketing
- How to keep programs going if grant not renewed

These Units relate to course objectives 2 and 4.

Required Readings

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.,)

California WIC Program: **Getting Your Message Out:**

<https://www.cdph.ca.gov/programs/wicworks/Documents/NE/WIC-NE-Outreach-GettingYourMessageOut.pdf>

In-class activity: Preparing and presenting an “elevator pitch”

Recommended Readings

“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’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>

Unit 13: Intangibles and Politics of Grant Making, Ethics, and Diversity**Topics**

- Alignment with Funder’s agenda
- Strategic connections: Who Knows Who?
- Advocacy with elected officials
- Ethical issues with funders
- Prepping for Oral Presentations

These Units relate to course objectives 3 and 5.

Required Readings

From the American Bar Association Business Law Section: **Nonprofits and Lobbying? Yes, They Can!**
By Nayantara Mehta Volume 18, Number 4 March/April 2009

<http://apps.americanbar.org/buslaw/blt/2009-03-04/mehta.shtml>

“Principles for Good Governance and Ethical Practice” **Independent Sector, Updated 2015**
https://www.independentsector.org/uploads/PrincipleResources/The_33_Principles.pdf

Recommended Readings

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

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

Unit 14: Course Recap/Final Proposal Presentations

Topics

- Recap of all the core elements of a successful grant proposal
- 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

FINAL PAPERS DUE

- Students will present final proposal presentations
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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 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. Papers will not be accepted more than 7 days past due date. Late papers will be penalized 4 points per 24 hour day past the state due date and time.

XIV. 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 well-being 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 well-being in a social context and the well-being 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.

XV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact your advisor and/or June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVI. 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.
