

Social Work 665
Section # 67598/67599

Grant Writing and Program Development for Social Workers

Three Units

Spring 2018

Instructor:	Laura Gale, LCSW	Course Day:	
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Office:		Location:	VAC
Office Hours:			

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 second-year 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

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice*
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities*

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge regarding practice in community, organization, and business contexts. Social workers use scientific, ethical, and culturally informed approaches to build knowledge related to practice in order to professionally guide interventions designed to bring about change in community, organization, and/or policy arenas. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and using practice knowledge to inform research, analyze the need for social change, and begin to develop interventions.</p>	<p>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.</p>	<p>4b. Identify, synthesize and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and social service delivery.</p>	<p>Skills</p>	<p>Unit 4: Writing the Statement of Need, Storytelling, and Logic Models Assignment 2: Paper/Proposal</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.</p>	<p>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.</p>	<p>9b. Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems</p>	<p>Skills</p>	<p>Unit 5: Goals and Objectives – Measureable Outcomes for grant proposals</p> <p>Assignment 3: Paper/Proposal</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Interview with Grant professional and choose program for grant writing	Session 4	10%
Assignment 2: Paper/Proposal	Session 7	20%
Assignment 3: Paper/Proposal	Session 13	30%
Assignment 4: Oral Presentation	Sessions 15 & Finals Week	10%
Assignment 5: Final paper-full grant	Finals Week	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 and Choosing a Program- 3 page max

You will interview in person or via phone/videoconferencing a Professional in Los Angeles County who is either a Foundation Program officer, Corporate Social Responsibility executive, nonprofit Grantwriter or a Grantwriter consultant with 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? And 5) Your analysis/takeaways from the interview.

You will also choose one program at your current or past agency placement (can also be from previous work or volunteer position) to write about for the rest of the semester. It can either be an existing program that is expanding or adding in some new significant aspect, or a brand new program. You should write about a program that you already know in great depth, or can easily obtain additional information regarding its operational details.

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 with eight (8) separate sections.

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)** 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, along with a client story; **(3)** The proposed intervention or evidence-informed program or service to be provided **(4)** The general goals and specific measurable outcome objectives of the proposed program(s) and program intervention(s); **(5)** A description of your program design and implementation plan; **(6)** An evaluation plan of how program success will be identified and measured; **(7)** An attached logic model illustrating the relationship between the issue/problem, interventions, outputs, outcomes and tools; **(8)** An attached timeline to graphically describe your program.

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

Due: Session 7

Assignment 3: Paper/Proposal-2nd 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, with eight (8) separate sections.

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 summary/abstract (max 400 words) of the full grant proposal **(2)** An agency overview with the history, mission and signature programs; **(3)** An agency capabilities describing the strength of the staff, board and volunteers and track record of success with previous grant awards **(4)** A description of the capabilities of collaborative partners who will assist in carrying out the proposed program; **(5)** A sustainability plan to keep this program thriving beyond the funding requested in this proposal, listing at least 5 potential funders of any type **(6)** A marketing plan to outreach to the target population(s) **(7)** An attached line-item budget for the proposed program; **(8)** A SWOT analysis of your proposed or existing program.

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

Due: Session 13

Assignment 4: Final Proposal Oral Presentation

This assignment will provide the experience of presenting a 15-minute summary of the Final paper (full grant proposal) to a group. Although the group in this case will be a class, you should pretend that it is presentation to potential funders to whom you are trying to sell the proposed program.

Due: Session 15 and during Finals Week

Assignment 5: Final paper presentation-Due Finals Week

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 polished, formatted and ready to “submit” to an actual funder.

Class Participation (10% of Course Grade)—ongoing. Attendance counts!

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.

VIII. 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. (2016). *Designing and Managing Programs: An effectiveness-based approach*. (5th ed.). Thousand Oaks, CA: Sage.

Highly Recommended Reading

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

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

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

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
- How this class will work—overview of assignments and syllabus

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

Required Readings:

Kettner, P., Moroney, R., & Martin, L. (2016). **Chapter 2: The Contribution of Theory to Program Planning.** In *Designing and Managing Programs. An effectiveness-based approach* (5th 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. (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 and 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. (2016). **Chapter 5: Needs Assessment: Approaches to Measurement.** *Designing and Managing Programs: An effectiveness-Based Approach* (5th ed.,) (pp. 77-101) Thousand Oaks, CA: Sage.

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

Topics

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

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

Required Readings

O'Neal-McElrath, T. (2013). **Step 2: Developing Relationships with Funders (LOIs)**. *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)

O'Neal-McElrath, T. (2013). **Step 5: Developing the Methods**. *Winning Grants Step By Step*, (4th Ed.). San Francisco, CA: Wiley

Please fill out and bring Worksheet 5.1 Methods Exercise to class

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

The Balance.com How to Write a Letter of Inquiry (LOI) to a Foundation

<https://www.thebalance.com/how-to-write-a-letter-of-inquiry-loi-to-a-foundation-2501958>

Unit 4: Writing the Statement of Need, Storytelling, and Logic Models

**ASSIGNMENT# 1:
INTERVIEW WITH
PROFESSIONAL
DUE**

Topics

- Developing a Statement of Need/Problem Statement
- Aligning the agency's mission to the highlighted problem
- Storytelling/Getting Client's stories/testimonials and client photos/videos
- 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**. *Winning Grants Step By Step* (4th ed). San Francisco, CA: Wiley.

