

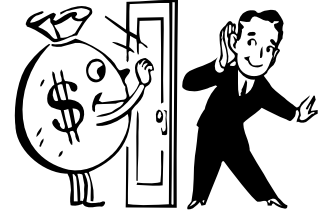
Cleveland State University
Maxine Goodman Levin College of Urban Affairs

University Partnership Building – Lorain County Community College

Syllabus: *Proposal Writing, Program Planning and Evaluation - UST/USA 410*

Faculty: Ralph J. Smith
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Class Time: Mondays 6-9:50 PM, University Center – University Partnership Lorain County Community College

Note: Class begins on 1/22 because of MLK Day

Office: LCCC PS 106

Office Hours: Vary. Please call or make an appointment. I want to meet with you if you have questions, concerns or need my assistance.

Texts: **Getting Funded: A Complete Guide to Proposal Writing**, Hall, Mary, 4th Edition, Continuing Education Publications, Portland State University, Portland, OR.

Other supplemental materials will be provided in class.

Spring Semester 2007

First Saturday Class begins	Last Day to Add (at 8:00 pm)
Jan 13	Jan 19
Martin Luther King Day	Last Day to Drop (at 8:00 pm)
Jan 15	Jan 26
First Weekday Class	President's Day
Jan 16	Feb 19

Midterm Grades	Mar 30
Mar 5-11	Last Day of Classes
Spring Recess	May 4
Mar 11-18	Final Exams
Classes Resume	May 5-11
Mar 19	Commencement
Last Day to Withdraw (at 8:00 pm)	May 12

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 of and writing of a proposal. The proposal project and the program evaluation are the major writing across the curriculum projects in this course. **Students must earn a C in this course to earn writing across curriculum credit (specific criteria follows course objectives).*

Course Objectives

By the conclusion of this course students will be able to:

- o describe the program planning process
- o construct a project/program plan
- o apply research principles and methods to needs assessment and program evaluation projects
- o design a program evaluation
- o discuss major trends and issues in public and nonprofit funding and the allocation decisions of government, corporate and foundation donors

- o demonstrate skills to research, plan and write a comprehensive proposal for funding a specific approved project plan and a program evaluation plan
- o deliver an oral presentation that focuses on social, political and institutional change in the urban environment

Specific Guidance to earn credit to meet the Writing Across the Curriculum Course Requirements:

Students will be required to develop written projects in this course

A minimum of 2000 words is required

Specific writing required:

- 1) Each student will prepare a professional resume to use as a tool for introduction to an agency or organization that he/she will work with this semester to accomplish assigned tasks. The resume can provide an introduction that you can use for other purposes as well. Students should bring a current resume or list of information to use in developing a professional resume during the first part of this course. More information will be provided in class.
- 2) Each student will prepare a draft outline of the project description (the outline will be submitted for professor's feedback and guidance (focus of project and direction). Special attention will be given to the proposed project, the rationale for the proposed project, the outline content, the organization of the information contained in the outline, and the list of resources used for research to date. Students will be required to re-submit the outline with corrections prior to moving forward with the next step.
- 3) Students will develop the proposal in draft for a first round submission. Professor's feedback will focus on: content, grammar and punctuation, organization of information, rationale/need statement for project, responsiveness to Request for Proposal (Funding Source Guidelines) and other information that will aid the student in developing a final product.
- 4) Students will submit a final proposal that is presented in good written form.
- 5) Students will prepare a draft program evaluation plan.
- 6) After review with the professor, students will develop and submit the final program evaluation that is presented in good written form.
- 7) In order to receive a C or better in this course, the student must write at a satisfactory skill level (C or better). If the student's writing is weak, but the writing demonstrates an understanding of

- the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
- 8) Maximum enrollment for this course is 35.

Course Methods

The course will be taught in a seminar format and will include assigned readings, field visits, lectures, guest presentations, discussions, group exercises, in-class activities (including writing activities during class) and research materials and resources.

