



THE UNIVERSITY OF BRITISH COLUMBIA

Centre for Community Engaged Learning

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GRANT APPLICATION TOOLKIT

CENTRE FOR COMMUNITY ENGAGED LEARNING

❖ About the Grants

All UBC undergraduate and graduate students (except doctoral) are eligible for the Innovation and Chapman Grants.

Up-to \$10,000 is available for each project and 3-5 projects are funded each year. Students do not need to apply for the full amount if another amount is more appropriate for their project needs. Projects should be completed no later than August 31st, 2019.

The Innovation and Chapman grants are designed to help students work with a community partner to test a new idea and take initiative in tackling issues affecting under-represented populations in their local communities. We encourage students and community partners to be innovative in their thinking and to test new ideas without the fear of failing. In fact, the Innovation and Chapman grants are specifically designed to help students and community partners think imaginatively, constructively and to push boundaries - without concern for everything going right - as we believe the best learning often comes from simply trying.

With this in mind, our grants program was purposefully created to help you learn throughout your grants experience. We want the skills and experiences you acquire to help you become a more dynamic, flexible, engaged and thoughtful leader – from the moment you begin your application, until long after your project has ended. As a result, our application, adjudication and reporting process is designed to be transparent, easy to understand and a good experience to complete.

You are welcome, at all stages, to ask for help.

Successful proposals promote sustainable social justice and/or environmental goals and foster strong, long-term partnerships between UBC and the community.

Grant recipients are *required* to submit both a midterm and final report which describes the activities undertaken with the grant, the successes and failures of the project and the learning achieved throughout the grant period.

Wishing you the best of luck as you start your grant application,

The Centre for Community Engaged Learning



❖ Are You Eligible?

General UBC Grant Guidelines

1. All applicants must be UBC students in good standing at the time of the application.
2. Minimum of one (1) primary Community-Partner Organization must be identified at the time of application. The application must be accompanied by a minimum of two (2) letters of support, one from the Community-Partner Organization and another from an Academic source.
3. Students or Community-Partners may secure additional sources of funding to support the project or initiative.
4. Funds that remain unspent at the end of the grant term must be returned to the Centre for Community-Engaged Learning to support future proposals.
5. Projects that are NOT eligible for funding include the following:
 - Registration/travel to academic conferences or initiatives that exclusively take place on the UBC campus or other academic campuses.
 - Partnering with for-profit business. At the committee's discretion, some rare exceptions may be made for social enterprise initiatives.
 - Political campaigning or lobbying on behalf of a political party or group.
 - Projects or activities that exist as credit-bearing components/extensions of the academic curriculum at UBC, such as fees for individual field trips or graduate student attendance at academic conferences.
 - Applications from faculty members or staff. Applications from students who are in co-op are accepted.
 - Applications submitted after an event or project has been completed.
 - Funding for the same project in the following year or in subsequent years if the project remains unchanged. Exceptions are made for students who wish to expand a project from previous years, provided that substantive and significant enhancements are made to expand, develop or improve the efficacy or reach of the initiative.
 - Funding shall not be used for personal gain of individuals or to fund an organization's ongoing operational or core expenses.



Criteria Specific to the Innovation and Chapman Grants

1. Funds are available for both undergraduate and master's level students
2. The Innovation and Chapman funds typically allocate 35% of the total grant budget to student as reimbursement for project management or administrative hours. In some cases, the Committee may allocate up to 55% of the total grant budget to the student where the project relies heavily on student contributions.
3. Final and mid-term grant reports must be submitted for project funds along with line-by-line budget updates for the funds. Following completion of the activity, initiative or project, a detailed final report must be sent to grant officer. Future funding for the group or club will be contingent upon receipt of this information.
4. Innovation and Chapman funds are open to undergraduate and masters level students who are degree-seeking students working across British Columbia.

Note: diploma-seeking students, part-time students and PhD students are not eligible for funding at this time.

