I. COURSE DOMAIN AND BOUNDARIES

This lab is intended to provide students with knowledge of specific skills in preparing a foundation grant proposal culminating in writing a grant proposal. Developed from a foundation perspective, students will gain insights into how grantmakers operate. During this lab students will learn: the trends in foundation charitable giving, the different types of foundations and how to research their interests and priorities and develop grant strategies. Students will also learn basic writing skills necessary to capture the attention of a potential foundation funder. Students will learn what elements are needed to be in place within an organization before a grant is written; how to build a working relationship with a foundation; components of an effective grant proposal; how to customize a grant proposal to various types of foundations; and how to follow-up once a grant is accepted or declined.

Students will complete this lab with the skills to write a common grant application, understanding of the mutual benefit of charitable giving between grantor/grantee, knowledge of different types of Foundations’ grantmaking.

Students are expected to learn and accomplish the following:

1. Develop an understanding of foundation giving and its function to mutually benefit the donor and agency.
2. Examine the process for preparing, submitting, managing and reporting foundation grants. Learn how the roles of program officers and nonprofit grant writer interact in context to the overall fund development effort.
3. Identify fundable projects that are aligned with foundation mission. Learn how to research potential corporate, private foundation and government funding sources thoroughly and efficiently.
4. Learn the elements that need to be in place within an organization prior to submission of a grant proposal.
5. Write a fundable grant proposal including case statement. Using a common grant application format, students will complete the following components of a grant proposal: case statement, evaluation, budget narrative and justification and organizational information.
6. Learn follow-up steps to a successful proposal.
7. Apply grant writing skills in a manner consistent with the values and ethics of the social work profession.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members,
and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment
extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umbrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.
V. READINGS
There are no readings required before the first class. Required readings and webinars are described and linked in the course outline section.

VI. ORGANIZATION OF COURSE
This skills lab has two primary sections: understanding the local and national context for philanthropic giving and building skills in grantwriting as a means to fund programs and services. The lab includes different types of instruction: didactic, interactive and experiential learning through case study analyses, proposal review and critique and other practical exercises. This format requires much in student preparation: neither missing classes nor missing assignment deadlines will be allowed except for emergency situations.

VII. ROLE OF FACULTY AND STUDENT
Students can expect: Faculty will arrive on time to class and be prepared to present relevant materials and facilitate meaningful activities and discussions. Faculty appreciates respectful and honest student feedback and will work to provide students with a positive learning environment.

Because this lab relies heavily on student participation during discussion and small group activities, class attendance is required.

Student expectations in class: Students are required to attend all class sessions. Students are expected to complete readings in advance of class sessions and to actively participate in each class session. Students are expected to be actively involved in preparing their own grant proposal and fully engaged in thoughtfully reviewing classmates’ proposals.

Student expectations outside of class: Due to the abbreviated nature of this skills lab, participation between class sessions is also a requirement for this course. Research into potential funding sources will be required, so the student will need to allow adequate time for outside research at a public library or to utilize the WUSTL and Brown School library resources.

Failure to meet any of these expectations will result in a lower grade, drop from the course, or incomplete course completion.

VIII. ASSIGNMENTS AND GRADING CRITERIA
Students’ course grades will be comprised of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source Review</td>
<td>20%</td>
</tr>
<tr>
<td>Case Statement</td>
<td>20%</td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Proposal Peer Review</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Detailed assignment descriptions and grading rubrics are available on Canvas. All assignments are due to Canvas. Do not email assignments to the instructor. Assignments that are not uploaded to Canvas by the deadline are considered late.
All questions about assignments should be asked through Canvas on the discussion board titled “Assignment Questions.” Emails and calls about assignments will not receive a response. Multiple call/email attempts may result in a grade reduction.

Late assignments will be penalized a minimum of 20% of the possible points for each day late. Please see the instructor in advance of the due date if there are severely extenuating circumstances (e.g., injury, illness, birth or death in the family).

Two of the assignments will be written based on information from a nonprofit or governmental organization – the case statement and the funding proposal. Students will choose the organization or agency setting for which they will write these assignments. This should be an existing agency (not a hypothetical or made-up setting) but does not need to be local to St. Louis. Instructor should be able to verify the existence of the organization via a website or Guidestar. The organization is NOT required to be a current or previous practicum site*. Selected agencies are under no obligation to submit the funding proposal created by the student and students may or may not provide the proposal to the agency.

*If a student chooses to write their funding proposal on behalf of their practicum site and expects the site to provide information, the student should seek permission from both the practicum field instructor and the agency’s development director/or executive director to assure that the agency is adequately prepared to provide information/assistance to the student in a timely fashion. Difficulty acquiring information from an organization is NOT an acceptable excuse for turning in a late or incomplete assignment.

**Class Attendance**

Class attendance and participation are expected and essential to success in this course. You are expected to come to class, on time and prepared to discuss content. Your presence or absence from class will affect the learning environment for you and your fellow classmates. **Students who miss two or more classes will not be eligible to pass the course.** Instructor does not make a distinction between excused and unexcused absences. All absences are therefor treated equally.

