Grant Writing for Animals: Shelter Pets

"Compassion, in which all ethics must take root, can only attain its full breadth and depth if it embraces all living creatures and does not limit itself to mankind." - Albert Schweitzer

Summer 2020 Fully Online 8-Week Course - 6 credits

Instructor: Kimberly Mukobi
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Office Hours: By appointment or chat with me anytime I'm online

Capstone Handbook - Please READ

Class and Project Description

"Only if we understand can we care. Only if we care will we help. Only if we help shall they be saved." -Jane Goodall

Welcome to your Senior Capstone! Grant writing skills are critical to the survival of nonprofit organizations. Students in this Capstone will collaborate with the non-profit organization, Furry Friends, to further its goals of helping homeless, neglected, or abused cats by providing medical care, spay/neuter, safe, healthy, and socialized living environments, and public awareness education services.

In this class, you will work in groups, participating in the various aspects of grant writing; including locating appropriate funders, ascertaining the needs of the community partner, researching, writing, and reviewing grant proposals. Class discussions will occur online and will involve critical issues and hot topics about pet shelters and euthanasia policies. The end

project will be a portfolio of grant proposals addressing the current needs of the community partner.

Online Capstone Learning Information

*Note: This class is fully online. Please have access to a computer and all required programs necessary to fulfill these requirements and *set aside a specific time each day to work on the class*. It is important to be able to budget your time for this online class by thinking about the time you need to complete your assignments and to form a close learning community.

PSU advisors usually recommend *at least* two hours of study time per week for every credit hour. Since this is an online 6 credit course, you should allow 6 hours per week for taking in the content through readings and videos and participating in class discussion. You should also budget 4-6 hours each week for working on the proposal sections with your team.

Mobile devices and tablets are not recommended for online classes - use your desktop, laptop, or a PSU computer lab (if available). If you come prepared to work hard, you will get the most out of the class and will be doing something great in your community, too!

Community Partner

Furry Friends is an independent, 501(c)(3) nonprofit, no-kill cat rescue in Vancouver, Washington. As a 100% volunteer-operated organization, their mission is to help homeless, neglected, or abused cats by providing the following services:

-Medical care
-Spay/Neuter
-Providing a safe, healthy and socialized environment for the cats in their care
-Education the community in responsible pet ownership and care

About Your Instructor

About Me: I'm an adjunct instructor in the University Studies Department here at Portland State University. I have a Bachelor of Science degree in Psychology and a Master of Science degree in Experimental Psychology, focusing on animal cognition and ethology. My work with chimpanzees has included a variety of captive and wild settings and encompassed everything from sign language and nonverbal communication to mathematical and other cognitive tasks with chimps who worked on touch screen computers. In the late '90s, I volunteered for the Jane Goodall Institute and Uganda National Parks with one of the very first island sanctuaries to help young chimpanzee survivors of the international poaching trade.

I've been writing grant proposals for non-profit organizations for over 25 years, starting with my very first proposal that successfully funded my graduate research. Over the years, I've partnered with animal shelters and various wildlife organizations to help procure funding that helps them continue their important work.

Apart from my career, I enjoy spending time with my family, which includes my husband, Asaba, and two boys, Gabriel, age 20, and Jacob, age 17 and a rising college freshman, as well as several furry family members.

Goals, Objectives, Outcomes

The GOALS for this Capstone are as follows:

- To provide PSU Capstone students with a personally, academically, professionally and creatively diverse service-learning opportunity: and
- To further the mission of our community partner by assisting in the effort to raise grant monies to support their mission and programs.

The OBJECTIVES of this Capstone address both course content and the University Studies goals of communication, critical thinking, variety of human experience (diversity), and ethics and social responsibility, and are as follows:

- To promote students' larger understanding of the social, cultural, and ethical issues presented by pet overpopulation and the no-kill movement (*social and ethical responsibility, diversity, equity, and social justice*).
- To enhance students' facility and confidence in group work and writing, in particular persuasive writing, editing, and oral communication (*communication*).
- To facilitate students' building of functional teams and dialogue around both differences and likenesses experienced within the classroom community and with the community partner (*variety of human experience, diversity, equity and social justice, communication*).
- To increase students' interviewing, research, problem-solving, and organizational skills (*critical thinking*).
- To increase students' proficiency in technology, including multi-modal software programs such as Desire2Learn, Flipgrid, Google Platforms, Collaborate, and research databases.
- To increase students' proficiency in quantitative literacy (budgets and spreadsheets, specifically).

