

COURSE TITLE: GRANT WRITING FOR SERVICE-LEARNING

NO OF CREDITS:	2 QUARTER CREDITS	WA CLOCK HRS:	20
	[Semester Cr Equivalent: 1.33]	OREGON PDUs:	20
		CEUs:	2.0

INSTRUCTOR: SUSIE RICHARDS, M.Ed.
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COMPLETION DATE: 3 months from your registration date

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

Academic service-learning has been implemented across the country in an effort to improve student learning and social behavior skills such as civic engagement and participation. Service-learning programs expand teaching and learning beyond the classroom activities by relying on more practical application of the learning that occurs, while impacting authentic issues within the community. There is substantial evidence identifying the importance of grant writing skills across a variety of disciplines, including the effective implementation of service-learning programs in schools and communities.

In this course, participants will become proficient in how to:

- 1) locate an appropriate community issue which parallels an academic framework,
- 2) determine both the direct and in-kind needs which underpin working with the community issue, and
- 3) learn to identify and understand the grant structures of the three primary venues for securing external funds; the federal government, state governments, and foundations, as well as engage in authentic grant writing experiences individually, in teams and with community partners.

The development of professional grant writing skills is of benefit to educators in a wide range of career opportunities.

LEARNING OUTCOMES:

By the end of the course participants will:

1. Demonstrate increased understanding and use of grant writing to support the effective implementation of service-learning teaching and learning strategies
2. Become proficient with determining the integral direct and in-kind resources associated with a community project
3. Identify and research a critical issue/authentic need in their community and develop grant application to support funding to engage in a program to work with that issue
4. Be able to assemble and submit an actual grant application.
5. Understand how to integrate existing classroom curriculum into the grant writing process.
6. Know how to maximize student voice when writing grants
7. Gain understanding of the three primary venues for grant writing and how to effectively access grant funding through these venues
8. Create and maintain a network of ongoing support for effective grant writing through strategies developed through class participation
9. Expand their skills to use technology to support your own learning, as a tool for collaboration, planning, presenting, and assessing ; and on-line library resources to identify, locate, and retrieve information, specifically addressing grant writing skills
10. How to determine the best fiscal agent for housing the grant once it's received.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOK:

Grant Writing for Educators: Practical Strategies for Teachers, Administrators, and Staff provides educators with an abundant amount of information for dramatically improving their grant writing skills and for increasing their odds at receiving much-desired grant awards.. **Publisher:** Solution Tree (September 2004) **ISBN:** 978-1-932127-30-0. Cost is \$9.95. Book can be ordered at:

<http://www.solution-tree.com/Public/Media.aspx?ShowDetail=true&ProductID=BKF176>

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.

- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.
- Participants are expected to respond to instructor feedback and incorporate the instructor's suggestions into their coursework. Instructor will provide feedback on postings weekly and participants should revisit their previous week's postings to view instructor feedback and respond.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

- A. Access the following website: **Grantionary**. The Grantionary is a list of grant-related terms and their definitions.

<http://www.eduplace.com/grants/help/grantionary.html>

After accessing the website, respond to the following statements:

1. Choose one resource, strategy or new learning identified from the website and describe how you can integrate one or more of these components into your own grant writing focus.
 2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner
- B. Read Chapters One and Two of "*Grant Writing for Educators: Practical Strategies for Teachers, Administrators, and Staff*" and respond to the following statements:
1. Describe a strategy or strategies in Chapter One that you can implement in your grant writing focus.
 2. As a result of your reading, develop one investigative question you could further research to enhance your own grant writing strategies.

Assignment #2:

- A. Access the following website: **Grantwriting Tips from SchoolGrants.org**

http://www.schoolgrants.org/grant_tips.htm

Additional information here: <http://schoolgrants.org/tips/>

Hints that will help you as you begin to write your grant proposals are located in this section of the School Grants site.

