

CRIJ 5385.01
Non-Profit Management and Grant Writing
Department of Criminal Justice and Criminology
Sam Houston State University
Spring 2018

PROFESSOR: Mary M. Breaux, Ph.D.

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CLASS HOURS/CLASSROOM: On-Line (Blackboard)

OFFICE HOURS: By Appointment

Required Textbooks:

Johnson, V. M. (2010). *Grant writing 101: Everything you need to start raising funds today*, 11th Edition. New York: McGraw-Hill.

Bray, I. (2013). *Effective fundraising for non-profits: Real world strategies that work*, 2nd Edition. Berkeley, CA: Ingraham Publishing.

Voth, D. (2010). *Quality victim advocacy: A field guide*, Bluffton, OH: Workplay Publishing.

Additional Readings: Additional required readings are available online (as indicated). Consult the annotated outline for specific titles. Copy and paste the URLs into a search engine to access the documents.

Course Description: Satisfying a core requirement of the Master of Science in Victim Services Management (MSVSM) program, this course familiarizes students with the process of non-profit grant writing. It is ideally intended for second year MSVSM students who have previously completed the CRIJ 5365 (Seminar in Crime Victim Services Management) course. In CRIJ 6394 Non-Profit Management and Grant Writing, students will write grants for the mock shelter programs they developed in CRIJ 5365. (If students have not previously enrolled in CRIJ 5365, they will be provided with a generic program description to use as a reference for their proposals. Similarly, students who have already completed CRIJ 5365 may use the generic shelter program instead of their own mock programs if they would prefer.) [Consult the "Mock Program Profile" tab on the course homepage.]

Course Objectives: This course is designed to acquaint students with the process of writing a variety of non-profit grants. Upon completion of this course, students will be able to:

- 1) Construct a logic model.
- 2) Identify and explain the significance of measurable program outcomes.
- 3) Explain the significance of continuous quality improvement.

4) Distinguish between non-profit funding sources.

Attendance Policy: Unlike a traditional, instructor-led course, this course does not require you to show up to class at a specific time. Instead, you must make a consistent effort to read the chapters and review both the lectures and the videos.

Grading Policy, Scale and Requirements:

Students will be evaluated according to the following criteria:

A.) Weekly Readings: All readings should be completed by the specified due dates. Students may post comments or questions about the readings using the optional discussion forum.

B.) (5) Writing Assignments/Mock Grant Proposals: Students will complete five practical, written exercises including four mock grant proposals.

<u>*Course Requirements:</u>	<u>*Maximum</u>	<u>Point Values:</u>
<u>(5) Practical Written Exercises (Mock Proposals)</u>	<u>100</u>	<u>(20 pts. each)</u>
<i>Total</i>	<i>100</i>	

***Grading Scale:**

A=100-90

B=89-80

C=79-70

F=69 and below

Make-Up Policy: Late assignments will not be accepted without the instructor's prior consent. Only extenuating circumstances will be considered (and documentation may be required).

***ALL WORK MUST BE SUBMITTED THROUGH BLACKBOARD. EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED.**

Technical Assistance: For technical assistance (including questions about Blackboard), call: SHSU Online at 936.294.2780. You may also contact the technicians via email at: blackboard@shsu.edu.

*Please note that SHSU Online's hours of operation are Mon.-Sat., 7am-Midnight. Students are responsible for submitting all assignments by the designated due dates.

For other technology-related concerns (ex. issues with your email account, etc.), contact IT@Sam at: 936.294.1950 or helpdesk@shsu.edu. For all course-related questions, please contact your professor.

