

The Evergreen State College
Grant Writing

Professor: Allison Jones

Email: allison.shirk@evergreen.edu

Office Hours: By appointment

"The measure of wealth in a civilized nation is not the currency accumulated by the lucky few, but rather the strength and resonance of social relations and the bonds of reciprocity that connect all people in common purpose."

-Anthropologist Wade Davis

This syllabus is organized in two parts. The first part is the information you need to know to succeed in this course. The second part is information that the university requires to be included in this syllabus.

Part One

Welcome to the world of grant writing! You will quickly learn that I am passionate about this topic and have spent my lifetime learning and teaching others how to master this craft. I have been writing grants since my first serious job in my early twenties. When I started my family, I became a freelance grant writer to work from home. Shortly after, I had so many requests for help that I started teaching others. I have been teaching grant writing since my thirties.

I tried all kinds of formats for teaching this skill - one-day boot camps, two-day boot camps, weeklong sessions, webinars, and conference breakouts. I found that the best way to teach this skill - regarding the resulting quality of grants students write - is to meet with students weekly for eight weeks while students practice writing between the sessions.

Reading every student's work each week and providing targeted, individualized feedback requires a considerable time commitment. In the real world, grant deadlines cannot be missed, or your work is simply not accepted. Part of learning to be a great grant writer is the practice of meeting deadlines. Please pay close attention to the pacing deadlines in this course to stay on track.

Course Description

This class is a comprehensive course in grant writing and grant research, and it touches on grants management. The course aims to provide you with the skills and knowledge to successfully research grant opportunities, write grant proposals, and develop relationships with grantmakers that result in funding awards for organizations to make a positive change in our community. Additionally, this course explores the current climate of philanthropy and fundraising to prepare students to be a vital part of the grant writing and consulting community.

The online course content includes reading, discussion, video, pop quizzes, assessments, and, most importantly, writing assignments culminating in a completed grant proposal. There is also a series of eight weekly video conferences that provide group discussion on course content

using problem-based, case-based, and inquiry-based learning methods. These video conferences fully immerse students in this exciting scholarship and application area.

Course Objectives

- Organizational Readiness: Gain an understanding of a nonprofit's lifecycle and how it relates to capacity for grant-seeking.
- Prospect Research: Learn strategies and resources for researching grant funding sources. Interpret guidelines, limitations, and requirements to assess grantmaker intent.
- Grants Management: Explore methods of maintaining, tracking, and updating information on potential funders, culminating in a grant calendar timeline and work plan.
- Grant Strategy: Explore structures, values, and applications of logic models and theories of change related to project design. Examine proposal writing approaches, styles, tones, and formats appropriate for various audiences.
- Proposal Writing: Learn to create presentations of grant-narrative elements and ideas in a logical, persuasive, straightforward way.
- Supporting Research: Identify and cite appropriate data sources to support the proposal.
- Evaluation: Explore evaluation designs for project success and sustainability.
- Project Budgets: Discern effective practices for developing realistic, accurate line-item and narrative budgets and expressing the relationships between line items and project activities in the budget narrative.
- Supporting Documentation: Increase familiarity with documentation to submit with the grant proposal and how to format and create content that demonstrates organizational capacity.
- Relationship Building: Explore best practice communications with grantmakers, including how to write grant reports.
- Ethics: Learn nationally recognized standards of ethical practice by grant developers.

Structure

This course spans **nine weeks**, with the content organized into modules. All content, assignments, and assessments are posted in Canvas, the learning platform. In other words, all of your work, communication, and learning for this course happens through Canvas other than the weekly Zoom meetings.

Each module is organized into sections "Overview and Tasks", "Meet for our Session," and "Assignments." The class activities will include both synchronous (live via Zoom) and asynchronous (on your own schedule) components.

Time Commitment

Expect to spend a minimum of **3 hours per week** on this course. That time estimate includes reading, writing, and weekly one-hour synchronous Zoom meetings.