Class participation is worth 10% of your grade. If you are not in class, you cannot contribute. You will automatically lose participation points for an absence.

**Writing Requirements**

Please proofread all documents. Students are encouraged to use the grammar and spell check features available in Microsoft Word. Students are also encouraged to take advantage of the writing assistance available at the University Writing Center. If you are using language from someone/something else, you must cite it.

This course will teach students the mechanics of putting together a grant proposal. It is expected that students have sufficient writing experience to convey their ideas clearly. Although your grade on written materials is not based on your writing ability, if the reviewer (either student peers or the instructor) finds that grammar and/or spelling errors substantively detract from the meaning of the content, the grade of the student will be impacted.
Grading Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due dates</th>
<th>Returned by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source Review</td>
<td>20%</td>
<td>September 4 by 11:59 p.m.</td>
<td>September 19</td>
</tr>
<tr>
<td>Case Statement</td>
<td>20%</td>
<td>September 11 by 11:59 p.m.</td>
<td>September 25</td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>40%</td>
<td>September 22 by 11:59 p.m.</td>
<td>October 10</td>
</tr>
<tr>
<td>Proposal Review</td>
<td>10%</td>
<td>In class on September 26</td>
<td>October 10</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Grading Scale:

95 - 100 = A  
90 – 94 = A-  
87 – 89 = B+  
84 – 86 = B  
80 – 83 = B-  
78 – 79 = C+  
74 – 77 = C  
70 – 73 = C-  
Below 70 = F

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source Review</td>
<td>C1</td>
<td>Knowledge/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Case Statement</td>
<td>C1, C2, C4, C7, C8</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Proposal Review</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review sample case statements</td>
<td>C1, C2, C4, C7, C8</td>
<td>Knowledge/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Review grant application and currently funded programs</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Class #1: August 29, 2019, 1:00pm – 4pm
PLEASE BRING YOUR LAPTOP TO CLASS TODAY.

Preparation for class
- Identify an organization and program to write about during this class
- Use the “Grant Readiness Checklist” to determine if your proposed program and organization are “grant ready” – Checklist is attached to the welcome email and can also be found on Canvas

Topic: Foundations and Identifying Grant Opportunities
- Introduction to the skills lab
- Quick look at key components of syllabus and assignments
- Overview of grantmaking trends and the philanthropic landscape
- Understanding foundation funding
- Researching foundation funding sources

This class will introduce students to the local and national context for philanthropic giving and trends in grantmaking and on the process of identifying appropriate external funding sources with an emphasis on obtaining private/foundation funding.

Student Exercise: Students will have the opportunity to utilize on-line resources to search for grants and funding sources appropriate for their project. This work forms the basis for the funding sources review assignment.

Class #2: September 5, 2019, 1:00pm – 4pm
Preparation for class
- Read Getting the Grant 101: The Essentials
- Watch Introduction to Proposal Writing

Topic: Introduction to Proposal Writing
- Writing effective case statements/letters of intent
- Parts of standard funding proposal

This class will focus on building skills in effective proposal writing. The structured and planned activities needed to be successful in attaining funding through grant writing will be identified. Students will be introduced to the components of a case statement, sometimes referred to as a letter of inquiry, a concept paper, or a preliminary proposal.

Activity: Reviewing Funder Proposal Forms
Students will work in small groups to discuss common aspects of funded proposals.

Class #3: September 12, 2019, 1:00pm – 4pm
Preparation for class
- Watch: Logic Models: Getting Them Right and Using Them Well
Students only need to watch up until the questions section (about 30 minutes)

- Read [Creating Objectives](#)

**Topic #1: Proposal Writing (continued)**
- Deeper dive into sections of a proposal
- Funder’s perspective
- Foundation grant review process

**Activity: Reviewing Funded Proposals**
Students will work in small groups to discuss common aspects of funded proposals after choosing a proposal to review from [https://grantspace.org/resources/sample-documents/](https://grantspace.org/resources/sample-documents/)

**Class #4: September 19, 2019, 1:00pm – 4pm**
**Preparation for class**
- Read: [8 Tips to Strengthen Your Grant Budget](#)
- Watch: [Introduction of Project Budgets](#)

**Topic #1: Budgets and Sustainability**
- Developing a project budget
- Sustaining a project beyond initial funding

**Class #5: September 26, 2019, 1:00pm – 4pm**
**Preparation for class**
- Read your assigned grant proposals for peer review – Assignments made in Canvas

**Topic #1: Stewardship and Managing Relationships with Funders**
- Follow-up with foundations after being approved or denied for a grant
- Ethical decision making in fundraising

**Topic #2: Proposal Review Workshop**
- Review proposals of peers

**Topic #3: Discussion of Grants Related Careers and Course Review**
- Students will reflect on the strengths and challenges they faced throughout the course.
  Students will have the opportunity to ask questions and seek clarification on content provided throughout the course.