



Course PA 6369-501 Grant Writing and Management
Professor Jeremy L. Hall, Ph.D.
Term Fall Semester, 2011
Meetings Tuesdays 7:00-9:45 pm, FO 2.204

Professor Contact Information

Office Phone 972-883-5347
Email Address Jeremy.Hall@utdallas.edu
Office Location GR 2.328
Office Hours By Appointment.
Other Information To ensure a timely response, please correspond with me via email at the address above. Per UTD policy, I can only consider email from your UTD account to be official.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Graduate Standing at UTD is required.

Course Description

This elective course has two main objectives. First, it will provide you with the skills and knowledge to seek, solicit, and receive grant awards from foundation and government sources to support public and non-profit programs and projects. Second, it will teach you how to manage grants effectively to provide the greatest value to your organization and to the granting agency. In both of these goals is the implicit understanding that you will become not only successful grant specialists, but responsible and ethical ones who understand the grant enterprise, its purpose, and the effects it can bring to bear for public organizations.

This is an activity-based course and a project based course. The learning is hands-on, and as such, you will be evaluated for the practical knowledge you demonstrate in completing assignments and projects.

Student Learning Objectives/Outcomes

Specifically, the learning objectives include the following:

- 1) To provide an understanding of the history and development of grant making in both government and foundation settings.
- 2) To provide an understanding of differences in grants by type, including conditions and the method of allocation.
- 3) To convey knowledge of where and how to find information about available grants from public and private sources.
- 4) To help you determine how to evaluate a potential grant opportunity in light of organization goals and objectives.
- 5) To enhance your understanding of inter-organizational collaboration and intra-organizational team building around the grants enterprise.
- 6) To provide you with technical knowledge and skills necessary to compile a grant budget according to standards.
- 7) To provide knowledge of technical terms and concepts you will confront in the grant-seeking enterprise.
- 8) To learn how to write effective grant program narrative descriptions.

- 9) To learn how to organize and submit quality applications in a timely fashion according to agency expectations.
- 10) To understand key concepts associated with accepting and managing grant awards, including reporting and auditing requirements and program evaluation.
- 11) And most important, learning when to say 'No' to a grant opportunity.

Required Textbooks and Materials

Students are required to purchase a one-month basic membership (longer or more advanced level of service if desired) to the Foundation Center's Foundation Directory Online (<http://fconline.foundationcenter.org/>). The current rate is \$19.95/month for this service.

One text is required for this course:

Hall, Jeremy L. 2010. *Grant Management: Funding for Public and Nonprofit Programs*. Sudbury, Massachusetts: Jones & Bartlett Publishers, Inc. ISBN 9780763755270.

Supplemental readings will be made available through library reserves or will be distributed in class. They are drawn from the following:

Agranoff, Robert. 2007. *Managing Within Networks: Adding Value to Public Organizations*. Washington, DC: Georgetown UP.

Carlson, Mim. 2002. *Winning Grants Step By Step*, 2nd Ed. San Francisco: Jossey-Bass.

Clarke, Cheryl A. & Susan P. Fox. 2007. *Grant Proposal Makeover: Transform Your Request from No to Yes*. San Francisco: John Wiley & Sons.

Dowie, Mark. 2001. *American Foundations: An Investigative History*. Cambridge, Massachusetts: The MIT Press.

Fleishman, Joel L. 2007. *The Foundation: A Great American Secret*. New York: Public Affairs.

Hale, George E. and Marian Lief Palley. 1981. *The Politics of Federal Grants*. Washington, DC: CQ Press.

Nielsen, Waldemar A. 1996. *Inside American Philanthropy: The Dramas of Donorship*. Norman, OK: University of Oklahoma Press.

Ward, Deborah. 2006. *Writing Grant Proposals that Win*. 3rd Ed. Sudbury, MA: Jones & Bartlett Publishers, Inc.

Nature of Class Sessions: Three hour class sessions in the evening are always a challenge. Approximately one half of each class meeting will be spent in lecture and discussion and one half will be spent working on application of specific tools and techniques. Students are expected to summarize articles and lead discussion where readings are followed by blank lines. These will be

assigned during the first session of the course, and each student will cover an equal amount of material.