- Attendance requirements: Attendance is required at all Zoom sessions. If you miss a Zoom meeting, you must watch the recording and write a brief synopsis of what was covered.
- Schedule: Zooms are on Wednesdays from 5-6 pm Pacific Time.
- The final project for this course - a completed grant proposal - is due on **Tuesday, August 13th, by 5 pm.**

Expectations

You are expected to spend at least two hours per week going through the course content and one hour at the eight weekly Zoom meetings. Course content should be read carefully using active reading strategies. You have nine weeks to finish the course and submit a final completed grant proposal, logic model, and project budget as the culminating projects for this course. There will not be a Zoom meeting in week nine.

You may expect the instructor to be available to answer questions and provide support throughout the course. Questions may be asked privately or publicly through the canvas FAQ discussion, by emailing me, or by creating an appointment for virtual office hours. You may expect me to ensure a safe learning environment within course discussions and group video conferences that facilitate courteous and professional dialog.

Course Project

The course project is a completed grant application, logic model, and project budget. You will have eight opportunities to turn in your writing for feedback from your instructor and peers.

Grant Proposal: You will be provided a grant application form to complete. The application form includes a set of questions divided into five sections. Each time you turn in your work, you will turn in **the entire grant application form** with the answers you have completed to date. You may not alter the grant application in any way; do not delete questions you have not yet answered or the instructions on the form. You must follow the instructions on font type, size, and formatting. As in real-world grant applications, guidelines must be strictly followed for your work to be accepted and reviewed.

Logic Model: In addition to completing the grant application, you will complete a logic model that serves as the framework of your grant proposal and turn it in with your grant proposal each deadline.

Project Budget: In week four, in addition to your grant proposal and framework, you will complete and submit a project budget form listing the sources of income, project expenses, and a budget narrative. As a supplement to the application form, the budget form must be completed as instructed by the grantmaker.

Grading Information

This course is a pass/fail assessment based on completing the course assignments, including a project budget, logic model, and grant application form. Assignments will be submitted in Canvas. It is recommended that you use Google Docs or Microsoft 365 to complete your writing assignments and upload their link to the assignment portal Canvas. This way, you can keep working on your document while it is being assessed without having to combine multiple versions of drafts with feedback. You may also use MS Word to complete your assignments and upload them as an attachment to the assignment portal.

Attendance

Attendance at Zoom meetings is required. If you must miss a Zoom meeting, you may watch the recording and write a synopsis for attendance credit. The synopsis should be emailed to the instructor within two weeks of the missed session.

Course Access

Access to the course is discontinued at the end of the quarter. Plan ahead to take notes.

Texts

All required texts are provided within the course content in Canvas. Additional readings are offered throughout the learning modules, and recommended readings are suggested for continuing education.

Assessment Procedures

You will submit a new draft of your grant application form and framework each Tuesday. You will also submit your draft to the weekly peer review discussion and must comment on at least two of your peers' submissions.

Each assignment includes a scoring rubric. Assignments receive a grade of 'complete' or 'incomplete.' If you receive an 'incomplete,' key concepts may not be understood. Read the feedback carefully and include updates with your next submission. Do not wait to incorporate feedback because each section builds on the last. A final draft of the grant application must be assessed as 'complete' to earn course credits.

Other than the peer review, discussions, surveys, and quizzes are not assessed. Additionally, if you do not have near-perfect grammar and spelling, please use Grammarly or other tools and resources to review your work before submitting it. This practice allows me to focus on the content of your writing and provide higher-level feedback.

Part Two

Tribal Land Acknowledgment

The Squaxin Island Tribe's habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi'Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea.

We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

(From the [Evergreen Tribal Land Acknowledgments](#) page)

Accessibility Statement

Students with disabilities: We are committed to creating an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that result in barriers to your learning or full participation, please notify the faculty as soon as possible. Students with disabilities who need accommodations to support equal access should contact [Access Services\(evergreen.edu/access\)](#).