By the end of this Capstone, students will demonstrate the following LEARNING OUTCOMES:

- o Students will develop a personal and ethical stance and commitment towards the issue of pet overpopulation and be familiar with various perspectives.

- o Students will learn to write clearly and effectively in both persuasive and reflective pieces.
- o Students will practice multiple styles of communication, including multimedia discussions, oral presentations, effective writing, and interpersonal small group dealings.
- o Students will learn to discover and utilize the intellectual and practical resources necessary to answer multiple-posed questions.
- o Students will demonstrate experienced techniques in relating to others in a team and to contributing individually diverse gifts and efforts to create a team product.
- o Students will learn new research techniques in identifying potential grant funders and will gain the knowledge and experience writing a compelling grant proposal, including all of the various components.
- o Students will be able to produce and understand a project budget and spreadsheet of costs.
- o Students will have a working knowledge of the community partner, including its mission and programs, as well as the theory and reasons behind the no-kill movement.

Instructor's Role, Expectations, and Class Policies

My Role as your Instructor

I will serve as your facilitator for the class, helping to guide you through this transformative learning process. The sheer number of readings and assignments may seem overwhelming at first, but I can assure you that with a little discipline and a sense of routine, you will succeed and learn more than you ever thought you would. You will also be making a significant difference in the world by helping our community partner reverse the trend toward pet overpopulation.

Advice: Be sure to read the syllabus thoroughly and review all assignment instructions before getting started. If you still have questions, please ask your fellow students and/or send me an email or request a phone chat. I want you to succeed this term and am here to help!

Online Requirements (in addition to the online section above)

Since this class is delivered fully online, each student must possess the required skills needed to remain fully engaged in the class, as well as have daily access to a computer with the internet. Students must be committed to online participation and be able to manage their own schedules effectively, as online work necessitates a large amount of time spent on the computer.

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy, and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors,

and any guest faculty or community based learning partners that we may engage with. You may not share recordings outside of this course. Doing so may result in disciplinary action.

Group Meetings Outside of Class

This will be a collaborative grant writing process, so each team is expected to collaborate and communicate effectively with each other throughout the term. If all team members are on campus, it is strongly suggested that you set up a time to meet in person (at least weekly) to review and work on the various assignments, research, and grant writing components. *Note: Please follow all guidelines and social distancing rules during the COVID-19 pandemic.*

Alternatively, you can also meet online using Zoom, Google Hangouts, Collaborate, or other technology to facilitate teamwork. *Passion for Animals*

Passion for Animals

I assume that each student who enters this class has a strong commitment to non-human animals and is willing to engage wholeheartedly in the class activities and projects. This level of commitment can make a difference in the outcome of your grant proposal as well as in the lives of people and animals in our community. I believe that each student comes with gifts and skills, which he/she can offer to the classroom community so that we, as a group, can have a meaningful experience within the classroom and produce work that has community impact.

Collaboration

In community-based learning classes like this Capstone, students work in partnership with a community organization towards mutually beneficial goals. In this course, you will learn experientially, that is, by doing and reflecting on the meaning this "doing" has for you and for the communities of which you are and will play a part. This process is a collaborative one in which students, faculty and the community partner work together to identify each collaborator's needs and to develop the means to address those needs while capitalizing on and expanding each collaborator's strengths.

This Capstone experience may be quite different from any other course experience you have had to date. By its design—bringing together interdisciplinary teams of students to work towards a shared goal—this class may at times feel challenging in ways that you have not experienced before. Any feelings and thoughts we may have about this experience are not necessarily positive or negative; it is our attitudes and behaviors relative to the challenges and contingencies, which are the key to our interpersonal success. I expect each student, as an upper-class student, will be responsible for his or her own learning, attitudes, and behaviors in the class. You are encouraged to process your thoughts and feelings about this class in as many ways as you can. Please feel free to speak to me if you would like additional resources for doing so.