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

Kettner, P., Moroney, R., & Martin, L. (2016). **Chapter 1: Assessing Current Practices (see Logic Model on page 6)** *Designing and Managing Programs: An Effectiveness-Based Approach* (5th ed.,) (pp. 3-23) Thousand Oaks, CA: Sage

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

Using Census Data in Grant Writing, Powerpoint by Jerry Wong, Information Services Specialist, LA Regional Office, US Census Bureau http://www.sacog.org/sites/main/files/file-attachments/census_data_for_grantwriting_2014.pdf

Mission Box.com "A Personal Story Can Be the Gem of Your Proposal" by Dalya Massachi
<https://www.missionbox.com/article/372/using-stories-in-grant-proposals>

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
- The importance of measuring outcomes

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

Required Readings

O'Neal-McElrath, T. (2013). **Step 4, Defining Clear Goals and Objectives.** *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. (2016). **Chapter 7: Setting Goals and Objectives** *Designing and Managing Programs: An effectiveness-Based Approach* (5th ed., pp. 121-149) Thousand Oaks, CA: Sage

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

Unit 6: 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. (2016). **Chapter 10: Performance Measurement, Monitoring and Program Evaluation** *Designing and Managing Programs: An effectiveness-based approach* (5th ed.). Thousand Oaks, CA: Sage

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 7: Researching and Finding Funders Who Are a Good Match

**Assignment #2
DUE-**

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

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 8: 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:

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-li>

**Unit 9: Agency Overview and Agency Capabilities;
Internal/External Opportunities and Challenges;
Collaborations and Strategic Partners**

Topics

- Agency Overview-What to keep in and what to keep out
- Highlighting agency expertise and capabilities
- Reducing internal silos for more effective grant writing
- Formalizing external partnerships and collaborations (MOUs, other agreements)
- How to construct a SWOT analysis

This Unit relates to course objectives 3 and 5.

Required Readings

O'Neal-McElrath, T. (2013). **Step 9: Writing the 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

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/>

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

Unit 10: Program Budget/Overhead issues

Topics

- Introduction to Program Budgeting
- 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. (2016). **Chapter 13: Developing Line-Item, Functional and Program Budgeting Systems.** *Designing and Managing Programs: An effectiveness-based approach* (5th 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 & Program Sustainability

Topics

- Budgeting issues continued—Accounting vs. Budgeting
- Writing budget justifications/narratives
- Working with your Finance Dept.
- Sustaining your program beyond the funding period
- Getting your Board on board
- Using social enterprise/fee-for-service to keep a program going

This Unit relates to course objectives 3 and 4.

Required Readings

Kettner, P., Moroney, R., & Martin, L. (2016). **Chapter 12: Budgeting for Financial Control, Management and Planning** *Designing and Managing Programs: An effectiveness-based approach* (5th 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

“**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 12: Outreach/Program Implementation and Operational Issues

TOPICS:

- Unintended Consequences/Contingency Planning
- Setting up data collection/baselines
- Contingency Planning
- Outreach and Marketing
- Identifying, Recruiting and tracking clients
- How to keep programs going if grant not renewed

These Units relate to course objectives 2 and 4.

Required Readings

“Digital Divide Persists Even as Lower-income Americans Make Gains in Tech Adoption”
<http://www.pewresearch.org/fact-tank/2017/03/22/digital-divide-persists-even-as-lower-income-americans-make-gains-in-tech-adoption/>

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

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

A Case Study in What Doesn't Work—that Pepsi commercial about police brutality that got pulled: http://www.linkedin.com/pulse/how-make-millennials-hate-you-pepsi-way-eric-thomas?trk=eml-email_feed_ecosystem_digest_01-hero-0-null&midToken=AQGEQ6Z3Ao7LmQ&fromEmail=fromEmail&ut=0raQ7ZG13fnTI1

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

Assignment #3 DUE

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

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

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>

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

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

Unit 14: Course Re-Cap, Prep for Oral Presentations

Topics

- Re-cap of all the core elements of a successful grant proposal
- Documenting program results for evaluation
- Q and A for Final paper
- Reporting out to funders

Unit 15: Oral Presentations, Part I

Topics

- Students will begin to present final proposal presentations

Unit 15: Oral Presentations, Part II

Topics

FINAL PAPERS DUE

- Students will present final proposal presentations

Unit 16: Final Class Session/Final Proposal Presentations –

- Students will present final proposal presentations

University Policies and Guidelines

XI. 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.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

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](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 cannot discuss it with the instructor, contact the chair of the COBI Department. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind 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.
