CRIJ 5385.02
Non-Profit Management and Grant Writing
Department of Criminal Justice and Criminology
Sam Houston State University
Spring 2018

Instructor: Dr. Kathy Latz
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Class Hours: Online
Classroom: Online
Office Hours: Tues. & Thurs. 9:00am-10:30am, 12:30pm-1:30pm (and 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 both online and through electronic reserve. Consult your syllabus for a weekly listing of reading assignments. To access the online documents, copy and paste the URLs into your browser. Electronic reserve readings are available through the Newton Gresham Library. Go to the library homepage and click on: "Research," then "My Class: Reserved Materials," and then "Access Electronic Reserves." After that, you'll do a search by the instructor's name. You'll be asked to enter a password, which will be provided to you.

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.]

This course is essential for students preparing to manage non-profit organizations dedicated to providing services to victims of crime. Such agencies include, but are not limited to, family

violence shelters. Non-profit agencies cannot exist without funding. Consequently, for aspiring program directors, grant-writing is an essential and marketable skill. Students will develop a logic model, identify measurable program outcomes, and outline a plan for continuous quality improvement. They will then formulate four mock proposals.

Course Objectives: This course is designed to acquaint students with the process of writing for non-profit grants. By the end of the semester, students will be able to:

1) Construct a logic model.

2) Identify and understand the significance of measurable program outcomes.

3) Develop a client survey.

4.)Understand the value of implementing a continuous quality improvement process.

5.) Demonstrate a practical understanding of non-profit grant-writing.

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.

Statement of Teaching Philosophy: Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical

principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history.

By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

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.

*Course Requirements:	*Maximum Point Values:
(5) Practical Written Exercises	100 (20 points each)
Total	100

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

	*Tasks: □ **Begin working on Assignment #2 (Due 2/28)** □ Review the Module 4 power point, lecture, and videos. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 5 2/14-2/21	<mark>**The Grant Writing Process (Cont.)**</mark> ***Required Readings:** 1.) Johnson, V.M. (2009). *Grant writing 101: Everything you need to start raising funds today.* New York: McGraw-Hill. (Ch. 6-8) 2.) Bray, I. (2013). *Effective fundraising for non-profits: Real world strategies that work,* 2nd Edition. Berkeley, CA: Ingraham Publishing. (Ch. 4). ***Tasks:** □ **Continue working on Assignment #2 (Due 2/28)** □ Review the Module 5 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 6 2/21-2/28	<mark>**The Grant Writing Process (Cont.)**</mark> ***Required Readings:** 1.) Johnson, V.M. (2009). *Grant writing 101: Everything you need to start raising funds today*. New York: McGraw-Hill. (Ch. 9-11). 2.) Bray, I. (2013). *Effective fundraising for non-profits: Real world strategies that work,* 2nd Edition. Berkeley, CA: Ingraham Publishing (Ch. 5). ***Tasks:** □ **Assignment #2 Due 2/28 (11:59pm CST)** □ Review the Module 6 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 7 2/28-3/7	<mark>**Foundation Grants**</mark> ***Required Readings:** 1.) Bray, I. (2013). *Effective fundraising for non-profits: Real world strategies that work,* 2nd Edition. Berkeley, CA: Ingraham Publishing. (Ch. 6, 7, 10). 2.) Ms Foundation for Women. (2010). *Efforts to address gender-based violence: A look at foundation funding.* Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CEMQFjAG&url=http%3A%2F%2F ovofoundation.org%2Fwp-content%2Fuploads%2F2012%2F09%2FMs.-Report-on-Gender-Based-Violence-Funding.pdf&ei=s3asVPDaAoH7gwSl34OYCQ&usg=AFQjCNGs04czTI4Kfoot-NwQ3sTKbGzQYw (Available online) ***Tasks:** □ **Begin Working on Assignment #3 (Due 3/28)** □ Review the Module 7 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 8 3/7-3/21	<mark>**Budgeting**</mark> ***Required Readings:** 1.) Virginia Society of Certified Public Accountants. (n.d.). *Budgeting: A Guide for Small Non-Profit Organizations.* Available online at: http://www.vscpa.com/Content/Files/vscpa/Documents/2011/Budgeting.pdf. 2.) Prolifica.org.(n.d.). *Grant Proposal Budgets*. Available online at: http://www.rosecharities.info/forms/Financial%20info/Budget%20Template%20and%20Samples%20Guide.pdf.

