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>
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</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:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:


**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](Disability Resource Center), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**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 [English Language Program](English Language Program) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 Umrah 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) 935-8761 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 shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required Text: Any required readings will be handed out in class.

Recommended Text: (Available for purchase from WUSTL Bookstore).

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

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 me (Cell: 314-315-7496) as close to the class start time as possible. Assignments turned in late will be deducted 5 points lost for each day late.

Student expectations in class:
Students are expected to attend all class sessions, on time. 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 case studies, sample proposals and/or those of their classmates.
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

Please note: detailed assignment descriptions will be distributed in class.

Students are required to write and submit a carefully researched and developed proposal for a minimum request amount of $1,500. Each proposal must include all necessary components; written clearly and succinctly; and demonstrate evidence of readiness to be submitted to suitable funder. Students can select to write a grant for any agency.

Students can choose the organization or agency setting for which they will write their funding proposal. This should be an existing non-profit agency (not a hypothetical or made-up setting). This 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.

*If a student chooses to write their funding proposal on behalf of their practicum site, they are expected to get 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.

All assignments should be emailed to tbthompson@wustl.edu.

Funding Source Review - due: Wednesday, January 24, 2018 by 11:59 p.m.

Submit a brief description of your agency, a brief description of the project for which you will be seeking funding and a description of 4 potential funders, describing how the proposed project fits within each funder’s focus.

This assignment should be a maximum of 4 double spaced pages and must include the funder’s name, mission and funding focus, and the rationale for why your program would be an appropriate fit and would generate the funder’s interest. A worksheet to guide the content will be provided in class and on Blackboard.

This assignment should be electronically submitted via e-mail. It is worth 20% of your final grade.

Case Statement (written) – due: Wednesday, February 7, 2018 by 11:59 p.m.

A compelling case statement gives a potential funder an overview of your project and will make it more likely that the rest of your proposal gets reviewed by a funder.
The case statement should answer the following questions: What is the need and who exactly will benefit when that need is met? What evidence is there that this is a pressing need? How is your organization uniquely qualified to tackle this need? What is the anticipated impact for clients if your organization is funded?

This assignment should be a maximum of 3 double spaced pages and must follow the format provided in the detailed assignment sheet which will be distributed in class and available on Blackboard.

This assignment should be electronically submitted via e-mail. It is worth 20% of your final grade.

Funding Proposal – due Wednesday, February 21, 2018 by 11:59 p.m.

This assignment should be written to the attention of an appropriate funding source. However, instead of using the funding source’s application guidelines, all students will complete the Missouri Common Grant (long version).

The proposal must include all required components; be written clearly and succinctly; and demonstrate evidence of readiness to be submitted to an appropriate funder. The required components will be described on the detailed assignment sheet distributed in class.

Students will also submit a cover letter along with the grant application and are also required to provide the actual funding guidelines required by their selected funding source.

This assignment should be electronically submitted via e-mail. It is worth 50% of your final grade.

Class Attendance and Participation

Class attendance and participation are expected and graded accordingly. You are expected to come to class, on time and prepared to discuss in large and small groups the readings, your progress on your funding proposal and provide feedback to your classmates on the same.

Small group work is a vital component of this course and your presence or absence from class will affect the learning environment for you and your fellow classmates. Therefore, each absence from class, or any portion of class, will result in a minimum of 1-point deduction in participation grade. Considerations will be made for professional or personal emergency situations on a case-by-case basis.

Class attendance and participation will be assessed on an ongoing basis. It is worth 10% of your final grade.

POLICY ON LATE ASSIGNMENTS: Students will be penalized for assignments turned in late with a deduction of 5 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).
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>January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>January 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Case Statement – written</td>
<td>20%</td>
<td>February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>50%</td>
<td>February 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>March 7&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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</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. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Source Review (written)</td>
<td>C1</td>
<td>Knowledge/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Case Statement (written)</td>
<td>C1, C2, C4, C7, C8</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Funding Proposal (written)</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>Competencies</th>
<th>Dimensions</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: January 17, 2018, 9:00 a.m. – 12:00 noon
PLEASE BRING YOUR LAPTOP TO CLASS TODAY.

Topic: From Program Development to Funding

- Introduction to the skills lab.
- Overview of grantmaking trends and the philanthropic landscape
- Understanding foundation funding (Should I apply for a foundation grant to fund this project?)
- Researching foundation funding sources
This class will introduce students to the local and national context for philanthropic giving and trends in grantmaking. This class will also focus 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: January 24, 2018, 9:00 a.m. – 12:00 noon**

*Funding source review due by 11:59 p.m.*

**Topic: Introduction to Proposal Writing**
- Introduction to the funding proposal (overview of various sections of grant applications)
- Writing effective case statements

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.

**Class #3: January 31, 2018, 9:00 a.m. – 12:00 noon**

**Topic: Proposal Writing (continued)**
This class will continue to 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.
- Organizational capacity: from a funder’s perspective
- The funding proposal:
  - project narrative: goals, objectives, activities
  - logic models
  - Evaluation
  - Staffing and administration of proposed project
- Foundation grant review process

**Student Exercise:**
Students will review grant applications and currently funded programs to discuss the process of successful proposal writing.

**Class #4: February 7, 2018, 9:00 a.m. – 12:00 noon**

*Case Statements (written) due by 11:59 p.m.*

*Students will be asked to give an informal presentation of their case statements in class.*

**Topic #1: Budgeting; Future Funding and Sustainability**
• Developing your project budget
• Sustaining your project beyond initial funding

**Topic #2: Case Statement Presentations**

- Case Statement Presentations

This class will focus on the development of a line item budget for a project, with particular attention to the creation of a grant request budget. The necessity of an accompanying narrative/budget justification will be addressed. The importance of funding sustainability and future funding plans will also be addressed.

Students will provide a 2 to 5 minute informal presentation of their case statement. They will receive feedback for their final funding proposal assignment.

**Class #5: February 14, 2018, 9:00 a.m. – 12:00 noon**

**Stewardship and Managing Relationships with Funders**

- Follow-up with foundations after being approved or denied for a grant
- Ethical decision making in fundraising

Students will also 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. Students will also have the opportunity to provide verbal feedback regarding the strengths of the course and how to improve the course to facilitate student learning.

*FUNDING PROPOSAL DUE February 21st at 11:59 p.m.*