

Grant Writing for Nonprofits
Community Partner: Opal Charter School
UNST 421- 507/ CRN 83305 / 6 credits
Summer 2012 / M/W 10:30 am – 12:20 am
Cramer Hall 228
June 25-August 15, 2012

(This syllabus is subject to change depending on the progress of the class
and on scheduling guests and visits to the community partner site)

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Class and Project Description

Students in this Capstone course partner with Opal Charter School located in Portland Children's Museum. This service-learning class uses an experiential approach: that is, students learn how to write compelling grant proposals by engaging in the process of writing real proposals to be used by our community partner in its pursuit of funding.

Community Partner

Beth Woods
bethandedward@gmail.com
503-475-8916

For contact, email first, please.

Goals, Objectives, Outcomes

This Capstone course is designed to engage students in a process of community involvement and practice that result in the development of compelling and usable grant proposals.

The GOALS for this Capstone are as follows:

- 1) to provide PSU Capstone students with a personally, academically, professionally, and creatively meaningful service-learning opportunity; and
- 2) to further the mission of Opal Charter School by assisting in the effort to raise funds to support and sustain programming.

The OBJECTIVES of this Capstone address both course content and the University Studies goals of communication, critical thinking, appreciation of diversity, and social responsibility, and are as follows:

- 1) to enhance students' facility and confidence with writing, in particular persuasive, expository, and reflective writing; editing; and oral communication (*communication*);
- 2) to increase students' interviewing, research, problem-solving, strategizing and organizational skills (*critical thinking*);

- 3) to facilitate students' building of functional teams around both differences and likenesses experienced within the classroom community and with the community partner's constituencies (*appreciation of diversity*); and
- 4) to encourage students' ongoing identification with and participation in a shared community (*social responsibility*).

By the end of this Capstone, students will demonstrate the following enhanced capacities:

- 1) to write clearly and effectively in persuasive, expository, and reflective pieces;
- 2) to discover and utilize the intellectual and practical resources necessary to answer multiple posed questions;
- 3) to relate to others in a team and to contribute individual gifts and efforts to create a team product; and
- 4) to apply personal energy to meeting community challenges and to experience enhanced community identification.

Instructor's Expectations

I am interested in a class in which everyone is welcome and included and in which everyone takes responsibility for welcoming and including everyone else. My expectation is that we will all bring ourselves—our best selves—to this work every day with the intention to be fully present to this experience and to companion each other as we make our way together through it. And that *is* a practice. Some days our best selves may look and sound and *be* a whole lot “better” than on other days. But I ask that each of you, if you choose to remain in this class, agree to take this same sort of commitment on for the duration of our time together and to investigate what that means to you.

If you miss a working class session, team meeting, or other Capstone-related event, I expect that you will get notes from class, verify assignments, check on deadlines, collect materials from class, and stay current with the project. You can do this by being in touch with me or with another classmate. If you know in advance that you will miss a class session, I expect you to make arrangements to pass on any assignments related to that session.”

If you need physical or other accommodation, please see me and/or contact the Disability Resource Center (116 Smith Center, 503-725-4150 [voice] and 503-725-6505 [TDD]) or drc@pdx.edu. In order to request accommodation, you need to be formally registered with the Disability Resource Center.

Texts

Required: The required text for this class is available at the PSU bookstore.

Carlson, Mim. *Winning Grants Step by Step*. Jossey-Bass, San Francisco, 1995.

The Capstone handbook

Handouts on generative knowledge process

<http://www.portlandcm.org/educators-2/opal-school-main/opal-charter-school/>. Read what the organization says about itself.

<http://foundationcenter.org/> -- will be using this site a lot

<http://theartscan.org/> -- local arts advocacy group

Article 1: <http://www.theartnewspaper.com/articles/Funding-the-state-of-the-art%20/20989>

Article 2: http://www.reggiokids.com/about/about_approach.php

Article 3: http://www.reggioalliance.org/reggio_emilia_italy/history.php

Website on exhibition: http://www.thewonderoflearning.com/?lang=en_GB

Other readings as assigned and handouts from class

Recommended, available at Millar Library:

Barbato, Joseph and Danielle Furlich. Writing for a Good Cause. Fireside, 2000. Irreverent account of the entire grantwriting process, with particular emphasis placed on the writing process itself.

