Department of Community Sustainability

CSUS 433 GRANTWRITING & FUND DEVELOPMENT

Course Syllabus Spring 2022

ADDENDUM

Please consider this an addendum that is followed by the full syllabus.

This class will be somewhat of a hybrid experience given the university just announced we will be partly on-line for the first three weeks. That means we will all have to go with the flow a bit.

Logistics:

Students will engage in a variety of activities and scheduled assignments in this class, beginning with remote instruction for at least the first three weeks of class. This means we will use Zoom for our on-line portion of the class and when (if) we return to in person learning we will be meeting in the classroom as well. This syllabus was primarily written to reflect in-person learning so occasionally I may need to alter the terms of instruction/assignments to suite the medium we are operating in at the moment. I know it is confusing for us all! If you are bewildered, please ask for clarification. Please be sure to install Zoom and/or be assured you have the most up-to-date version of Zoom for our class meetings. We will also be using D2L for many assignments. If you have problems installing Zoom, contact 432-6200 or https://tech.msu.edu/support/help/.   In order to have the most successful class, I urge you to follow the guidelines below.

- Students should visit the course's D2L site on a regular basis (at the minimum the day before and day of class).
- Students should check their email daily (all class email is sent to the student's official MSU email account).
- All assignments will be submitted on D2L unless specified. If so, these should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- If you are having connectivity problems, email me.
  Read the syllabus and follow along for updated emails to get the most recent information.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA). Class sessions will NOT be recorded as a result.
- When meeting in person, everyone will wear masks as mandated by the university and maintain social distance to the extent possible. Failure to wear a mask and wear it properly will result in disciplinary actions.

CSUS 433 GRANTWRITING & FUND DEVELOPMENT

Course Syllabus Spring 2022

MW 3:00-4:20 PM

Instructor: Dr. Wynne Wright
Office: 330 Natural Resources Bldg.
Phone: 517-803-3081
Email: wrigh325@msu.edu (best way to get in touch with me)
Dr. Wright's Office Hours: Monday and Wednesday 4:20-5:00 or by appointment (by Zoom)

COURSE DESCRIPTION: Do you think you will have to ask for money to accomplish your work at some point in your career? Chances are you will--whether you plan to work for the private, government, nonprofit, or academic sectors. This course will help you to make this request more effectively. We will cover the theoretical and practical background for grant proposal writing; program and strategic planning; and fund-raising and organizational advancement. Special emphasis will be given to techniques used to approach prospective grantors, drawing from the fields of social science and business.

Course Design:
This course may feel different than other courses you have taken in the past. We will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings a particular expertise from your academic major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and to a team setting as you create your final grant proposal. Attendance and full participation are critical to a successful learning experience in this course as so much of our learning takes place in a group context. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

This class will meet twice a week (Monday and Wednesday). On Mondays and on *some* of the Wednesdays, we will meet as a large class. However, many Wednesday sessions will be organized as project writing team meetings – meaning on these days (noted with an "TM" next to the date) you will be meeting with your grant writing team, rather than the entire class. I will be here to meet with you and offer guidance as your teams plan and work on their grant proposal collectively. Once you are assigned to a team, you should elect a group facilitator who will be responsible for leading your work.

Learning Outcomes:
Students will be able to:
- Assess a Request for Applications (RFA)/Request for Proposals (RFP) to ascertain the granting agency's ethos and funding priorities.
- Evaluate a grant proposal in response to an RFA and evaluate its strengths and weaknesses and potential for success.

- Identify individual or organizational needs and locate appropriate granting agencies or funding sources congruent with those needs.
- Summarize the basic elements and principles of a successful grant proposal.
- Use the language, terms and vocabulary of a grantor, grantee, and grant writer.
- Incorporate revisions into a proposal in response to feedback.
- Translate principles of participatory leadership into group work around a common goal.
- Develop a grant proposal in collaboration with a community agency in response to an organizational need.

Course outcomes support the Department of Community Sustainability undergraduate program competencies of:

Critical Thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems. (Accomplished Level)

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own. (Accomplished Level)

Civic Engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life. (Accomplished Level)

Community: Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability. (Accomplished Level)

Initiative and Practical Skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts. (Accomplished Level)

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability (Competent level).

