

Weisblat, 2009

**Cleveland State University
Levin College of Urban Affairs
Department of Urban Studies
Fall Semester 2009**

Proposal Writing and Program Evaluation

These are the following Sections that are included in this class. If you are registered and do not see your section here, please email me at boo500@aol.com and we can take care of this immediately!

NAL 510 501	WEB-BASED
NAL 510 502	WEB-BASED
PAD 510 501	WEB-BASED
PAD 510 502	WEB-BASED
PDD 510 501	WEB-BASED
PDD 510 502	WEB-BASED
UST 510 501	WEB-BASED
UST 510 502	WEB-BASED
NAD 410 501	WEB-BASED
NAD 410 502	WEB-BASED
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UST 410 501	WEB-BASED
UST 410 502	WEB-BASED

- **Spring: 2009 Web-based**
- **Class Dates:** none in person
- **Instructor:** Gina Weisblat, Ph.D.
- **E-mail address: Utilize WebCT e-mail function Boo500@aol.com (use only after Blackboard for issues)216-687-3536 (CSU)**
- **Office Hours: Email to set up an appointment/ Drop in Thursday 11-2.**
- **Technical Support:** Caryn Eucker (216) 687-6898, or contact the College Help Desk/Labs, UR 39 & 40 (216) 687-5050 or e-mail: help@urban.csuohio.edu. **Help Desk** Hours Monday – Thursday 8:00 a.m. to 10:00 p.m., Friday and Saturday 8:00 a.m. to 6:00 p.m.

*****REQUIREMENTS for this Course Vary for Undergrads and Grads:**

- 1. Graduate students have an additional paper;**
- 2. Graduate students writing and DQ questions will be held to a higher standard.**

Blackboard/CE 6 Information

How does a student enroll in a Blackboard/CE 6 class?

Once a student registers for the course in CampusNet, they are automatically included in the Blackboard/CE 6 roster. The course will be available to students beginning one week prior to the beginning of the semester.

How to access Blackboard/CE 6?

URL for Blackboard/CE 6:

<http://www.csuohio.edu/elearning/blackboard/index.htm>

Prepare your Browser for Blackboard/CE 6 Using the Check Browser Function

If you are having problems with your browser even after you run the check browser function, go to the Browser Tune-Up page from the check browser window.

Student FAQs

- <http://csuelearning.wikispaces.com/BlackboardCE6-StudentFAQ>
- Blackboard/CE 6 Learning Modules for Students
http://academic.csuohio.edu:8080/rottier_p/CE6/
- Help Feature in Blackboard/CE 6
Login to Blackboard/CE 6. The help link is located in the upper right corner. Search for the feature you wish to learn more about.

- Help for Urban Students
Caryn Eucker, Coordinator, Technology Services
216.687.6898
caryn@urban.csuohio.edu

- Urban Affairs Technology Help Desk
216.687.2200
help@urban.csuohio.edu

Submitting Written Assignments on BB/CE6:

Enter the assignment section and click on the appropriate assignment. On the top you will see the paper topic written out and the date. On the bottom half of the page you will see the section for submitting your paper. Students should utilize the following steps to submit their research papers on BB/CE6:

- (1) Hit the button called "upload file". It will take you to another screen.
- (2) Hit "browse", which will ask you to choose a file. Find your file on which ever drive (i.e., "C" drive, floppy, jump drive, CD, etc.) it is located on and open the file. The file name will then show up in the file name box.
- (3) Hit "upload". You will return to the assignment screen. You should see your file listed in the blue box. Above it you will see the status as un-submitted. You now need to submit the file.
- (4) Hit the button "submit assignment" on the bottom of the screen. To receive notification that your document has been successfully submitted, enter your e-mail address in the box directly above the submit assignment button. This will allow BB/CE6 to e-mail you a notification indication your paper was successfully submitted.

YOU MUST NAME THE FILE WITH YOUR NAME AND PUT YOUR LAST NAME AND COURSE NUMBER ON THE PAGES OF YOUR ASSIGNMENT IN THE FOOTER ALONGSIDE THE PAGE NUMBER.