Clarke, Cheryl A. Storytelling for Grantseekers. Jossey-Bass, 2001. Provocative framing of effective grantwriting through the use of storytelling techniques.

McPherson, Craig. Oregon Foundation DataBook. C & D Publishing, 2002. Comprehensive guide to Oregon foundations.

Requirements

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

1) Individual work: 25 points

One-half of your grade will be based on your own attendance/participation in our course and your written expression of your thoughts and experiences in weekly reflection journals. **This grade will be earned individually.**

The component parts of this grade are the following:

- A. One-half of the 25 pts. will be based on the evidence of your commitment to our learning community and our community partner—namely, your participation in and individual contributions to our interactive class sessions.

To that end, you will earn points for working class session in which you are:

1. on time and participate for the entire session in the classroom;
2. show evidence of being prepared for class and work sessions;
3. contribute to class discussions and work sessions;
4. complete in class assignments;
5. confirm that you have completed team assignments on time; and
6. take on tasks as appropriate to the group effort.

Arriving after class begins or leaving before class ends will result in your earning up to half the value of that class session; in other words, coming to class on time and staying for the entire session earns you half of the points for that session, with the other half earned through participation, including active listening, during the session. You may miss one class and still earn full pts.

- B.** One-half of the 25 pts. will be based on your creative expression of your thoughts and experiences around every aspect of work in this course in regular reflection journals and on a self-evaluation of your class participation at the end of the term. The completion of weekly reflections is due each Monday in class or by email to me to arrive by the start of class. Journal 1 is due the second week of class, 6 journals in total. Your final reflection will be done in class the last week. See pages 10-11 of this syllabus for more guidelines on completing the reflection journal. You will create an individual ePortfolio for this course that will include all work and reflections and self-assessments of that work.

You may choose to substitute an agenda-free, in-person meeting with me for one reflection journal entry. This meeting must be scheduled by the Monday class period in which it is due to take place during that same week. See me to schedule.

- C.** As part of this class, you are required to visit Opal School. This will be scheduled during a class session. If you have any conflicts with the scheduled visit, please let me know immediately.

2) Team Work: 50 points

You will be a member of a team this term: a team charged with completing 1-4 proposals* targeted to specific funding sources and must include a full basic grant proposal if funders have online, abbreviated forms. Substantial class time will be dedicated to team meetings this term to facilitate healthy team development and productivity. * (Teams will determine appropriate funding strategy including number of proposals needed to achieve funding goal.)

You will do individual versions of most of the parts of grant assignments. The team proposals will be developed from the individual work samples.

You will earn up to 25 points for the team on which you participate. At the conclusion of the course, you will assess your own and your teammates' contributions to your collective effort, and these assessments will become the basis for this grade. More details on this to follow.

3—Final product: 25 points

One-fourth of your grade will be based on your work as part of the class-wide service team with our community partner. This work will take place both in and out of the classroom and will follow a collaborative design of the project. With the input of both your team and the community partner, I will assign up to 25 points to the final written products (portfolios of grant proposals) submitted to the community partner.

At the end of term, the class will be expected to present a completed final product (portfolios of grant proposals completed by each team) to the community partner, the instructor, and the Capstone office,

where it will be available as a resource for future Capstone courses and to interested students/faculty throughout the University.

Grading

Graphically, then, your grade will be determined in the following way:

Source of points	Points available
Individual work: Attendance/participation Reflection journals 1-6	25 points
Team work or process: Grantwriting team – how the team works together Individual work samples – parts of grant proposals Assessment of team process and individual contribution Individual ePortfolio – includes all individual work of term	50 points
Class work or final product: Completed grant proposals, evaluated in collaboration with students and community partner; points shared by entire team	25 points

Total: 100 points

You may feel free to discuss your status in the course with me; asking for and receiving feedback from me, the community partner, and fellow class members will help you remain oriented within the group.

You will not receive a grade for this class until you have turned in the final products outlined above and returned all texts and/or equipment borrowed from the instructor, the community partner, and/or the University.

Schedule

The following schedule—and this syllabus as a whole—should be considered a living document, a work-in-progress. The actual schedule will almost certainly change as teams form, engage with the community partner, and undertake the service project. Please raise any questions about or suggestions for schedule adjustments during class sessions or with the instructor outside of class.

