

WEBSTER UNIVERSITY
College of Education

Course Syllabus

EDUC 5750.W1

Grant Writing

Course Description: This course is an introduction to the preparing and writing grant proposals for funding projects in schools. It includes learning terminology, identifying eligibility requirements, and developing the narrative, budget, and other components necessary for a successful proposal.

Learning Objectives:

- Familiarize student with USA grants for education.
- Understand difference between governmental grants and foundation grants.
- How to match an Idea with a potential funding source.
- Fundamental concepts in developing and writing a grant.
- How to produce and submit a grant.
- How to follow up after a grant has been submitted, including activities if the grant is funded and activities if the grant is not funded.

At the conclusion of the course, the student should have the necessary resources to write a proposal that may be successful. However, successful completion of the course is not a guarantee that the student will be successful in obtaining funding.

Required Textbook:

Patrick W. Miller (2002) *Grant Writing: Strategies for Developing Winning Proposals, 2nd Edition*. Patrick Miller and Associates, Munster, IN. 258 pp.

Suggested Readings:

Stanley Levenson (2002) *How to Get Grants and Gifts for the Public Schools*. Allyn and Bacon, Boston, MA. 188 pp.

Course Outline:

Week 1: Grant/funding sources

Reading: Miller, Chapter 1, 3; Levenson, Chapters 1, 2, 3.

There are many potential sources of grant funding and there are many names under which announcements for these opportunities will be made. Thus, it is important to identify potential grant and gift sources, tracking of the release of RFPs and RFAs, and basic preparation for finding grant and grant writing resources.

Week 2: Project Outline and Idea

Reading: Miller, Chapter 2; Levenson, Chapter 4.

A proposal is based on an idea of doing something. The method to organize this idea is to develop a project outline, including identification of the various elements that comprise the proposal, identification of the necessary resources to accomplish the proposal, the background on the subject

the proposal will address, including previous accomplishments, a general idea of the costs involved (both income and expenses), and potential challenges that must be overcome in order to achieve the proposal.

Week 3: Pre-Writing Activities

Reading: Miller, Chapter 4; Levenson, Chapter 5.

The objective of the third week is to review the activities that are essential in gathering information and putting together a project, including the resources that an individual must access and develop.

Week 4: Budget

Reading: Miller, Chapter 6; Levenson, Chapter 5.

The budget is crucial to a successful application for funding. The budget needs to include all costs and potential revenue sources, how to make the estimates, and how to calculate them. One important factor is an indirect cost. Some institutions have a pre-negotiated indirect rate. Some grants will require that indirect costs be shown. Lastly, all aspects of the budget must be fully justified.

Week 5: Narrative Development

Reading: Miller, Chapter 5.

The “Narrative” is a section which includes several sections, including background and previous work in the area, identification of the problem area and specific information about the problem area, the proposed specific objectives (aims) of the proposal and details on how they will be achieved, the methods for evaluating the outcomes of the proposal and the validity of these outcome measures, the expected outcomes and the potential challenges that may arise as the outcomes are achieved. Sometimes, other components are also included in the narrative.

Week 6: Summary Page

The Summary Page is found on all grant proposals under different names. This is a one-page summary of all aspects of the proposal. This is probably the single most important part of a proposal as it is often the only thing that is read by large committees set to review and award grants. There will likely be one or two experts who will read and review the entire grant; there will likely be one or more staff members of the funding agency that will review the entire grant. However, the remainder of the personnel who will “read” the grant will only look at this section of the proposal.

Week 7: Submission Protocol

Reading: Miller, Chapter 7.

Submitting a grant and ensuring that all the requirements are met may not be minor. Many funding agencies will return a grant if even one small piece of information (or signature) is missing. This often means that the grant will not be funded, even though it was the best thought out and developed proposal ever submitted. Thus, prior to submitting a proposal, a variety of “certifications” and other materials must be in place. This section reviews some of those certifications and requirements, and methods to ensure that the appropriate signatures and

authorizations are in place so that the proposal can be submitted in a timely and reasonable fashion.