	3.) Non-Profit World. (n.d). *Create a Budget that Works for You.* Available online at: https://www.snpo.org/samples/V150446.pdf ***Tasks:** □ **Continue working on Assignment #3 (Due 3/28)** □ Review the Module 8 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 9 3/21-3/28	<mark>**Budgeting (Cont.)**</mark> ***Required Readings:** 1.) Scott, Lynn. (2013). From Passion to Execution: How to Start and Grow an Effective Nonprofit Organization. Boston, MA: Cengage. (Chapters 12 & 13). 2.) Carr, Cynthia. (2015) The Nuts and Bolts of Grantwriting. Thousand Oaks, CA: Sage. (Chapter 6) ***Tasks:** □ **Assignment #3 Due 3/28 (11:59pm CST).** □ Review the Module 9 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 10 3/28-4/4	**Government Grants** ***Required Readings:** 1.) Fernandes-Alcantara, A.L. (2014). *Family Violence Prevention and Services Act (FVPSA): Background and funding.* Congressional Research Service. Retrieved from *https://www.hsdl.org/?view&did=751765* (Available online) ***Tasks:** □ **Begin working on Assignment #4 (Due 4/18)** □ Review the Module 10 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 11 4/4-4/11	**Government Grants (Cont.)** ***Required Readings:** 1.) Sacco, L.N. (2014). *The Violence Against Women Act: Overview, legislation, and federal funding.* Congressional Research Service. Retrieved from *https://www.hsdl.org/?view&did=751863* (Available online) ***Tasks:** □ **Continue working on Assignment #4 (Due 4/18)** □ Review the Module 11 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 12 4/11-4/18	**Government Grants (Cont.)** ***Required Readings:** 1.) Perl, L. et al. (2012). *Homelessness: Targeted federal programs and recent legislation.* Congressional Research Service. Retrieved from https://www.hsdl.org/?view&did=710962. (Available online) 2.) The U.S. Department of Housing and Urban Development. (2001). *Emergency shelter grants program desk guide.* Retrieved from https://www.hudexchange.info/resource/829/emergency-shelter-grants-program-desk-guide/ (Availab online) ***Tasks:** □ **Assignment #4 Due 4/18 (11:59pm CST)** □ Review the Module 12 Power point.

	□ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 13 4/18-4/25	**Government Grants (Cont.)** ***Required Readings:** 1.) Texas Primary Prevention Planning Committee. (2012). *Preventing Sexual Violence in Texas, A Primary Prevention Approach, 2010 – 2018.* Centers for Disease Control and Prevention. Retrieved from *www.taasa.org/prevention/pdfs/Preventing**SexualViolence**inTexas.pdf.* (Available online) ***Tasks:** □ Begin working on **Assignment #5 (Due 5/9)** □ Review the Module 13 Power point. □ Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 14 4/25-5/9	**Sustainability, Capacity-Building and Alternative Funding** ***Required Readings:** 1.) Bray, I. (2013). *Effective fundraising for non-profits: Real world strategies that work,* 2nd Edition. Berkeley, CA: Ingraham Publishing. (Chapters 8, 11, 12, 13). 2.) Smith, N. and Harrell, S. (2011). *Forging new collaborations: A guide for rape crisis, domestic violence, and disability organizations.* Center on Victimization and Safety. Retrieved from http://www.nsvrc.org/publications/forgir new-collaborations-guide-rape-crisis-domestic-violence-and-disability-organizat (Available online) ***Tasks:** □ **Finalize Assignment #5 Due 5/9 (11:59pm CST)**

*UNIVERSITY POLICIES:

*Student Academic Policies: Student academic policies concerning attendance, academic honesty, disabled students and services for disabled students, and absences on religious holy days may be found at:

http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html

*Use of Telephones and Text Messagers in Academic Classrooms and Facilities:

http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html