Week 1: Meeting each other/Beginning the process

Class 1, Mon., June 25 Tasks: What is a Senior Capstone and why is it part of general education? Introduce ourselves through the Learning Interviews.

Class 2, Wed., June 27 Tasks: Review syllabus. Share interviews. Introduction to ePortfolio assignment and reflection.

Have read: Syllabus – bring a question, something that surprised you or something you are excited about from reading the syllabus. Capstone handbook

Week 2: The Not for Profit Context: Why do we need grants? What is a grant proposal?

Class 3, Mon., July 2 Tasks: The not for profit context, fund raising and the grant writing process. Fundamentals of Grantseeking – the heart of the proposal. Parts of a grant. Sample grants.

DUE: ePortfolio assignment that includes Journal 1

Have read: Carlson, pp. 1-4
Look at sample proposal in back of book, p. 85

NO CLASS WEDNESDAY, JULY 4th

Week 3: Meeting and learning about the community partner

Class 4, Mon., July 9

**Meet At Community Partner Site at 10:30 AM
Portland Children’s Museum
4015 SW Canyon Rd
Portland, OR 97221**

Have Read: Community Partner website

Guest: Beth Woods, parent and board member

Tasks: Learn about the community partner, including its funding history.

DUE: Journal 2
Questions for the community partner

Have read Carlson, pp. 49-53 – use questionnaire on p. 5 to talk to Beth in class to gather enough information to write agency description,
Review Opal School website and read Articles: 2 & 3 in lists of texts.

Class 5, Wed., July 11 Tasks:

Guest: Beth Woods
What projects will we write for? Do you know enough about the CP to write an org description and statement of need? Ask questions now and at the end of the class make a plan with your team to find any additional information you will need.

Have Read: Carlson, pp. 9-13 pp. 5-7

DUE: Getting to Know Your Community Partner assignment, p. 12 syllabus

Week 4: Description of Organization and Understanding the Need

- Class 6, Mon., July 16 Tasks: 1. Select teams by choosing projects. Work in teams to hone and finalize organization description and statement of need.
2. Discuss projects and begin draft of project descriptions. Work individually first, share drafts and use all work to write a final version of the org description, statement of need and project description for your team's grant proposal
- Have read: Lamott, "Short Assignments," "Shitty First Drafts" and "Perfectionism," from *Bird by Bird* (handout)
- Due: Journal #3
Draft description of organization and statement of need
- Class 7, Wed., July 18 **Finding Funders (Letter of Intent)**
- Tasks: Discuss grant research strategies. Intro to online support. Find 1 potential funder -- each team member
- Have read: Carlson, pp. 71-79 and 81-82
- Due: Project description and statement of need

Week 5: Strategizing and Budget Development

- Class 8, Mon., July 23 Tasks: Check in on finding funders. Budget development.
- Have Read: Carlson pp. 41-47
Suggested: read selections from other grant writing books or online sources; chapters on budgets
- DUE: List of funders for each team
Draft budget and budget narrative – end of class
Journal #4
- Class 9, Wed., July 25 Tasks: Review budget. Do you have all the information that you need? If not, who will find it and how?
- Review potential funders as a team.
Have read: Information about your funders
Determine best funders for your project by end of class
- Work as a team to brainstorm your future funding strategy and add that section to proposal.
- Teams discuss how to share writing process to target proposals to specific funders selected
- Have Read: Carlson, pp. 35-39
- Due: Funder list with names of who found which funder

Budget and budget narrative

Week 6: Evaluation

Class 10, Mon., July 30

What is evaluation? How has it changed? What strategies can be included in the grant proposal that the agency will be able to carry out?

Have Read: Carlson , pp. 27-33

DUE: Journal #5

Class 11, Wed., Aug. 1

Packaging and Final parts of proposal

Tasks: Executive Summary, Cover letter

Have read: Carlson, pp. 55-63

Week 7: Polishing

Class 12, Mon., Aug 6 Tasks: We will share our grants and use a peer review process to give productive feedback for each proposal. Class will share comments.