Annotated Outline of Topics:

**Please Note: This calendar is tentative and subject to change.*

Module 1 1/17-1/24	<p>Non-Profit Essentials: Developing a Fundraising Plan</p> <p>*Required Readings: 1.) Bray, I. (2013). <i>Effective fundraising for non-profits: Real world strategies that work</i>, 2nd Edition. Berkeley, CA: Ingraham Publishing. (Chapters 1-3, 9).</p> <p>*Tasks: <input type="checkbox"/> Review the Module 1 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.</p>
Module 2 1/24-1/31	<p>Outcomes Funding: Performance Measures, Logic Models, & Continuous Quality Improvement</p> <p>*Required Readings: 1.) Voth, D. (2010). <i>Quality victim advocacy: A field guide</i>, Bluffton, OH: Workplay Publishing. (Chapters 1-5).</p> <p>*Optional (Supplemental) Readings: 1.) Hatry, H., van Houten, T., Plantz, M.C., and Greenway, M.T. (nd). <i>Measuring program outcomes: A practical approach</i>. United Way of America. Retrieved from https://www.uwguc.org/measuring-program-outcomes (Available online)</p> <p>*Tasks: <input type="checkbox"/> Begin working on Assignment #1 (due 2/7) <input type="checkbox"/> Review the Module 2 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.</p>
Module 3 1/31-2/7	<p>Outcomes Funding: Performance Measures, Logic Models, & Continuous Quality Improvement (Cont.)</p> <p>*Required Readings: 1.) Voth, D. (2010). <i>Quality victim advocacy: A field guide</i>, Bluffton, OH: Workplay Publishing. (Chapters 6-8).</p> <p>2.) Lyon, E. and Sullivan, C.M. (2007). <i>Outcome evaluation strategies for domestic violence programs receiving FVPSA funding: A practical guide</i>. Retrieved from http://webcache.googleusercontent.com/search?q=cache:cbYaXPbpwcgJ:www.ocjs.ohio.gov/FVPSA_Outcomes.pdf+cd=1&hl=en&ct=clnk&gl=us (Available online)</p> <p>*Tasks: <input type="checkbox"/> Assignment #1 Due 2/7 (11:59pm CST) <input type="checkbox"/> Review the Module 3 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.</p>
Module 4 2/7-2/14	<p>Grants and the Grant Writing Process</p> <p>*Required Readings: 1.) Johnson, V.M. (2009). <i>Grant Writing 101: Everything you need to start raising funds today</i>. New York: McGraw-Hill. (Ch. 1-5).</p> <p>*Tasks: <input type="checkbox"/> Begin working on Assignment #2 (due 2/21) <input type="checkbox"/> Review the Module 4 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.</p>

Module 5 2/14-2/21	<p>The Grant Writing Process (Cont.)</p> <p>*Required Readings:</p> <p>1.) Johnson, V.M. (2009). <i>Grant writing 101: Everything you need to start raising funds today</i>. New York: McGraw-Hill. (Ch. 6-8)</p> <p>2.) Bray, I. (2013). <i>Effective fundraising for non-profits: Real world strategies that work</i>, 2nd Edition. Berkeley, CA: Ingraham Publishing. (Ch. 4).</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #2 due 2/21 (11:59pm CST) <input type="checkbox"/> Review the Module 5 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 6 2/21-2/28	<p>The Grant Writing Process (Cont.)</p> <p>*Required Readings:</p> <p>1.) Johnson, V.M. (2009). <i>Grant writing 101: Everything you need to start raising funds today</i>. New York: McGraw-Hill. (Ch. 9-11).</p> <p>2.) Bray, I. (2013). <i>Effective fundraising for non-profits: Real world strategies that work</i>, 2nd Edition. Berkeley, CA: Ingraham Publishing (Ch. 5).</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin working on Assignment #3 (due 2/28) <input type="checkbox"/> Review the Module 6 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 7 2/28-3/7	<p>Foundation Grants</p> <p>*Required Readings:</p> <p>1.) Bray, I. (2013). <i>Effective fundraising for non-profits: Real world strategies that work</i>, 2nd Edition. Berkeley, CA: Ingraham Publishing. (Ch. 6, 7, 10).</p> <p>2.) Ms Foundation for Women. (2010). <i>Efforts to address gender-based violence: A look at foundation funding</i>. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CEMQFjAG&url=http%3A%2F%2Fovofoundation.org%2Fwp-content%2Fuploads%2F2012%2F09%2FMs.-Report-on-Gender-Based-Violence-Funding.pdf&ei=s3asVPDaAoH7gwSI34OYCQ&usg=AFQjCNGs04czTI4Kfoot-NwQ3sTKbGzQYw (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #3 due 2/28 (11:59pm CST) <input type="checkbox"/> Review the Module 7 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 8 3/7-3/14	<p>Budgeting</p> <p>*Required Readings:</p> <p>1.) TBA</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin working on Assignment #4 (due 3/14) <input type="checkbox"/> Review the Module 8 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 9 3/14-3/21	<p>Government Grants</p> <p>*Required Readings:</p> <p>1.) Fernandes-Alcantara, A.L. (2014). <i>Family Violence Prevention and Services Act (FVPSA)</i>:</p>

