

Community Health Sciences 485
Resource Development for Community Based Programs:
How to Get Money, People, and Things for Public Health and Community Based Programs
Syllabus - Fall 2005
Wednesdays 10:00-1:00 Room 61-235

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I. Overview

Community health programs continue to be challenged by the lack of adequate money and resources. Cost control, efficiency, and cutbacks are buzz words in both private and public health care. Furthermore, with less resources and more challenging issues, the burden falls on public health agencies and CBOs to do more for less. Public health organizations and CBOs must look to other sources for funds and staff to run their community programs. Health care professionals are increasingly required to develop and implement programs with less money. They are also required to write grant proposals to fund and maintain their programs.

This course is an interactive educational opportunity for students to develop skills related to fund development in a community setting. It provides an overview of the fund development process from the first idea, to finding a funding source, to developing and evaluating the grant proposal. In addition to writing a grant, students will research both local and national funding sources, visit a private funding library, and learn about traditional and non-traditional resources to develop and maintain community programs.

Students will gain experience in researching, developing, writing, and evaluating grant proposals and will learn about the resource development process. They will be graded on the basis of a final grant proposal and presentation at the end of the course, and smaller assignments dispersed throughout the quarter.

This course is designed for graduate students in Community Health Sciences; however, it is also appropriate for students from other departments within the School of Public Health, especially those interested in a career in public health practice, and for graduate students from other academic departments with an interest in community programs.

The course will be a mix of discussions, lectures, and specific workshops to develop students' grantwriting skills.

II. Prerequisites

Graduate students with some community and/or clinical work experience. Instructor consent is required. Community Health Sciences students should have completed CHS

210 and 211A&B.

III. Course Objectives

Students will:

1. Improve grant writing skills and be able to develop a grant proposal;
2. Develop ability to creatively search for non-traditional resources to develop and maintain community based public health programs;
3. Understand about special events, donor development, capital campaigns and other traditional non-grant sources of money;
4. Critically evaluate grant proposals from the funder's perspective;
5. Be able to research funding sources and learn how to access and utilize funding directories and libraries;
6. Further develop their skills in designing practical community health programs.

Required Reading Materials:

There will be one required text, a small course reader (available from Westwood Copies), Internet web sites, as well as other recommended readings:

Lauffer, Armand. (1997). *Grants, etc.*, 2nd Edition. Thousand Oaks: Sage Publications.

Recommended Reading:

Coley, S. and C.A. Sheinberg. (2000). *Proposal writing*, 2nd Edition. London: Sage Publications

Gronbjerg, Kirsten. (1993). *Understanding nonprofit funding*. San Francisco: Jossey Bass

Reif-Lehrer, L. (1995). *The grant application writer's handbook*. Boston: Jones and Bartlett. (Emphasis on government research proposals).

IV. Requirements

Students are required to complete seven assignments (Agency Description and Appendix, Research for Funding Opportunities, Objectives Draft, Evaluation Draft, Budget Draft, Final Grant Proposal, and Oral Proposal Presentation). Assignments are described below. Additionally, students are expected to attend all class sessions.

V. Grading

Grading will be based on the following:

Assignment # 1- Agency Description/Collateral Materials	Due October 17	10
Assignment # 2- Research for Funding	Due November 2	15
Assignment # 3- Draft of Objectives	Due October 30	5
Assignment # 4- Draft of Evaluation Plan	Due November 7	5
Assignment # 5- Draft of Budget	Due November 14	5
Assignment # 6- Draft Grant Proposal	Due November 28	Cr/NC
Assignment # 7- Final Proposal and Presentation	Due Finals Week	50
Class Participation		<u>10</u>
Total Points		100

VI. Class Topics and Readings

Session 1: Overview of Resource Development, October 5 2005

The first session will give students an overview of the course and the goals of the class. There will be a general discussion of resource development, the role of the public health practitioner in fund raising, a description of non-traditional resources, and an overview of developing grants. There will also be a session on grant reviews.

Readings:

- ? Lauffer, chapter 1.
- ? Hall, Peter Dobkin. (1999). Historical perspectives on nonprofit organizations. In *The Jossey-Bass handbook of nonprofit leadership and management*. San Francisco: Jossey-Bass.
- ? Kramer, Mark R. (1999). Philanthropy's new agenda: Creating value. *Harvard Business Review* (November/December): 121.
- ? Gronbjerg, Kirstin. (1993). Understanding *nonprofit funding*. Chapter 2.