Bring for class: Current versions of full grant proposals -- **bring 3 copies of each to share.**

Have read: Carlson, pp. 83-89

DUE: Journal #6
Executive Summary and cover letter
Evaluation plan

Class 13, Wed., Thurs, Aug 8

Tasks: Tying it up
In teams; revise proposals using feedback and add Executive Summary, cover letter and title

Bring to class: **Three (3) copies of your complete grant draft**, hard copy, double spaced

DUE: Evaluation plan (in complete grant draft)

Week 8: Closing the circle

Class 14, Mon., Aug 13 Tasks:

In teams brainstorm what would be included in a final report. Draft thank you note. Put grant proposals together for CP.

Have read: All your journals previous to today
Carlson, pp. 65-67

DUE: Final reflection – done in class
Thank you note

Class 15, Wed., Aug 15 **Final Class and Celebration!**

Guest: Community Partners

Tasks:	Present and celebrate work. Debrief course. Do course and team evaluations.
DUE:	Final copies of grant proposals (hard and electronic copies to community partner, University Studies office, electronic copies to instructor)

Assignments

1. ePortfolio
2. Getting to Know our Community Partner

Grant writing process assignments

3. Organizational info
 - a. Description of organization
 - b. Statement of Need
4. Project description
5. Research Assignment: potential funders – one per team member
6. Budget with budget narrative
7. Evaluation Plan
8. Executive Summary
9. Cover letter
10. Project Title
11. Reflection on what would be included in final report
12. Thank you note
13. Final full grant proposals with all parts – DUE: August 15

Learning Interviews

In groups of three – an interviewer, a storyteller and a note taker. Each person will rotate through each role.

Learning stories. Think back and remember three stories about how you learned something. They don't have to be earth shaking stories, just ones that you remember. Each person in the group will tell her/his three stories. The interviewer will encourage the storyteller, ask questions and prompt the story. The note taker will make notes, but not about the story. The note taker will listen for underlying qualities and characteristics that seem to be present in all stories and are habits of thought or values of the storyteller. We will discuss tacit knowledge in class, and why we are doing this assignment.

- a. One of the values of doing this activity is that you have a chance to help someone identify important learning that she/he may not have recognized as a personal strength or ability. The goals of University Studies, PSU's general education program, are founded on abilities necessary for lifelong learning, not just in school, but throughout one's life. Sometimes learning related to the goals happens outside of the classroom in work situations, internships, study abroad, student clubs, volunteer activities and elsewhere. The learning from those situations is as valid as that that takes place in the classroom. Make sure that you ask your partners about important learning no matter where it occurred.

- b. After the three stories, tell the storyteller what you, the note taker heard. The interviewer can add any insights her/she heard as well. Someone should takes notes on this discussion as this part of the notes for this activity.
- c. Give each person her/his notes recorded by the note taker. These notes and the experience of remembering the stories will be the basis for the first reflective essay.
- d. We will debrief and share this activity in the whole class.

ePortfolio Assignment – Due, July 2

In order to place yourself in the context of the final course for your general education requirement, please take some time to think over the learning that has mattered to you in general education, either at PSU or elsewhere, and from other experiences you have had outside of formal educational settings.

- I. Creating your own learning goals
 - a. Using the notes from your Learning Interview, create categories of learning or learning goals that are important to you. What larger areas of learning do you think you need to engage in to be able to live the kind of life that you want to live? Or what do you need to know or be able to do to achieve your life goals?
 - b. Put each learning category on a piece of paper. Beginning with your learning stories, list examples from your stories under each category. Are the categories correct? Do you need to add any?
 - c. Add examples of learning that you remember under each category. These can be work from your classes, experiences from sport, work or club activity...wherever important learning happened for you. Do the examples and the categories you created relate to the underlying values and characteristics that you discovered during your learning interview?
- II. University Studies Goals
 - a. Now, map the learning goals you chose onto the University Studies goals. They are Inquiry and Critical Thinking, Communication (including written, oral, quantitative, visual, group and technological), Social Responsibility and Ethical Issues, the Diversity of Human Experience. You can consult the program website (<http://www.pdx.edu/unst/university-studies-goals>) to see the formal description of the goals and even the rubrics used to evaluate the program.
 - b. Study the mapping you did above. Are there similarities between your goals and Unst goals? Differences? Did looking at the Unst goals make you think differently about your goals?
 - c. Create your list of learning goals using any of the ones you created and/or the Unst goals. List work that you believe demonstrates your achievement in each goal. You can put in actual works samples, descriptions of experiences or discussions you have had...any evidence of where you are in your progress in that goal.
- III. ePortfolio – where this work goes
 - a. Your chart or list of learning outcomes and the evidence in them forms the basis for your ePortfolio. The introductory page is a self-portrait of you as a learner. You can make a collage, find a photo, use any visual that portrays who you are and then include Journal #1 as well.
 - b. Journal 1: Self-portrait as a Learner
Write an introduction to who you are as a learner now. Use any of the material from the learning interview and the creation of your learning goals to help you talk about yourself as a learner. Describe your learning journey in words or as a visual map. As part of describing and thinking about yourself as a learner tell me what you would like to achieve from your participation in this class. What do you need from me, and

