USC Suzanne Dworak-Peck
School of Social Work

SOWK 665: Grant Writing and Program Development for Social Workers

Section 60439
3 Units
Spring 2024, Tuesday, 4:10-7:00 p.m. Pacific Time
Location: MRF 303

SYLLABUS

"A goal without a plan is just a wish." – Antoine de Saint-Exupéry

Instructor:	Rick Newmyer, MSW
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Office Location:	TBA
Office Hours:	Tuesday 11:30 a.m. to 12:30 p.m.
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Zoom Office:	https://usc.zoom.us/my/newmyer
Course Lead:	Juan Carlos Araque, PhD
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IT Help Hours of Service:	24 hours, 7 days/week
IT Help Contact Information:	UPC: 213-740-5555, consult@usc.edu
	VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I.   Course Prerequisites and/or Co-Requisites
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

By the completion of this course, students will be able to:
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. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:
Competency 4: Engage In Practice-informed Research and Research-informed Practice 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.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 9b. Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus. VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Due[1]	% of Grade
Assignment 1 Interview with a Grant Professional	1, 4	Unit 4 Jan 30	10
Assignment 2 First Half of the Grant Proposal	3, 4, 5	Unit 8 Feb 27	20
Assignment 3 Second Half of the Grant Proposal	3, 4, 5	Unit 13 Apr 9	30
Assignment 4 Oral Presentation	1, 2	Units 14 + 15 Apr 16 + Apr 23	10
Assignment 5 Full Grant Proposal	3, 4, 5	Unit 15 Apr 23	20
Active and Proactive Learning, & Meaningful Participation	1, 3	Ongoing	10

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Interview with a Grant Professional (10% of course grade) Due: Unit 4 (Jan 30)

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 Proposal (20% of course grade) Due: Unit 8 (Feb 27)
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 Proposal (30% of course grade) Due: Unit 13 (Apr 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 (10% of course grade) Due: Units 14 + 15 (Apr 16 + Apr 23)
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 (20% of course grade) Due: Unit 15 (Apr 23)
This final assignment will include everything in Assignment 2 and 3 with edits, revisions, and suggestions from the course instructor incorporated into this final full grant proposal, and it will be polished, formatted, and ready to "submit" to an actual funder.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)
Due: Units 1 – 15
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical, and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings, and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional,

engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale
Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+

1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX.   Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X.   Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI.   Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. 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 that will be missed or to reschedule an examination, due to holy days observance.

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

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

XVII. Course Evaluations
The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

XVIII. 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**.**

Other readings are available on Blackboard under **Content / Readings**.

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

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

Additional required and recommended readings/viewings may be assigned by the instructor.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research. Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

Course Schedule

The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topics	Readings	Date
1	**Course Overview, Expectations, and Introductions** ▪ Introductions ▪ Course overview and objectives, assignments ▪ 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	**Required** ▪ 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) Available on Blackboard under **Content / Readings:** ▪ "**Collective Impact**" by John Kania & Mark Kramer *Stanford Social Innovation Review (SSIR)*, Winter 2011	**Jan 9**
2	**Identifying Issues: Using Internal and External Information as a Starting Point and Conducting Needs Assessments** ▪ 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	**Required** • 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.	**Jan 16**
3	**Researching and Finding Funders Who are a Good Match** ▪ Researching Funders with online tools including Guidestar.com ▪ Finding alignment with funders ▪ Developing and cultivating relationships with funders ▪ Analyzing a Foundation's 990 form	**Required** ▪ 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:	**Jan 23**

Unit	Topics	Readings	Date
		http://www.tgci.com/funding-sources/CA/top	
4	**Drafting a LOI and Timeline** ▪ 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	**Required** ▪ 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: Wile.	**Jan 30** **Assignment 1 due**
5	**Writing the Statement of Need, Storytelling, and Logic Model** ▪ 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 ▪ Introduction to Logic Models	**Required** ▪ 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	**Feb 6**
6	**Logic Models (cont.), Program Goals and Objectives** ▪ 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	**Required** ▪ 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.	**Feb 13**
7	**Evaluation: Measuring Performance and Continuous Improvement**	**Required** ▪ 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*	**Feb 20**