After accessing the website, respond to the following statements:

1. Choose one resource, strategy or new learning identified from the website and describe how you can integrate one or more of these components into your own grant writing focus.
 2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner
- B. Read Chapters Three and Four of "*Grant Writing for Educators: Practical Strategies for Teachers, Administrators, and Staff*" and respond to the following statements:
1. Describe a strategy or strategies in Chapters Three or Four that you can implement in your grant writing focus.
 2. As a result of your reading, develop one investigative question you could further research to enhance your own grant writing strategies.

Assignment #3:

- A. Access the following website: **Show Me the Money: Tips & Resources for Successful Grant Writing** [*posted from Community Schools Online*]

Many educators have found that outside funding, in the form of grants, allows them to provide their students with educational experiences and materials their own districts can't afford. Learn how they get those grants -- and how you can get one too. Included: Practical tips to help first-time grant writers get the grants they need. http://www.educationworld.com/a_curr/profdev/profdev039.shtml

After accessing the website, respond to the following statements:

1. Choose one resource, strategy or new learning identified from the website and describe how you can integrate one or more of these components into your own grant writing focus.
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

- B. Read Chapters Five and Six of "*Grant Writing for Educators: Practical Strategies for Teachers, Administrators, and Staff*" and respond to the following statements:

1. Describe a strategy or strategies in Chapters Five or Six that you can implement in your grant writing focus.
2. As a result of your reading, develop one investigative question you could further research to enhance your own grant writing strategies.

Assignment #4:

- A. Access the following website: **Destination Sustainability: A Guide to Funding Community School Partnerships** [*posted from Community Schools Online*]

This guide provides a variety of tools to assist with implementation strategies, and to identify available funding opportunities.

<http://hsfo.ucdavis.edu/clearinghouse/catalog/item.lasso?-Token.catnum=1004>

After accessing the website, respond to the following statements:

1. Choose one resource, strategy or new learning identified from the website and describe how you can integrate one or more of these components into your own grant writing focus.
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

- B. Read Appendices A and B of "*Grant Writing for Educators: Practical Strategies for Teachers, Administrators, and Staff*" and respond to the following statements:

1. Describe a strategy or strategies in Appendix A through Appendix B that you can implement in your grant writing focus.

2. As a result of your reading, develop one investigative question you could further research to enhance your own grant writing strategies.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment #5: (400 and 500 Level):

For 400 Level – Complete Part A only

- Preparation for Developing your Grant Proposal

For 500 Level – Complete part A and Part B

- Preparation for Developing your Grant Proposal
- Complete and Submit an Actual Grant Proposal

Part A (400 and 500 Level) -- Preparation for Developing your Grant Proposal

Participants will engage in some preliminary writing to develop their grant proposal ideas. Develop a 2-3 page paper addressing the questions below (“The Eight Grant Questions” and “Answering Several Key Questions to Create a Needs Statement.”) As you answer these questions and develop this paper you will be focusing your answers on the project you have chosen to develop your grant on.

Your assignment response should consist of the following: (questions and details are listed below)

1. Answers to “The Eight Grant Questions”
2. Answers to “Key Questions to Create a Needs Statement”
3. A Vision Statement

The Eight Grant Questions

1. What do you want to purchase with grant funds?
2. What will you do with it?
3. Why do you want to do that?
4. What good will it do?
5. What makes you think that you're the one to do it?
6. How will you know whether you really did it?
7. Where will you house your grant once it's received?
8. Do you have the support of appropriate stakeholders - i.e., administrators, community partners, etc. and how do you know you have that support (do you have written support, verbal agreements, etc.)?

GRANT WRITING

Develop a Needs Statement-Vision Statement

The Needs Statement and the Vision Statement are very important components of the grant proposal. The Needs Statement is very important because it discusses the need or needs that the project or program will address with the funds received through the grant. A Vision Statement is basically one or two sentences that highlight an organization's vision for meeting the needs addressed in the Needs Statement.

