Indiana University - V557 Section 11915 -
Grant Proposal Development
Summer 2007
Online Format

Instructor
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NOTE: Each student is required to have a project that he can develop a proposal for during this course. It is preferred that this project be for a specific not-for-profit organization.

I. REQUIRED READINGS

Levy Course e-book: $7, Print version available upon request for $15


Instructor is offering his books in e-book format at a discount to students of this class. Send check or money order to:

JDLevy & Associates
Attn. Jamie Levy
1280 North Wheatland Drive
Jasper, IN 47546
The books will then be sent electronically.

B. Other items distributed by instructor

II. PURPOSE AND LEARNING OUTCOMES:
This course will address multiple areas of grantsmanship.

At the conclusion of this course you will have:

- Developed the knowledge necessary to apply the basic principles of fund raising that are vital for requesting funds by means of proposal writing.

- Applied the knowledge and skills necessary to identify and qualify foundation funding sources.

- Formulated an idea and developed it into an organized, competitive project that you will package into a comprehensive proposal that can be submitted to a potential foundation or other investor.

- Developed the needed knowledge to understand and respond to the proposal review process.

- Developed an understanding of the ethical and administrative issues of proposal preparation and grant administration.

- An understanding of the grantmaker’s perspective on receiving a proposal and making a funding decision.

- Developed the ability to review proposals and proposal sections and understand the importance of multiple factors that influence success, especially when faced with reviewing numerous proposals and proposal sections.

III. INSTRUCTOR’S NOTE FOR V557

This is an online course, which means that it requires dedication to stay on top of this class. It is very easy to put things to the side or not participate as much as one should in discussion due to the more passive nature of the class. We have designed it to combat some of these tendencies, but ultimately it still comes down to you.
In my past experience in teaching online formats I have been very pleased; however, I have also been disappointed at the number of C’s, D’s, and F’s that I have been forced to give, not because the students were not capable of comprehending the work, but because they did not do the work, did not fully participate, or were not turning in assignments on time. Your participation in the forums, thoughtful feedback to peers, and timeliness of assignments will weigh heavily on your success. Your grade will accurately reflect your complete performance in this class, and you will be rewarded to the degree that you deserve. Let’s make this a great class—one without any failing grades, as graduate students should not be failing any course work they attempt.

This class is challenging and intensive, but upon completion you will have the knowledge of what it takes and how to build long-term philanthropic revenue operations in an organization. Due to the intensity of this class I have built in numerous breaks and breathers.

IV. GENERAL CLASS INSTRUCTIONS

V550 provides the opportunity for each student to develop a complete proposal which will be reviewed and critiqued. Preferably the proposal will be related to the student’s employment or general interest area. **It is strongly recommended that each student come to the class with an organization to work with and a project for which they will develop the proposal for.

If this isn’t possible, the student will select (with my assistance) an organization for which he/she can generate a funding proposal. By the second week of class, each student should have their agency and project determined.

Through the use of discussion/laboratory format, the course will take the student through the entire grant application process. The class will be conducted in a workshop format since the student will complete a proposal ready for submission to the funding source. At the same time, the class will maintain a scholarly level of study and thought considering the broader elements and serious meaning of the funding process and organizational responsibilities.

V. ONCOURSE FORUM AND HOW IT WILL BE USED

Monday – Wednesday = General Forum Groups (GF Groups) &
Wednesday – Friday = Sub-Groups (SF Groups)
Saturday – Sunday open for homework and readings
Over the years I have been challenged by students who have shown me that their participation would be stronger and of higher quality if the online portion of this course took place Monday-Friday and allowed the weekend (Saturday-Sunday) to only focus on homework and readings. I have tested this and it has proven to be the case.

You will be split into sub-forum groups referred to as Specific Forum Groups (SF Groups) in the syllabus. This will be your more intimate work group to critique, analyze, and learn. Each week you will first come together only in the General Forum (GF) for discussion Monday—Wednesday and Wednesday—Friday you will discuss topics and questions only in your SF Group. You will then wrap up the online discussion and posting by midnight Friday to provide for Saturday—Sunday at midnight to complete assignments, readings for the following week, review of other posts, etc.

Each week, one person from each SF Group will provide an executive summary (300 words or less) of their SF Group’s discussion to the Forum labeled Week X SF Summations. These will need to be clearly labeled by Week, SF Group #, and topic. You can simply cut and paste right into a post you create for this purpose. This will be used to provide each student insight into the discussions of the other SF Groups without having to read each SF Group post. These summaries are provided to help maximize your time on the web without having you dig through hundreds of posts. The summaries should help to keep you focused.