In addition, this course supports Michigan State University's Undergraduate Learning Goals of Analytical Thinking, Effective Citizenship, Effective Communication, and Integrated Reasoning. Students can learn more about the Department of Community Sustainability undergraduate program competencies at www.csus.msu.edu. More information about MSU's Undergraduate Learning Goals is available at undergrad.msu.edu/msu-goals.

Course Materials & Readings:

Some of our class materials are available on-line at D2L. You will be able to access RFP/RFA's here and other assignments. Most of our readings will be taken from the following text:

> *The Only Grant-Writing Book You'll Ever Need* (5th Edition), Ellen Karsh and Arlen Sue Fox. Available from Amazon in paperback for $15.69 or as an eBook from Kindle for $16.00. Also available at MSU Spartan Bookstore, International Center (*I refer to this book as K&F)*

OTHER [Supplemental] RESOURCES:

Coley, Soraya M. and Scheinberg, Cynthia A. 2008. *Proposal Writing: Effective Grantsmanship.* Thousand Oaks, CA: Sage.

Geever, Jane. 2012. *The Foundation Center's Guide to Proposal Writing.* Sixth Edition

O'Neal-McElrath, Tori, Lynn Kanter, and Lynn English. 2019. *Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals.* (5th Edition). New Jersey: Wiley and Sons.

Course Assignments, Due Dates & Grading

<u>Assignment 1: Grant Proposal</u>

Students will be placed into writing groups of 4-5 students to design a full grant proposal where you will get feedback from the professor and peers. This assignment will provide your group with the experience of writing each step of a professional grant proposal, along with letters, attachments and graphics. This assignment will mirror and give your group hands-on practice in the grant writing process, including the research, data collection, program planning, editing, and collaboration required. The proposal should be a maximum of 12 single-spaced pages written in a narrative format not inclusive of the reference section and/or attachments. The proposal will include: 1) cover letter; 2) an executive summary; 3) a statement of need or problem statement which includes a problem analysis and needs assessment identifying the prevalence of the problem/issue to be addressed, contributing factors, community assessment data, current/anticipated gaps in service, and what has been done, previously, to address the problem; 4) background, 5) the general goals and specific measurable outcome objectives of the proposed program(s) and program intervention(s); 6) methods [the proposed intervention or evidence-informed program or service to be provided; 7) at attached timeline to graphically describe your program; 8) an evaluation instrument; 9) A sustainability plan to keep this program thriving beyond the funding requested in this proposal, listing at least 5 potential funders of any type sustainability statement; 10) An attached logic model illustrating the relationship between the issue/problem, interventions, outputs, outcomes and tools; 11) budget and a budget narrative that provides justification for each line item in the proposed budget. The proposal will undergo revisions based on feedback.

> **Choosing a Organizational/Project Identity**
>
> In order to write an effective grant proposal, I have found that it is best if students write as if they are writing on behalf (i.e., employed) of a specific agency, firm, or non-profit. Without the benefit of specific information, one cannot fully understand what is being asked of them in the grant proposal. You will have to 'sell your agency' and the best way to do that is to be armed with data. Toward that end you will be asked to assume you are employed by, or a grant writer for, an organization requesting the funds. You can come up with an organization on your own or you can use one of those I have identified below. I recommend you use this time to think about what types of organizations you hope to work for in the future. This will give you the chance to do some research on said organization that may benefit you down the road. You will not be contacting this organization, but you will get to know them through their social media and other written documentation.
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> Nature…   Woldumar Nature Center
>   Fenner Nature Center
>   Friends of the Detroit River
>   Audubon Society of Kalamazoo
>   Detroiters Working for Environmental Justice

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Nature Trails …  Michigan Trails and Greenways Alliance
                  Arts & Eats Trail
Agriculture/Ssutainability …      Michigan Food & Farming Systems (MIFFS)
                                  Detroit Black Community Food Security Network (DBCFSN)
                                  Michigan Organic Food & Farming Alliance
                                  St Louis Farmers' Market
Parks & Recreation  …    Meridian Township Parks and Recreation Dept
                         Michigan Recreation & Park Association
Community/Preservation…          First Nations Development Institute
                                 Charles H. Wright Museum of African American History
                                 Black Literature and Art Queens Network
                                 Gratiot County Community Foundation
                                 Newaygo County Council for the Arts
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Assignment 2: Grant Writing Exercises