Late Work

<u>Late work is accepted with a grade penalty of 10% reduction per day</u>. If you turn it in more than 5 days late, but complete and demonstrating effort, you can still earn half credit. If you

have extenuating circumstances that prohibit you from submitting your work on time, please notify me AT LEAST 24 hours in advance of the due date.

Plagiarism

Plagiarism of any kind will not be tolerated and work will be periodically checked using "Turnitin" software. It is your responsibility to be familiar with the PSU's Code of Conduct. Instances of academic dishonesty will be referred to the Office of Student Conduct for appropriate discipline. In other words, don't copy your friend's work or turn in work submitted by a previous student. Within assignments, cite your sources for which you obtain numbers, concepts, or original ideas.

Student Conduct

It is strongly encouraged that you read the Student Conduct Code (see http://www.pdx.edu/dos/codeofconduct). It details your rights and responsibilities as a member of the Portland State Community.

Disability Access Information

Students needing an accommodation pursuant to federal, state, or institutional education regulations should immediately inform the course instructor. Students with conditions affecting their academic abilities will be referred to The Disability Resource Center (503-725-4150, TTY or Relay: (503) 725-6504. Email: drc@pdx.edu) to document their disability and discuss accommodations. Click here for a short video of DRC resources.

Food Assistance and Resources

For information on food assistance and other resources please visit: http://www.pdx.edu/studentaffairs/CISFS

Textbooks

Required

1. **Available on 2-Hour Reserve at PSU Library Circulation Desk (LB2825.H223 2011)** Howlett, S. (2011). *Getting Funded: The Complete Guide to Writing Grant Proposals (5th Edition).* **Seattle: Word & Raby Publishing.**
2. **Available electronically at no cost via PSU online library or USE THIS LINK - Winograd, N.J. (2009).** *Redemption: The myth of pet overpopulation and the no kill revolution in America.* **Second Edition. www.almadenbooks.com: Almaden.**

Recommended Reading (Below is suggested supplemental reading, but not required for class):
- *Harbolt, T. (2003). Bridging the Bond: The cultural construction of the shelter pet. West Lafayette, Indiana: Purdue University Press.*
- *Koch, D. (2009). How to Say It: Grantwriting: Write proposals that Grantmakers want to Fund. Penguin Group Publishing.*

- *Carlson, M. (1995). Winning grants step by step. San Francisco: Jossey Bass. (Contains worksheets that lead the writer through a structured process for composing each section of the basic grant proposal.)*

Grading Components

You will earn a grade in this class based on your work as an individual, as a member of a team, and as a member of the whole class.

Breakdown of Grade	Points Available
Individual Component	85 points
Class Discussions	25 points
Team Contribution	50 points
Final Portfolio (Proposal)	50 points
Total	**210 points**

Below is an explanation of each of the grading components delineated above.

Individual Contribution: 85 points

Your individual grade will be dependent on the following activities:

a. Introductions and Skills Showcase - **5 points**
b. Advice Reflection and Action Plan - **5 points**
c. Weekly Reading Responses – **30 points (5 per week)**
d. Detailed profile of potential grant funders ascertained from the library research – **10 points**
e. Detailed review and feedback of another group's grant proposal – **10 points**
f. An end-of-term written reflection from each group member as to the successes and challenges that the group faced and the individual contribution of each group member to those successes and challenges - **25 points**

Class Contribution: 25 points

A portion of your grade will be based on evidence of your commitment to each class member. Students will move through the course as an interconnected group of individuals collaborating and brainstorming together. Each piece of the class's work depends on each member's willingness to become a stakeholder in the outcome. Each student has invaluable contributions to make to both group process and the final product and will find his or her contributions to the class to be enhanced by thoughtful, ethical, and respectful behavior with each other.

Each student will earn points for:

a. Contributing to the online discussion forum (see instructions and rubric on d2l) –**up to 5 points per week**

Team Contribution: 50 points

A large part of your grade will be based on your commitment and work towards the particular team that you have chosen. As a team member, you will need to agree on the tasks and responsibilities that each of you holds towards the others and negotiate deadlines and individual responsibilities on an ongoing basis. This will require that each of you understand the strengths that each brings to bear on the process, participate in ongoing communication and the equal sharing of tasks required in producing an excellent final product. The grade for this section will be determined by the instructor and each member of the team. Students will be asked to evaluate their own and each other's efforts.