Unit	Topics	Readings	Date
	▪ 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	*By Step* (4th ed.). San Francisco, CA: Wiley Available on Blackboard under **Content / Readings:** ▪ **"What Gets Measured Gets Done"** By Kelly A. Hunt & Jacqueline Martinez Garcel , SSIR, June 25, 2015	
8	**Writing for Diverse Funders/Racial Bias in Philanthropic Funding** ▪ Government Funding-RFPs ▪ Corporate Funding and ROI ▪ Major Gifts (Individual) ▪ Social Media/Crowdsourced funding ▪ Reviewing sample foundation, corporate and government grants	**Required** Available on Blackboard under **Content / 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. ▪ **The Case for Funding Black-Led Social Change** (2019). By A Philanthropic Partnership for Black Communities.	**Feb 27** **Assignment 2 due**
9	**Agency Overview and Agency Capabilities, Collaborations, and Strategic Partners** ▪ 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	**Required** ▪ O'Neal-McElrath, T. (2013). **Step 9: Writing the Organizational Background Component** *Winning Grants Step By Step* (4th ed.). San Francisco, CA: Wiley Available on Blackboard under **Content / Readings:** ▪ Essential Mindset Shifts for Collective Impact "by John Kania, Fay Hanleybrown and Jennifer Splansky, SSIR, Fall 2014. ▪ Software for Nonprofits, How to Perform a SWOT Analysis for Nonprofits	**Mar 5**
10	**Budget/Overhead Issues** ▪ 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	**Required** ▪ 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*	**Mar 19**

Unit	Topics	Readings	Date
		Step (4th ed.). San Francisco, CA: Wiley **View:** ▪ TED Talk: The Way We Think About Charity Is All Wrong; by Dan Pallotta, March 2013 https://www.ted.com/talks/dan_pall otta_the_way_we_think_about_ch arity_is_dead_wrong?language=e n	
11	**Budgeting Issues (cont.) and Program Sustainability** ▪ 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	**Required** ▪ 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	**Mar 26**
12	**Outreach/Program Implementation** ▪ 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	**Required** Available on Blackboard under **Content / Readings:** ▪ "Managing your Grant: Nuts, Bolts, and Coffee". The Grantsmanship Center. ▪ "Digital Divide Persists Even as Lower-income Americans Make Gains in Tech Adoption"	**Apr 2**
13	**Social Intangibles and the Politics of Grantmaking** ▪ Alignment with Funder's agenda ▪ Strategic connections: Who Knows Who? ▪ Advocacy with elected officials ▪ Ethical issues with funders ▪ Prepping for Oral Presentations	**Required** Available on Blackboard under **Content / Readings:** ▪ The Chronicle of Philanthropy. **Philanthropy Needs to Own Up to Its Role in Fueling Polarization** ▪ Nayantara Mehta (2016) **Nonprofits and Lobbying? Yes, They Can!.** Charitable Advisors.	**Apr 9** **Assignment 3 due**
14	**Course Recap, Oral Presentations** ▪ Students present grant proposals	**Required** • None	**Apr 16**

Unit	Topics	Readings	Date
	▪ 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		**Assignment 4 due**
15	**Oral Presentations** ▪ Students present grant proposals ▪ Students submit final grant proposal	**Required** ▪ None	**Apr 23** **Assignments 4 and 5 due**
	Exam Week – **NO CLASS**		

XX. University Statement on Academic Conduct and Support Systems Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[VAC Students: Uwill Counseling Services](#)
Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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 - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXI. List of Appendices
A. Suzanne Dworak-Peck School of Social Work ADEI Statement
B. Preamble to the NASW Code of Ethics
C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement
At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: **Tips for Maximizing Your Learning Experience in this Course**
- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!