USC Suzanne Dworak-Peck
School of Social Work

Social Work 665

Section #XXX

Grant Writing and Program Development for Social Workers

Three Units

Spring 2022

Instructor	Dr. Laura Gale
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Office	NA
Office Hours	Thursday, 3-4 or by appointment
Course Day(s)	See class schedule
Course Time(s)	See class schedule
Course Location(s)	See class schedule

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

Completion of foundation core courses

Catalogue Description

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

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.

Course 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.

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.

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, which are the basis of the student learning outcomes in the MSW program:

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

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Interview with a Grant Professional	Session 4	10%
Assignment 2: First Half of the Grant	Session 8	20%
Assignment 3: Second Half of the Grant	Session 13	30%
Assignment 4: Oral Presentation	Session 14/15	10%
Assignment 5: Full Grant Proposal	Session 15	20%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1

Interview with a Grant Professional

Due: Session 4

This assignment relates to course objective xxx and social work competency 4 and 9.

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 Grant writer or a grant writer 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.

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

Assignment 2

First Half of the Grant

Due: Session 8

This assignment relates course objective xxx and social work competency 4 and 9.

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); **(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; **(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.

Assignment 3

Second Half of the Grant

Due: Session 13

This assignment relates to course objective xxx and social work competency 4 and 9.

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.

Assignment 4

Oral Presentation

Due: Session 14/15

This assignment relates to course objective xxx and social work competency 4 and 9.

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.

Assignment 5

Full Grant Proposal

Due: Session 15

This assignment relates to course objective xxx and social work competency 4 and 9.

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)

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	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 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".

"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

Required Textbooks

O'Neal-McElrath, T. (2019). *Winning Grants Step by Step.* (5th 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. (2015) *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. Kiritiz, 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.

Course Reader

N/A

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview (Fall / Spring)

Unit/Week #	Date	Topics	Assignments
1		Overview of Course and Introductions	
2		Identifying issues: Using internal and external information as starting point and conducting needs assessments	
3		Researching and Finding Funders who are a good match	
4		Drafting an LOI/Timeline	
5		Writing the statement of need, storytelling and logic models	
6		Logic models, goals and objectives	
7		Evaluation: measuring performance and continuous improvement	
8		Writing for Diverse Funders/Racial bias in philanthropic funding	
9		Agency overview and agency capabilities, collaborations and strategic partners	
10		Budgeting/Overhead issues	

11		Budgeting issues continued, program sustainability	
12		Outreach/program implementation	
13		Intangibles and the politics of grant making/Ethics	
14		Course recap: preparing for oral presentations	
15		Ora presentations	

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 objective(s) 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

Recommended Readings

- None

Unit 2 – Identifying issues: Using internal and external information as a starting point and conducting needs assessments

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 objective(s) 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.

- 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 – 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(s) 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

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 4 – Drafting a LOI and 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 objective(s) 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.

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

- 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 5 – Writing the statement of need, storytelling, and logic models

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 objective(s) 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.

- 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

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 6 – 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 objective(s) 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.

- 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

Recommended Readings

- How to write smart goals and objectives. https://www.youtube.com/watch?v=bcB4Cul9Uso

Unit 7 – 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(s) 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 8 – Writing for diverse funders/racial bias in philanthropic funding

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(s) 3.

Required Readings

- "**Overcoming the Racial Bias in Philanthropic Funding**" by Cheryl Dorsey, Peter Kim, Cora Daniels, Lyell Sakaue, & Britt Savage. Stanford Social Innovation Review, May 4, 2020. https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding

- **The Case for Funding Black-Led Social Change** (2019). By A Philanthropic Partnership for Black Communities. Retrieved from: file:///Users/lauragale/Desktop/BSCFN_BLSCO_Report_Dec2019.pdf

- 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

Recommended Readings

- **"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

- **"Best Practices: Crowdfunding and Nonprofits"**, Beth Kanter http://www.bethkanter.org/10-best-practices/

Unit 9 – Agency overview and agency capabilities, 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 objective(s) 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

- **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 – 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(s) 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

- 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
- 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 objective(s) 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

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/

Unit 12 – Outreach/Program implementation

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
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This unit relates to course objective(s) 2 and 4.

Required Readings

- "Managing your Grant: Nuts, Bolts, and Coffee". The Grantsmanship Center.
  https://www.tgci.com/managing-your-grant

- "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/

Recommended Readings

- **What's the Difference between Contingency Planning and Scenario Planning?** Candid.
  http://grantspace.org/tools/knowledge-base/Nonprofit-Management/Sustainability/contingency-and-scenario-planning

Unit 13 – Intangibles and the politics of grantmakig

Topics

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

This unit relates to course objective(s) 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

- Nayantara Mehta (2016) **Nonprofits and Lobbying? Yes, They Can!.** Charitable Advisors.
  https://charitableadvisors.com/nonprofits-and-lobbying-yes-they-can/

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 recap, 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

This unit relates to course objective(s) 1, 2, 3, 4 and 5.

Required Readings

- None

Recommended Readings

- None

Unit 15 – Oral presentations, course closure

Topics

Oral presentations

This unit relates to course objective(s) 1, 2, 3, 4, and 5.

Required Readings

- None

Recommended Readings

- None

List of Appendices

A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
B. Definitions of Grades and Standards Established by Faculty of the School
C. Recommended Instructional Materials and Resources
D. Suzanne Dworak-Peck School of Social Work DEI Statement
E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
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.	**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.	**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.	Skills	Assignments 1-5
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	**2.** Teach students to conceptualize program designs and intervention strategies informed by defining programs, assessing diverse populations, problem analysis, conducting needs assessments, selecting a	**9b.** Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and	Skills	Assignments 1-5

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.	strategy, establishing objectives, overall program design as well as developing collaborative partnerships with other agencies.	service delivery systems		

Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Recommended Websites

See weekly readings

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix E: University Policies and Guidelines

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 which could affect your course grade. Students are expected to notify the instructor by email (xxx@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 Policies and Procedures for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

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."

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.

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.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the

instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

Tips for Maximizing Your Learning Experience in this Course (Optional)

- 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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs
https://dsp.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention
https://campussupport.usc.edu/
Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC
https://diversity.usc.edu/
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.