I. COURSE DOMAIN AND BOUNDARIES

This lab will provide students with specific skills to research and prepare a grant proposal to a local, state or federal government funder. Key topics and components of this lab include:

- Different types of governmental funders
- How to research their interests and priorities
- How to develop grant strategies
- Basic writing skills necessary to capture the attention of a potential funder
- Elements needed within an organization prior to seeking a grant
- Building a working relationship with funder staff
- Elements of a strong grant proposal
- Customizing a grant proposal to various types of governmental funders
- Following-up once a grant is accepted or declined.

In this skills lab, students will learn the basics of government grant writing, including identifying potential government funding sources, preparing needs assessments and developing project and evaluation plans.

Students will complete this lab with the skills to write a government grant application, understanding of the mutual benefit of charitable giving between grantor/grantee, knowledge of different types of governmental funders and grant making processes, and experience in researching potential governmental funding opportunities.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
</tbody>
</table>
Assess individuals, families, groups, organizations, and communities C7
Intervene with individuals, families, groups, organizations, and communities C8
Evaluate individuals, families, groups, organizations, and communities C9

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 Umrath 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**

Course Text: All required readings will be handed out in class

**Recommended Reading:**

VI. **ORGANIZATION OF COURSE**

The lab will consist of interactive learning and completing a grant proposal. It will include short presentations, in-class review and critique of proposals and small group discussions and exercises. Emphasis will be placed on experiential learning.
VII. ROLE OF FACULTY AND STUDENTS

Because this lab relies heavily on student participation during discussion and small group activities, class attendance is required, and unexcused absences will not be tolerated. In case of an emergency, contact either Holly or Liz on our cell phones (text or phone call, numbers listed above) as close to the class start time as possible. Assignments turned in late will be deducted 5 points lost for each day late.

Because the lab occurs over a short time period, each student is required to complete assignments within the period assigned. Research into potential funding sources will be required, so the student will need to allow time for outside research at the public library. Students are expected to be actively involved in preparing their own grant proposal and in thoughtfully reviewing sample proposals and/or those of their classmates.

VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/ Competencies</th>
<th>Dimension/ Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Statement</td>
<td>C1, C2, C4, C5, C7</td>
<td>Knowledge, Cognitive Processes, Skills</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>C1, C3, C4, C7, C9</td>
<td>Knowledge; Skills</td>
</tr>
<tr>
<td>Work Plan</td>
<td>C1, C3, C4, C7, C9</td>
<td>Knowledge; Skills</td>
</tr>
<tr>
<td>Budget</td>
<td>C3, C9</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In class activity: Finding Funding</td>
<td>C1, C8</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>In class activity: Logic Model Building</td>
<td>C4</td>
<td>Skills</td>
</tr>
<tr>
<td>In class assignment: Building a Budget</td>
<td>C1, C8</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

IX. ASSIGNMENTS AND GRADING CRITERIA

Students are required to write and submit a carefully researched and developed proposal to a governmental funder. The governmental Request for Proposals (RFP) will be researched and identified in the first class. Because governmental grants require so much time, effort and collaboration to complete successfully, students will not be asked to complete a complete governmental grant for the purposes of this class. Each proposal must include at least the needs assessment, goals, objectives, activities, work plan, budget and budget narrative; is clearly and succinctly written; and demonstrates evidence of readiness to be submitted to suitable funder. All assignments should be emailed to staleyh@email.wustl.edu and eroscano@gmail.com.

Needs Statement
Submit a needs statement—based on page limited identified in the RFP—for your program. The needs statement gives a potential funder an overview of your project and should address the following: Explanation of the need or problem and its cause; the exact target group that will benefit from your actions; description of the benefits (the change) to the target group as a result of your action; quantitative and qualitative evidence to support the need statement (i.e., that the need is real); and the reason why the organization is uniquely qualified to tackle this problem. A
A compelling needs statement will make it more likely that the rest of your proposal gets reviewed by a funder. Each RFP will outline the exact order, length, and components of the needs statement.

Goals, Objectives, and Activities
Goals are broad, over-arching direction towards which the program will move, for example, "To reduce homelessness in veterans in the St. Louis area" or "To improve quality of life for people who have schizophrenia in Dallas, Texas." Objectives are SMART – Specific, Measurable, Achievable, Realistic and Time Limited. There are process and outcome objectives. Each objective will have activities or steps that need to be completed in order to achieve the objective.

Work Plan / Methodology
The Work Plan or Methodology describes the who, what, where, when, how, and how will we know we are successful? These can be illustrated in Logic Models, PERT charts, GANTT charts, work plans, narratives and any combination of these.

Budget and Budget Narrative
A specific line item budget and narrative describing the budget. Samples will be provided.

Optional Final Proposal
Because governmental grants require so much time, effort, and collaboration to complete successfully, students will not be asked to complete a full governmental grant for the purposes of this class. Your final assignment will draw on all of the processes and planning that we will cover during the class. More will be said about this assignment during class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Statement First Draft</td>
<td>N/A</td>
<td>September 7, 2019 Completed in class</td>
</tr>
<tr>
<td>Needs Statement</td>
<td>30%</td>
<td>September 27, 2019 (By 9:00am)</td>
</tr>
<tr>
<td>Goals/Objectives/Activities First Draft</td>
<td>N/A</td>
<td>September 7, 2019 Completed in class</td>
</tr>
<tr>
<td>Goals/Objectives/Activities</td>
<td>25%</td>
<td>September 27, 2019 (By 9:00am)</td>
</tr>
<tr>
<td>Work Plan / Methodology First Draft</td>
<td>N/A</td>
<td>October 5, 2019 Completed in class</td>
</tr>
<tr>
<td>Work Plan / Methodology</td>
<td>20%</td>
<td>October 25, 2019 (By 9:00am)</td>
</tr>
<tr>
<td>Budget and Budget Narrative First Draft</td>
<td>N/A</td>
<td>November 2, 2019 Completed in class</td>
</tr>
<tr>
<td>Budget and Budget Narrative</td>
<td>25%</td>
<td>November 15, 2019 (By 9:00am)</td>
</tr>
<tr>
<td>Final Draft (Includes ALL Revisions)</td>
<td>N/A</td>
<td>November 22, 2019 (By 9:00am)</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

September 7, 2019
- Come to class having reviewed the materials on Canvas.
- DUNS / SAM registration
- Grants.gov research
- Identify NOFA/RFPs to write to for the course (Instructors will provide up to 3 options that students may select from)
- Additional paperwork (letters of support, MOUs, etc.)
- Finding needs assessment data
- Revised needs assessment and goals/objectives/activities (due September 27th by 9:00 am)
- Program Hypothesis

October 5, 2019
- Goals and Objectives
- Work plan
- Additional narrative from individual NOFA
- Work plan revisions due on October 25th by 9:00am

November 2, 2019
- Budget
- Revised budget and budget narrative due on November 15th by 9:00 am
- FINAL REVISIONS submitted by 9:00am on November 22nd