SOCW 6386-001: Grantwriting

Dr. Rick Hoefer

E-mail: rhoefer@uta.edu

Fall 2015

Class Time: Thursday 2:00 – 5:00
Office hours: Thursdays 1-1:45 p.m. and by appointment
Office: Social Work Building A, room 214
Room:
Faculty Profile URL: www.uta.edu/mentis/profile/?384
Telephone number to leave messages: (I prefer you to send an email): 817-272-3928

DESCRIPTION OF COURSE CONTENT: Writing grants is both a vital skill for CAP graduates and a way to bring together many elements of your social work macro education. This skill encompasses program design, research, evaluation, budgeting, and position description skills. In this class, students will identify key funding opportunities in their fields of interest and will write a proposal using an actual federal request for proposals. The majority of the course will be devoted to the development of the skills and knowledge necessary to produce a competitive proposal.

STUDENT LEARNING OUTCOMES:
By the end of this course, students will be able to:

1. Identify and locate suitable grant-funding opportunities for their individual substantive areas of interest.
2. Construct a federal grant proposal for a minimum of $100,000.
3. Confidently evaluate and review grant applications.
4. Apply their knowledge of diverse populations, needs assessment, capacity building, program development and planning, evidence-based practice, budgeting, evaluation, and community collaboration for the purpose of grant proposal development.
5. Identify methods of promoting the competitiveness and fundability of grant applications.
6. Develop programs and evaluation plans that are culturally appropriate and comply with human subjects research guidelines.
7. Understand and operate within the context of contemporary social work grantwriting practice.

Note: The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained. The instructor may assess the class members’ understanding of the course content at any time by administering an unannounced quiz or other evaluation, which will then be averaged into the final grade.

COURSE PREREQUISITES: The prerequisite for this course is SOCW 6371 Community and Administrative Practice. Students who do not have this prerequisite must submit a written request to the instructor and provide justification for their ability to meet the demands of the class and specify how the course will support their career goals. If, in the opinion of the instructor the student is not adequately prepared, that student will need to do additional work in the first two weeks of the course or be dropped by the instructor.
IMPORTANT NOTE: You may not use work for other courses for credit in this course.

REQUIRED TEXT:

- The Professor will make this available to you without charge.

Supplemental Texts

The following are not required, but you may find them useful as part of your library.

MAJOR ASSIGNMENTS AND GRADING CRITERIA

Expectations for written work: Text citations and reference lists must be in correct APA (6th ed.) format. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar.

NOTE: Failure to turn in any part of an assignment by the due date will result in an automatic deduction of 10% for each day late, unless prior approval is obtained from the instructor.

Assignments will, unless otherwise specified, be uploaded to the BlackBoard course shell.

Students must bring a laptop computer or tablet that can be used for in-class exercises EVERY week.

Assignments

Discussion Posts (60 points total): Students will respond to questions posed in the discussion board as indicated for most of the semester. Students are to treat their answers as formal writing and should write a draft answer, edit it, and then polish it before posting to the discussion board. The number of points for each post is indicated. A grading rubric is posted which weights three criteria at three levels of achievement. Content and responding to the question is 50%, Organization is 25%, and Grammar, spelling, and writing style is 25%.

Interview with a Grantwriter (STUDENT LEARNING OUTCOME 7). Due October 1 (100 pts.)
Each student must find a person who is actively writing grants for a nonprofit human services organization and interview him or her. A list of questions that are suggested is later in the syllabus—you may include additional questions. You must obtain permission to record and then actually record the interview. The uploading of the interview so I can listen to it is a part of the assignment grade. The interview should be between 25 and 40 minutes long.
In order to avoid the same grantwriters being interviewed more than once, you must allow me to know who you would like the interviewee to be before doing any interview.