Attendance

In order to be successful in this course, attendance is important and will be recorded regularly. Tardiness will be treated as partial absence and recorded. Attendance and participation will be used in determining final grades. If you must be absent from class it is your responsibility to get information regarding assignments or information provided.

Earning Grades



Major Projects - (35% of the grade at C or above level)

Refer to requirements to meet Writing Across the Curriculum credit

- o **Project One** – Each student will develop a professional resume that will be used for an entrée tool to establish a relationship with a local organization. More information will be provided in class.
- o **Project Two** – Each student will identify a local agency or organization to work with (social service, economic development, etc.) in order to accomplish three tasks:
 - 1) You will need to contact the organization’s leadership in order to learn about its’ work and its’ resources.
 - 2) You will need to ascertain the needs of the organization...how is it funded? What needs do they identify? Are there funding sources that might be tapped?
 - 3) You will need to gather information that will provide you with the resources to write a 750 word description of the organization (one that is interesting, informative and well-written). More guidance will be provided in class.

- o **Project Three** – Each student will develop a proposal in response to a Request for Proposal (RFP). The proposal should be developed in response to the research gathered from the organization and the need(s) identified.

- o The proposal should be typed in a 12-point font with 1 inch margins. The proposal (including the project description described above) should be no less than 1500 words in length. *Quality is more important than quantity when it reaches the 1500 word requirement.* Follow the format described under Writing Across the Curriculum for outline, draft and final written proposal. Specific guidance will be provided in class.

- o **Project Four** – Each student will develop a program evaluation plan that provides the framework for assessing the effectiveness of the proposed project plan in the proposal. Specific guidance will be provided in class.

(15% of the grade at C or above level)

Refer to requirements to meet Writing Across the Curriculum credit

Grant Proposal Assignment: (format)

The proposal must include:

- 1) Cover letter; 2) Abstract/summary; 3) Problem statement or Needs statement; 5) Goals and objectives; 6) Methods/Approach; 7) Evaluation plan, 8) Budget/budget justification, 10) Appendix.

The budget pages, charts, graphs and other illustrative pages and attachments are not included in the word requirement. The word requirement must be met through specific writing tasks outlined in this syllabus. *Writing across the curriculum* requirements must be met.

DO NOT use any fancy binders or notebooks.

Upon completion of the proposal, each student will bring one copy for each student and the instructor order to conduct the grants review panel. Each student should put his/her name on one copy on the cover sheet...the one that is for the professor. The copies for class members should NOT have any names or identification of author. The grants review (mock review panel) in-class project will be conducted without reference to the person who developed the proposal.



Other course requirements

- ❖ **Class participation** – Students will be expected to participate in class activities and discussions, as well as group projects that take place during class periods. Because participation is a key factor in this course, you may expect attendance and participation during class to be a high priority in this course. Students cannot be successful in this course with poor attendance and poor participation.

Participation = 15% of grade

- ❖ **Class Assignments** – Completion of assignments made during class will include reading texts, reading handouts and preparing for each class as assigned. Students will have special assignments to complete in addition to the major project. Each student should prepare appropriately for each class session. Two main assignments to be completed are 1) Foundation Center Assignment; and 2) Funding Source Research Assignment. These two assignments will be completed with a peer group.

Two Group Research Assignments = 15% of grade

Two special assignments will be completed early in the course:

- 1) **Foundation Center Assignment** – Students will work **with peers** to visit the Foundation Center (Cleveland Foundation Center library downtown, Elyria Public Library on West River Road or the web site) and complete the following steps (print outs of each will be required to be included with the summary you turn in).
 - a.) Find the glossary and read it (learning lab)
 - b.) Find the short course on proposal writing and read it
 - c.) Visit the frequently asked questions and find answers to all questions in the Foundation Center section and to the first three questions under Funding Resources
 - d.) Find 5 area (Northeast Ohio) foundations and print general information about each (funding guidelines, mission and their focus/interest areas)
 - e.) Summarize your research assignment results. Include your backup materials.
 - f.) *Each student will complete 1/3 of the assignment. All students will bring a complete copy of the information collected by the*

group and be prepared to discuss their findings and their roles in completing the assignment.