Assignments & Academic Calendar

Course Requirements: Each student will complete 8 graded assignments as described below. Some of the assignments will be completed individually and others will be completed in groups to demonstrate the efficacy of cognitive styles matching in organizational performance.

Written Assignments and Projects:

***Note: It is advantageous to select a single program and use it throughout the written assignments (excluding management exercises) because the final project is cumulative. Students with ideas in mind may be asked to join groups and share their projects with students that have only general interests in grant writing in the topical area. The seeking exercise report is not program-specific. To prevent free-riding, I always ask groups to evaluate their members' participation upon completion of each assignment; these scores will be used to weight individual grades.

I. Seeking Exercise Report 12%

The class will be divided into **groups** of three/four (if necessary) on the basis of their cognitive styles and topical interests. Each group will conduct a funding search based on a topic they choose with my prior approval. The group will establish criteria for evaluating available funding and funding sources, and will then apply the rubric to generate a list of potential funding sources, listed in order of priority, for each topic. The report will include both federal and state government and foundation funding sections. Also, the report will include a concise narrative that describes the search process undertaken and how the criteria/selection were arrived at and executed. The report should divide funding sources into three categories: viable, possibly viable, and not viable, with justification for each. This is primarily a technical report, intended for use, not to be read, so it need not look pretty as long as it is usable. Developing a useful format is expected as part of the assignment. Page limit: n/a

II. Background and Need Narrative Report 12%

Students (or **groups**) will select a setting and a proposed program topic, again subject to instructor approval. Once approved, they will then develop a narrative statement of need, including statistics, charts, graphs, and figures, that adequately documents the need for the program in the locale of interest. Page limit: 10 pages, double-spaced including figures and tables.

III. Budget Exercise Report 12%

This is an **individual** effort. Each student will select a program of interest and seek approval from the instructor. Once approved, the student will use the grantor regulations to conceive a general program description that will serve as the basis for the budget. The assignment is to generate an accurate, acceptable budget document and budget narrative using Microsoft Excel. The budget must be provided electronically in Excel format to assess the use of formulas. Page limit: n/a

IV. Program Narrative Exercise Report 12%

Again as individuals (or assigned **groups**), students will draft hypothetical program narratives for proposed programs given an organization, an RFP, a program idea, and other general information. Students may select the program, but it will be subject to instructor approval to ensure consistency of workload across groups. This assignment calls on students to work interactively with an idea and the details of the organization and the RFP to blend intuitive and sensing personality characteristics in developing a superior grant application program narrative. Page limit: 12 pages, double-spaced.

V. Examination 12%

An **individual** exercise, students will be asked to demonstrate their knowledge and understanding of key concepts and facts covered in class prior to the exam date. Questions will be mostly short answer, but will require the student not only to recall facts (rote knowledge), but to demonstrate their knowledge by applying them to more reflective meaningful-integrated and critical thinking questions.

VII. Indirect Cost Proposal Exercise 8%

Students will be provided with the necessary data and documentation to develop an indirect cost proposal. Using the provided data and knowledge of indirect cost rate agreements with the federal government, students will prepare a hypothetical indirect cost proposal. Due to the complexity of these exercises in practice, this exercise will be greatly simplified to provide familiarity with the content and process for developing and submitting the proposal. The assignment will be conducted and graded **individually**. Page Limit: n/a.

VIII. Grant Management Reporting Exercise 12%

Again using hypothetical data to be provided, students will compile and submit to the instructor a set of quarterly federal grant reports. Included in this assignment will be technical reports as well as financial reports and requests for reimbursement. Students will compile data and complete the documents using actual federal forms where applicable. This assignment is to be completed **individually**. Page limit: Technical report (5 pages double-spaced); forms (pages: n/a).

IV. Completed Grant Proposal 20%

The final course assignment is an optional group effort. Either **individually or in teams/groups (as determined during the first class)**, students will demonstrate their skills by submitting to me, by 6:59:59 p.m. Central Time, a complete electronic application package consisting of a cover letter, forms, application narrative, budget, and other required documentation. The application will be evaluated for quality as though it were an application for funding. Students are expected to use the programs on which previous assignments were based to make this a combination/revision/addition exercise rather than a start-from-scratch effort.