5. Projects that are eligible for funding include the following:
 - Projects that include off-campus activities, workshops, community-meetings, initiatives, community events, forums, educational, health, environmental or cultural-based projects.
 - Your Community-Partner MUST be a registered charity, society, cooperative, non-profit or public sector, community organization, First Nation, school, municipal, federal or provincial government office.

❖ What You Will Need

To Get Started:

- Good Academic Standing with UBC
- An Innovative Project Idea
- A Supportive, and Eligible, Community Partner *
* a registered charity, society, cooperative, non-profit or public sector, community organization, First Nation, school, municipal, federal or provincial government office.



A Desire to Learn

Time

To Complete the Application:

An Official Copy of Your Official UBC Transcript

Two Letters of Support:

A letter of support from your community partner

A letter of support from a UBC faculty or staff member

An Up-To-Date Resume/CV

A Completed Application and Budget

A Desire to Learn

Time

❖ How to Use This Toolkit

This toolkit is designed to give you a basic understanding of what is expected in each section of the Innovation and Chapman Grants application. An explanation for each section is provided, alongside some ideas for how to get started.

We suggest you read the entire toolkit first, and then work-on completing one section of the application at a time, using the toolkit as a reference. Focus on completing a single section first, before moving on to the next section. Don't worry about completing each section in order; start where you feel most inspired (although we suggest saving the executive summary for last). Once you finish your application, read it through to check for consistency. Links to additional, reputable resources are provided, should you need them.

The toolkit will also provide you with some basic grant writing concepts that can be applied to the broader granting world, should you wish to apply for other funding, but is by no-means



a comprehensive guide to grant writing. If you're interested in learning more grant writing skills, consider taking part in one of workshops.

Although we hope this tool is useful, we know it may not be sufficient to answer all your questions. If needed, please feel free to reach out to us via email (community.learning@ubc.ca) for additional help or feedback.

❖ **General Grant Writing Tips Before You Start Writing**

Adapted from a presentation with Sarah Dobson

Grant Writing Consultation www.sarahdobson.ca

- Make your grant proposal easy to read and simple to understand. The people reading your application are humans with other proposals to read and busy lives to lead. Ask yourself: **is my proposal easy enough to be read and understood, at the end of the day, by someone outside of my field, who is tired? Have a friend or family member read it for you.**
- Strong grants should be able to pass the “skim test”, where someone skimming your application could quickly get a general idea of your project idea, proposed activities and expected outcomes by simply skimming through the text. Help the reader by making your application easy to understand: leave blank spaces to make it easy on the eyes and use bold text and heading to strategically emphasize key points. Ask yourself: **is my proposal clear enough to be understood quickly, by someone skimming the text, who knows nothing about me, the community partner or my project?**
- Anticipate questions and make connections for the reader. Think ahead to where they might get confused and answer those questions for them in clear, non-jargony language. Ask yourself: **if I didn't know anything about this project, what concerns or questions would I have? Answer those questions in the text.**
- Make your writing clear. Use active voice and plain language. Be consistent in your word choice and definitions. Describe things. Eliminate redundant sentences and words. Ask yourself: **could someone not affiliated with my project explain what we're doing after reading my proposal?**
- **Make the writing strong: tell a story, be compelling, and persuade the reader.** Describe the stakes of not doing your project. Explain why your project matters. What will happen if life continues the way it is, and what could happen if your project intervenes? Provide evidence for your thinking.
- Make sure you know how to describe what you do in a quick two to three sentences. Create an “elevator pitch” for your project. **The better you understand your work, the easier it is for you to describe it to others.**
- Clearly explain who's affected and who will benefit. What will you actually do? When will it happen? Where will it take place? How will you do it? Why are you doing it? **Give clear details, timelines and examples. Demonstrate these actions align with your goals.**



- Remember: **the funder is looking to fund projects that align with their objectives. Make sure your proposal aligns with the funders goals.** Use the funder’s language and clearly show how your project connects with the fund’s objectives.
- Do the objectives match the community need you’ve described? Does the budget match the proposal? Does the timeline match the budget? Does the team match the project? **Make sure your proposal is internally consistent.**

❖ **The Executive Summary In-Depth** (300 words max)

For many funders, the executive summary is the most important aspect of a grant application because it (should) provides a succinct, clear and detailed overview of the proposed project idea and activities, alongside a brief description of the roles of the initiating organizations (you and your off-campus partner!). Often, funders use the executive summary to gauge whether or not a proposal is worth reading in its’ entirety. Thus, a strong executive summary is an essential component of a successful grant application, serving as a succinct, but formal, introduction to your organization, your project and your proposed outcomes.

