I. COURSE PURPOSE

Grants are one of the most vital resources for the nonprofit industry. Many nonprofits rely on grants for their very existence. The purpose of this course is to make students aware of the mechanics of grant writing; the steps necessary in the grant writing process; the steps to building relationships with the funding community; basic understanding of systems thinking and strategic thinking and how to use grants to expand and grow an organization. The course will focus on Foundation grants and will briefly cover government grants. This course will show how grants are the means to operationalize the vision, mission and values of the nonprofit organization.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Practice behaviors that are covered this class are indicated by bold. Practice behaviors that are not covered in this class are indicated by grey.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
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| Identify as a professional social worker and conduct oneself accordingly. | 1.1 advocate for client access to the services of social work  
1.2 practice personal reflection and self-correction to assure continual professional development  
1.3 attend to professional roles and boundaries  
1.4 demonstrate professional demeanor in behavior, appearance, and communication |
| Apply social work ethical principles to guide professional practice. | 1.5 engage in career-long learning  
1.6 use supervision and consultation |
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<tr>
<td>1.7 make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
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</tbody>
</table>
| 2.1 recognize and manage personal values in a way that allows professional values to guide practice  
2.2 make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles |
| 2.3 tolerate ambiguity in resolving ethical conflicts  
2.4 apply strategies of ethical reasoning to arrive at principled decisions |
| Apply critical thinking to inform and communicate professional judgments. | 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
3.2 analyze models of assessment, prevention, intervention, and evaluation  
3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues |
| 3.4 apply strategies of ethical reasoning to arrive at principled decisions |
| Engage diversity and difference in practice. | 4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences  
4.4 view themselves as learners and engage those with whom they work as informants |
| Engage in research-informed practice and practice-informed research. | 5.1 understand the forms and mechanisms of oppression and discrimination  
5.2 advocate for human rights and social and economic justice  
5.3 engage in practices that advance social and economic justice |
| 5.4 advance human rights and social and economic justice |
| Apply knowledge of human behavior and the social environment. | 6.1 use practice experience to inform scientific inquiry  
6.2 use research evidence to inform practice |
| 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
7.2 critique and apply knowledge to understand person and environment |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 8.1 analyze, formulate, and advocate for policies that advance social well-being  
8.2 collaborate with colleagues and clients for effective policy action |
<p>| Respond to contexts that shape | 9.1 continuously discover, appraise, and attend to changing |</p>
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<tr>
<th>practice.</th>
<th>locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</th>
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</thead>
</table>
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | Engagement 10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; 10.1.2 use empathy and other interpersonal skills; and 10.1.3 develop a mutually agreed-on focus of work and desired outcomes.  
Assessment 10.2.1 collect, organize, and interpret client data; 10.2.2 assess client strengths and limitations; 10.2.3 develop mutually agreed-on intervention goals and objectives; and 10.2.4 select appropriate intervention strategies.  
Intervention 10.3.1 initiate actions to achieve organizational goals; 10.3.2 implement prevention interventions that enhance client capacities; 10.3.3 help clients resolve problems; 10.3.4 negotiate, mediate, and advocate for clients; and 10.3.5 facilitate transitions and endings.  
Evaluation 10.4.1 social workers critically analyze, monitor, and evaluate interventions. |

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To develop an understanding how grants fit into the organization’s financial stability.
2. To appreciate that grants can be used to develop and further the organization’s communication strategy.
3. To develop an understanding of how grants can provide order and structure to an organization’s mission and vision.
4. To understand the difference between government and foundation grants and the basic laws that govern nonprofit fundraising.
6. To understand how to write grants on both macro and micro levels to and to understand the difference between grants for the organization and for the individual programs within the organization.

IV. COURSE REQUIREMENTS

A. Required Reading


B. Optional Reading


C. Course Assignments

**Assignment 1:** Students will write a 3-5 page paper. Identify a Foundation you will apply to for funding; describe the nonprofit you plan to fund, describe how you found and selected the foundation. Include a description of your target population, your motivation for selecting this population and the unique needs of this population and explain why your project idea meets the mission of your selected foundation. This first paper is due Class 3.

**Assignment 2, Final Paper & Final Presentation:** Students will write a 5-7 page letter of intent using the Washington Grant Makers Common form [chrome-](#).
In the letter of intent, students must include all phases of the grant writing process, a brief literature search about the target population and need, and a budget with a narrative of revenue and expenses.

All papers should include attachments including a sample 501c3 letter of determination, organizational budget, program/project budget, list of board members, list of key staff, and one sample letter of support. Students should also include a 35 word elevator pitch you will use when communicating with a potential funder.

Additionally, on the final day of class students will present a 5 minute presentation describing the program they are seeking to fund and explain why their project is worthy of funding and the intended program outcomes.

Papers are due 7 days after the last class.

D. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>20%</td>
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<tr>
<td>Assignment #2</td>
<td>60%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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**Grading System**

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<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>F</td>
<td>0 – 69</td>
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E. **Preparation, Attendance & Participation**

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

F. **Course and Instructor Evaluation**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. **CLASS EXPECTATIONS**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. **Scholastic Expectations**

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements:**

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy (http://graduatesudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

Use of Electronic Devices Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
CLASS SCHEDULE

Class 1  NONPROFITS 101 & AN OVERVIEW OF GRANTS AND THE GRANT WRITING PROCESS

This class will cover the definition of grants, define how grants are organized and will dispel some of the myths of grant writing. Students will be introduced to the basic structure of nonprofits including how the mission, vision, values, board and staff fit into the grant and basic fundraising and review the basics of nonprofit governance. We will discuss how you search for grants and students will identify a foundation they will use to submit a mock grant for the final paper.

Required Reading


Optional Reading


Class 2  UNDERSTANDING THE FIVE CORE PHASES OF GRANT WRITING

In this class students will learn the five core phases of grant writing, discuss the letter of intent and we will briefly explore the differences between government and foundation grants and review grants language and acronyms.

Required Reading


Optional Reading

PREPARING FOR SUBMISSION AND THE ROLE OF THE LOGIC MODEL

In this class, students will learn how to organize the grant for submission, prepare a program budget and practice developing and explaining the budget and its relationship to the program description. Students will learn the basics of the budget and budget narrative and the basics of the evaluation plan. Students will learn steps to building the relationship with the funder and will develop a 35 word elevator pitch to use to communicate the program and needs to the funder.

Required Reading


FINAL PRESENTATIONS

During this class students will learn what happens when they receive the grant and some suggestions about what not to do when submitting grants. Students will prepare a five minute presentation to the class making their pitch for funding. The presentation will include the need for the program, how the need is related to the requirements of the funder as well as the relationship to the organization’s mission and the intended outcomes. The presentation will also include the costs for the program and the outcomes and intended impact the program will measure.