AGER 4250.001/5800 GRANT PROPOSAL WRITING

SYLLABUS
Summer II 2013

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AGER 4250.001/5800 GRANT PROPOSAL WRITING
Days: Tuesday and Thursday - Time: 6:00 - 9:50 P.M. - Room: Physics 115

Class Meeting Dates:
Week-1: Tues 7/09 PHYS 115- Thur 7/11 PHYS 115
Week-2: Tues 7/16 PHYS 115- Thur 7/18 PHYS 115
Week-3: Tues 7/24 PHYS 115- Thur 7/26 PHYS 115
Week-4: Tues 7/30 PHYS 115- Thur 8/1 PHYS 115
Week-5: Tue   8/6 PHYS 115- Thur 8/8   PHYS 115

- o Course Description and Requirements
- o Required Textbook
- o Course Objectives
- o Student Evaluation
- o Americans with Disabilities Act
- o Policy on Cheating and Plagiarism
- o Syllabus as a Contract
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- o Web-CT Vista Online Component
- o Course Outline LESSONS OVERVIEW
- o Final Report Outline

See also " Course-Timeline " for important dates

Course Description and Requirements

Administrators of today's human service organizations are under enormous pressures to develop funding to support the creation and maintenance of programs that help resolve serious community issues, needs, and concerns. For example, the ability to develop additional resources is crucial in the current environment of a rapidly aging society. Whether the issue imperative is creative housing alternatives for frail elders, nutrition and recreational programs that target the needs of individuals, specialized transportation services to accommodate disabilities, a health care delivery system that functions more efficiently and effectively, or flexible retirement supports, the quality of life for the senior citizen ultimately hangs in the balance. These issues do not disappear when one travels from the inner city, to the suburbs, to the exurbs, or to rural America.

What is needed beyond dispute are competent and skilled grant proposal writers to help administer, staff, and evaluate the performance of human service organizations. Those communities that are fortunate enough to have well-educated grant proposal writers will prosper significantly by comparison with those communities that do not. Persons who possess such skills are at a distinct advantage in the marketplace.

NOTICE: THE COURSE TIMELINE (Whether a part of this document or as a separate document) is to be considered a part of this syllabus. The Syllabus and Course Timeline are subject to change. You will be notified of any substantial changes via Blackboard mail, a regular E-Mail from Dr. Turner, or in-class announcement. All E-Mails from Dr. Turner are to be considered official notice for any course schedule changes or student assignment approvals.

Required Textbook:

Practical Grant Writing and Program Evaluation. Francis K.O. Yuen and Kenneth L. Terao. 2003. Brooks/Cole. ISBN: 0-534-54508-4.

This textbook is a supplement for grant proposal writing that is driven by the use of data for program planning, project development, and evaluation. The instructional emphasis is on the interrelationship between these components and how each component emphasizes the other. Readers will learn the development and the implementation of grant proposals, program evaluation plans, data collection and analysis, and report writing.

Course Objectives

The primary purpose for this skills development course and practicum is to educate students in the application of methods and techniques for writing grant proposals. Students are provided an in depth overview of key concepts and the processes involved in the preparation and execution of writing grant proposals.

The reference textbook is concise in explaining the basic concepts for writing grant proposals. It is essential reading. Lectures and Internet resources focus on paradigms and methodologies used extensively in developing grant proposals and in locating potential funding sources. Although grant proposal writing is a social process, human actions resulting in grant proposals are often based upon needs determination which is derived from data-driven planning models. Often, vexing issues and new solutions to problems are refreshingly conveyed in professional journals and at professional meetings. Therefore, students must consult the literature and

professionals in the field for guidance concerning problem conceptualization and potential solutions for individual proposals.

Participants will be supervised in a proposal writing practicum focused on helping an agency client respond to community problems. They shall do so by applying the proposal writing methods and techniques taught in this course.

Student Evaluation

Seventy percent of the final course grade is based upon the instructor's critique of your written grant proposal. Development of the proposal will require a problem specification, a review of relevant literature, and use of a grant proposal writing template containing: an Abstract, a Statement of Need, a Project Description, Goals and Objectives, Activities and Timeline, Budget and Justification, Evaluation, and Organizational Capacity.

Thirty percent of the final course grade is based upon the packaging of the proposal and its accompanying documents and the presentation of this package to the client agency and the client's critique and evaluation of the proposal.

All packaged proposals will be presented on diskette to the client on or before August 7th. All packages of the proposal and accompanying documents will be E-mailed as a single file attachment in Word format to the instructor on or before August 7th. All proposals will be presented orally in class on August 9th following the outline provided by the instructor.

Special instructions for Vista Blackboard:

Distance/Out-of-State Graduate students approved for instruction in Vista Blackboard must post their proposal package with accompanying documents in one Word file to the discussion board and to the instructor using the Assignments tool on or before July 16th.