Week 8: Post-submission activities

Reading: Miller, Chapter 8.

After a proposal is submitted, there are typically a series of notifications from the funding agency. If the proposal is not awarded, information about the review of the proposal are provided and there are a series of activities that can be performed to help enhance the possibility of funding for the next submission. If the grant is funded, then there are many activities that must be accomplished to ensure that the fiduciary requirements of the grant are met. Additionally, some agencies will engage in negotiations regarding the proposal, and there are some fundament issues that need to be reviewed in any negotiation process.

Course Project: Students will write the critical components of a grant application on an area of the student's choice. The students will design a project for which a grant could be written and for which an educational grant funding source can be identified.

Project 1 Project outline – due week 4

The student will draft an outline of a proposal. The project outline should include:

- Background information regarding the idea.
- The outline of the problem.
- The outline of what the student intends to do, including any experiments, protocol for the experiments, and timeline for completion.
- The outline of the budget, including all costs, projected lines of revenue, and brief justifications for all costs.
- Expected outcomes and method for evaluating the outcomes of the project.
- Challenges that the project will need to overcome in order to be successful.

Project 2 Project budget – due week 6

This is an expanded version of the budget summary due in the Project Outline. This should include all costs and revenue and complete justification for these costs and revenues. Sample quotations or “proof” of the expected costs should be provided.

Project 3 Project summary page – due week 8

This is a one page summary including background information and problem being addressed by the project, specific aims (objectives) of the project, methodology for achieving the specific aims, expected outcomes and methodology for evaluating the outcomes.

Project Grading:

- 40% points on writing style: succinctness, completeness
- 40% points on content: persuasion, relevance, references (citations)
- 20% points on originality: idea, combination of methodologies
 - Project 1 – 1 point off for every 24 hours it is late.
 - Project 2 – 2 points off for every 24 hours it is late.
 - Project 3 – 10 points off for every 24 hours it is late.

Projects will receive a grade of 0 after:
Project 1 – Week 6

Project 2 – Week 7
Project 3 – Deadline date

Late points are deducted from total point total accumulated in course. For example, if project 1 is submitted on Week 7, it has a score of 0. A total of 21 points (for 3 weeks at one point per day) is subtracted from the final total point total that the student has accumulated in the course.

Circumstances will be considered on a case-by-case basis (almost no delays granted).

Grading:

Students will be placed into work groups. There will be general class-wide discussion groups as well as work group discussions. The faculty will monitor discussions and award points, on a weekly basis, on the quality of the participation in the discussion groups. Each week there will also be a set of exercises given to the students to be completed as a group or as individuals, depending on the exercise.

- Week 1:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
- Week 2:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
- Week 3:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
- Week 4:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
Project points (30)
- Week 5:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
- Week 6:* Participating points (10; maximum of 21 points/week)
- 1 point – one good comment in that week
 - 2 points – one excellent substantive comment in that week
 - 3 points – more than one excellent substantive comment in that way
- Exercise points (10)
Project points (50)

Week 7: Participating points (10; maximum of 21 points/week)

- 1 point – one good comment in that week
- 2 points – one excellent substantive comment in that week
- 3 points – more than one excellent substantive comment in that way

Exercise points (10)

Week 8: Participating points (10; maximum of 21 points/week)

- 1 point – one good comment in that week
- 2 points – one excellent substantive comment in that week
- 3 points – more than one excellent substantive comment in that way

Exercise points (10)
Project points (60)

Comments will be evaluated on the basis of originality, insightfulness of the analysis, and/or effort in facilitation of the team discussion. Volume of posting (large number of postings) will not increase the likelihood of receiving points.

Grades:

A	271 – 300+ points
B	241 – 270 points
C	211 – 240 points
F	less than 210 points