- ❖ **Mock Grants Panel** – All students will prepare for and participate in a grants review panel. Each student will act as a reader and will conduct a review similar to that of a funding source entity. The purpose of the panel will be to a) provide realistic review experience so that all students will have an understanding of how proposals are reviewed; and b) provide constructive feedback to each student so that he/she may determine how to improve his/her proposal. *Complete details will be discussed in class.*

Panel Review = 10% of grade

- ❖ **Proposal Presentation** – Each student will provide an overview of his/her proposal in class (about ten to fifteen minutes) and will include: 1) brief proposal description; 2) goals and objectives; 3) budget; 4) funding source; and 5) why you chose the funding source and this project.

Presentation = 10% of grade

Tentative Class Schedule (SUBJECT TO ADJUSTMENT – announcements will be made in class – stay in touch with instructor and be in class each session!)

Session One:

- Introductions – getting acquainted
- Orientation to the course and requirements
- Historical perspective of philanthropy
- Reading assignment: Chapters 1 and 2 and pp. 1-4 in supplement



Session Two:

- Getting into the proposal planning process
- Goals, objectives, program description
- Reading assignment: Chapters 3 and 4 and pp. 20-27 in supplement
- Determine what project you will focus on for proposal and assignments

Session Three:

- The design of a proposal package
- Reading assignment: Chapter 5 and 7 and pp. 24-27 in supplement
- Develop an outline of a program plan (Outline Due)

Session Four:

- Program development and needs/asset assessment
- The proposal: problem statements
- Reading assignment: Chapters 8 and 9 and pp. 13-19 in supplement
- Development of a need statement for your project



Session Five:

- Goals, objectives and program description
- Getting funded
- Assignment: Research and find 2-4 potential funding sources for your project (bring print-outs with you – rationale for selection)
- Select funding source you will focus on for your project

Session Six:

- Meeting the funding sources – contact methodology
- Strategies and implementation planning
- Reading assignment: pp. 39-47 in supplement

Session Seven:

- Budgeting
- Executive summary/abstract
- Reading assignment: Chapter 13
- Develop your budget

Session Eight:

- Title pages, abstracts and forms
- Bring copies of required forms and other documents for your project
- Reading assignment: Chapters 6 and 11

Session Nine:

- Qualifications of key personnel and documentation required
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- Reading assignment: Chapter 12
- Draft proposal due

Session Ten:

- Appendices
- Reading assignment Chapters 10 and 11
- Draft evaluation plan due

Session Eleven:

- Dissemination and marketing strategies
- Reports and audits

Session Twelve:

- Review, submission, notification and renewal
- Procedures and hints
- The mock panel: who, how, what and why (mock panel begins work)
- Bring your proposal and the required number of copies (make sure they are collated appropriately and stapled with no name or identifier on copies for panel.
- Bring one copy with your name on it for the professor. This is the due date!

Session Fourteen:

- Mock grants review panel in action
- Project two – evaluation plan is due

Session Fifteen:

- Mock panel completes process
- Debrief panel process

Session sixteen:

- Student presentations/reflection of proposal and evaluation projects
- Individual appointments set with professor to discuss proposals and evaluation plans with each student



Other information that may be helpful to you:

University Policies: Refer to the CSU Bulletin or website for policies and procedures for add/drop and withdrawal and for other information.

Students with Special Needs should inform the professor of any concerns or special accommodations. CSU policies should be followed.

NO VISITORS ALLOWED without advance permission of instructor. NO children anytime!

Other Considerations: CELL PHONES, BEEPERS (ringing/or making noise of any kind), ETC., MUST BE TURNED OFF DURING CLASS. IF YOU ANTICIPATE AN EMERGENCY CALL, PLEASE TELL THE INSTRUCTOR IN ADVANCE. TAPE RECORDERS ARE NOT PERMITTED to protect class member's freedom of speech.

If you encounter difficulties in this course, you should contact the professor to discuss your situation. Your success is important to me! *Staying connected and following the established schedule will help to insure your success.*