Americans with Disabilities Act   It is the policy of your instructor to comply fully with the Americans with Disabilities Act (ADA) and to make reasonable accommodations for qualified students with disabilities. Please present your written request for accommodation at the start of the semester.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please contact the course instructor for assistance.

Syllabus as a Contract

The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Web-CT Vista Online Component

Students must have access to Internet services and Vista instructional capabilities. All assignments are posted in advance and must be completed on schedule as announced. Student work products may be submitted only using the Vista Assignments tool or as directed by the instructor. Students must have access to Microsoft Windows capabilities for Word, Excel, and PowerPoint.

Copyright Notice

   Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

   The materials on this site are provided solely for the use of students enrolled in this course, and for purposes associated with this course; except for material that is unambiguously and unarguably in the public domain, these materials may not be retained or further disseminated.

   Any students, faculty, or staff who use University equipment or services to access, copy, display, perform, or distribute copyrighted works (except as permitted under copyright law or specific license) will be subject to appropriate disciplinary action by the University as well as to those civil and criminal penalties provided by federal law.

Course Outline in 5 lessons (Next pages)

See also "Course-Timeline " for important dates…)

"Course-Timeline" is considered part of this syllabus.

<u>**LESSON ONE OVERVIEW:**</u>

Week-One
Lesson-1: Course Overview
    Syllabus
    Student Assignments
    Definitions and Key Concepts
    Timeline and Deadlines

- **Topic #1 -** Normative Approach to Community Services Planning
  - Strategic Planning
  Needs Assessment
  Program Design
  Implementation
  Evaluation
  Impact Assessment

- **Topic #2 -** The Old Way of Doing Business:
  Competitiveness
  Secrecy
  Exclusion & Social Control

- **Topic #3 -** The New Way of Doing Business:
  Collaboration
  Inclusion
  Interdependence

Assigned Readings #1: Practical Grant Writing and Program Evaluation book
    Chapter 1. Rationality and Reality of Program Planning and Evaluation.
    Chapter 2. Planning, Evaluating, and Grant Writing.

Assignment #1 – Client Selection and Description
    Operational Aegis
    Enablement
    Span of Authority
    Domain Considerations
    Capacity Boilerplate
    Community Support
    Collaborative Partners

Exercise #1 – Post Your Personal Introduction

LESSON TWO OVERVIEW:

Week-Two
Lesson-2: Basic Social Science

- **Topic #4 - Understanding Planning as Basic Social Science**

- **Topic #5 - Grant Writing is Data Driven & Community Oriented**
  Data Driven Planning
  Community Readiness
  Community Support

- **Topic #6 –** Measurement Theory
  Types of Measurement
  Data Sources
  Hypotheses Specification

Assigned Readings #2: Practical Grant Writing and Program Evaluation book
  Chapter 3. Grant Proposal: A Written Program Plan.
  Chapter 4. Developing an Evaluation Plan.

Assignment #2 - **Specify Your Environmental Assumptions**
  Internal Analysis (Strengths and Weaknesses)
  External Analysis (Opportunities and Threats)

Exercise #2 – Post Your Environmental Assumptions

Lesson-3: Organization

- **Topic #7 – Organizational Theory**
  Organizational Identity/Validity
  Organizational Capability/Capacity
  Strategic Environmental Assessment (SWOTs)

- **Topic #8 – The Essence of Strategic Planning**
  Needs Assessment Processes
  Strategic Planning Processes
  Logic Models

Assigned Readings #3: Practical Grant Writing and Program Evaluation book
  Chapter 5. The Strategies and Tools for Data Collection.
  Chapter 6. Data Analysis and Reporting.

Assignment #3 – Scope of Client Needs Assessment
  Identify your client and the client's objective needing a grant strategy.
  Determining the Focus Areas for Client's Needs
  Setting Geographical Catchments
  Defining Target Populations
  Immediately Begin a Thorough Literature Review on the Problem

Exercise #3 – Post Your Client Agency and your Problem Specification

Report 1 – Developing Grant Project Rationale (Part A)
Draft #1 - Abstract and Specific Aims
Draft #2 – Specific Outcome Objectives
Draft #3 – Target Populations

LESSON FOUR OVERVIEW:

Lesson-4: Problem Definition and Context

- **Topic #9 – Problem Domain/Scope**
  Problem Domain
  Somebody Has a Problem/Target Population
  Someplace/Location
  Sometime/Duration
  Shape of the Problem/Vectors & Magnitudes

- **Topic #10 – Turner's Paradigm: Model for Planned Social Change**
  The history of the problem/analysis
  The intended intervention/methodology
  The interested parties/stakeholders
  The desired outcome/benefits
  The community or social values/impact statement

Assigned Readings #4: Practical Grant Writing and Program Evaluation book
Chapter 7 Putting It Together: Model Evaluation Plans.
Chapter 8. Program Planning and Evaluation: Practical Considerations and Implications.