Your team grade will be dependent on the following requirements:

   a. A written team charter which delineates the primary responsibilities of each group member based on the strengths they bring to the process as well as the interpersonal and working expectations of the group - **10 points**
   b. Creating a list of your top 3 to 5 funding prospects and uploading it to the google document – **5 points**
   c. Submitting your first draft proposal on time and in complete, detailed format – **15 points**
   d. Working in teams to turn in weekly grant portions; and showing evidence of having actively participated in team discussions and assignments – **up to 20 points (5 points/week)**

Final Portfolio: 50 points

The Capstone final portfolio is a grant proposal addressing the current needs of the organization and a multimedia presentation to the community partner.

Details of final product portfolio:

Grant Proposal: Your final product grade will be based on the completion of a written grant for the community partner. Since there are typically four teams, each team will complete a full proposal on a particular funding topic, delineated by the community partner's funding priorities. This work will take place outside of the online classroom and will follow a collaborative design for the project. The final proposal grade will be shared by the members of the team which produced this particular grant unless there is evidence that one particular group member did not fulfill his or her contractual obligations to the group in which case that member may be assigned a different grade. – **50 points**

Summer Term Week-by-Week Course Map

- All work must be turned in by midnight on the due date.
- Online discussions will take place in D2L and Flipgrid and will start on Mondays. First posts are due on Wednesdays, and weekly conversations wrap up on Sundays.

- We will have supplementary online meetings as needed. Please check the course calendar.

Week 1: Forming Teams/The Big Picture/Term Overview

READ:
- Syllabus
- Capstone Handbook
- *Getting Funded* Textbook: "Principles of Effective Grantseeking" and Chapters 1, 2, and 3 (pp. 1-34)
- Winograd, pp. 1-50
- [Furry Friends Website](#)

DISCUSS:
- Introduction and Skills Showcase in Flipgrid or attend our first video meeting
- Read about the program needs of our community partner and talk to others who have similar interests

DO:
- Upload your profile photo in D2L
- Getting Funded Reading Response for Week 1 (Due Sunday this week only - after that, they are due on Wednesdays)
- Advice Reflection - 1 page
- Start forming teams based on your program interests

Week 2: Understanding the Proposal/Team Charter/Organization Description

READ:
- *Getting Funded* Chapter 13: Establishing Your Qualifications (pp. 163-170 in the 5th edition or pp. 167-174 in the 6th edition)
- Winograd, pp. 51-88
- Scour our community partner's website and the internet to read all you can about what they do, their mission, vision, programs, accomplishments, volunteer information, board, and qualifications.

DISCUSS:
- Week 2 Online Topic
- Introduce your Team to the Class

DO:
- Getting Funded Reading Response for Week 2
- Discuss and Complete your Team Charter with your Group
- Write the Organization Description section of your proposal

Week 3: Researching and Writing the Proposal Statement of Need

READ:

- *Getting Funded* "Preparing to Write" and "Composing the Statement of Need" (Chapters 8-9, pp. 79-102 in the 5th edition or pp. 83-106 in the 6th edition)
- Winograd, pp. 89-127

DISCUSS:

- Week 3 Topic

DO:

- Write the Statement of Need section of your proposal as a team
- After reading your feedback edit your Organization Description and resubmit
- Finish submitting and editing the Organization Description
- Getting Funded Reading Response for Week 3

Week 4: Writing the Proposal Goals, Objectives, and Evaluation

READ:

- Getting Funded Chapters 10 and 11: "Writing the Project Description" (includes Goals & Objectives) and "Designing an Evaluation Plan" (pp. 103-136 in the 5th edition or pp. 107-140 in the 6th edition).
- Winograd, pp. 128-155

DISCUSS:

- Week 4 Topic

DO:

- Write the Goals & Objectives section of the proposal as a team
- Write the Evaluation Plan (quantitative and qualitative) as a team
- After reading your feedback on previously submitted sections, edit your work and resubmit
- Finish submitting and editing each previous proposal section as needed
- Getting Funded Reading Response for Week 4

Week 5: Budget Table and Budget Narrative/Finding a Funder

- *Getting Funded* - Read about "Identifying Potential Funders" in Chapters 4-7 (pp. 35-78 in the 5th edition and 39-82 in the 6th edition) and about "Developing the Project Budget" in Chapter 12 (pp. 137-162 in the 5th edition or pp. 141-166 in the 6th edition).