A robust executive summary is clear and to the point, avoiding both jargon and wordiness; it demonstrates passion and excitement about the proposed project and shows the applicant is familiar with the purpose of the grant they are applying for. Executive summaries should contain information (1) about the problem, (2) the solution, (3) the funding requirements and most especially, (4) why your organization is well-suited to address this issue. Think about answering who, what, where, why and when.

A strong executive summary demonstrates an organization’s readiness to take-on the proposed project and shows the organization is well acquainted with the goals of the funder and the requested grant.

Consider writing the executive summary *last*, once you have a strong sense of your project idea, timeline, budget and partnership.

From the Grant:

The executive summary provides a succinct overview of the entire project proposal, including a brief description of key information from each section. Describe your project in a way that is accessible to a broad audience, keeping in mind your summary is generally read first, before the full proposal is reviewed. If your proposal is successful, this summary may be published on the CCEL website.

❖ **The Opportunity Statement In-Depth** (150 words max)

The opportunity and partnership statement is an opportunity for you and your community partner to demonstrate, in a very brief manner, (1) why your team is the most capable to implement your project and (2) why the issue you have identified matters to the broader community. Think about what makes your collaboration with your community partner strong, unique, dynamic or innovative. Be sure to clearly



express what makes the issue you selected valuable and why. Consider this section the ‘elevator pitch’ of your project.

- Think about the expertise within your team. What specific skills, networks or talents does your team bring to the table? Include that information.
- When describing your opportunity, think about the information someone unfamiliar with your field needs to understand the importance of your initiative. What facts or stories are imperative to know to feel a sense of urgency? What information compelled you to take a bigger role in addressing this problem? Include that information.

From the Grant:

The opportunity and partnership statement is a brief and clear explanation of two components, (1) what the opportunity you have chosen is, in detail, and (2) why you and your community partner are best equipped to tackle this opportunity. To complete this section, write a brief statement which explains the who, what, where, why, when of your opportunity and also explain why you and your community partner are best qualified to collaborate and implement your proposed project.

❖ The Project Goals and Objectives In-Depth (500 words max)

In the grant world, there is a notable difference between project *goals* and project *objectives*. Although similar, funders use these terms distinctly to specifically identify two separate ideas: (1) the broad ambitions of your project (called “goals”) and (2) the measurable initiatives of your project which will help you achieve your goals (called “objectives”). Because this is not how we generally use these terms in everyday language, this can make this section particularly confusing for the novice grant writer.

However, a simple way to think about these terms is visualized below:

Activities  Objectives  Goals

Activities are the tangible things you will physically do (ie. workshops, printing flyers, sending emails) to help you achieve your objectives.

Objectives are the anticipated metrics which will be used to measure whether or not you are working towards your broad goal. These are written in the S.M.A.R.T goal format: Specific, Measurable, Actionable, Realistic, Time-Bound.

Goals are the overall ambitions of your project. They are macro, eagle-eyed statements about what you hope to accomplish. Goals are not as specific as objectives (but should be within the scope of your project) and tend to be a bit loftier in their wording.



Below is an example of the difference in wording between goals and objectives in the grant word:

Goal: 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).
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Source: <https://www.thebalance.com/writing-goals-for-grant-proposal-2501951>

When completing this section, it is not only important to clearly identify your project goals and objectives, but also to demonstrate how those goals and objectives align with mandate of the grant you are applying for. In other words, how do your goals and objectives promote the goals and objectives of the granting organization? Use the funder's language and clearly show these connections.

From the Grant:

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. Use this section to explain what the project will do when you get to work! When completing this section, make sure to reference how the projects goals and objectives match CCEL's criteria and clearly indicate, with bold font, what are your goals versus objectives.