Once the interview is completed, you will write up an overview of the interview (not a transcript) where you will answer these questions:

- Who is the person, and what is his or her background in grantwriting? Be sure to provide contact information for me so I know the person’s name, where she works (or if she is a free-lancer), email address and phone number.
- What are the best parts about this person’s work (to him or her)?
- What are the worst parts about this person’s work (to him or her)?
- Reflect on the skills that your interviewee mentions are necessary to be successful. How do these skills match with your skill set? Where are you strong, and where do you need to work to improve?

Partial Grant Proposal (STUDENT LEARNING OUTCOMES 2, 4 & 7). Due Oct. 15 (25 pts.)
In an effort to keep you on-track with the long process of writing a federal grant, students groups are required to turn in portions of their proposals as “works in progress”. This is a formal write-up of the first sections of your grant proposal. This is due no later than 5 p.m. Central time, on October 15. EACH student must upload the same document in order to receive points. As in real life, if your submission is late, it will not be given any points.

Review Team Feedback (STUDENT LEARNING OUTCOMES 3 & 5) Due November 19 (40 pts. total)
Students will work in their own groups as part of a peer review team, examining another group’s draft proposal. As review team members, students will have the following responsibilities:

- Read the assigned other group’s draft work (for all team members)
- Using specific evaluation criteria provided, in addition to information provided throughout the course, provide constructive feedback to other members
- Provide a copy of the group consensus rating and comments to the other group and to the instructor.

The grade on this assignment will be based on participation in this process as well as the quality of feedback provided to fellow class members. Each member of the group will be assessed by all other members of the group regarding preparation and participation.

Presentation of Final Proposal (STUDENT LEARNING OUTCOMES 3 & 7) Due Dec. 3 (50 pts.)
Each group will present to the entire class a summary presentation of their grant proposal, covering each of the main sections of the grant. Each group will have a specified amount of time for this presentation, with comments to be made by other class members afterwards.

Federal Grant Application (STUDENT LEARNING OUTCOMES 2, 4 & 6) Due Dec. 3, (100 points)
Students will work in a group to produce a completed grant application. The RFP will be assigned to your group. Your paper must include follow the application guidelines of the grant

**Reflection Paper on Grant Scoring and Review (STUDENT LEARNING OUTCOMES 3 & 5). Due Dec. 3 (25 points)**

After participating in the grant scoring and review exercise, students will reflect on key lessons that you learned by both giving and receiving feedback. This 2-page paper will include perceptions about how this ultimately changed your proposal as well as general impressions about what you learned by reviewing others’ proposals. Be sure to discuss how the group process went while you deliberated on the scoring of the proposal and the use of the feedback your group received.

**Grading:**

Total = 400 points

- A = 90-100% (360-400 points)
- B = 80%-89% (320-359 points)
- C = 70%-79% (280-319 points)
- D = 60%-69% (240-279 points)
- Fail = 59% points or fewer ( < 240 points)

**Attendance and Participation:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, my attendance policy and/or expectations are as follows: Students are expected to be on time and attend all class sessions, complete reading assignments and be prepared to participate in class discussions and small group activities. To avoid a failing grade due to absences, it is the student’s responsibility to withdraw from the class according to the University guidelines and time frame.

Each student should keep a copy of all written work. Ten percent of the points for an assignment will be deducted each day a written assignment is late. Other penalties as described in the syllabus may also apply.

In general, grades on each measure of learning will be based upon the degree to which a student 1) has demonstrated an understanding of the material included; 2) has gone beyond the basic requirements of the assignment to show her/his ability to integrate and utilize the material covered in the readings and seminar; and 3) has followed the instructions for the assignment.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting (as indicated on the syllabus, some weeks are “online only” weeks), students enrolled in this course should expect to spend at least an additional 8-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, meeting with group members, etc.

**Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Notification of any such changes*
shall be made as soon as possible. Some sessions will be moved to an online format. The course may be supplemented with other methods of instruction.