For example: (page) # Last name, PAD 510/410

NOTE: If you are unable to successfully upload your research paper utilizing the aforementioned steps, students may also e-mail their papers as an attachment to the instructor via BB/CE6.

UNIVERSITY POLICIES

Refer to the CSU [Undergraduate Bulletin](#) for policies and procedures for add/drop and withdrawal, grading (including incomplete), and other questions.

STUDENTS WITH SPECIAL NEEDS

Persons anticipating needing special accommodations to take exams or complete assignments must identify themselves to the instructor by the end of the second week of classes. These include accommodations for physical handicaps, learning disabilities, and English as a second language.

GRADING

Grading Scale

The following percentage scores, along with some comments, describe my grading system.

Percent Range Letter Grade Comments

Percent	Grade	Comment
100 - 94	A	Given for work that not only meets all expectations, but also contains an impressive level of insight and effort.
93 - 90	A-	Given for work that not only meets all expectations, but also contains some unique elements of insight and effort.
89 - 87	B+	Given for very good work that meets all expectations.
86 - 84	B	Given for work that meets most expectations, but contains some problems.
83 - 80	B-	Given for work that meets some expectations, but contains numerous problems.
79 - 77	C+	Given for work that is passing, yet somewhat problematic.
76 - 74	C	Given for work that is passing, yet quite problematic.
73 - 70	C-	Given for work that is passing, yet very problematic.
69 - 67	D+	Given for unsatisfactory work.

Course Description

This course will focus on the elements and processes of program planning, proposal writing and program evaluation. The rationale for this course is the organizational concern for planning, funding and accountability. **Urban planners, public and nonprofit administrators are expected to identify and solve problems and to think and act strategically.** In addition, planners and managers must possess the skills necessary to obtain funding and to determine the impact of a particular program and/or policy. Students will gain experience and skills through the development and writing of a proposal.

Course Objectives

- By the conclusion of this course, students will be able to:
- Understand the program planning process
- Develop a project/program plan

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- Understand and apply research principles and methods to needs assessment and program evaluation

Course Objectives (Continued)

- Design an evaluation plan
- Relate major trends and issues in public and nonprofit funding to the allocation decisions of government, corporate and foundation donors
- Identify and understand key components and practical steps for proposal preparation
- Demonstrate the skills to research plan and write a proposal
- Demonstrate familiarity with social, political and institutional change in the urban environment

Course Methods

This course will be taught in a web format. Class sessions will consist of assigned readings, posts, live chats, guest presentations (foundation center) and group exercises.

Students are expected to be active members in class and participate in class discussions and exercises.

Grading

Grades will be assigned on the basis of the following percentages:

Assignment	Grade Weight Undergraduates	Grade Weight GRADUATES	Due Date
Foundation Finder	20%	15%	10/1
Paper One	20%	15%	10/29
Paper Two (GRADUATE ONLY)	NOT APPLICABLE	15%	11/10
Funding Chart	20%	15%	11/19
Proposal	25%	25%	12/10
Class Discussion Questions	15%	15%	Check on DQ Section

Attention: There is a video Clip on each assignment with an Explanation: MAKE SURE YOU VIEW THESE CLIPS!

Students should refer to the CSU bulletin for procedures for drop-add, withdrawal, S/U grading and incomplete.

Class Materials

The following assigned manuals have been ordered and are available through the Cleveland State University Bookstore. Supplemental handouts will be distributed in class.

- **Kiritz, Norton, Program Planning and Proposal Writing**
- **Weisblat, Gina, Get That Grant**
- **Attached is an “electronic book” FROM A SERIES OF INTERNET SITES**
- **Levitt, Steven *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything***
- **Gladwell, Malcolm *BLINK (GRADUATE ONLY)********
- **Gladwell Malcolm *The Tipping Point(GRADUATE ONLY)********
- **Foundations Center’s Guide to Wining Proposals**

Attention: There is a video Clip on each assignment with an Explanation: MAKE SURE YOU VIEW THESE CLIPS! Check Learning Modules

Foundation Finder Assignment: DUE 10/1

Please go to each site and write a paragraph summarizing the following:

- a) Why this is relevant to your work as a grant writer;
- b) Name three points you learned from going to this location and viewing the information;
- c) DO NOT JUST PASTE THE ITEM.
- d) Use a heading to identify each paragraph as well as the appropriate number.