There will be five grant writing exercises (30 points each). These assignments will build upon readings and class discussions in the development of specific skills needed to construct a funding proposal. Again, as in the case of Assignment #1, you are to select an organizational identity to write as if you are submitting on their behalf. This means you will have two organizational identities – the one for your individual assignments (Assignment #2) and the one for your team proposal (Assignment #1). All of the assignments you will complete below (#1-5) will be done from the perspective of your organizational identity. Failure to submit your assignment will result in a grade of 0 points unless I have been notified in advance that you have an excused absence for the day. The topics of these assignments are:

1. Locating RFA/RFPs
2. Writing a Letter of Inquiry (LOI)
3. Problem Statement
4. Evaluation Plan
5. Constructing a Proposal Budget

Assignment 3: Final Proposal Oral Presentation

This oral presentation will provide the experience to each proposal writing team to present an eight-minute summary- or lightening talk - of the final grant proposal to the full group. The group in this case will be this class; in the real world, it might be funders, or your own board, or collaborative partners to whom you are trying to sell the proposed program. This assignment will mirror and give you hands-on practice in the grant writing process, including the editing and collaboration required, and the presentation or marketing of your program plan. You may use visual aids, Powerpoint, or any other materials you choose to convey your proposal idea. You will be assigned a date for your oral presentation nearer to the time. These presentations will be evaluated by your team members and the rest of the class.

Submitting Assignments

To submit an assignment do three things:
1. Save your file as – Assignment #-Lastname (use the number that corresponds to the assignment you completed). If someone else in the class shares your last name, please add your first initial. (e.g., "Assignment 1-Wright, W")

2. At the top of the first page in the right hand corner, write the file name (Assignment #-Lastname)
3. Print document
4. Submit to Professor D2L or as instructed

Late Work

The penalty for assignments submitted late is 10% per day that the assignment is late, unless there are legitimate extenuating circumstances which you discuss with me prior to their occurrence (as best possible - see course policy below).

Assignment	Due Date	Grading
Grant Proposal	April 15	100 pts
Peer Evaluations	Late April	30 pts
Oral Presentation	As assigned	30 pts
Grant Writing Assignments	Multiple	150 pts
Class Participation	On-going	64 pts
	Total =	374 Pts

Tentative Synchronous and Asynchronous Schedule

Week 1: Introductions and Getting Acquainted: Why am I here?

Jan 10   Spring Semester Begins On-Line
                Introductions and Getting Acquainted. Course Overview

Jan 12   Why do I need a grant?
                Read: K&F Funders Roundtable: Grantsmanship and the Funding Environment, p. 1-17.

Week 2: What is a Grant and Where do I get one?

Jan 17   Martin Luther King Day – no class

Jan 19   Topic: You're Not Alone: The Funding Environment
                Read: K & F, p. 19-30

Week 3: Getting to Know Funding Agencies

Jan 24   Writing Grants for Community Action: Project Identity
                Read: K & F Lesson 2, p. 32-49
                Read: "The Foundation Center's Guide to Proposal Writing", pp 111-128 (D2L)
                Handout: Organization Background Exercise (c:/organ background). Print this from D2L to be ready to complete in class.

Jan 26   Connections, Networks, & Relationships: Locating RFAs

On-Line Instruction

Read: K & F Lesson 3, p. 52-65 and K&F Appendix 5 and K&F Funders
Roundtable II, p. 100-117 Writing a Letter of Inquiry (LOI)
Read: K&F Appendix 4, p. 366
Read: O'Neal, McElrath et al., "Sample Letter of Inquiry" in D2L

Week 4: Writing Proposals with Style: Communicating Your Idea

Jan 31   Developing the Proposal Idea
Read: K&F Lesson 4 and 5 p. 67-99

> Submit: Exercise 1: RFA

Feb 2   Proposal Writing
Read: K&F Lesson 6, p. 123-139
O'Neal_McElrath et al., "Resource A: Sample Proposal" in D2L
Guest Speaker: Dr. Jenny Hodbod

Week 5: Documenting Need

Feb 7   Defining Goals and Writing a Compelling Problem Statement
Read: K&F Lesson 8, p. 159-169