<table>
<thead>
<tr>
<th>Week and Date*</th>
<th>Topic(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27, Wk. 1</td>
<td>Introduction to Course “Flipping the Classroom”</td>
<td></td>
</tr>
<tr>
<td>Sep. 3, Wk. 2</td>
<td>Getting Started as a Grantwriter and The Context of Grantwriting in the Age of Scarcity</td>
<td>Hoefer, Ch. 1 Getting Started as a Grantwriter Hoefer, Ch. 2: The Grantwriting World in the Age of Scarcity Read or listen to interview with grantwriter loaded on BlackBoard</td>
</tr>
<tr>
<td>Sep. 10, Wk. 3</td>
<td>Finding Foundation Funding Sources</td>
<td>Hoefer, Ch. 3 Finding Foundation Funding Sources</td>
</tr>
<tr>
<td>Sep. 17, Wk. 4</td>
<td>Finding Government Funding Sources</td>
<td>Ch. 4 Finding Government Funding</td>
</tr>
<tr>
<td>Sep. 24, Wk. 5</td>
<td>Uncovering Need in Your Community</td>
<td>Hoefer, Ch. 5 Uncovering Need in Your Community</td>
</tr>
<tr>
<td>Oct. 1, Wk. 6</td>
<td>Finding and Creating Evidence-based Programs and</td>
<td>Hoefer, Ch. 6 Finding and Creating Evidence-based Programs</td>
</tr>
<tr>
<td>Oct. 8, Wk. 7</td>
<td>Logic Models and Program Evaluation</td>
<td>Hoefer, Chapter 7 Logic Models</td>
</tr>
<tr>
<td>Oct. 8, Wk. 7</td>
<td>Logic Models and Program Evaluation</td>
<td>Hoefer, Ch. 8, Program Evaluation</td>
</tr>
<tr>
<td>Oct. 15, Wk. 8</td>
<td>No Class meeting.</td>
<td>Due before class session would have ended at 5 p.m. October 15.</td>
</tr>
<tr>
<td>Oct. 22, Wk. 9</td>
<td>Program Implementation Planning</td>
<td>Hoefer, Ch. 9 Program Implementation Planning</td>
</tr>
<tr>
<td>Oct. 29, Wk. 10</td>
<td>Budgeting</td>
<td>Hoefer, Ch. 10 Budgeting</td>
</tr>
<tr>
<td>Nov. 5, Wk. 11</td>
<td>Agency Capacity and Capabilities and Final Details</td>
<td>Hoefer, Ch. 11 Agency Capacity and Capabilities Hoefer, Ch. 12 Final Details</td>
</tr>
<tr>
<td>Nov. 12, Wk. 12</td>
<td><strong>Debriefing: You’ve got your proposal draft done, now what?</strong>; Starting to review proposal</td>
<td><strong>Turn in draft of proposal and RFP to another group for their review</strong></td>
</tr>
</tbody>
</table>
Other Important Information: TBA

**AMERICANS WITH DISABILITIES ACT.** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**TITLE IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators
will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

GRADE GRIEVANCES

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For graduate courses, see http://www.uta.edu/gradcatalog/2012/general/regulations/#grades.

DROP POLICY

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and
are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**STUDENT FEEDBACK SURVEY**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**FINAL REVIEW WEEK**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located outside the classroom door and follow the clearly visible exit sign. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
Interview with a Grantwriter Questions

- Name and organization (or if self-employed).
- What’s your background and how did you came to be a grantwriter?
- What was it like writing your first grant?
- What’s your track record like at this point?
- What do you think some of the most important skills are that grant writers need to have in order to be successful?
- How do you think you acquired these skills?
- What advice do you have for someone who is just starting or is thrown into grantwriting?
- What are some of the key mistakes that people make when they are writing grants?
- What are some of the attributes of an organization that help lead to successful grantwriting and other fundraising?
- How do you learn about possible grants for your organization?
- What are the steps in your process once you receive notice some funding money might be available?
- Over the course of your career, have you seen any general trends that have happened?
- What do you think the future is for grantwriting and grantwriters?
- Is there anything else that you would like to mention?