1. Take a Tour of the Foundation Center's Web Site: <http://foundationcenter.org/getstarted/newvisitors/>
2. News from the Foundation Center <http://foundationcenter.org/media/>
3. 15 Most Frequently Asked Questions <http://foundationcenter.org/getstarted/faqs/>
4. Reference Guide: What Is a Foundation? <http://foundationcenter.org/getstarted/guides/whatis.html>
5. Reference Guide for Nonprofits and Technology
<http://foundationcenter.org/getstarted/guides/technology.html>
6. Find 2 years back for 2 990s please only summarize the information about the board and the grants that they have given out. <http://foundationcenter.org/grantmakers/>
7. Trend Tracker: Compare the Cleveland Foundation with the George Gund foundation by assets and giving from 2001 through 2005: <http://charts.foundationcenter.org/iodaweb/indGrants.aspx>
8. Top Funders by Type – Review lists Top 50 Foundations by Total Giving, Top 50 Independent Foundations by Total Giving, Top 50 Independent Foundations by Total Giving, Top 25 Community Foundations by Total Giving, Top 25 Family Foundations by Total Giving:
http://foundationcenter.org/findfunders/statistics/gm_topfund.html

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9. Find two articles (the electronic journal- <http://www.ohiolink.edu/>) on funding topics. **Discuss the key points learned from each of these articles** (What the article was about, key information learned, and was it credible, how you can apply this information, a paragraph for each).
10. Please tour the Grants.gov website. Please describe the sections, what could be useful and how you can locate a relevant RFP <http://grants.gov/>.

Paper One: DUE 10/29

Paper One on *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* should be 8-10 pages. Please find the key premise of the book and give examples as to why this is relevant to grant writing and evaluation. Some thoughts here:

1. As a grant writer what information do you use to frame your story, also give examples from the book on how they support their stories?
2. What evidence exists that is supportive or not in this process and give examples from the book on how they support their stories with existing evidence?
3. Can you come at the problem in a several different fashions, are there any examples of this in the book, and why would this be valuable to you as a proposal writer?
4. How much evidence do you need to give in a grant or conversation to support your work and what evidence is most effective for sticking the reader; use examples from the book?

Paper Two (GRADUATE STUDENTS ONLY): DUE 11/10

Compare both of Gladwell's books and note 5 key arguments that would influence grant writing and evaluation. This paper is 10-15 pages. This assignment is geared to help you think like a writer. Gladwell discussing in both books the trends and perceptions that effect individuals and communities in their thinking.

1. Why is this relevant to your job as you frame a proposal or do an evaluation of your organization?
2. How are Gladwell's perceptions of trends reflective of how grants are awarded in the community?
3. Why are first impressions important with a proposal?
4. How do you make contact with a funder and use that social capital to assist you in successfully putting a proposal together?
5. How are the studies that Gladwell uses in his work important and relevant to activities such as the cocktail conversation?
6. How does Gladwell approach "patterns" and what is their relevance to grant writing?
7. What kind of hints exists in an annual report, web-site, or other publication?

Funding Chart: DUE 11/19

Students will collect information on ten foundations (These should be related to the area that you are seeking funds in). The information will then be compiled in a chart. Please see format example below. If you are unable to find the information needed, call the foundation. If you are still unsuccessful, please let me know. The charts will more then likely, fill two to three pages. Please, label each page with appropriate headings and number.