	<p><i>Background and funding.</i> Congressional Research Service. Retrieved from https://www.hsdl.org/?view&did=751765 (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #4 Due 3/14 (11:59pm CST). <input type="checkbox"/> Review the Module 9 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 10 3/21-3/28	<p>Government Grants (Cont.)</p> <p>*Required Readings:</p> <p>1.) Sacco, L.N. (2014). <i>The Violence Against Women Act: Overview, legislation, and federal funding.</i> Congressional Research Service. Retrieved from https://www.hsdl.org/?view&did=751863 (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin working on Assignment #5 (due 4/4) <input type="checkbox"/> Review the Module 10 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 11 4/4-4/11	<p>Government Grants (Cont.)</p> <p>*Required Readings:</p> <p>1.) Perl, L. et al. (2012). <i>Homelessness: Targeted federal programs and recent legislation.</i> Congressional Research Service. Retrieved from https://www.hsdl.org/?view&did=710962. (Available online)</p> <p>2.) The U.S. Department of Housing and Urban Development. (2001). <i>Emergency shelter grants program desk guide.</i> Retrieved from https://www.hudexchange.info/resource/829/emergency-shelter-grants-program-desk-guide/ (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #5 Due 4/4 (11:59pm CST) <input type="checkbox"/> Review the Module 11 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 12 4/11-4/18	<p>Government Grants (Cont.)</p> <p>*Required Readings:</p> <p>1.) Texas Primary Prevention Planning Committee. (2012). <i>Preventing Sexual Violence in Texas, A Primary Prevention Approach, 2010 – 2018.</i> Centers for Disease Control and Prevention. Retrieved from www.taasa.org/prevention/pdfs/PreventingSexualViolenceinTexas.pdf (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 12 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 13 4/18-5/2	<p>Sustainability, Capacity-Building, and Alternative Funding</p> <p>*Required Readings:</p> <p>1.) Bray, I. (2013). <i>Effective fundraising for non-profits: Real world strategies that work</i>, 2nd Edition. Berkeley, CA: Ingraham Publishing. (Chapters 8, 11, 12, 13).</p> <p>2.) Smith, N. and Harrell, S. (2011). <i>Forging new collaborations: A guide for rape crisis, domestic violence, and disability organizations.</i> Center on Victimization and Safety. Retrieved from http://www.nsvrc.org/publications/forging-new-collaborations-guide-rape-crisis-domestic-violence-and-disability-organizat (Available online)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 13 Power point. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.

***UNIVERSITY POLICIES:**

Academic Honesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

The University's policy regarding academic honesty can be found at the following website:
http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Services for Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academics program of the University. Further, the students shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to contact the Services for Students with Disabilities (SSD) at the SHSU Counseling Center for accommodations. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

The University's policy regarding students with disabilities can be found at the following website: http://www.shsu.edu/~vaf_www/aps/documents/811006.pdf

Services for students with disabilities can be accessed at the following website:
<http://www.shsu.edu/~counsel/sswd.html>

Student Absences on Religious Holy Day Policy: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.

The University's policy regarding student absences on religious holy days can be found at the following website: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Use of Telephones and Text Messagers in Academic Classrooms and Facilities: Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct: <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).