Grading Policy

Grading for this course shall be on a standard scale as follows:

A+	A	A-	B+	B	B-	C+	C	C-	F
97.0-100	93.0-96.9	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	<70.0

If appropriate, these grades will be determined through scaling. A grade of “A” will not be awarded to any student who performs well in course requirements but who does not actively contribute to class discussions by asking and answering questions. Also, each student will be responsible for leading discussion on a series of readings throughout the semester. Participation in these activities will be weighted heavily.

Points shall be awarded as follows:

Seeking Exercise Report	10%
Background and Need Narrative Report	10%
Budget Exercise Report	10%
Program Narrative Exercise Report	10%
Examination 1	10%
Examination 2	10%
Indirect Cost Proposal Exercise	8%
Grant Management Reporting Exercise	12%
Completed Grant Proposal	20%

Course Schedule*:

** Readings and assignments are to be completed in advance of the dates indicated. The reading requirements and timelines are tentative and subject to change at the Professor’s discretion.*

8/30 Introduction

- Course Introduction, Organization, Student Information
- Cognitive styles and organizational teams
- Student Team Selection
- Overview of the subject and topics
- Introduction to the applied projects

9/06 Introduction to Grants, Grant Types, and History of Grant Making

- Hall 2010, Foreword
- Hall 2010, Chapter 1: Introduction
- The Effects of Grants on State & Local Governments (Hale & Palley 1981, Chapter 6)
_____ & _____

9/13 The Search: Developing a Sound Process; Tools for Seeking Government and Foundation Resources

- Hall 2010, Chapter 2: The Search
- Demonstrating the Fit: Making First and Lasting Impressions (Clarke & Fox 2007, Ch.1)
_____ & _____

*****By this date you should have subscribed to the Foundation Directory Online*****

9/20 Dallas Public Library, Central Library (downtown) 6th Floor Government Information Center, 6:45 p.m.

- Foundation Center Cooperating Collection

9/27 Planning and Preparation

- Hall 2010, Chapter 3: Planning & Preparation
- Networks in Public Management (Agranoff 2007, Ch. 2)
_____ & _____

10/04 Developing Grant Budgets

- Hall 2010, Chapter 4: The Budget
- Leveraging (Nielsen 1996, Ch. 15)
_____ & _____

*****Seeking Exercise Due**

10/11 The Application Narrative (Part I: Unstructured Proposals & Need)

- Hall 2010, Chapter 5: The Application Narrative (pp. 149-181)
- Step 3: Writing a compelling need statement (Carlson 2002)
- Too much of a good thing: Taming the Statistician (Clarke & Fox 2007, Ch.4)
_____ & _____

***** Examination 1**

10/18 The Application Narrative (Part II: Structured Proposals, Work plan, etc.)

- Hall 2010, Chapter 5: The Application Narrative (pp. 181-204)
- Florid writing: When proposals go over the top (Clarke & Fox 2007, Ch.9)
- Step 7: Developing sustainability strategies (Carlson 2002)
_____ & _____

*****Background and need statement due**

10/25 Forms and Miscellaneous Documents

- Hall 2010, Chapter 6: Miscellaneous Documentation _____ &

*****Budget exercise due**

11/01 Grant Application Submittal & The Decision Process

- Hall 2010, Chapter 7: Submitting your Grant
- The Review Process (Ward 2006, Ch. 5)
- Hall 2010, Chapter 8: The Decision Process & Beyond
- The Politics of Grantsmanship (Ward 2006, Ch. 7)
_____ & _____

*****Proposal Narrative Exercise Due**

11/08 Basics of Grant Management

- Hall 2010, Chapter 9: Basics of Grant Management _____ & _____

11/15 * Examination 2**

11/22 Evaluation for Grant Programs and Grant Applications

- Hall 2010, Chapter 10: Evaluating Grant Programs
- Achieving Impact: Leadership, Focus, Alignment & Measurement (Fleishman 2007, Ch. 7)
_____ & _____