Report 2 (Part B)– Developing Project Methodology

Draft #4 – Approach and Methods

Draft #5 – Logic Models & Evaluation Plan

Report 3 (Part C)– Developing Project Proposal Workload Drafts

Draft #6 – Project Management/Implementation Plan

Draft #7 – Project Staff and Organization

Draft #8 – Confidentiality/Participant Protection/IRB

Lesson-5: Resource Allocation and Budgeting

Report 4 – Match Project Activities to Budget (Part D)
Draft #9 – Existing Resources and Budget Justification

FINAL REPORT:
Submit Your Total Grant Proposal Document to Instructor
   ▸**Include:** Clients-Evaluation-of-Grant-Proposal-Document.doc
Submit Your Total Grant Proposal Document to Client

(Final Reports due by **9:00 P.M. on Thursday, August 9.**)

Final report outline - order of contents:
Please note that the project proposal the student submits to you should contain the following:
   1 > Project Cover Page
   2 > Table of Contents
   4 > Problem Statement
   3 > Literature Review
   5 > Statistical Evidence of Need
   6 > Proposed Methodology
   7 > References
> (Attach) – Narrative - Client Organizational Mission/Vision/Values, Goal(s)/Objectives.
> (Attach) Client SWOT(s) with Narrative
> (Attach) Grant Proposal Project Goals, Objectives, and Strategies (DrT's Logic Model)
> (Attach) Grant Proposal Project Timeline (Gant Chart)
> (Attach) Grant Proposal Budget + Budget Narrative
> (Attach) Client Evaluation of Grant Proposal Document

   Download: DrT's Logic Model NOTE: This is the ONLY format to use in posting and
reporting logic models to instructor, the client, and for class postings.
   Download: Clients Evaluation of Grant Proposal Document

Course Timeline with Assignment Due Dates
AGER-5800 - Summer II - 2013

<u>Week-1 - July 09 & 11</u>
- Lesson-1 Course Overview
Topic #1 - Normative Approach to Community Services Planning
Topic #2 - The Old Way of Doing Business
Topic #3 - The New Way of Doing Business
- Assigned Readings #1:
Chapter-1 - Rationality and Reality of Program Planning and Evaluation.
Chapter-2 - Planning, Evaluating, and Grant Writing.
- Assignment 1 - Client Selection and Description
- Exercise 1 - Post Your Personal Introduction
Week-1 work due by 6:00 P.M. on Tuesday, July 16.

<u>Week-2 - July 16 & 18</u>
- Lesson 2 - Basic Social Science:
Topic-4 - Understanding Planning as Basic Social Science
Topic-5 - Grant Writing is Data Driven & Community Oriented
Topic-6 - Measurement Theory
- Assigned Readings 2:
Chapter-3 - Grant Proposal: A Written Program Plan.
Chapter-4 - Developing an Evaluation Plan.
- Assignment 2 - Specify Your Environmental Assumptions
- Exercise 2 - Post Your Environmental Assumptions
Week-2 work due by 6:00 P.M. on Tuesday, July 23

<u>Week-3 - July 23 & 25</u>
- Lesson 3 - Organization:
Topic-7 - Organizational Theory
Topic-8 - The Essence of Strategic Planning
- Assigned Readings 3:
Chapter-5 - The Strategies and Tools for Data Collection.
Chapter-6 - Data Analysis and Reporting.
- Assignment 3 - Scope of Client Needs Assessment
- Exercise 3 - Post Your Client Agency and Problem Specification
- Report 1 - Developing Grant Project Rationale (Part A)
Week-3 work due by 6:00 P.M. on Tuesday, July 30.

Week-4 – July 30 & August 1
- Lesson 4 - Problem Definition and Context:
Topic #9 - Problem Domain/Scope
Topic #10 - Turner's Paradigm: Model for Planned Social Change
- Assigned Readings 4:
Chapter 7. Putting It Together: Model Evaluation Plans.
Chapter 8. Program Planning and Evaluation: Practical Considerations and Implications.
- Report 2 - Developing Project Methodology (Part B)
- Report 3 - Developing Project Proposal Workload Drafts (Part C)
Week-4 work due by 6:00 P.M. on Tuesday, August 6.

Week-5 - August 6 & August 8
- Lesson 5 - Resource Allocation and Budgeting
- Report-4 - Match Project Activities to Budget (Part D)
- FINAL REPORTS:
- Submit Your Total Grant Proposal Document to Instructor and client
Week-5 work due by 9:00 P.M. on Thursday, August 8.
(Course closes 11:00 P.M. Fri. August. 09.)

--- Exercises are posted to discussion board.
--- Assignments (1-3) are submitted to instructor via assignment tool.
--- Reports (Four parts: A, B, C & D) are submitted to instructor via assignment tool.

--- Last Updated on 6/15/2013 ---

--- Updated for Summer II 2013 ---

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