

SOCW 6386-001: Grantwriting

Fall 2016

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

Dr. Rick Hoefler

E-mail: rhoefler@uta.edu

DESCRIPTION OF COURSE CONTENT: Writing grants is both a vital skill for CAP graduates (and others) 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 is devoted to developing 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 co-requisite for this course is SOCW 6371 Community and Administrative Practice.** Students who do not have this prerequisite *must be willing to work harder to understand basic CAP concepts.*

IMPORTANT NOTE: You may not use work for other courses for credit in this course or vice versa.

REQUIRED TEXT:

Hoefler, R. (2016). *FUNDED! Successful Grantwriting for Your Nonprofit in the Age of Scarcity*. Oxford University Press.

- The Professor will make this available to you without charge in pdfs. It is your responsibility to read it. You may print it off for your own use.

Supplemental Texts

There are no required supplemental texts, but there are other instructional materials you are required or recommended to watch, listen to, and/or read.

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. Be sure to take into account all these factors in your response: content and responding to the question; organization and writing style; and grammar and spelling.

Interview with a Grantwriter (STUDENT LEARNING OUTCOME 7) (30 Points). Due September 29

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 required is provided 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. I must give permission before you actually do the 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 s/he works (or if s/he is a free-lancer), email address and phone number.
- How did this person get started in grantwriting? What skills does the person now see she or he was deficient in, starting out? How have these skills been learned since starting as a grantwriter?
- What skills did the person mention as being important to being a successful grantwriter? How do they relate to the skills described in class as being important?
- 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?
- What are the worst parts about this person's work (to him or her)? How does he or she continue in the job, anyway?
- What are the most important things you have learned about grantwriting and YOU from this interview?

Partial Grant Proposal (STUDENT LEARNING OUTCOMES 2, 4 & 7). Due Oct. 13 (50 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 NEEDS, and the PROGRAM sections of your grant proposal (though they may be named something else in your particular RFP) including a LOGIC MODEL of the program, even if this is not required in your RFP. This is due no later than 5 p.m. Central time, on October 13. 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 17 (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 the RFP the other group is responding to, 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.

Federal Grant Application (STUDENT LEARNING OUTCOMES 2, 4 & 6) Due Dec. 1, (100 points)

Students will work in a group to produce a completed grant application. Your paper must include follow the application guidelines of the grant

Reflection Paper on Grant Scoring and Review and the Class as a Whole (STUDENT LEARNING OUTCOMES 3 & 5). Due Dec. 8 (20 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% (270-300 points)

D = 60%-69% (180-209 points)

B = 80%-89% (240-269 points)

Fail = 59% points or fewer (< 180 points)

C = 70%-79% (210-239 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.

Each student should keep a copy of all written work—although all work will be turned in online. 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.

Week and Date*	Topic(s)	Assignments
Aug. 25, Wk. 1	Introduction to Course “Flipping the Classroom”	Syllabus Hoefler, Preface
Sep. 1, Wk. 2	Getting Started as a Grantwriter and The Context of Grantwriting in the Age of Scarcity	Hoefler, Ch. 1 Grantwriting and YOU! Hoefler, Ch. 2: The Grantwriting World in the Age of Scarcity Read or listen to interview with grantwriter loaded on BlackBoard
Sep. 8, Wk. 3	Finding Foundation Funding Sources	Hoefler, Ch. 3 Finding Foundation Funding Sources
Sep. 15, Wk. 4	Finding Government Funding Sources	Ch. 4 Finding Government Funding
Sep. 22, Wk. 5	Uncovering Need in Your Community	Hoefler, Ch. 5 Uncovering Need in Your Community
Sep. 29, Wk. 6	Finding and Creating Evidence-based Programs	Hoefler, Ch. 6 Finding and Creating Evidence-based Programs Turn in Interview with a Grantwriter paper & upload audio file
Oct. 6, Wk. 7	Logic Models and Program Evaluation	Hoefler, Chapter 7 Logic Models Hoefler, Ch. 8, Program Evaluation
Oct. 13, Wk. 8 [online only week]	No Class meeting. Group will turn in draft of sections of grant proposal about needs, solution, and logic model.	Due before 5 p.m. October 13.
Oct. 20, Wk. 9	Program Implementation Planning	Hoefler, Ch. 9 Program Implementation Planning
Oct. 27, Wk. 10	Budgeting	Hoefler, Ch. 10 Budgeting
Nov. 3, Wk. 11 ONLINE ONLY [CSWE]	Agency Capacity and Capabilities and Final Details	Hoefler, Ch. 11 Agency Capacity and Capabilities Hoefler, Ch. 12 Final Details
Nov. 10, Wk. 12	Debriefing: You’ve got your proposal	Turn in draft of proposal

	draft done, now what?; Starting to review proposal	and RFP to another group for their review
Nov. 17, Wk. 13 [online only week] ARNOVA	Complete review of other group's draft: Turn in within BlackBoard and email copy to members of other group.	Review Team Feedback Due
Nov. 24, Wk. 14	NO CLASS: UNIVERSITY HOLIDAY Work in your groups to be ready to present entire proposal on December 3. Be sure to incorporate review information from other group as you move towards your final draft and presentation.	Thanksgiving
Dec. 1, Wk. 15	Grant Proposals Due	Proposals Due
Dec. 8, Wk. 16		Reflections Paper Due

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit 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.

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“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/ao/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.

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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). You must also provide full contact information to me in the paper, so get that information, too.
- What's your background and how did you come to be a grantwriter?
- What was it like writing your first grant?
- What do you think some of the most important skills are that grant writers need to have in order to be successful?
- Looking back, what skills did you NOT have that you should have had when you wrote that first grant?
- How did you acquire these skills you were lacking between then and now? Are there any skills you still feel a bit deficient in?
- What would you say your major strengths are, as a grantwriter?
- 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?
- How do you learn about possible grants for your organization?
- Over the course of your career, have you seen any general trends that have happened?
- What are the best and the worst parts of being a grantwriter?
- Is there anything else that you would like to mention?