

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**GRANT WRITING & ADMINISTRATION
SWK 8010
Fall 2018**

I. COURSE DESCRIPTION

This experiential course will introduce social work doctoral students to the grant-development process. The course will familiarize students with how to: Determine a marketable funding need, Distinguish between programmatic vs. general operating support, Identify potential funders, Plan and conceptualize a grant geared for specific funders, Write selected components of the grant narrative, and Prepare ancillary documents: Budget, Budget justification, Biographical sketch, & other resources. Students will develop their own draft sections of a grant application. This will enable students, with instructor feedback, to sharpen their conceptualization and writing skills.

II. LEARNING OBJECTIVES

By the end of the semester, students will demonstrate the following knowledge and skills related Grant Development and Administration:

A. Knowledge Objectives:

1. Sources of grant funding relevant for Social Workers
2. Grant application and submission processes
3. Components and sections of a funding request
4. The reviewing criteria and process
5. Follow-up and stewardship
6. Grant administration, measurable results, and accountability
7. Sustainability

B. Skill Objectives:

1. Determining funding needs that will be of interest to potential funders
2. Identifying potential funders and understanding their interests
3. Locating, understanding and responding to a funding announcement
4. Writing clear, concise, and supportable sections of a grant application, with the primary focus on the 1 page Specific Aims section, which serves as the framework, as well as the Significance, Innovation and other sections.

III. INSTRUCTIONAL METHODS

Learning will occur through a variety of methods and experiences including class lectures, online research, required readings, and written work.

IV. COURSE EXPECTATIONS AND GRADING

Class participation is essential for learning and testing one's ideas. Students are expected to do the required research. Grades will be based on written assignments and participation.

V. COURSE STRUCTURE

This course is divided into three parts: 1) Introduction to grant funding and development; 2) development of a grant proposal; 3) grant administration and stewardship.

VI. GRADING

- **Class Participation (30%)**

You will be responsible for participating in class and responding to discussions. This is an interactive class where students will be working together to develop the ideas for a funding request and developing a grant proposal. It is expected that you will demonstrate responsibility, thoughtfulness, and seriousness in the learning process. Respect for a variety of views and values will foster an atmosphere of free exchange and growth through group processes.

- **Assignments (70 %)**

You will be responsible for completing all assignments. One assignment involves visiting 2 grant-related websites. The rest of the assignments involve writing the sections of grant proposal. The Final Assignment is the culmination of all of the assignments and involves using all of the previous assignments and responding to a Request for Proposals (RFP)

VII. TEXTS FOR COURSE

Required Books

- Brown, Larissa Golden & Brown, Martin John. *Demystifying Grant Seeking: What You Really Need to Do to Get Grants*. San Francisco: Jossey-Bass, 2001. ISBN-10: 0787956503
\$33.81 B&N
- Coley, SM & Scheinberg. *Proposal writing: Effective Grantsmanship, 3rd Edition*, Sage Publications, Thousand Oaks, CA, 2008
ISBN-10: 1412937752 **\$54.54 B&N**
- Miner, Lynn E., & Miner, Jeremy, T. *Proposal Planning and Writing 4th Edition*. Greenwood Press, Westport, CT, 2008.
ISBN-10: 0313356742 **\$37.16 B&N**

VIII. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

IX. E- RESERVE

E-Reserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save to disk.
10. If you have any problems, please contact : eres@yu.edu.

X. PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

XI. HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

XII. COURSE TOPICS (Dates may be slightly modified)

September 6, 2018

**CLASS # 1 INTRODUCTION
COURSE OBJECTIVES & REQUIREMENTS
GRANTS 101**

Learning Themes

- Introduction to Grant Writing
- Overview of grant writing

Required Reading before class

- Miner & Miner: vii – viii, 1 – 10
- Brown & Brown: 3 - 21

Required Assignment #1: Due: September 13

5 Points

- Visit Grants.gov website:
<http://www.grants.gov/web/grants/outreach/about-grants-gov.html>
- Visit Foundation Center Website:
<http://foundationcenter.org/>

Optional Assignment: Due: September 13

- Visit the Foundation Center NY Office: 32 Old Slip, 24th Floor

September 13, 2018

(ASSIGNMENT #1 & OPTIONAL ASSIGNMENT DUE)

**CLASS # 2 IDENTIFYING COMPELLING FUNDING NEEDS
FINDING & KNOWING ABOUT FUNDERS
APPLICATION PROCESS, DOING DUE DILIGENCE**

Learning Themes

- Assessing needs
- Organizations and their programs
- Funders and their interests
- Matching needs to potential funders

Required Reading before class

- Brown & Brown: 37 - 76

Required Assignment #2: Due: September 20

5 Points

- Pick a funding need and explain why might be of interest to funders
- Identify 5 Funders (foundations, corporations or Government agencies) that might be interested in your funding need.
- Demonstrate the funders' histories of supporting similar projects, projects of similar scope, and projects with similar amounts requested
- List the funders requirements for applying