Foundation Name/Address	Mission	Type of Funding	Will Not Fund	Application Process	Funding Cycle	Special Instructions	Highs, Lows and averages	Key Organizations Funded
Cleveland Foundation (give CONTACT PERSON, address and phone//fax/E-mail)								

1. Mission – Please find the foundations mission. If there is not a mission listed, please create one based on the materials that you have read about the foundation.
2. Type of Funding – What kid of things does this foundation focus on: Arts and Culture, Capital Funds... and who do they like to fund: Seniors, Women, Minorities, Youth...
3. Will Not Fund – What type of things will they not fund: equipment, individuals, food...
4. Application Process – How do you apply: is it on-line, do you need to send an LOI, concept paper, respond to an rfp, answer certain questions, is there a deadline?
5. Funding cycle – What is the time frame on when this foundation funds their applicants? How many times a year do they fund?
6. Special Instructions – Find some type of information that will help you complete this proposal most successfully.
7. Highs, Lows and Average – What is the highest award, lowest award and average range of an award... you will need to look up the tax return or AR to figure the average range.
8. Key organizations funded – Please name 3 non-profits that were funded and with relevant amounts on “like minded” projects.

Grant Proposal: DUE 12/10 NO EXCEPTIONS

Students will work with the assigned client for the course (**THIS WILL BE POSTED ONLINE BY SEPTEMBER 15**). If a client is not assigned, students may pick their own project to work on. All grants must be for an actual organization and will follow the guidelines of the foundation the grant is to be submitted to for funding. Projects that are currently open for participation include:

All students will be expected to write a complete proposal for class. The proposal will be turned in with the following sections(unless otherwise specified by the grant guidelines):

- 1) Cover Letter (This is a must, regardless of grant qualifications)
- 2) Summary/Abstract
- 3) Introduction
- 4) Problem Statement or Needs Assessment
- 5) Goals and Objectives
- 6) Methods
- 7) Evaluation
- 8) Future or Other Necessary Funding
- 9) Budget/Budget Justification
- 10) Appendix
- 11) *LOI is optional. You can receive an additional five points on your proposal if you turn in a quality LOI. However, it will not hurt your grade if you choose not to do one.

All proposals should be in top presentation form. Do not forget table of contents, cover page, page numbering, tabs in-between appendix.

Each proposal must also include the guidelines for the foundation to which students are applying.

*Proposal may vary from this outline, if approved in advance by class instructor. This might occur, for example, if foundation guidelines require a specific format.

*****Students are encouraged to work in groups of two to four people for the grant proposal and presentation. Students are also encouraged to turn in drafts of their proposal and cover letter throughout the semester.***

Foundation Center Visit

All students are required to attend one session at the foundation center. Students can sign up on the Foundation center Website.

Discussion Questions

1. Please post a complete thought and use proper language (no text message style posting).
2. Please respond to the question of the week and respond to your peers' posts.
3. Discussion questions will be graded each week based on a rubric. Please see the rubric under the grade determination section of this syllabus.
4. I will make general comments in response via email directly to individuals about your posts.
5. All questions that are not turned in on time will be given a 0.

Step Ladder Example (First DQ POST)

Goal:

Objective:

1. List step one

a. List the outside points

2. List step two

a. List the outside points

Use this method all the way through the post on this item. Don't forget your timeline.

GRADE DETERMINATION

Funding Charts

No heading	Loss of one-half grade
Missing pieces of information, or incorrect information	
1-2	A-
3-5	B+
6-8	B-
9-11	C+
12-14	C
15-17	C-
18-20	D+
21-23	D
24-26	D-

All blatant errors and misinformation will lead to loss of a half or full grade as well

Paper One and Two:

Rubric for grading each paper:

Criteria	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)	Mks
Introduction / Thesis	-weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position	-adequate introduction that states topic , thesis and some of the subtopics - thesis is somewhat clear and arguable	-proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position	-exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement	/8
Quality of Information / Evidence	-limited information on topic with lack of research, details or historically accurate evidence	-some aspects of paper is researched with some accurate evidence from limited sources	-paper is well researched in detail with accurate & critical evidence from a variety of sources	-paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources	/12
Support of Ideas / Analysis	-limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis	-some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis	-consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing excellent analysis	/10
Organization / Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs	-clear and logical subtopic order that supports thesis with good transitions b/w paragraphs	-exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs	/10
Conclusion	-lack of summary of topic, thesis & subtopics with weak concluding ideas	-adequate summary of topic, thesis and some subtopics with some final concluding ideas	-good summary of topic, thesis and all subtopics with clear concluding ideas	-excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader	/5
Language Conventions	- inconsistent grammar, spelling and paragraphing throughout paper	-paper has some errors in grammar, spelling and paragraphing	-paper is clear, with mostly proper grammar, spelling and paragraphing	-paper is very concise, clear, with consistently proper grammar, spelling and paragraphing	/5
Total					

Discussion Questions

Rubric for grading weekly:

Performance Element	Distinguished ____ Points	Proficient ____ Points	Intermediate ____ Points	Novice ____ Points	Possible	Score
Purpose and Focus	<ul style="list-style-type: none"> Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone 	<ul style="list-style-type: none"> Focused on a purpose; evidence voice and/or suitable tone 	<ul style="list-style-type: none"> An attempt to establish and maintain purpose and communicate with the audience 	<ul style="list-style-type: none"> Limited awareness of audience and/or purpose 		
Development of Ideas	<ul style="list-style-type: none"> Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight 	<ul style="list-style-type: none"> Depth of idea development supported by elaborated, relevant details 	<ul style="list-style-type: none"> Unelaborated idea development; unelaborated and/or repetitious details 	<ul style="list-style-type: none"> Minimal idea development, limited and/or unrelated details 		
References	<ul style="list-style-type: none"> Use of references indicate substantial research 	<ul style="list-style-type: none"> Use of references indicate ample research 	<ul style="list-style-type: none"> Some references 	<ul style="list-style-type: none"> Few references 		
Organization	<ul style="list-style-type: none"> Careful and/or suitable organization 	<ul style="list-style-type: none"> Logical organization 	<ul style="list-style-type: none"> Lapses in focus and/or coherence 	<ul style="list-style-type: none"> Random or weak organization 		
Sentence Structure	<ul style="list-style-type: none"> Variety of sentence structure and length 	<ul style="list-style-type: none"> Controlled and varied sentence structure 	<ul style="list-style-type: none"> Simplistic and/or awkward sentence structure 	<ul style="list-style-type: none"> Incorrect or lack of topic and/or ineffective wording and/or sentence structure 		

Proposal Grading

Grant Rubric

- 4—Clearly a knowledgeable, practiced, skilled pattern
- 3—Evidence of a developing pattern
- 2—Superficial, random, limited consistencies
- 1—Unacceptable skill application

Use of Sources

Skill application demonstrates use which represents →	4	3	2	1
Researched information appropriately documented/headings etc for proposal				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to grant				
Sources on Works Cited/Bibliography or References accurately match sources cited within the text				

_____/20

Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Needs statement engaging and clearly defines thesis				
Grant premise is challenging and focused				
Content connecting to thesis is clarifying, exploring, explaining, developing				
Text organization flows sensibly and smoothly				
Mixture of personal voice interwoven with research (commentary, when appropriate)				
Conclusion thoughtful, engaging, and clear				

_____/24

Mechanics/Usage/ Format

Skill application demonstrates use which represents →	4	3	2	1
Follow grant guidelines				
12 point Times New Roman font and appropriate margins/Ariel for Headings				
Usage/Grammar				
Use of charts/graphs and other support information				
Written in formal style				

Grant Elements


Skill application demonstrates use which represents →	4	3	2	1
Consistent Format /Table of contents/Appendix/Page numbering				
Abstract Written clearly as outlined on Power point				
Introduction Written Clearly as outlined in power point				
Future Funding concise and realistic				
Evidence of thorough research (sources represent variety and types) Needs Statement				
Goals and Objectives follow Power point (SIMPLE)				
Methods Chart/approach and time line demonstrated				
Budget detailed and appropriate/ Budget Summary notes key expenses				
Introduction/ organization credibility Mission understandable				
Cover Letter follows guidelines and is convincing				

