Cleveland State University
Levin College of Urban Affairs
Department of Urban Studies
Fall Semester 2007

Course Syllabus

Proposal Writing and Program Evaluation

UST 510

Class Dates: (Look carefully) 8/25 (Project presentations), 9/8 (9-10:30 Foundation Center, Additional Project Presentations), 9/22 Grant Review Day, 10/6 (9-10:30 Foundation Center and Char Glately, Shaker Nature Center Development Director), 10/20, 11/3 (9-10:30 Foundation Center and Chris Henry, Director of WECO and Former Foundation Officer), 11/17, 12/1 Presentations

Speakers: Students are expected to research all speakers and be prepared to ask questions and interact with knowledge on the speaker’s area.

Instructor: Gina Weisblat, Ph.D.
E-mail address- Boo500@aol.com, Phone 216-229-5614
Office Hours: Email to set up an appointment
Location: Room 107, Urban Building

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

PHYSICALLY CHALLENGED
It is important that students with handicaps requiring special accommodations identify themselves to the instructor immediately so that we can seek appropriate arrangements.

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

Percent Range Letter Grade Comments

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

Course Description
This course will focus on the elements and processes of program planning, proposal writing and program evaluation. The rational 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
  • Understand and apply research principles and methods to needs assessment and program evaluation
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- 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 seminar format. Class sessions will consist of assigned readings, lectures, guest presentations and group exercises.

Students are expected to attend class and participate in class discussions and exercises.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Weight</th>
<th>Method of Grading</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Finder</td>
<td>15%</td>
<td>Instructor</td>
<td>9/22</td>
</tr>
<tr>
<td>Paper One</td>
<td>10%</td>
<td>Peer Reviewed</td>
<td>10/6</td>
</tr>
<tr>
<td>Paper Two</td>
<td>10%</td>
<td>Peer Reviewed</td>
<td>10/20</td>
</tr>
<tr>
<td>Funding Chart</td>
<td>25%</td>
<td>Instructor</td>
<td>11/3</td>
</tr>
<tr>
<td>Proposal</td>
<td>30%</td>
<td>Instructor</td>
<td>12/1</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Peer Reviewed</td>
<td>12/1</td>
</tr>
</tbody>
</table>

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 thorough 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**
- **Gladwell Malcolm The Tipping Point**
Foundation Finder

Go to the Foundation Center Web-Site (you may have to look else where where for some of the foundation/corporation information) and complete the following steps, with print-outs of each to verify your work. This information should be compiled in a folder/binder, neatly labeled with tabs, index and a cover page.

1) Look up in the learning lab the glossary and read it.
2) Look up the short course on proposal writing and read it
3) Go to the frequently asked questions and find answers to the 15 most frequently asked questions at the Foundation Center.
4) Find (Martha Holden Jennings Foundation, Mt. Sinai Foundation, Saint Luke’s Foundation, Eaton Corporation, Cleveland Foundation and Gund Foundation) and print up general information (funding guidelines, mission, what they fund).
5) Find the top foundations, corporations and community foundations by asset size and total giving (This is a list).
6) Find the RFP Bulletin and print out 3 different RFPs.
7) Find and print the Prospect worksheet
8) Find five articles (at least one page in length) on funding topics, and write a summary (1/2 to full page) on each article, on the key points learned from each of these articles.
9) Find and print out a 990Pf of one of the foundations or corporations that you research, only include the grants given and the board.

Paper One

Paper One on Freakonomics: A Rogue Economist Explores the Hidden Side of Everything should be no more than 5 pages. Please find the key premise of the book and give examples as to why this is relevant to grant writing and evaluation.

Paper Two

Compare both of Gladwell’s books and note 5 key arguments that would influence grant writing and evaluation. This paper is to be no longer than 10 pages.

Funding Charts
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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. **We will discuss in class what each topic means and what the expectations are for each box. (This must be on disk as well).**

<table>
<thead>
<tr>
<th>Foundation Name/Address</th>
<th>Mission</th>
<th>Type of Funding</th>
<th>Will Not Fund</th>
<th>Application Process</th>
<th>Funding Cycle</th>
<th>Special Instructions</th>
<th>Number of Proposals</th>
<th>Highs and Low and averages</th>
<th>Geographic Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland Foundation (give CONTACT PERSON, address and phone/fax/E-mail)</td>
<td></td>
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**Grant Proposal Assignment**

All students will be expected to write a proposal for class. The proposal will be turned in with the following sections:

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

**Grant Proposal Assignment Continued**

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.

**Presentations**

All students are expected to do a final class presentation, **no more then ten minutes** in length. The presentation will include:

1. Project Description, Goal and Objectives, Evaluation, Sustainability and Budget
2. Good organization
3. All presentations must be done in power point (help can be obtained in the computer lab)

**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.**

**GRADE DETERMINATION**

<table>
<thead>
<tr>
<th>Funding Charts</th>
<th>Loss of one-half grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>No heading</td>
<td>Loss of one-half grade</td>
</tr>
<tr>
<td>Missing pieces of information, or incorrect information</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>A-</td>
</tr>
<tr>
<td>3-5</td>
<td>B+</td>
</tr>
<tr>
<td>6-8</td>
<td>B-</td>
</tr>
<tr>
<td>9-11</td>
<td>C+</td>
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<tr>
<td>12-14</td>
<td>C</td>
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<tr>
<td>15-17</td>
<td>C-</td>
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<tr>
<td>18-20</td>
<td>D+</td>
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<tr>
<td>21-23</td>
<td>D</td>
</tr>
<tr>
<td>24-26</td>
<td>D-</td>
</tr>
</tbody>
</table>

All blatant errors and misinformation will lead to loss of a half or full grade as well.
Paper One and Two:

Peer Reviewed with a class developed rubric.

Proposal Grading

1. Follow format requested by grantor or class  10 pts
2. Nice presentation form  5 pts
3. Sections (# will vary based on grant requirements)  50 pts
4. Budget  15 pts
5. Cover letter  10 pts
6. Appropriate attachments  10 pts

Each section will be graded based on criteria given during class lectures, or as noted in the guidelines given by the funder.

Foundation Finder Assignment

1) Glossary  5 pts
2) Short Course  5 pts
3) FAQ  10 pts
4) Foundations  20 pts
5) Top 100  10 pts
6) RFP  5 pts
7) Prospect worksheet  5 pts
8) Articles  40 pts

A half grade will be dropped for each of the following: no cover, no tabs, no table of contents, no binder

Grant Presentation

- Project description  20 pts
- Goal and objectives  20 pts
- Evaluation  20 pts
- Sustainability  20 pts
WAC QUALIFICATION

To qualify as a WAC course, the following is stipulated:

1. Students must write a minimum of 2000 words in their proposals.

2. The required writing must be in at least 2 separate assignments or drafts. In other words, any student who wishes to receive this credit must turn in a draft of at least two parts of their proposal prior to the due date, as well as complete the summaries in the foundation assignment. FYI: (The instructor should give feedback to assist the students in preparing subsequent papers or drafts of papers. This must include feedback on the writing. It should not consist entirely of mechanical correction of punctuation and grammar.)

3. 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 shows 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.

4. Maximum enrollment for the course is 35.

5. In order to receive WAC credit, a C must be earned in the course.