SCHOOL OF PUBLIC MANAGEMENT and POLICY  
Andrew Young School of Policy Studies  
Georgia State University  
Atlanta, Georgia

Course PMAP8251/SW8320 GRANTWRITING  
Spring 2017  
Thursday 4:30-7:00pm  
315 Langdale Hall

Instructor: Stephanie Watson  
Thursdays, by appointment  
Phone: 678-858-7995  
swatson33@gsu.edu

Office Hours:  
Email:

COURSE DESCRIPTION

This course offers students a general introduction into applied grant-writing techniques to successfully compete for funding within the governmental, corporate, and private sectors of grantmaking. The objectives of this course are for students to: (1) Develop knowledge of and skills to identify private and public funding priorities and opportunities. (2) Analyze organizational/community information and additional data and integrate this material into writing a successful grant proposal. (3) Develop skills to increase the persuasive impact of issues, problems, and solutions. (4) Apply techniques to work effectively with community partners, project officers, and other stakeholders to ensure successful proposal design, program implementation, and project sustainability.

TEXTS

There are no required texts for this course. Required weekly readings will be posted in iCollege or a link has been provided as indicated in the syllabus under Course Outline. Readings may be updated or adjusted as we progress through the semester. The course syllabus provides a general plan for the course; deviations may be necessary.

METHODS OF INSTRUCTION/COURSE FORMAT

The course is organized to teach students the most effective way of developing each section of a grant proposal. By the end of the course, each student will have a proposal that can be adapted to answer a formal grant solicitation. Students will be encouraged to choose a grant solicitation that is relevant to the work that they already do or are looking to do in the future. Course activities will include readings, lectures, discussions, peer review, small group tasks, skill building and hands-on activities, and library and field research.
COURSE PROCESS AND RULES

Classroom Policy: Please silence cell phones or other devices upon entering the classroom and refrain from texting during instructional hours. IPods and other electronic entertainment media and accessories should be stored away throughout the duration of class. Electronic devices may be used during in-class exercises as needed. Please use them for classroom activities only!

If you are required to keep yours on for emergency or work-related purposes, please let me know at the beginning of the class and take a seat near the door so that you can quickly exit the room to talk. Never answer or talk on a cell phone or text in the classroom.

Class Attendance and Participation: Class attendance is crucial for maximum learning to occur. Class attendance, punctuality, and engagement are considered essential to both academic and professional development as a colleague in the public policy management and social work fields, and will be documented. Any concerns will be reported to the appropriate chair and addressed accordingly (See review process. Student Handbook).

Class will begin promptly at 4:30 p.m. Please notify me if you are unable to attend a class. Class participation and attendance will be factored into your final grade. We will have a 15 minute break during each class session. Class is scheduled to adjourn no later than 7:00 p.m. Should I be forced to cancel a class, I will notify students via iCollege. If you will be late for class or have to leave early, please notify me, preferably by email at swatson33@gsu.edu.

Classroom behavior and conduct will be considered as part of the participation grade in addition to attendance.

Collaborative exercises and discussions are part of the learning process. Students are expected to have read assigned materials in advance and to participate actively and meaningfully in each class.

Communication: Course materials will be posted on iCollege. It is each student’s responsibility to regularly check the site and access the required materials. I will communicate with students ONLY through an official GSU email account. Thus, if you have another type of account (such as Yahoo, Hotmail, etc.), it is recommended that you set up your account to receive messages from your GSU account.

Make-up Policy: Assignments are expected to be completed on the dates set in this course outline. If extenuating circumstances prevent this, alternative plans must be negotiated with me PRIOR to the due dates. Students who do not turn in their assignments on time may have a reduction in their grade for that assignment depending on the delay.

Food and Drinks: Hot and cold drinks will be allowed during class, but restrict food to the break time. Please throw all empty bottles, can, and wrappers into trash cans and recycling bins provided as you leave for break or at the end of the class session.