Foundation Finder Assignment (Rubric used on each Summary)

Area of Assessment	Exceptional 4	Good 3	Average 2	Below Average 1
<p>Learning Stretch: Exceptional: Student explores a new area, demonstrates new skills, and extensively expands upon prior knowledge. The student effort is inspiring and growth falls within the cognitive and the affective domains. Good: Learning stretch is clearly evident. Student demonstrates some new skills and knowledge. Average: Learning stretch is moderate; the student stays clearly within a learning comfort zone. Below Average: Little, if anything, is learned.</p>				
<p>Application of Knowledge: Exceptional: Obvious depth and complexity of prior knowledge and new knowledge is applied to complete the focus of the discussion. The student demonstrates and applies technical and comprehensive understanding. Good: The use of general knowledge and some depth is evident. Average: The use of predominately superficial knowledge application is evident in the project. Below Average: Demonstrates rote learning with inaccurate application and little or no real understanding.</p>				

Course Schedule

The last section of the syllabus notes what needs to be read by what date, the power points that need to be viewed and the discussion questions.

Discussion Questions	Readings	Power Points (PP)/video Clips(VC)	Due Date
Create a step ladder for the three bears' story (from Video Clip) on anything that you would like. Use an outline form to simplify the post. Example Below.	Get That Grant	VC: Step Ladder PP: Vocabulary	8/25
Create a cocktail conversation on your project. Please post three key points from this and explain your rationale.	Program Planning and Proposal Writing	VC: Cocktail Conversation/ grant questions PP: Cocktail Conversation, Grant questions, grant sites	9/8
Please share 3 key pieces of information that you learned from visiting these sites.	Visit all sites: "grant writing on the web"	PP: Cover letters etc, needs assessment	9/15
Please choose one grant (Foundations Center's Guide to Wining Proposals) and share 3 points that make it outstanding and how you can apply this to your work. Focus on Needs Assessment	Foundations Center's Guide to Wining Proposals	PP: Cover letters etc, needs assessment	9/22
Please choose a different grant (Foundations Center's Guide to Wining Proposals) and share 3 points that make it outstanding and how you can apply this to your work. Focus On Goals and Objectives	Foundations Center's Guide to Wining Proposals	VC: Methods Chart PP: Goals and Objectives, Methods	10/6
<p>Please watch he following on-line video: Coffee and Conversation with a Grantmaker: Cleveland Colectivo</p>  <p>Cleveland, OH May 29, 2009 Cleveland Colectivo members Walter Wright, Katharyne Starinsky, and Noelle Celeste discuss how they are strengthening Cleveland by identifying and making collective investments that nurture innovative projects. http://foundationcenter.org/events/archive/cl_colectivo.html Please summarize 3 points FROM THIS DISCUSSION.</p>		PP: Goals and Objectives, Methods	10/13
<p>Please watch he following on-line video: Meet the Grantmakers: Corporate Philanthropy in Turbulent Economic Times</p>  <p>This edition of Meet the Grantseekers features representatives of Wells Fargo, Bank of America, Intel, and Cisco discussing how corporate philanthropy responds during tough economic times. Panelists discuss philanthropy in the</p>	Foundations Center's Guide to Wining Proposals (Keep reading)	PP: Evaluation, Budget, Tips, Appendices	10/20

banking and technology industries, including current philanthropic strategies and giving forecasts for 2009. <http://foundationcenter.org/events/archive/video.html>. Please summarize 3 points that can relate to Cleveland and the funding issues we face here.

Coffee and Conversation with a Grantmaker: Stephen Brick, the Joyce Foundation

Stephen Brick of the Joyce Foundation discusses the foundation's work in protecting the Great Lakes through support for clean energy, combating global warming, and advocating investment in Great Lakes restoration. <http://foundationcenter.org/events/archive/video.html>. Please summarize 3 points that you have learned from this Clip.