- Winograd, pp. 156-end

DISCUSS:

- Week 5 Topic

DO:

- Identifying Possible Grant Donors (on your own)
- List 3-4 funders in the Google Document (have one person from your group do this)
- Grant Donor Profile (each person submits one)
- Write the Budget and Budget Narrative sections of the proposal as a team
- After reading your feedback on previously submitted sections, edit your work and resubmit
- Getting Funded Reading Response for Week 5

Week 6: Completing the First Draft (including Executive Summary and Title Page)

READ:

- Getting Funded: Ch. 14, 15, 16, and 17 (pp. 181-209 in the 5th edition or pp. 171-208 in the 5th edition or 175-212 in the 6th edition).

DISCUSS:

- Week 6 Topic (This is for your own benefit and is optional but encouraged.)

DO:

- Finish submitting and editing each previous proposal section until it's accepted
- Complete the first full draft of your proposal, including the Executive Summary, Title Page, Cover, Letter, and Conclusion
- Getting Funded Reading Response for Week 6

Week 7: Peer Reviews

READ:

- Grant Reviewers Handbook (in D2L)
- Links in D2L

DISCUSS:

- Week 7 Topic

DO:
- Peer Review (as an individual)
- Continue revising your full proposal until each section is polished

Week 8: Packaging the Proposal and Reflecting

READ:
- Feedback from your peers on your proposal
- Final Grant Proposal Guidelines (see Week 8 in D2L or link on our homepage)

DISCUSS:
- Let's Meet on Google to Wrap up the Term
- Record Message to our Community Partner

DO:
- Revision and Submission of Final Proposal, including funder information
- Finish your Final Reflection and Team Assessment
- Complete the Course Evaluation

Quick Access: Assignments, Due Dates, and Points
Please note: The dates below only include the discussions and assignments that must be submitted. The readings are not included. Please see the week-by-week map for those.
All late submissions will be docked 10% of the point value per day.

Assignment	Due Date	Pts	Category
Week 1: Upload Profile Photo	Sunday, June 28th	-	Individual
Online Introduction and Skills Showcase	Sunday, June 28th	5	Individual
Advice Reflection	Sunday, June 28th	5	Individual
Getting Funded Reading Response Form	Sunday, June 28th	5	Individual
Week 2: Online Discussion	All week long	opt	Class
Getting Funded Reading Response Form	**Wednesday,** July 1st	5	Individual
Organization Description	Sunday, July 5th	5	Team
Team Charter	Sunday, July 5th	10	Team
Week 3: Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	**Wednesday**, July 8th	5	Individual
Statement of Need	Sunday, July 12th	5	Team
Week 4: Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	**Wednesday**, July 15th	5	Individual

Goals, Objectives & Evaluation	Sunday, July 19th	5	Team
Week 5: Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	**Wednesday**, July 22nd	5	Individual
Grant Donor Profile	Sunday, July 26th	10	Individual
Budget & Budget Narrative	Sunday, July 26th	5	Team
Week 6: Online Discussion	All week long	opt	Class
Getting Funded Reading Response Form	**Wednesday**, July 29th	5	Individual
First Draft Proposal, including Executive Summary & Title Page	Sunday, August 2nd	20	Team
Google Doc List Top 2-3 Funders from Donor Search	Sunday, August 2nd	5	Team
Week 7: Online Discussion	All week long	5	
Peer Review Feedback on Another Group's Proposal	Sunday, August 9th	10	Individual
Week 8: Online Discussion	Single Video Post	5	Class
Final Team Assessment and Reflection	Friday, August 14th	25	Individual
Submit Final Grant Proposal	Saturday, August 15th	50	Final Product
Total Point Value		**210**	