INVolVEMENT in both the Sub and General Forum groups is mandatory. Lack of involvement will seriously impact your final grade.

Your participation in the forums and your timely contribution to your group’s assignments will weigh very heavily, not only on your participation grade, but also on your ability to receive full points for the assignments.

Reading announcements, emails, and General Forum posts is critical to knowing what is going on in this class. Following directions is crucial in this class, as it is in any professional setting.

Posting Expectations:
This class is dynamic. On average, one general post on a weekly basis will not suffice. I expect to see dialogue occurring on a regular basis, such as an average of a minimum of 2-4 posts per week per student throughout the course. This is divided up by 1-2 posts per SF group each week (when active) and 1-2 posts for the GF group in those same weeks. When no SF groups are active, the posting level of at least 2-3 posts per week is expected. Don’t feel you have to write something every day nor do I want you to reduce your participation to a post once a week.

The function of this class is dependent on the participation of each student, as much learning will also be derived from the experiences of each participant.
VI. ASSIGNMENTS, GRADES, AND READINGS

Each class member is required to create a “learning portfolio” relating to a selected real-life nonprofit organization. The portfolio is to contain an assessment of the organization’s fundraising capabilities according to the principles and materials discussed in the class. Weekly assignments will guide students in completion of the portfolio.

This section is comprised of:
A. Submission of Assignments
B. Reading Assignments
C. Labeling of Assignments
D. Grades
E. General Notes

A. Submission of Assignments:
If the assignment line in the syllabus is blank there is no assignment.
Where do you turn in assignments? This will vary, as this is a very dynamic class. Any combination of the following four is possible. Directions in the syllabus are clear as to what you are to do and when you are to do it.

1. General Forum (GF):
When the syllabus references General Forum (GF) your assignment is to be posted to the entire General Forum. You will create a post and copy your assignment directly into the post for the entire class to view.

2. Specific Forum (SF):
When the syllabus references (SF) your assignment is to be posted to your Specific Forum Group. You will create a post within your Specific Forum group and either copy your assignment directly in or possibly attach it. Copying usually works better, unless formatting is an issue with the assignment.

3. Drop Box (DB):
When it references (DB) you are to place your assignment in the appropriate Drop Box on OnCourse. It will be clearly labeled, and you will know which box is for which assignment. Usually this is used either as back-up or to post group work or summary work.

B. Reading Assignments:
The readings are due for the week’s discussion starting on Monday of the week they are listed. All assignments and posts are due by midnight Sunday of the week referred to in the syllabus. It will be greatly beneficial for forum posts to begin early in the week to engage open discussion from the class. If this lags, it will impact the effectiveness and the grades in the class.
This may all seem a little challenging, but if you cannot follow directions in submitting assignments, your professional life will be far more challenging than this course. If this presents difficulties for you, let’s discuss.

C. Labeling of Assignments:
Be sure to label your assignments very clearly at the beginning of the text. List your name, title and number of assignment, and the date. Be sure to single space, use page numbers, and one-inch margins.

An example of the naming inside of the document:

    John Smith, Date
    Project #1: Introduction

Save the file that is turned into the instructor as the following sample illustrates:

    Project #1 Introduction.doc

When you send it via email, place in the subject line of the email:
YourLastNameProject#1, etc.
so it is very clear what I am receiving from whom.

This will ensure that I won’t have to hunt for the author of each assignment! Your work will be returned to you if you don’t have it titled/labeled correctly.

D. Grades:
Grades will be based upon completion of each assignment (see attached list), the final examination, the completion of forum and virtual group assignments, and participation and timeliness of turned in assignments. Late assignments will be not accepted, unless it is a true emergency.

Some assignments are based on your Specific Forum Group’s ability to summarize and provide a post from the group to the entire General Forum based on your analysis. In those cases, each member receives the points for that group’s completion of the post.

I will personally review your Specific Forum Group as well as utilize the Oncourse quality control tools to ensure that all members are completing their assignments in timely manners while providing quality input to their groups.

There are a number of assignments in this class. The focus is to get you into the understanding of not just development, but full organizational development and to review and reinforce how critical it is to be able to work with people, both in your groups and within the organization that you are aiding.
In order to maintain a solid score in the participation grade healthy weekly feedback at the Specific Forum and General Forum group levels, execution of individual assignments, and timely execution of your group based assignments will be necessary and required.

All assignments and posts are due by midnight Sunday of the week referred to in the syllabus. So if on January 8th an assignment is made, it is due by January 14th (Sunday) at midnight. Dates are also reinforced in the grades section. I encourage forum posts to occur early enough in the week to engage open discussion from the class.