Finish Foundations Center's Guide to Wining Proposals

PP: Evaluation, Budget, Tips, Appendices

10/27

Coffee and Conversation With a Grantmaker: Kathleen Hallissey, The Cleveland Foundation

In this edition of the Coffee and Conversation with a Grantmaker series of programs, Kathleen Hallissey, director of community responsive grantmaking at the Cleveland Foundation, discusses the foundation's interests, practices, and priorities for community support. <http://foundationcenter.org/events/archive/video.html>. Please summarize 3 points that you have learned from this Clip.



Please Review Budget Section of Program Planning and Proposal Writing

PP: Writing styles for grant writing

11/3

Coffee and Conversation with a Grantmaker: Mary Kay Incandela, American Greetings Corporation

Cleveland, OH
October 27, 2008

In this edition of the Coffee and Conversation with a Grantmaker series of programs, Mary Kay Incandela, director of corporate giving for American Greetings Corporation, discusses the charitable giving and community involvement of the American Greetings Corporation, including some history and background about the company, what its giving interests are, and how to approach the corporation for support. http://foundationcenter.org/events/archive/cl_incandela.html. Please summarize 3 points that you have learned from this Clip.



Outside Grant for Review

3 grants will be posted for review

11/10

Grant Writing on the Web

Please use the print outs from the first three sites, as well as information from the sites listed to build your own library on grant writing. I would recommend that you buy a three ring binder, and print information out to store in it. The information that you gain from these sites is considered required supplemental reading for this class. Pace yourself, and review the information throughout the course.

1. School Grants, grant writing tips: www.schoolgrants.org/tips.htm
 - a. Through the eyes of the grant reviewer
 - b. Grant writing tips
 - c. Ken Ristine's hints for a letter of Inquiry

2. Non profit guides – grant writing tools for non-profit organizations: <http://www.npguides.com/guide>
 - a. Basic Steps
 - b. Preliminary Proposal
 - c. Inquiry Letter
 - d. Full Proposal
 - e. Components
 - f. Cover Letter
 - g. Cover Sheet
 - h. Budget
 - i. Sample Proposal
 - j. Private RFP
 - k. Public RFP
 - l. Public Proposal

3. Grant Writing Research Tools and Methods (Penn State): cedev.aers.psu.edu/grantwriting/tools_and_methods.htm
 - a. Finding the Funds You Need: A Guide for Grant Seekers

Grant Writing on the Web (continued)

4. **Sites to Visit and Explore**
 - EPA Grant Writing Tutorial
 - <http://www.epa.gov/grtlakes/seahome/grants.html>: Due EPA Tutorial
 - Guide For Writing A Funding Proposal
 - <http://learnerassociates.net/proposal/>
 - "Writing Winning Grants" booklet
 - <http://www.anovember.com/grants.html>

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- Grant Writing Tips Sheets
 - http://grants.nih.gov/grants/grant_tips.htm
 - 10-Point Plan for Standard Grant Funding Proposal
 - <http://www.npguides.org/grant/>
 - Beginning Grant Writing
 - <http://www.uml.edu/College/Education/Faculty/lebaron/GRANTBEGIN/>
 - Discovery - Grant Sources for Educators
 - <http://school.discovery.com/schrockguide/business/grants.html>
 - Foundation/Corporation Library
 - <http://web.gisd.k12.mi.us/gisd/Grants/FundPriorities.htm>
 - Federal Government
 - www.grants.gov
 - Federal Register
 - www.ed.gov/legislation/FedRegister/index.html
 - National Science Foundation www.nsf.gov
 - School Grants
 - www.schoolgrants.org
 - The Council of Foundations
 - <http://www.cof.org>
 - The Foundation Center
 - www.fdncenter.org
 - The Grantsmanship Center
 - <http://www.tgci.com>
 - U.S. Department of Education
 - www.ed.gov/funding.html
 - The Chronicle of Philanthropy
 - <http://www.philanthropy.com/>
 - Educational Funding Strategies
 - <http://www.icu.com/efs/>
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- **Lastly, if you have never taken a web-based class please contact the University to receive help is starting this new and excellent experience! Additional help is offered!**