what do you need to do yourself to make sure that you get what you want from this course?

There's really only one question in life, and only one lesson. This question is whispered endlessly to us from all directions: Who are you? How are you going to find, and be, who you are? Th[is] question the whole world asks at every moment cannot help but feel the most dangerous: Who are you? Who are you, really? Beneath the trappings and traumas that clutter and characterize our lives, who are you, and what do you want to do with the so-short life you've been given?

—Derrick Jensen, from *Walking on Water: Reading, Writing, and Revolution*

The Reflection Journal: Processing Scholarship, Practice, Experience

One tool to assist you in making meaning of your class sessions, team and community practice, and personal experience in this Capstone is the reflection journal. In this journal, you will engage with the ideas presented in our course content, explore the connections between the theoretical and the practical issues you discover through your community work, and process the intersections of your personal experience with your team and community work.

Reading the journals you and your classmates prepare gives me insight into how I might frame our ongoing course experience. It also opens the door to a one-on-one written dialogue that you and I will share in these next 8 weeks.

Content: Your weekly journal entry is due each Monday starting the second week of the term. During each preceding Wednesday class or by email, we will decide together a set of framing questions to address in the following week's journal entry. You may choose to address some or all of the questions, and you may also add your own curiosities beyond the scope of the questions. You may also choose to disregard the question(s) entirely if there is a different issue you'd like to address in the journal. In addition, you may include suggestions for new and/or different approaches for our class or voice concerns you have regarding the class.

When and how to write: To prepare to write your journal entry, I suggest that you sit with and think about the framing questions (or other questions of your choice) for a good while. Live with the questions, and let them live in you. Then sit and write your way into your response. If you are fully engaged with the questions, you may not know where your writing will take you, and that's a good thing in a reflection. Each reflection *should* take you someplace you didn't know you were headed, as you uncover the meaning this experience has for you as an individual. Write the reflection only you can write.

You may prepare your entries in any way that best serves you as a reflector. If handwriting allows you to be most expressive, feel free to turn in handwritten journals, as long as they are readable.

Confidentiality: I will keep the contents of your individual journal completely confidential. No other person will read or hear about your writing, unless you choose to show or tell.

Format: Submit your entry directly to me on the due date. If for any reason you are not in class on the date an individual journal is due, e-mail that week's entry to pattonj@pdx.edu as a Word attachment or in the body of the message.

Evaluation: If you turn in the entry on time and have clearly engaged with the questions (mine or your own), you will receive full credit for it. A response to each entry will be returned to you no later than the following week, with every attempt made to return entries by the following class period.

I will not grade your journal entries for grammatical mistakes or other breakdowns in your writing, but if you would like me to offer feedback about how you might strengthen your writing, let me know.

Late entries: Because your journal entries help me frame our class experience as it evolves and is revealed in your writing, I'll deduct a point per day that any journal entry is late. Contact me if you need to make special arrangements for turning in your entry.

You may choose to substitute an agenda-free, in-person meeting with me for one reflection journal entry. This meeting must be scheduled by its Tuesday due date, to take place during the week that the substituted journal is due. See me to schedule.

Save all of your reflection journals until the end of our course. You will use your reflections in the preparation of your last reflection.

I welcome the opportunity to meet with you to discuss any questions you may have about your journal or to work with you on structuring your entries.

Getting to Know Your Community Partner: Opal Charter School—due Wednesday, July 11

Assignment:

1. Write a short summary of your experience of the visit to the school.
2. By attending, make a list of ideas that came to you about how to make a strong argument for supporting the organization?
3. What questions do you have for the organization now?
4. What research do you need to do to write a strong organization description and need statement?