❖ The Project Description, Timeline and Milestones In-Depth (1000 words max)

The project description, timeline and milestones section is the most substantial part of your grant application. This is where you get to share, in detail, what your project is and how your project will be implemented. In this section, be sure to elaborate on *Who, What, Where, Why, When* and *How*, giving the funder access to key information, such as dates, personnel and activities in a logical, chronological format. Use spacing and bold font to emphasize key information and connect your project details with your project goals and objectives. Use the same language throughout your application and make clear connections between activities and goals.

Remember, the best grant applications are engaging to the reader. They demonstrate passion for the initiative and often tell a story, rather than list details. Think about what would make your project compelling to someone who has zero experience in your field – what language, examples, ideas, outcomes, etc. would pique someone's interest in what you're doing?



Remember to write clearly, avoiding wordiness and specialist-jargon. Write for a broad audience and assume the funder knows nothing about you, your community partner or the problem you are working on. Instead of giving *too much* information, think about what information is fundamental, necessary and captivating. Make sure you speak to all three components of this section: (1) the project description (2) the timeline and (3) the major project milestones.

From the Grant:

Describe and explain your project idea, in detail. You should include the activities and tasks that you and your partner propose to achieve and note the key personnel responsible for completing these activities. Provide a clear timeline for how, and when, you will achieve the stated objectives of the project. Please highlight the major milestones of your project, including the start date, major activities and conclusions. Be clear and concrete and think about answering who, what, where, why, when and how. Remember to connect your activities to the goals and objectives.

**❖ The Project Sustainability and Anticipated Impact Statement In-Depth
(150 words max)**

Funders want to invest in projects that can continue to positively impact the community, long after the original funding runs out. This is because sustainable projects are often better for the overall health of a community, compared to projects where resources will disappear once the project is over. With this rationale in mind, think about how your project can be sustained once it ends and write a clear statement which answers the following: **What skills, resources or materials can the community continue to use after your project comes to a close? How will your project build the capacity of the community or the community organization once your project ends? How will your project benefit your community partner long-term?** Be sure to state the specific resources, materials, skills or expertise that makes your project sustainable.

Similarly, funders are interested in knowing *exactly* how your project will positively affect the community. How many people will you help and how? Why does this matter? What skills, resources or materials will the community gain? Why does this matter? Be as clear as possible, using numbers, wherever possible.

From the Grant:

Think about how your project will positively impact the community once the project is over. Illustrate how your project will be leveraged by the community, and community partner, beyond UBC's involvement. Think about ways your project might continue, long-term. Clearly articulate the short-term and sustainable benefits. Explain how these will enhance the work of your community partner.

❖ The Partnership Strengths Statement In-Depth



(150 words max)

In this section, you are asked to provide a brief, but clear rationale for *why* your partnership is well-suited to design and implement your proposed project. In a few words, you are asked to state the strength of your relationship with your community partner, as well as identify any key skills, expertise, specializations or opportunities you, or your partners, bring to the table. Strong partnership statements show evidence of good collaboration between the student and partner, as well as evidence of how important skills and assets will be leveraged to help your project succeed. To successfully complete this section, make an inventory of the skills, expertise and connections your project will utilize and use descriptive words to describe your relationship with your community partner. When describing your relationship with your community partner, think carefully about the adjectives that describe the special aspects of your partnership. Are you collaborative? Innovative? Synergistic? Cooperative? Reciprocal? How long have you worked together? What prompted you to start this initiative together?

Ask yourself: What information is absolutely necessary to demonstrate to the funder that my partner and I are a strong enough team to try this project?

From the Grant:

What makes you and your community partner the best match to initiate this project? Highlight the strengths of your partnership by discussing the skills and expertise among the collaborators that make them well suited to run a successful program. Discuss the skills and talents that already exist in the community and how your project will leverage these assets.