National and Religious Holidays Statement

Noting national holidays and religious holidays in your syllabus calendar helps raise awareness. Washington State law (RCW 28B.10.039) requires that institutions of higher education accommodate students by allowing two days of absence and make-up work for religious holidays per year. While Evergreen moves toward putting religious holidays into the online campus calendar, check the Washington State Council of President's [religious holidays calendar](#).

If there are religious obligations, such as Jewish or Muslim observances, that could conflict with class activities, you might consider announcing that you will make arrangements with students to whom this applies.

Disability and Chronic Illness Access

Faculty are committed to creating an environment in which meaningful learning is accessible to every program member. Please tell your faculty very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, they will keep the condition confidential unless you give them permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the [Evergreen Access Services Office](#) to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen's [Assistive Technology \(AT\) Lab](#) is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

Inclusive Practices Policy

Generous response to others' requests for inclusive practices counts people in. Requests that someone speak more loudly or slowly, read aloud, follow inclusivity guidelines for presentations, write in large letters on the board, or enable captioning when available are requests to be included.

By minimizing the presence of allergens and sensitivity-triggering fragrances on campus, Evergreen students, staff, and faculty make shared spaces available to people who live with otherwise-disabling conditions. To that end, please don't wear strongly-scented products or smoke-saturated clothing in classrooms and offices. Read Evergreen's [Indoor Air Quality Policy](#).

College-wide policies allow smoking (including e-cigarettes) only in designated campus areas. Read Evergreen's [Smoking Policy](#).

Undocumented Student Support

Evergreen welcomes all students, regardless of residency, citizenship, or immigration status. Undocumented and immigrant students are integral to the Evergreen community and have a right to dignity, safety, and belonging. As a college, Evergreen is currently a "protected area" from immigration enforcement action (per federal memorandum, October 2021). Evergreen also provides various forms of on-campus support for undocumented and immigrant students, students with DACA, and those from mixed-status families. Supports include: Diego Lopez, Evergreen's Undocumented/Underserved Student Support Specialist (diego.u.lopez_vega@evergreen.edu), available in Spanish); information about financial aid and study abroad options for undocumented and DACA students (<https://www.evergreen.edu/admissions-and-aid/financial-aid/aid-scholarships-undocumented-students>); and the Undocumented Student Task Force, a group of students, staff, and faculty committed to supporting and advocating for undocumented students at Evergreen.

Faculty Title IX Responsibility to Report Sexual Harassment

The College's [Title IX Policy and Procedure](#) provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.

- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#). Students may also access services confidentially through [Student Wellness Services](#), 360.867.6200. [SafePlace Olympia](#) (521 Legion Way SE, Olympia, 360.754.6300) also is a local off-campus contact for services.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email titleixcoordinator@evergreen.edu. You may also report anonymously at evergreen.edu/incidentreport.

Bookstore

The following are the [23-24 Bookstore hours](#) and special September Friday hours

- Monday, Tuesday, Wednesday: 8:00 am to 4:00 pm
- Thursday (Fall, Winter, and Spring quarters): 8:00 am to 6:00 pm (this is a request of the evening weekend classes)
- Closed on Friday (work from home- we will answer emails)

Some special Fall hours:

- Friday September 29th open 8:00 am to 4:00 pm First week of Fall
- Saturday September 30th open 11:00 am to 1:00 pm Tribal program
- Saturday October 14th open 11:00 am to 3:00 pm Return to Evergreen

Additional Campus Resources

[Support and information for current students at Evergreen](#)

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)

- [Advocacy and Resources Center for Basic Needs](#)
- [Alcohol/drug use](#)
- [All Official College Policies](#)
- [Assistive Technology \(AT\) Lab](#) (available to all students, staff, faculty)
- [BIPOC and LGBTQ+ Intersectional Support Services \(BLISS\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution](#)
- [Counseling Services](#)
- [Emergency Resources for Students](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Wellness Services](#)
- [The Writing Center](#)