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:

| Demonstrate Ethical and Professional Behavior | C1 | Reinforced |
| Engage diversity and difference in practice | C2 | Reinforced |
| Advance human rights and social and economic and environmental justice | C3 | Emphasized |
Engage in practice-informed research and research-informed practice. | C4 | Emphasized
Engage with individuals, families, groups, organizations, and communities | C6 | Emphasized
Assess individuals, families, groups, organizations, and communities | C7 | Reinforced
Intervene with individuals, families, groups, organizations, and communities | C8 | Reinforced
Evaluate individuals, families, groups, organizations, and communities | C9 | Emphasized

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:

Student Handbook 2017-2018

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, 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 (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 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) 935-8761 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

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>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</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>
</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 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
If you’d like, we will be available to help edit / submit a final proposal after class is complete. 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 Draft</td>
<td>N/A</td>
<td>Completed in Class on January 23</td>
</tr>
<tr>
<td>Needs Statement Final</td>
<td>30%</td>
<td>January 30, 2017</td>
</tr>
</tbody>
</table>
Goals/Objectives/Activities Draft | N/A | Completed in Class on January 30
---|---|---
Goals/Objectives/Activities Final | 25% | February 6, 2018
Work Plan / Methodology Draft | N/A | Completed in Class on Jan. 30
Work Plan / Methodology Final | 25% | February 6, 2018
Budget and Budget Narrative Draft | N/A | Completed in Class on February 6
Budget and Budget Narrative Final | 20% | February 13, 2018
Final Draft | N/A | February 13, 2018
Total | 100% |

X. COURSE OUTLINE

**Tuesday January 16, 2018**
- Come to class having read full grant proposal posted on blackboard titled HRSA Advanced Practice Nursing
- Bring your organizations DUNS number and SAM account information if possible.
- DUNS / SAM registration
- Grants.gov research
- Potential matching of students for group projects (Optional)
- Identify NOFA
- Additional paperwork (letters of support, MOUs, etc.)

**Tuesday January 23, 2018**
- Come to class with needs assessment data
- Complete first draft needs assessment
- Program Hypothesis

**Tuesday January 30, 2018**
- Goals, objectives, and activities completed in class
- Work plan completed in class

**Tuesday February 6, 2018**
- Budget day 1

**Tuesday February 13, 2018**
- Budget day 2