❖ The Project Innovations Statement In-Depth (150 words max)

When investing in new projects, funders want to know: “What makes this project different compared to the hundreds of other projects tackling the same issue?” And “How do I know this innovation is worthwhile and that our money will actually make a difference in the community?” Use this section to specifically answer these questions for the funder.

- Spend time thinking about what skills, assets, programming, approach or resources make your project different from other projects addressing the same issue. Be sure to include that information.
- Think about why this solution – in your unique format- has not been implemented before? Why is there an opportunity to implement it now? Why haven’t other solutions fully alleviated the issue and how will your programming help fill a gap? Answer those questions for the funder.
- Articulate why you believe your approach is unique compared to other projects and why you believe this unique approach will be successful. Be specific.



From the Grant:

What makes your project different? How will your project address an issue differently, than other projects addressing the same issue? Why do you think this approach is better than others? What makes your project special?

**❖ Reflective Learning In-Depth
(Point Form)**

Bloom's Taxonomy

Bloom's Taxonomy of Educational Objectives is an internationally recognized tool used by educators 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 is super useful) and 2) to provide you with a tool that will help you craft thoughtful learning objectives for your proposed project.

From the Grant:

Part A: 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. Please list them below and 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 to compose a short poem in the style of Maya Angelou.



From the Grant:

Part B: In 300 words or less, describe how you 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 intentions, think about the type of activities that will best enable you to accomplish those learning goals. 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 guide you and your participants towards the learning outcomes of your initiatives. Your learning/reflection opportunity should strategically match your learning objectives.

Some Learning Check-In Suggestions:

- An oral check-in
- A creation (poem, sign, writing, artwork etc)
- A survey
- A journal

❖ The Budget In-Depth

After the executive summary, many funders view the budget as the second most important component of a strong grant application. In fact, after skimming the executive summary, some funders skim the budget section *before* deciding to read your grant application in its' entirety. This is because funders want to be sure your funding requests are reasonable compared to your project aims. Thus, crafting a quality budget, that benefits both the project team and the funding organization, requires strong estimates, based on strong research. You don't want to shortchange your team, and you don't want to be extravagant in your asks to the funder – you want a reasonable budget, with enough wiggle room for unexpected costs and unforeseen challenges.

Although budgets are estimates, DO NOT rely on hearsay or assumption to calculate the costs associated with your project. Instead, SPEND TIME FIGURING OUT HOW MUCH THINGS ACTUALLY COST! Funders should be able to re-create your budget and to understand how you got to those calculations (i.e. Gas = 300kms @ \$0.52/km = \$156.00). If something is going to cost more than average - for a special reason - make sure that reason is known to the funder. Be sure to list budget items and budget calculations clearly.

You are encouraged to use the template provided, but bear in mind that it is not necessary to include all the suggested categories: you can use more, less or different categories altogether to suit your project needs. After you complete a draft of your budget, run it by a trusted friend or mentor and ask them if the budget makes sense, given the scope of your project. Double check that your budget explicitly includes the things you need to accomplish your goals and objectives.



Please note: Students are able to allocate up-to 35% of the total grant towards a personal stipend for participating in the project. This allocation is intended to reduce financial barriers towards project participation. Students are encouraged to use this allocation, if needed, without concern.

From the Grant:

Your budget should be aligned with you project 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 is provided with sample expense categories to consider – however, not all categories will be applicable to your project.

❖ Two Letters of Support

From the Grant:

You will need to submit two letters of support, one from your community partner and one from a UBC staff member/faculty 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.*

❖ Academic Record

From the Grant:

Students must demonstrate that they are in good academic standing with UBC by submitting a copy of an official transcript.

❖ Resume/CV

From the Grant:

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.



❖ Final Grant Submission Checklist

- A Completed Application and Budget
- An Official Copy of Your Unofficial UBC Transcript
- Two Letters of Support:
 - A letter of support from your community partner
 - A letter of support from a UBC faculty or staff member
- An Up-To-Date Resume/CV
- The Support of Your Community Partner

Acknowledgements

The team from the Centre for Community Engaged Learning would like express their sincere appreciation to Stéphanie Black and Jessica Sutherland for their valuable support during the planning and development of these grants.

