UBC’s Centre for Community Engaged Learning
Connect to Community Grant

➢ About the Grant:

The Connect to Community Grant (C2C) offers UBC students the opportunity to create and implement a meaningful project in partnership with a local not-for-profit community organization. Designed as an accessible introduction to the grants experience, the C2C grant strives to be a dynamic learning opportunity, challenging students to learn from the onset of the application through to project completion, without the fear of failing. We encourage students and community partners to test new ideas. Applicants can request funds between $200 and $1500 for their proposed project which must be completed by August 31\textsuperscript{st}, 2019.

Successful applicants are required to participate in a mid-project check-in with CCEL staff and to submit a brief final report.

WINTER 2018-2019:
Application Deadline: January 29th, 2019 at 5 pm
Notice of Committee Decision: February 26th, 2019

➢ The Application Form

Grant applications must be submitted electronically at https://ubc.ca1.qualtrics.com/jfe/form/SV_8kQxN7ItoV1iyGx. This document mirrors the electronic form and is to be used as a reference only. Please complete your application online.

CCEL grant advisors are also available to assist applicants throughout the grants program, from providing support to develop an application to offering guidance in preparing your final report. To request an appointment to meet with an advisor, please email community.learning@ubc.ca.

➢ Student Information:

Legal First Name: 
Preferred Name: 
UBC Student Number:
Home Address:
Phone Number:
Email:
Faculty:
Year:
Community Partner Information:

Legal Organization Name:

*Please Note: Sometimes the name an organization goes by is not their official, legal name of incorporation. For this grant application, the organization’s legal name of incorporation is required.*

Organization’s Legislation of Incorporation:

(i.e. *BC Societies Act, the Co-operative Act, or other*)

Organization’s Incorporation Number:

Organization’s Mailing Address:

Name of Main Staff Contact for Your Project:

Contact Person’s Job Title:

Contact Person’s Phone Number:

Contact Person’s Email:

Number of Signatures Required by Organization to Enter into a Contract:

List of Additional Names at Community Organization Working on Project:

Project Summary:

In five sentences or less, what is your project and what is your project trying to accomplish? Be as specific as possible.

In point form, please list the primary activities of the proposed project (i.e. experiments, demonstrations, workshops, research). Your activities should help you accomplish the goals and objectives you list on the following section of this application. Please be as specific as possible.

In five sentences or less, describe your project’s target audience. Be as specific as possible.

In point form, describe the goals and objectives of your project. Use full sentences and clearly distinguish between your *goals* and *objectives*, using the format of the example provided below. (350 words max)

*Please note: The terminology, *goals and objectives* are used differently in the grant world, than they are in everyday language. A definition of how the terms *goals and objectives* are used in grant applications is provided below to help jumpstart your thinking.*
Project Goals are broad, often, visionary statements which state what you hope to accomplish overall. They are often immeasurable and ambitious, letting the reader know the ideals of your project. Objectives, on the other hand, are smaller, measurable points which explain what results you expect to occur when you take specific actions towards your goals. An example of the difference in wording between goals and objectives is provided below:

- **Goal:** This project aspires to decrease the degree of malnutrition among young children in the southwest region of Baltimore. (Note the vision of this goal is what you hope to accomplish)
- **Objective:** By the end of year one (Time-Bound), provide 125 mothers (Measurable) in the southwest area of Baltimore (Specific) with a 2-hour training program that will provide health and nutrition information (Actionable + Realistic). (Notice how this SMART objective is specific, measurable, attainable, realistic and time-bound).

Adapted from The Balance.

➤ **Learning and Partnership Summary:**

**Partnership Statement:**

In 150 words or less, describe how you and your community partner are collaborating to develop this project. How will you continue to work together to design and implement the project?

**Meaningful Action Statement:**

In 250 words or less, describe how your proposed project will meaningfully impact the community and connect with your community partner’s long-term goals? Describe how you and your community partner will ensure your project will respectfully engage with the community.

**Reflective Learning Statement:** (Please refer to the appendix on page 5 before completing this section)

A. Using Bloom’s Taxonomy of Verbs (available at students.ubc.ca/career/community-experiences/grants-community-projects/connect-community-grant), list three learning objectives for your project: two for yourself, as the project lead, and one for your community participants. Be creative.
B. In 300 words or less, describe how you and your participants will demonstrate your learning and/or growth? What specific opportunity will you provide to discuss and process the project experience?

