Milano The New School for Management and Urban Policy
Grantsmanship Course, Summer 2008
Mondays, 6pm to 9:50pm, 6 East 16th Street, Room 1106
Instructor: Shoshanah D. Goldberg
212.802.8340 SGoldbergMBA@aol.com
Alternative email: goldbs62@newschool.edu

REQUIRED READING*

***The Foundation Center's Guide to Proposal Writing*, Fifth Edition ISBN 1-59542-129-7**
***Writing for a Good Cause*, Barbato, Joseph and Furlich, Danielle ISBN 978-0-684-85740-4**
***On Writing Well*, Zinsser, William, ISBN 978-0-089154-1**
***The Elements of Style*, Strunk, Jr., William and White, E. B. ISBN 978-0-205309-023**
*** All books are available at Barnes & Noble, 105 Fifth Avenue @ 18th Street, The New School Section**

CLASS OVERVIEW

The keys to successful grant seeking are effective research, compelling prose, and constructive relationships. This course provides insights into proposal preparation from both the grant seeking and grant making perspectives. The class includes a comprehensive overview of research resources, including the Internet, and proven techniques for effective writing, including grants, proposals, letters and reports. A number of guest speakers will share their views on best practices in the areas of writing, grant making and seeking funds.

GRADING

Written Assignments	40%
Class Participation	15%
Final Project	35%
Final Presentation	10%

ALL WRITTEN ASSIGNMENTS MUST BE PREPARED IN LUCIDA SANS FONT, 11 POINT, 1.5 LINE-SPACING, WITH 1 INCH MARGINS ALL AROUND. RESEARCH INDICATES THAT THIS IS THE MOST READABLE FORMAT.

CLASS ATTENDANCE IS REQUIRED. TO PASS THE CLASS, STUDENTS CANNOT MISS MORE THAN ONE SESSION. STUDENTS SHOULD BE IN CLASS ON TIME. THERE WILL BE ONE DINNER BREAK, AND IN FAIRNESS TO OTHERS IN THE CLASS, THERE IS NO EATING EXCEPT DURING THE BREAK. DRINKS ARE FINE.

READING FOR CLASS 1: *FOUNDATION CENTER GUIDE TO PROPOSAL WRITING*, CHAPTER 14, "WHAT THE FUNDERS HAVE TO SAY," ZINSSER, INTRODUCTION AND PART 1 (THROUGH PAGE 45), STRUNK AND WHITE, INTRODUCTION

Week 1: 6/2/08: Understanding the Grant Writer's Perspective

- Class Introduction
- Research techniques and use of university online resources
- Course expectations and assignments
- Understanding sources of funds, including government, foundation and special funders
- Grant writing tools and adopting the writer's mindset
- Understanding the ways to break down the challenges of government grants
- Demystifying budgets
- The grant writing process from start to finish

FOR THE FIRST WRITING ASSIGNMENT
Students will choose a program area, either one of interest or one about which the student wishes to learn. The main program areas are Health & Wellness, Arts & Culture, Community Service and Education. Additional possible program areas are Faith-based Organizations, Youth Services, Eldercare and International focus.

For Week 2, the following assignment is due:

Three-page overview of one program area, including:

- Three key issues in the field, challenges and trends
- Three nonprofit organizations in this field of any size and their main programs
- Three funders who give to this field, their focuses and their maximum and minimum grants

Reading for Class 2: Foundation Center, Chapters 1, 2, 11 and Appendix A; Barbato, Chapters 4, 5; Zinsser, Chapters 11, 12, 15, 16; Strunk and White, Section I.

Week 2: 6/9/08: ORGANIZING YOURSELF AND SETTING ACHIEVABLE GOALS AND MEASUREMENTS; WRITING THE NARRATIVE

Program Area Overview is due

- Getting organized; breaking down large projects into manageable components
- Identifying funders
- Scalability
- Matching ambition of program to availability of funds
- Working with program people
- RFP's
- Pacing yourself

Breakout sessions in program areas
Common interest discussions to analyze key issues, share resources, websites and funder focus.