Course Evaluations: Online course evaluations are now available through GOSOLAR in the Andrew Young School of Policy Studies. Students are strongly encouraged to provide an online course evaluation at the appropriate time at the end of the semester.

PROFESSIONAL COMPETENCE
Georgia State University’s Andrew Young School of Policy Studies has the goal of educating competent practitioners. If a student fails to meet the standards set by the Andrew Young School of Policy Studies, corrective action may be taken. Corrective action is intended to provide students and faculty with the opportunity to openly discuss problems and issues identified, and to seek a solution to correct the situation or problem presented. Dismissal from the program is an option and may supersede any discussion of corrective action. Professional incompetence signifies that a student is not adequately or appropriately performing at their respective program level.

**ACADEMIC HONESTY**

University, School, and Department Policies require that I inform you that all plagiarism and forms of academic dishonesty will result in a grade of "F" for the assignment and possibly for the course.

All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

From the Policy on Academic Honesty: Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author’s name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.
Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.


ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. [Office of Disability Services is located in the Student Center, Suite 230]

STUDENT EVALUATION

Assignments

General Instructions

Assignments, except for charts, must be formatted correctly (USING APA) in 12-point font and single spaced (unless discussed otherwise). Proper spelling and grammar are important and will be factored into each graded assignment (funders find this crucial in the organization being able to adequately present their proposal). Rubrics will be provided on some assignments.

Assignments **must** be submitted by e-mail prior to class time or at the beginning of the class.

Grant Proposal Portfolio

Students will use classroom instruction, readings, and requirements of the proposal to complete each section of a pre-selected grant proposal. Your exercises and draft assignments will be reviewed and annotated. **If you fail to submit a draft of any assignment or submit an assignment after the due date, grades may be lowered.** You may also be asked to rewrite and resubmit one or more assignments if they fail to meet the minimum standards of acceptance.

Organizing Your Portfolio in this syllabus for your final draft proposal: All sections must be labeled correctly and in order. **The final copy of your grant Portfolio must be submitted online by 4:30 on April 27, 2017.**
In Class Activities

In class activities will occur throughout the semester. These activities will include group discussions, peer review, and in class writing exercises based on readings and speaker presentations. Additional instructions and due dates may be given in class or posted in iCollege.

Grading

Assessment will be based on the overall quality of the project portfolio, the breadth and depth of research activities, timely completion of the weekly assignments, and active participation in class discussions. Rubrics will be provided for some assignments.

You must attend classes and be prepared to participate, complete written and reading assignments, and submit deliverables when due.

This particular class is heavy in written assignments, therefore, reading assignments are lighter than what is typical.

Class Assignments with Grade Weighting

1. Organizational Overview (5%)
2. Organization Docs compilation, Strategic Plan Review, and Funding Needs (10%)
3. Grant Calendar and Funder Profiles (10%)
4. Goals, Objectives, Outcomes, and Methods assignment (5%)
5. Case Statement and Elevator Pitch (10%)
6. Logic Model (10%)
7. Portfolio with Proposal or Template (40%)
8. Class Participation – includes discussion on assigned readings and topics, discussion on current events in the philanthropic landscape and policy changes, class attendance and punctuality, and your end of course presentation (10%)

Organizing Final Grant Portfolio

**Grant Portfolio Contents (arranged in digital folders)**

1. Organizational Overview (Final Draft)
2. Organization Documents needed (collected docs)
3. Funding Needs (3-4 funding needs on Funding Needs Worksheet)
4. Grant Calendar (3 really good fits)
5. Funder Profiles (3 really good fits and why)
6. Decision Matrix (examples)
7. Strategic Plan (with review)
8. Case Statement (Final Draft and examples)
9. Logic Model (Final Draft)
10. Funding Opportunity
11. Template OR Proposal – including - History of Org, Problem and Need Statement, Program Descriptions, Goals and Objectives, Methods and Evaluation, Sustainability, grant budget, abstract (Final Draft)
12. Organization Budget and Board Information (examples)
The following point system will be used to specify level of performance in the course:

- A+: 97+ (4.3)
- A: 90-96 (4.0)
- A-: 88-89 (3.7)
- B+: 86-87 (3.3)
- B: 80-85 (3.0)
- B-: 78-79 (2.7)
- C+: 76-77 (2.3)
- C: 70-75 (2.0)
- D: 60-69 (1.0)
- F: Below 60

**GENERAL COURSE OUTLINE**

Students may be required to bring copy of current week's assignment on corresponding due date for review and discussion. This review will assist you in better preparing your overall Grant Portfolio.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/12/2017</td>
<td>Welcome, Introductions, Review Syllabus.</td>
<td>In class: Select organization to write proposal (proposal or template)</td>
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<td>What skills and knowledge are needed to write effective proposals?</td>
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<td>Best Practices for Grant Seekers, Grant Writer Skillset.</td>
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<td><strong>Reading(s):</strong> none</td>
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<td>1/19/2017</td>
<td>How do you know your organization is ready for grant money?</td>
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<td></td>
<td>Highly Effective Organizations, Fundraising Plan, Grant Readiness, Grant Documents needed</td>
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<tr>
<td>Date</td>
<td>Task Description</td>
<td>Due Date</td>
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<td>1/26/2017</td>
<td>How do you determine funding needs?</td>
<td>Organizational Overview write-up (start gathering organizational docs)</td>
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<td>Needs assessments, statement of need, funding needs worksheet, strategic plan alignment</td>
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<td>Statement of Need reading - TBD</td>
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<td>2/2/2017</td>
<td>How do you find the money?</td>
<td>Organization Docs compilation, Strategic Plan Review, and Funding Needs worksheet</td>
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<td>Finding Public Funds, Introduction to Finding Private Funds</td>
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<td>2/9/2017</td>
<td>How do you develop an effective grant strategy?</td>
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<td>Continuation on finding Private Funds, and Grant Calendar, Funder Profiles, Decision Matrix</td>
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<td></td>
<td>Decision Matrix reading - TBD</td>
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<td>2/23/2017</td>
<td>How do you organize your funder research?</td>
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<td>Continuation on Grant Calendar and Funder Profiles, Decision Matrix</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading(s)</td>
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<tr>
<td>3/2/2017</td>
<td>How do you “sell” your project or program?</td>
<td>Garecht, J. How to Write a Case for Support for Your Non-Profit (Part I) and (Part II). <em>The Fundraising Authority.</em>&lt;br&gt;Mostert, C. 8 Essentials for Your Organization’s Case Statement. <em>FundraisingIP.com.</em>&lt;br&gt;Brown, L. (2015) A quick guide to writing your elevator pitch (with examples!). <em>Idealist Careers.</em></td>
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<tr>
<td>3/16/2017</td>
<td>Spring Break</td>
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<td>3/23/2017</td>
<td>How do you craft the “meat” of your proposal?</td>
<td>Proposal Components Refresher, Project/Program to be funded, Goals/Objectives/Outputs/Outcomes/Impact, Methods and Evaluation.</td>
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<td>3/30/2017</td>
<td>How do you know if what you are writing makes sense?</td>
<td>Logic Models, Theory of Change</td>
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<td>4/6/2017</td>
<td>How do you tie it all together?</td>
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### Proposal Components Refresher, Partners and Volunteers, Sustainability, Budget and Budget Narrative, Attachments and Appendices, and Abstract.