Assignment #1: Agency Description and Collateral Material: Each student will select an agency and write a one page narrative about the history and expertise of the agency. This should include what the agency does, the composition of the staff and board, population traditionally served or targeted, geographic area served, and ethnicity or other factors that identify service community. The second part of the assignment is a collection of collateral materials that are frequently required as part of a grant application. This

package should include most of the following: Audited Financial Statement, IRS Determination Letter, Identification of Nonprofit Corporation Status, Roster of Board of Directors, Table of Organization, Organizational Budget, Summary Chart of Key Activities, Negotiated Indirect Cost Rate, Letters of Support, Resumes of Key Personnel, and Job Descriptions of Key Personnel. Assignment #1 is worth 10 points and **due Monday, October 17th by 5:00pm via email**. (email only agency description section of the assignment).

Session 2: Researching Funding Sources, October 12, 2005

This session will give students practical research experience in funding databases and directories of foundations and charitable organizations. It is highly recommended that students attend a library orientation session at the Center for Non Profit Management, which is located downtown. See <http://www.cnmsocal.org/library/library.html> for the location and hours of the library.

Readings:

? Lauffer, Armand. (1997). *Grants, etc.* Chapters 3 and 5.

Web Sites:

<http://web.fie.com/cws/sra/resource/htm>

<http://fdncenter.org>

<http://www.lib.msu.edu>

<http://cos.gdb.org/best/fedfund>

[http://omega.geron.uga.edu/grants.html# current](http://omega.geron.uga.edu/grants.html#current) <http://www.calfund.org>

Assignment #2: Researching Funding Opportunities. Each student will select a general area of focus, such as adolescent pregnancy prevention, immigrant health, etc., and research potential sources of funds for program development. Students will consult directories, on-line resources, CD-ROM resources and locate at least 6 potential sources of funds, including at least one local/state foundation, one national foundation, and one corporate foundation. Each student will submit a synopsis of findings which should include: name and address of foundation, range of giving, field of interest, type of support, geographic focus, recent grants and application information. This assignment is worth 15 points and is due at 5th class session. You should submit both a hard copy and an electronic copy. Each student's findings will be disseminated to the entire class.

Assignment #2 is due 5th week of class.

Session 3: Anatomy of a Proposal, October 19, 2005

This session will discuss the components of a generic grant proposal including: needs/problem statement, goals and objectives, project activities, evaluation plan, budget,

agency capability, and future funding. Students will form proposal groups for final projects.

Students will be expected to define tentative project objectives and analyze their appropriateness and feasibility. I highly suggest that before this session that you complete the Proposal Writing Short Course I & II at the Foundation Center Website (<http://www.fdncenter.org/onlib/shortcourse/prop1.html> and <http://www.fdncenter.org/onlib/shortcourse/prop2.html>) prior to the class.

Readings:

- ? Lauffer chapters 12 and 14

Writing Workshop #1: During the 1st writing workshop, students will have the opportunity to critically review the Agency Descriptions that were completed during assignment #1.

During this workshop students will identify what worked well, what didn't work, and offer suggestions to improve both the style and content of this key portion of a grant. Students will be provided with 4-6 agency descriptions that must be read prior to coming to class.

Assignment # 3: Draft of objectives. Draft program objectives which will serve as the basis for a discussion on feasibility and appropriateness of proposed project. This assignment is worth 5 points and **due October 24 at 5:00pm via email.**

Session 4: Discovering Resources from Traditional vs. Non-traditional Areas, October 26, 2005

This session will provide the tools to broaden horizons when looking to create, fund, and maintain public health and community based programs.

Readings:

- ? Gronbjerg (1993). Chapter 4.
- ? Lauffer (1993) Chapters 6, 8, 9 and 11.
- ? Torquest, E.M. (1986). *From proposal to publication*. Menlo Park: Addison-Wesley Publishing, Chapter 4, pp. 36-71.
- ? Korngold, A. (2005). *Leveraging Good Will*. San Francisco: Jossey-Bass.

Writing Workshop #2: During the 2nd writing workshop, students will have the opportunity to critically review the objectives that were completed during assignment #3. During this workshop students will identify what worked well, what didn't work, and offer suggestions to improve both the style and content of this key portion of a

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grant. Additionally students will evaluate objectives for their clarity, comprehensiveness and relevance. Students will be provided with 4-6 objectives sections that must be read prior to coming to class.

Session 5: Developing the Evaluation Section of a Grant Proposal, and Developing a Research Specific Grant, November 2, 2005

Students will discuss how to develop the evaluation component of a program and how to write an effective and terse evaluation section for a grant proposal. Emphasis will be placed on creating an evaluation plan to maximize chance of success with grant proposals.