September 20, 2018

(ASSIGNMENT #2 DUE)

**CLASS # 3 GRANT PROPOSALS
STATEMENT OF NEED**

Learning Themes

- Types of funding requests
- Parts of grant proposals
- Developing a *Statement of Need*

Required Reading before class

- Miner & Miner: 93 – 104
- Coley & Scheinberg: 51 - 59

Required Assignment 3: Due September 27

10 Points

- Draft the following section of a grant proposal:
1) Statement of Need

September 27, 2017

(ASSIGNMENT 3 DUE)

**CLASS # 4 PROGRAM DESCRIPTION
GOALS & PROGRAM OBJECTIVES**

Learning Themes

- Developing a *Program Description*
- Developing *Goals & Program Objectives*

Required Reading before class

- Miner & Miner: 117 – 132
- Coley & Scheinberg: 61 – 69

Required Assignment #4: Due October 11

20 Points

- Draft the following sections of a grant proposal:
1) Program Description
2) Goals & Objectives Statements

October 4, 2018 **(NO ASSIGNMENT DUE)**

CLASS # 5 IMPACT & RESULTS

Learning Themes

- Developing an *Impact* statement
- Developing *Results*

Required Reading before class

None ☺

October 11, 2018 **(ASSIGNMENT #4 DUE)**

CLASS # 6 LOGIC MODELS

Learning Themes

- Developing a graphic representation of the Approach, Goals, Objectives, Impact and Results

Required Reading before class

- Miner & Miner: Tables on 141, 142, 143, 144
- Coley & Scheinberg: 83 - 84

Required Assignment #5: Due October 25

20 Points

- Draft the following sections of a grant proposal:
 - 1) Impact
 - 2) Results

October 18, 2018 **(NO ASSIGNMENT DUE)**

CLASS # 7 APPROACH & METHODOLOGY

Learning Themes

- Developing the steps to a program's implementation
- Explaining the justification for a program's approach

Required Reading before class

- Miner & Miner: Tables on 141, 142, 143, 144
- Coley & Scheinberg: 69 – 79

October 25, 2018 **(ASSIGNMENT 5 DUE)**

CLASS # 8 PROGRAM EVALUATION & SUSTAINABILITY

Learning Themes

- Evaluating a program's results
- Articulating how a program will continue past the grant funding period

Required Reading before class

- Miner & Miner: 133 – 148, 179 – 193

Required Assignment #6: Due November 1

20 Points

- Draft the following sections of a grant proposal:
 - 1) Logic Model

November 1, 2018 **(ASSIGNMENT 6 DUE)**

CLASS # 9 AGENCY BACKGROUND & DEMONSTRATED EFFECTIVENESS

Learning Themes

- Describing the Agency and why it has the expertise and ability to implement the program

Required Reading before class

- Coley & Scheinberg: 25 - 30

Required Assignment #7: Due November 15

20 Points

- Draft the following sections of a grant proposal:
 - 1) Approach & Methodology
 - 2) Evaluation
 - 3) Sustainability

November 8, 2018 **(NO ASSIGNMENT DUE)**

CLASS # 10 BUDGET & BUDGET NARRATIVE

Learning Themes

- Development and articulation of a program budget

Required Reading before class

- Miner & Miner: 161 – 178
- Coley & Scheinberg: 95 - 111

November 15, 2018 **(ASSIGNMENT #7 DUE)**

CLASS # 11 EXECUTIVE SUMMARY/ABSTRACT

Learning Themes

- Concisely summarizing a grant proposal

Required Reading before class

- Miner & Miner: 211 – 219

Required Assignment #8: Due November 29

20 Points

- Draft the following sections of a grant proposal:
 - 1) Agency Background
 - 2) Demonstrated Effectiveness

November 22, 2018 **NO CLASS – THANKSGIVING**
Happy Thanksgiving

November 29, 2018 **(ASSIGNMENT #8 DUE)**

CLASS # 12 REQUESTS FOR PROPOSALS (RFP) & SCORING RUBRICS

Learning Themes

- Responding to Donor Required Forms
- How proposals are scored

Required Reading before class

- Miner & Miner: 243 – 256

Required Assignment #9: Due December 6

20 Points

- Draft the following sections of a grant proposal:
 - 1) Budget
 - 2) Budget Narrative
 - 3) Executive Summary

December 6, 2018 **(ASSIGNMENT #9 DUE)**

CLASS # 13 GRANT STEWARDSHIP

Learning Themes

- Proper grant follow-up
- Progress & financial reports
- Site visits

Required Reading before class

- Brown & Brown: 135 – 1162

FINAL ASSIGNMENT: Due December 20

- Submit a complete proposal in response to the RFP:

December 13, 2018

CLASS # 14 WRAP-UP