**Order of Importance for most funders**

**Reading(s):**
TBD

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<th>Date</th>
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<th>Due</th>
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<tr>
<td>4/13/2017</td>
<td>What are the finishing touches to include in your application? Writing and Editing tips, Organizational Budget, Tips, Importance of Board involvement, and putting it all together. Work on proposals/portfolios in class. Get questions answered and direction, if needed.</td>
<td>Optional – send me anything you want me to review before final submission.</td>
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<td>4/20/2017</td>
<td>What to do after the grant is awarded to ensure that you are a good steward and can apply again? Getting the Grant and Grant Management. What to do if not awarded. Work on proposals/portfolios in class. Get questions answered and direction, if needed.</td>
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<td>4/27/2017</td>
<td>Final Exam (presentations in class) Exam – Present proposal in class, successes and pitfalls, challenges and suggestions</td>
<td>Portfolio with Proposal or Template. Short Presentation (3-4 min) on your Portfolio – share at least one success or &quot;a-ha&quot; moment, and one challenge or barrier</td>
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**Class Discussions:** If time permits, we will be discussing Current Events/Policy Developments/Philanthropic Landscape. Students who bring in articles, topics, and/or other literature will be awarded bonus points on their class participation grade.

It is of utmost importance that Policy Experts, CEOs, Executive Directors, Board Members, and other decision-makers stay abreast of rapidly changing systems and climates in the non-profit world.
Speakers: We will also be having several guest speakers throughout the term who will offer deeper knowledge and stronger connections with our classroom information and 'real world' application.

Course PMAP8251 /SW8320 GRANTWRITING

Overall Course Outline

1. Welcome, Introductions/Overview, Class Expectations
   a. Best Practices for Grant Seekers
      i. Diversification of funding
      ii. Developing Relationships with Funders
      iii. Develop Internal processes with your organization
      iv. Create a decision matrix/tree
      v. Develop Grant Strategy
      vi. Evidence-Based Programming
      vii. Strong Strategic Plan
      viii. Process AND Impact Outcomes
      ix. Use Logic Models
      x. ALL literature/websites/information is consistent
      xi. Be transparent
      xii. Stay abreast of changing philanthropic landscape, and major policy changes within your area of service

2. Grant Writer Skillset

3. Fundraising Plan (give template) and Introduction to Proposal Writing, program planning, building an effective grant writing team, part of an overall funding strategy – fundraising plan,
   a. Grant seeking and writing gets into ALL aspects of an organization including, the Board, programming, evaluation, internal operations, partnerships, and budget

4. Highly Effective Organizations (*organizational overview – write short paragraphs on chosen org)
   a. 6 Components - review
   b. Identify an org and program to seek funding to support, capacity building and defining your organization

5. Grant Readiness (how do Highly Effective Organizations ensure Grant readiness?)
   a. Continuum
   b. Documents needed (*begin gather documents and review)

6. Effective Grant Strategy (Foundation Center overview) (How do you develop an effective grant strategy?)
   a. Developing systems to support grant research and writing
      i. Grant calendar and Funder Profiles
      ii. Template
      iii. Funding Needs
   b. Documents needed
   c. Fundable ideas
   d. Multi-Year Strategy

7. Determine Funding Needs (grant idea)


9. Finding public funds (government), finding private funds (foundation and corporate),
10. Grant calendar and Funder Profiles. Decision Matrix
11. The Elevator Pitch and Case Statement
12. Vetting Funders
   a. The Dance
   b. Making the Pitch
   c. The 990
   d. The Relationship
      i. The number of touches
13. Parts of the Proposal (get the grant)
   a. Description of Organization/ History
   b. Problem and Statement of Need – documenting need and telling the story
   c. Project/Program to be funded – best practices, evidence based programming, etc.
   d. Goals/Objectives/Outputs/Outcomes/Impact
   e. Methods and evaluation
   f. Partners and Volunteers – MOUs, letters of support, etc.
   g. Sustainability
   h. Budget and Budget Narrative
   i. Attachments and Appendices
   j. Abstract or Executive Summary
   k. The order of importance to most funders
14. Writing and Editing, Putting it all together
15. Getting the Grant and Management