

# AGER 4250.001/5800 GRANT PROPOSAL WRITING

## SYLLABUS

Summer II 2015

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**AGER 4250.001/5800 GRANT PROPOSAL WRITING**

**Days: Tuesday and Thursday - Time: 6:00 - 9:50 P.M. - Room: GATE 137**

### **Class Meeting Dates:**

**Week-1: Tues 7/14 GATE 137 - Thur 7/16 GATE 137**

**Week-2: Tues 7/21 GATE 137 - Thur 7/23 GATE 137**

**Week-3: Tues 7/28 GATE 137 - Thur 7/30 GATE 137**

**Week-4: Tues 8/04 **Online Week** Thur 8/06 **Online Week****

**Week-5: Tues 8/11 **Online Week** Thur 8/13 **Online Week****

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- Course Description and Requirements
  - Required Textbook
  - Course Objectives
  - Student Evaluation
  - Americans with Disabilities Act
  - Policy on Cheating and Plagiarism
  - Syllabus as a Contract
  - Copyright Notice
  - Blackboard Learn Online Component
  - Course Outline LESSONS OVERVIEW
  - Final Report Outline

**See also “ Course-Timeline ” for important dates**

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## 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 5th. 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 5th. All proposals will be presented orally in class on August 7th following the outline provided by the instructor.

### **Special instructions for Blackboard Learn:**

Distance/Out-of-State Graduate students approved for instruction in Blackboard Learn 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 August 5th.

**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.

### **Blackboard Learn Online Component**

Students must have access to Internet services and Learn 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 Blackboard 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.

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## **Course Outline in 5 lessons (Next pages)**

**See also “Course-Timeline ” for important dates...)**

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**“Course-Timeline” is considered part of this syllabus.**

**LESSON ONE OVERVIEW:**  
**GATE 137**

**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:**  
**GATE 137**

**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**

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**LESSON THREE OVERVIEW:**  
**GATE 137**

**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**

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**LESSON FOUR OVERVIEW:**  
**Online Week Option**

**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**

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**LESSON FIVE OVERVIEW:**  
**Online Week Option**

**Lesson-5: Resource Allocation and Budgeting**

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

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**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 Tuesday, August 4.**)

**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

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## **Course Timeline with Assignment Due Dates**

**AGER-5800 - Summer II - 2015**

### **Week-1 - July 14 & 16 GATE 137**

#### **- 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 14.**

### **Week-2 - July 21 & 23 GATE 137**

#### **- 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 21**

### **Week-3 - July 28 & 30 GATE 137**

#### **- 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 29.**

**Week-4 – August 4 & August 6 Online Week**

**- 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 Thursday, August 6.**

**Week-5 - August 11 & August 13 Online Week**

**- 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 (August4 )**

**- Present your proposal to class August 7**

**Week-5 work due by 9:00 P.M. on Tuesday, August 11.**

**(Course closes 11:00 P.M. Fri. August.14)**

**--- 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 5/20/2015 ---**

**--- Updated for Summer II 2015 ---**

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