Additionally, in the class you will be developing a full proposal for submission at the end of the course as mentioned above. You will see through the syllabus a series of targets listed which will serve as checkpoints to ensure you are completing the proposal in time for the course end as this proposal is needed for credit for this course. They will appear as seen below. These do not mean you are turning those items in, rather it is only a reminder that to stay with the timeline of the course, the event be completed by the end of the week.

✓ Proposal Completion Target

E. General Notes - Office Hours
It will be impossible for me to have regular office hours, but I will work with you to set up as much time as needed for meetings—even by phone if that is deemed appropriate. My travel is fairly intensive. If I am out of town for several days, I will work with one of my assistants to ensure that all information is disseminated correctly. If I am out of the office or out of town, I will get back to you as soon as possible. It will always be announced on Oncourse or via Oncourse email when I will be out for period of time. I do assure you I will provide the personal attention you need to be successful in this class. I desire for this class to be as personal as possible, so please do not hesitate to call me, set up phone meetings, email me personally, etc.
VII. COURSE TIMELINE

Next to each project assignment, (DB) means drop box (GF) means submit to entire General Forum, and (SF) means submit to Sub-Forum, and (I) means submit to instructor. Any combination of these will occur.

Week 1 - May 14 - 20: Introduction, Overview, Case and Sources of Funding

Topic for forum discussion of the week:
- Introduction of class and instructor
- Course overview: objectives, content, class requirements
- Relevant background information on fund raising and the not-for-profit sector
- Making a case (mission and case components)

Assignment and Activities:
- On course Forum:
  1) **Project #1 Introduction (GF)** - Post an introduction of yourself on the General Forum. Include the organization you represent, a summary of the project you will be working on, and the “why care” of the cause. Why would we care that your organization exists? This is important in getting you to focus not on the activities of your organization but the benefits it provides to society.

  2) **Project #2 Proposal Plan (GF - Proposal Plans)** - Discuss the proposal you will write for this class with your supervisor or agency. Submit this assignment to your instructor by the drop box. In addition, post a copy to the General Forum of your proposal plan by Sunday 12 P.M. of week 1 labeled as Project #2 Proposal Plan.

  In preparing your proposal plan, describe in one or two paragraphs, the problem or need you are addressing or working with, the expected outcomes if funds are invested in solving the problem, and why this is important to accomplish (the inherent values).

Readings:
- Levy, Entire Book by mid-week 2

Week 2 - May 21 - 27: Overall Process, Comprehensive Fundraising, Types of Funding Sources

Topic for forum discussion
- Proposal writing as part of an overall fund raising program
- Types of funders to whom proposals could be submitted
- Understanding the need statement
Assignment and Activities:

3) Project #3 Sample Proposal Review (DB)

Critique proposal distributed by instructor
- Each SF is a separate review committee with each of you scoring individual the sample proposal.
- Review the proposal attached to the Syllabus Page and answer the following by providing posts in your SF concerning your answers.

In your assignment tell me in 2 pages or less:
- your overall thoughts
- the proposal's strengths
- the proposal's weaknesses
- what your recommendation is:
  fund it, not fund it, get more info, etc.
- your grade percent, out of 100%

For your group's SF Exec Summary post to the GF, the summation should include an overview of your group's specific graded percents, and the average grade your SF group gave the proposal. Additionally, tell us what the majority decision would be: fund, not fund, get more info, etc.

Readings:
Levy, revisit Chapters I, II, & V, especially portions on the need statement.

Proposal Completion Target -
Determine Format Requirements for Your Proposal – All will utilize some variation of the full format version with sections not relevant omitted.

Proposal Completion Target -
Begin Draft of Need Statement – Begin drafting the need or problem statement by understanding Need Statement section of Levy Book.

Week 3 – May 28 – June 3: Funder Research and Proposal Content Exploration

Topic for class discussion and activity:
Discussion of various types of research resources, their location and accessibility Research experience Proposal content. Discussion of each component of a proposal (except evaluation and budget). Focus on need statement, objectives, project development, and outcomes.
Assignment and Activities:
4) Project #4 Group Need Review (SF) – Each Specific Forum Group member is to post their need statement to the designated Specific Forum of which they are a member. Each member of the sub-group is to review only their peer SF group need section and then provide feedback directly to each of those peers on how to strengthen his need statement. Basically, just trade papers within your Specific Forum group. You will be graded on the strength of the need statement and your compliance with posting to the group.