*****Grant Management Reporting Exercise Due**

11/29 Grant Making from the Funder's Perspective

- Hall 2010, Chapter 11: Turning the Table: It Is Better to Give than to Receive
- How Foundations Fail (Fleishman 2007, Ch. 12)
_____ & _____

*****Indirect Cost Proposal Exercise Due**

12/06 Grants-Related Research: Effects on Recipients and Capacity-Building

- Hall, Jeremy L. 2008. "The Forgotten Regional Organizations: Creating Capacity for Economic Development" Public Administration Review, 68:1, 110-125.
- Hall, Jeremy L. 2008. "Assessing Local Capacity for Federal Grant-Getting" American Review of Public Administration, 38(4): 463-479.
- Hall, Jeremy L. 2008. The Changing Federal Grant Structure and its Potential Effects on State/Local Community Development Efforts. Journal of Public Budgeting, Accounting, and Financial Management, 20 (1): 46-71.
- _____ & _____ & _____

12/13 *****Completed Grant Proposal Due by 6:59:59 p.m. (Central Time) in lieu of Final Exam**

Course Policies

Late Work

Barring significant intervening circumstances, I generally do not accept late assignments. You are responsible for completing assignments by their deadlines.

Class Attendance

All students are expected to attend each class session and participate fully; this implies that all assigned readings should be completed in advance.

Classroom Citizenship

Students are to treat each other with respect at all times. Arriving at class without being adequately prepared to discuss the assigned readings is disrespectful and discourteous to your fellow students.

Laptop Policy in the Classroom

I do not allow students to take notes with laptops in class because these technologies supply distractions that simple hand written note taking does not. Experience has taught me that even the best-intentioned students succumb to these distractions sooner or later if given the opportunity.

Policy Regarding Cellular Phones, and Other Small Electronic Devices in the Classroom

Cellular telephones, pagers, and other similar electronic devices are not permitted on aircraft because they may cause interference in planes' in-flight control systems. Because such devices also provide distractions that interfere with the teaching and learning process, they are not permitted in this class. Unless you are a law enforcement or other emergency personnel officer, please turn all such devices to the OFF position prior to entering the classroom. You may use them during breaks and after class if you wish.

Preferred Style for Citations and Bibliography

The University now requires that all Ph.D. dissertations use the Turabian style for citations and bibliographies. The public affairs faculty now requires that all public affairs students use this style in all of their papers. It is simply good practice to begin using a style that is required for your dissertation. Please obtain a copy of Kate L. Turabian. *A Manual for Writers of Research Papers, Theses and Dissertations* 7th ed. Chicago: University of Chicago Press, 2007.

Writing Etiquette

I only accept assignments that have been carefully formatted and proofread. You must ensure that pages are numbered, text is double-spaced, paragraphs are indented, all four margins must be at least one inch, text must be in a standard font such as Calibri or Times

New Roman (You will notice that I prefer Times New Roman). Font size must be 12-point. Spelling should be checked. Grammar should be correct, so agreement, possessives, etc., should all be accurate. Sentences should be clear and understandable. You should include a title page, and it should include your name, the paper title, and other necessary identifying information.

Research Etiquette

I wish to judge you on the basis of your knowledge and understanding, not someone else's. That being said, I strongly object to the use of encyclopedias as documentation for research papers. In particular, online encyclopedias are generally not acceptable sources for work in this course. Appropriate sources can usually be found in print, and the library is full of them. I appreciate research that refers to a variety of books, academic journals, periodicals, and research and policy reports. Many useful items can be obtained through the internet, but I urge you to exercise caution in selecting sources that are reputable and sound. If you have any questions, please ask in advance.

Attendance and Preparation

This is a graduate class. As graduate students, I expect each of you to be fully prepared for and participate in each class. I also expect each student to be an active participant in class discussions and exercises.

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Field Trip Policies / Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course. (Not Applicable)

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in

the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each

student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to

6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions, schedules and timelines are subject to change at the Professor's discretion.