Readings:

? Coley & Scheinberg Chapter 6.

Assignment # 4: Draft of evaluation plan. Design a draft of evaluation section of proposal which will serve as examples in the discussion of program evaluation. At a minimum the evaluation plan should include what is being evaluated, when, by whom and how. This assignment is worth 5 points **and is due November 7 by 5:00 pm via email.**

Session 6: Developing the Budget Section of a Grant Proposal, November 9, 2005

This session is designed to expose students to the practical aspects of budget development as it relates to program design. Topics will include components of budgets, including fringe benefits, indirect cost rates, line items, etc. Students will also translate their proposal plan into a budget.

Readings:

? Lauffer Chapter13.

Assignment # 5 - Draft of budget. Submit a draft program budget **and justification** which will serve as a basis for discussion of correctness, appropriateness and feasibility of proposed budgets. This budget should include: personal costs, including fringe benefits, operations costs and indirect costs. This assignment is worth 5 points and **due November 7th at 5:00 via email.**

Writing Workshop #3: During the 3rd workshop, students will have the opportunity to critically review the evaluation sections that were completed during assignment #4. During this workshop students will identify what worked well, what didn't work,

and offer suggestions to improve both the style and content of this key portion of a grant. Students will be provided with 4-6 evaluation sections that should be read prior to coming to class.

Session 7: Special Events, Volunteerism and In-Kind Donations, November 16, 2005

The 6th class will include discussions about traditional non-grant fund development, including major donor programs, special events, telemarketing and mail campaigns and managing fund development. Actual case studies of how community based organization have developed major donors will be presented and discussed.

Readings:

- ? Lindahl, W. E. (1992). *Strategic planning for fund raising: How to bring in more money using strategic resource allocation*. San Francisco: Jossey-Bass, pages 1-19.
- ? Greenfield, James M. (1996). *Fund-raising: Evaluating and managing the fund development process*. New York: John Wiley & Sons., pages 1-17.
- ? Dove, K.E. (1988). *Conducting a successful capital campaign: A comprehensive fundraising guide for nonprofit organizations*. San Francisco: Jossey Bass, pages 1-28.
- ? Brudney, Jeffrey L. (1999). Designing and managing volunteer programs. In *The Jossey-Bass handbook of nonprofit leadership and management*. San Francisco: Jossey-Bass.
- ? Lauffer chapters 7 and 10.

Writing Workshop #4: During the 4th writing workshop, students will have the opportunity to critically review the budget sections that were completed during assignment #5. During this workshop students will identify what worked well, what didn't work, and offer suggestions to improve both the style and content of this key portion of a grant. Students will be provided with 4-6 evaluation sections that should be read prior to coming to class.

Session 8: Contract and Legal Issues Related to Grants, November 23, 2005

This session will cover very basic issues related to contract negotiation, contracting, legal issues, and grant management.

Readings

- ? Gronbjerg, Chapter 9.
- ? Smith, Steven. (1999). Managing the challenges of government contracts. In *The Jossey-Bass handbook of nonprofit leadership and management*. San Francisco: Jossey-Bass.
- ? Silk, Thomas. (1999). The legal framework of the nonprofit sector in the United States. In *The Jossey-Bass handbook of nonprofit leadership and management*. San Francisco: Jossey-Bass.
- ? Lauffer, Chapter 4.

Session 9: Critical Peer Review of Grant Proposals, November 30, 2005

This session is designed to give students experience in critiquing other grants as well as submitting their proposals for the peer review process. This will provide an inside look to the grant review process. It will also serve as an opportunity for groups to fine tune proposals. Class will divide into small groups to critique proposals, which will be followed by a large group discussion of critiques. By Monday November 24th each student will be provided 4-5 proposals. It is expected that each proposal will have been read and scored using provided forms. Students will have the opportunity to determine which projects should receive funds and why specific decisions are made.

Readings:

- ? Lauffer Chapter 15.

Assignment #6: Draft Grant Proposal. Submit a draft of completed grant proposal by November 28st at 5:00pm via email. This assignment is worth 0 points.

Session 10: Mock Board of Directors, December 7, 2005

Students will give short presentations of their grant proposal and explain, to a mock foundation's board of directors, why their project should receive funds.

Assignment 7: Final Proposal and Presentation. Submit a final proposal following the guidelines of a funding source that the group selected or the guidelines provided by the course instructor. This final proposal is worth 50 points. Ten of these points will be assigned by the class based on the merit of the proposal (from the grant peer review process). Forty points will be assigned by the instructor.