Answering several key questions to create a Needs Statement

1. What is the problem that requires a solution?
2. What will happen if this need is not addressed?
3. What evidence is available to document this need?
4. What is the desired state of things?
5. Why must this problem be addressed now?
6. What unique qualities does your organization possess that will enable you to address this need?

Needs Statement Questions

1. What is the problem that requires a solution?

What issue have the students determined as most important in their community? Whether the students wish to address gang violence, hunger, safety, or smog/air quality through service-learning, the needs statement needs to highlight one significant problem that service-learning will address. Narrowing all the needs in the community down to one need or issue can be challenging for students, but it can also be a great lesson in teamwork and communication.

Here are a few sample problems addressed through service-learning mini-grants during previous school years:

Community Safety - students don't feel safe in their community

School Safety - students don't feel safe in school

Hunger- students are upset about the number of families without enough food and the large number of children that go to bed hungry

Homelessness - students recognize that there are homeless people in their community that need help

Literacy - students recognize that there are children and adults in their community that cannot read or do not have access to literature

2. What will happen if this need is not addressed?

After the students determine one significant problem that they would like to address through service-learning, they need to take a look at what would happen in the community if this problem continues to fester.

Consider the following:

Community Safety - students don't feel safe in their community so they stop participating in community events and have a negative attitude about where they live. After graduation, students leave the community and relocate to attend college or work in a community that is considered safer.

School Safety - students don't feel safe in school so they stop coming to school. Some families decide to move to another school district where the schools are safer and their children will not be afraid to attend school.

Hunger - students are upset about the number of families without enough food and the large number of children that go to bed hungry. Since there is no community food bank or soup kitchen

in the local community, the students assist a food bank in a neighboring community where the issue of hunger is being actively addressed.

Homelessness - students recognize that there are homeless people in the community that need help but since there are no homeless shelters in the community, students lack community partners that will help them address the issue of homelessness. The students form a partnership with a national organization that helps the homeless in other cities.

Literacy - students recognize that there are children and adults in their community that cannot read or do not have access to literature but when they try and get a literacy project going in the community, the community is not supportive. The literacy rate in the community continues to climb and the community has no resource for bringing people together with books. The students help another community near by that wants to address the issue of reading in the community.

3. What evidence is available to document this need?

In order to determine that the need to be addressed through service-learning is authentic, students need to gather evidence about the need. Students should get involved in a needs assessment that will lead them to finding out the needs in the community. After the students determine the need, they should document the need using relevant sources. Sources of evidence can be found in relevant research, statistics from census data or government reports, quotes from experts, or views of key individuals in the community.

Consider the following:

Community Safety - students document this need with local crime statistics, newspaper articles and interviews with police officers.

School Safety - students survey the student body to determine the percentage of students that do not feel safe in school. Students also refer to national school safety and school violence statistics to document this need.

Hunger - students do a "walk-about" their community to ascertain the social service programs that address hunger in the community. Finding none, they turn to the local chapter of the United Way and get a listing of all the programs that address hunger in the region.

Homelessness - students document this need by surveying local social service programs to ascertain the number of programs in the community that serve the homeless. Students also gather data from a regional chapter of Habitat for Humanity.

Literacy - students meet with organizations in the community and interview residents. The information gathered during these interviews is documented by the students and it is determined that the community lacks literacy programs and there is little or no access to reading material for those who cannot purchase it.

4. What is the desired state of things?

Students need to think about what their community would be like if issues such as school violence, hunger, homelessness and a low literacy rate weren't a problem.

Consider the following:

Community Safety - the streets are safe and the community has a very low crime rate.
School Safety - the schools are safe and children and parents are comfortable with the safety of the school district.

Hunger - there is a food bank and several soup kitchens in the community to help those that are hungry and without money to buy food.

Homelessness - there is a homeless shelter and social service programs that help the homeless in the community with job training and housing issues.

Literacy - there is a library where people have free access to reading materials, computers and reading/literacy programs for people of all ages.