> Submit: Exercise 2: LOI

Feb 9-TM   Proposal Writing Team meetings

Week 6: Now we Write

Feb 14   Developing and Presenting a Winning Proposal
Read: K&F Lesson 9, p. 170-181

> Submit: Exercise 3: Problem statement

Feb 16-TM   Proposal Writing Team meeting

Week 7: Winning Partnerships

Feb 21   Managing Partnerships and Coalitions and What is a MOU?
K&F, Lesson 10, p 182-193
Guest Speaker: Dr Amy Jamison

Feb 23-TM   Proposal Writing Team meeting

Week 8: Writing and Evaluation
Feb 28   The Nuts and Bolts: Articulating Strategies and Methods

Read: "The Foundation Center's Guide to Proposal Writing", pp 29-45. (D2L)

Mar 2-TM   Proposal Writing Team Meeting

Week 9: Mar 7-11   Spring Break

Week 10: Writing and Planning
Mar 14   Accessing: Preparing the Evaluation Component
                     Read: K&F Lesson 11, p 194-204

Mar 16   How much will it cost: Writing a Budget
                     Read: K&F Lesson 12, p. 205-217

Week 11: Sustainability
Mar 21   Developing a Sustainability Plan
                     Read: K&F Lesson 13, p 218-226 and Lesson 18, p. 291-312

Mar 23   Developing a Sustainability Plan (cont'd)
                     Proposal Writing Team Meeting

> Submit: Exercise 4: Evaluation Plan

Week 12: Budgeting

Mar 28   How much will it cost?: Writing the Budget
                     Read: K & F Lesson 12, p 205-217.

Mar 30   Budgeting for Grants and Proposal Writing Tips and Tricks
                     Read: K&F Lesson 15, p. 234- 245
                     Proposal Writing Team meeting

Week 13: Extras: Communicating and Managing Impressions
Apr 4   What is a Logic Model? (D2L Materials) - Developing a Logic Model
                     Read: " Enhancing Program Performance with Logic Models," P – 1-27
                     https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf
                     Read: K&F Lesson 15, p. 234- 246

> Submit: Exercise 5: Budget

Apr 6   Managing Communications with Funders
                     Read: K&F Lesson 17, p. 279-290
                     Guest Speaker: Dr Wenda Bauchspies, NSF

Week 14: The Things They Don't Tell You

        Apr 11   The "Pet Peeves" Roundtable
                            Read: K&F Funders Roundtable III, p. 247-269

        Apr 13-TM   Proposal Writing Team meeting

        Friday
        April 15

> Submit: Final Proposals for Peer Evaluation
>   Students will evaluate one proposal of
>   a different organization and return
>   comments by April 21

Week 15: Presentations

        Apr 18   Proposal Pitch

        Apr 20   Proposal Pitch

Week 16: Presentations

        Apr 25   Proposal Pitch

        Apr 27   Proposal Pitch

Final Exam

        May 2-6   Time: 5:45 – 7:45 pm   Proposal Pitch

> Submit: Final Proposals

Policies & Accommodations

<u>Attendance/Participation</u>: All students are expected to regularly attend class, be on time, to complete the assigned readings PRIOR to each class meeting, and to participate in class discussions. This means being prepared, mindfully engaging with the material, engaging in respectful dialogue with your peers and the instructor, sharing your thoughts/questions in class, and volunteering constructive answers/comments to others' questions. Please do not use laptops during interactive class sessions (unless you are accessing an article), no cell phone usage will be permitted and no recording of class without my permission. Your attendance and engagement will make or break your experience in this course. Students who must miss class due to an excused absence must see me, with their excused absence, as early as possible. If you know you will need to miss in advance, please let me know as soon as possible. You are responsible for making up missed work.

<u>Academic Misconduct:</u> Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the CSUS Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and

Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS 433. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/dishonestyFAQ.html). There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.

Disability: If you require special accommodation due to a disability, please contact the Resource Center for Persons with Disabilities at 517-884-RCPD or https://www.rcpd.msu.edu/. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term. In addition, please feel free to contact me if any of the online materials present accessibility challenges.

Grief Absence: If you require a grief absence, you should complete the "Grief Absence Request" web form (found at https://www.reg.msu.edu/sitemap.aspx?Group=7) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Relationship Violence: Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at https://civilrights.msu.edu/.

Campus Emergencies: If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu.)