Readings:
Levy, Chapters II, III, IV, & VI

Week 4 – June 4 – 10: Format, Approach, and Proposal Content Continued

Topic for class discussion:
Writing style and format
Handling the “don’t call us, we’ll call you” syndrome

Assignment and Activities:

☑ Proposal Completion Target -
Project Solution Section- Write the proposed solution/method/procedure for your proposal. Submit for feedback to instructor via drop box labeled Project #15 Solution.

Readings:
Levy, Chapter VII


Topic for class discussion:
The proposal letter
The evaluation section of the proposal and how to measure accomplishment of objectives
Forum discussion on creative ways to evaluate
Forum discussion of cost of evaluation and how to direct evaluation, and its purpose

Assignment and Activity:
5) Project #5 Goals and Objectives (DB) – Complete Goals and Objectives section of your project and proposal.
Readings:
    Levy, refer back to relevant section in Chapters V and VI.

Week 6 – June 18 – 24: Budget, Review and More on Evaluation

Topic for class discussion:
    Preparing the budget for the project and submitting it with the proposal
    Types of budgets
    Review proposal review form on pages 2-4
    Experience with government grants and administration

Assignment and Activity:
    6) Project # 6 Evaluation Section (DB)- Complete the evaluation section for your proposal.

Proposal Completion Target

Budget Section - Prepare the budget section for your proposal.

Evaluation Section - Complete the evaluation section of your proposal. Apply evaluation plan analysis to proposal evaluation section to ensure it is well developed.

Abstract – Complete your abstract section.

Readings:
    Levy relevant sections of Chapter VI, VII, VIII


Topic for class discussion:
    Post submission concerns
    The internal and external review process
    Finish needed sections, and finalize your proposal according to your funders guidelines

Assignment and Activity:

Proposal Completion Target

Complete All remaining necessary proposal components for your specific proposal
Readings:
Levy, Chapter IX

Week 8 - July 2 - July 8: Full Proposal Completion and Discussions
Topic for class discussion:
No SF or GF Groups this week due to holiday, catch up week on completion of full proposal

Week 9 - July 9 - 15: Ethics, More on Style and Final Proposal Discussions

Topic and Discussion
Final proposal
Ethics in proposal preparation and grants management discussion
More on Post submission and style

Assignment and Activities

7) Project #7 Student Proposal Review (SF & DB)- Review of proposals. All post your proposal to the designated Forum. Each student to review each member of your Specific Forum Group’s proposals and provide a maximum of a 2 page (clear, concise, and comprehensive) critique and justification for your decision to fund, need more information, not fund, etc. back to each student who is in your Specific Forum Group. Submit feedback directly to the student.

Week 10 - July 16 - July 22: Final Proposal Discussions

Topic and Discussion
Final proposal

Assignment and Activities

8) Project #8 Final Proposal (DB) incorporating all received feedback-
Submission of final proposal (in the format required under the Comprehensive Format, making appropriate decisions to omit optional sections if needed) with a cover letter.
VIII. GRADING SYSTEM AND ASSIGNMENTS OVERVIEW

GF= General Forum, SF= Specific Forum, DB= Instructor

<table>
<thead>
<tr>
<th>Assignment Title, Submission Target</th>
<th>Week's End Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project #1 Introduction (GF)</td>
<td>Week 1</td>
<td>10</td>
</tr>
<tr>
<td>Project #2 Proposal Plan (GF)</td>
<td>Week 1</td>
<td>10</td>
</tr>
<tr>
<td>Project #3 Sample Proposal Review (DB)</td>
<td>Week 2</td>
<td>20</td>
</tr>
<tr>
<td>Project #4 Group Need Group Review (SF)</td>
<td>Week 3</td>
<td>20</td>
</tr>
<tr>
<td>Project #5 Goals and Objectives Section (DB)</td>
<td>Week 5</td>
<td>20</td>
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<tr>
<td>Project #6 Evaluation Section (DB)</td>
<td>Week 6</td>
<td>20</td>
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<tr>
<td>Project #7 Student Proposal Review (SF &amp; DB)</td>
<td>Week 9</td>
<td>30</td>
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<td>Project #8 Final: Final Proposal (DB)</td>
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<tr>
<td>Participation</td>
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Grading Scale

A+ = 98-100%
A  = 94-97%
A- = 91-93%
B+ = 88-90%
B  = 84-87%
B- = 81-83%
C+ = 78-80%
C  = 74-77%

Incompletes: The school policy on incomplete grades is that such grades can only be considered if most of the course work has been completed (80% at least) and a student is physically unable to complete the remainder.

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using the work of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the IUPUI "Student Rights and Responsibilities" statement will be followed. Students have the