5. Why must this problem be addressed now?

Students should determine the reason why they have chosen to focus a certain need at this time. What led them to this problem at this time? Why is this an important issue to them right now?

Consider the following:

Community Safety - there has been a recent rise in robberies and acts of violence against senior citizens.

School Safety - there was a student who recently brought a gun to school and threatened teachers and students.

Hunger - there is an increase in the number of students needing free or reduced lunches. The school had to start a free breakfast program.

Homelessness - the students have seen an increase in the number of homeless people in the community and they are frightened.

Literacy - standardized testing results from last school year indicate that reading scores have dropped throughout the school district. Students do not have anywhere to go within the community for help with reading or to access literature. The school library cannot afford to buy new books.

6. What unique qualities does your organization possess that will enable you to address this need?

Think about the key players in the project: the teacher, the students, the school and school district, and the community partners. Through collaboration, what do all the key players bring to the table that are unique in terms of addressing the need at hand? Take a look at the collaboration being formed for the project and find those qualities that most need to be bragged about.

Consider the following:

Community Safety - Recently, the community organized a Neighborhood Watch Program and students form a School Watch Program.

School Safety - Students were so concerned with school violence, that recently they implemented a fundraiser to raise money to purchase a metal detector.

Hunger - Students took the initiative to start a canned food collection at school sporting events so that they could start a food pantry in each school that is open once a month to the public.

Homelessness - Students are so concerned about the rising rate of homelessness in their community that they started writing letters to state and federal representatives asking that more services be provided in their community for the homeless.

Literacy - Students collected used books and started a lending library for children in the school district.

Developed By: Pennsylvania Service-Learning Alliance Grantwriting Tips

Jeff Singleton, PSLA Peer Consultant

Part B (500 Level only) -- Complete and Submit an Actual Grant Proposal

Using the vision statement and your answers to the Needs Statement questions in Part A of assignment #5,

1. Identify a grant "request for funding" that would fit your vision.
2. Complete the RFP
3. Submit your RFP to the instructor for review (you may submit it as an email attachment)
4. Submit the RFP to the granting organization after receiving the instructor's comments
5. In the online assignment response box, identify the title and date of your RFP. (The ability to attach your RFP document to the online response will be available in Summer 2008)

C. INTEGRATION PAPER

Assignment #6: (400 and 500 Level) Integration Paper

Complete the requirements for university quarter credits by submitting a final Integration Paper. A heading is required. Please use the following format. (A format template is provided in the online response environment).

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level (400 or 500)
Advisor:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Susie Richards, M.Ed., certified instructor and former classroom teacher, has been working in the adventure education and service-learning field for the past 16 years. She is the state training cadre co-coordinator for Service Learning Washington, a program of the Office of Superintendent of Public Instruction, Learn and Serve Office. Susie also is a fellow in the Washington State Consortium for Contextual Teaching and Learning, and co-director of “S.E.A. – Service, Education and Adventure” a non-profit marine education organization. Through the design and implementation of numerous community-based programs for school districts and universities, she has developed an extensive network of community resources and collaborative partnerships.

GRANT WRITING FOR SERVICE LEARNING BIBLIOGRAPHY

McTighe, Jay and Grant Wiggins. (2004). *The Understanding by Design Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Piliavin, J. A. (2003). Doing well by doing good: Benefits for the benefactor. In Keyes, C.L.M. & and Haidt, J., (Eds.), *Flourishing: Positive psychology and the life well lived* (pp.247-277). Washington, DC: American Psychological Association.

Renz, L. & Lawrence, S. (2005). *Foundation growth and giving estimates: 2004 preview*. New York: The Foundation Center.

Silver, Harvey F., Strong, Richard W., & Perini, Matthew J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA. Association for Supervision and Curriculum Development.

Wooley, S. F. (2004). A review committee as a way to teach grant writing skills. *American Journal of Health Education*, 35, 366-368.