Assignment for Week 3: Choose one nonprofit you profiled, develop a project and write a proposal outline following the format on page 13 of the Foundation Center book. The outline must have one to two sentences describing each section. Name the funding organization to which you will be applying. All grants will be in the $25,000 - $50,000 range.

Reading for Week 3: Foundation Center; Chapter 6; Barbato, Chapter 6; Zinsser, Chapters 7, 8,9, 10; Strunk & White, Section II

Week 3: 6/16/08: WRITING FOR CLARITY AND BUILDING A REALISTIC BUDGET
Grant outline is due

- The budgeting process
- Building in overhead costs, researching all areas of budget categories
- Reworking budgets; rewriting narratives
- The Final Report

***For Week 4: Budget assignment*:**
Write one-paragraph description of project and develop complete project budget for $25,000 - $50,000. Use NYRAG budget format (www.nyrag.org, Jobs & Resources for Nonprofits, Resources).

Reading for Week 4: Foundation Center, Chapters 3, 4, 5; Barbato, Chapters 14, 15 and Down & Dirty Proposal Kit; Zinsser, Chapter 20; Strunk & White, Sections III and IV

Week 4: 6/23/08: WRITING FOR THE NONPROFIT SECTOR: VARIETY AND FLEXIBILITY
Project Budget is due

- Writing brochures, case statements, memos, letters
- Websites and blogs
- Having your work edited; self-editing and soliciting feedback
- Recycling work
- Boilerplate as the writer's resource
- Presentations; visuals and support materials

For Class 5, two documents are due:

1. Write a one-page Letter of Intent requesting permission to submit a full proposal for the project whose budget is $50,000. The letter should be to the foundation to which you will submit your final proposal.

2. Your board chair has the chance to meet a wealthy individual who has his own family foundation, and who is interested in your organization's project. Create a 1.5-page Briefing Memo for the chair of your board of directors. The memo should be in bullet-point format, and should include information on the project and its context as well as the funder and their world. Be concise about what you wish the board chair to

discuss, and what the "take-away" will be. List three to five supplementary materials for the board chair to take to this meeting.

Reading for Week 5: Foundation Center, Chapters 9, 12, 13; Barbato, Chapters 11, 12, 13; Zinsser, Chapters 21, 22

NO CLASS MONDAY, JUNE 30

Week 5: 7/7/08: DEVELOPING RELATIONSHIPS AND STAYING CURRENT
Letter of Intent and Briefing Memo are due

- Networking in the field; resources
- Staying current
- Site visits
- Building a pipeline
- Managing your calendar
- Replication
- Working with other agencies; partnering

Reading for Class 6: Foundation Center, Chapters 6, 8, 10; Barbato, Chapters 7, 8, 9, 10; Zinsser, Chapters 23, 25; Strunk & White, Section V

Week 6: 7/14/08: TARGETING YOUR WRITING; DIFFERENT PROJECTS, DIFFERENT VOICES

- Writing for lay leaders, managers and program staff
- Knowing your audience
- Developing thank you letters, pitch letters, sponsorship proposals, concept papers and capital campaign materials
- Less is more: simplify, simplify, simplify
- Packaging your proposal

Reading for Class 7: Foundation Center, Appendix B; Barbato, Chapters 1, 2, 3 and Appendix

Week 7: 7/21/08: CLASS PRESENTATIONS
Final Presentations, and Final Project is due

***Final Presentations*: Each student will have no more than five minutes to present on the following:**

⇒ What is an issue in the field that you identified?
⇒ How does your program address this issue?
⇒ What can your program do? What can it not do?
⇒ What is your solution to this problem? What are next steps, or points for further discussion in this area?

Final Project: Final project is a full proposal with cover letter, narrative and budget. Students will use the NYRAG Common Application form, and will fill in all pages. The narrative is to be no more than five pages in length. Students must submit all attachments, as stipulated in the Common Application form, including board list and 501-c-3 status.**

***No late papers accepted.**