➢ **Budget:**

Your budget should be aligned with your project goals and your project activities; it should also be realistic given the scope of your project. Please include detailed expenses including direct expenses, student expenses and in-kind contributions. A template, (available at students.ubc.ca/career/community-experiences/grants-community-projects/connect-community-grant), is provided with sample expense categories to consider – however, not all categories will be applicable to your project. Use the categories that best suit your project and feel free to add your own.

➢ **Two Letters of Support:**

You will need to submit two letters of support, one from your community partner and one from a UBC staff member who can speak to your experience and abilities.

1. The letter from your community partner should endorse your project idea, your project proposal and your ability to execute the project. The letter should also describe your relationship with the community partner, how the community partner co-developed the project idea and how the community partner will support your learning objectives.

2. The letter from a UBC faculty or staff member should endorse your ability to execute the project. The letter should speak to your readiness, experiences, abilities, leadership, commitment and/or your experience in community-based learning. Please have the referee speak directly about how your skills link to your project proposal.

➢ **Proof of Enrolment:**

Students must demonstrate that they are in good academic standing with UBC by submitting a proof of enrolment letter. This letter can be downloaded, free of cost, from the UBC Student Centre at ssc.adm.ubc.ca/sscportal/servlets/SSCMain.jsp?function=StudentLetters

➢ **Unofficial Transcript:**

Students must demonstrate that they are in good academic standing at the time of submission of this application, by uploading an unofficial transcript. The unofficial transcript can be obtained free of cost in pdf format, from the Student Service Centre at ssc.adm.ubc.ca/sscportal/servlets/SSCMain.jsp?function=SessGradeRpt
Resume/CV:

Your resume/CV should be up-to-date with your current activities, experiences and academic status. When choosing from the full breadth of your past work, volunteer and academic experiences, please highlight those which demonstrate your readiness to undertake your proposed project. Be sure to include relevant information about yourself that relates to the activities you are proposing to undertake.

Appendix to Reflective Statement (found on pg. 3 - 4): Bloom's Taxonomy of Verbs

Bloom’s Taxonomy of Educational Objectives is an internationally recognized tool used by educators and facilitators to create and assess learning objectives and activities. The tool enables program planners to quickly, and purposefully, think about the skills their participants will acquire by participating in their programs.

Bloom’s Taxonomy can be used in extensive ways, but for the purpose of our grant, we have two objectives: 1) to simply introduce you to Bloom’s Taxonomy (because it is utilized in many educational, non-profit, grant and professional settings) and 2) to provide you with a tool that will help you craft thoughtful learning proposals for your proposed project.

For Part A of Reflective Learning Statement:

✓ Using Bloom’s Taxonomy of Verbs (attached), list three learning objectives for your project: write two for yourself, as the project lead, and one for your community participants. Feel free to be as creative as possible.

Have a look at Bloom’s Taxonomy of Verbs, and think about which word best describes the skill you and your participants will acquire. What will you learn by participating in this grant writing and project planning process? What would you like your participants learn by participating in your project? Will they be able to identify something? Describe something? Create something? Explain?

Once you’ve identified a verb, write a sentence that describes that action as specifically as possible, like in the examples below:

- Participants will be able to identify the difference in anatomy between bees and wasps.
- Participants will be able explain the notion of consent, as defined by BC law, clearly.
- Participants will be able to compose a short poem in the style of Maya Angelou.
For Part B of Reflective Learning Statement:

✓ In 300 words or less, describe how you and your participants will demonstrate your learning and/or growth? What specific opportunity will you provide to discuss and process the project experience?

Now that you have written learning objectives, think about the type of activities that will best enable you to accomplish those learning goals. For example, how will you confirm your participants have learned something as a result of your initiative? How will you record your learning? Remember, activities don’t need to be academic or formal, but they should specifically guide you and your participants towards your learning outcomes.

Some Learning Check-In Suggestions:
• An oral check-in
• A creation (poem, sign, writing, artwork etc.)
• A survey
• A journal