THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Community Engaged Learning

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UBC Centre for Community Engaged Learning
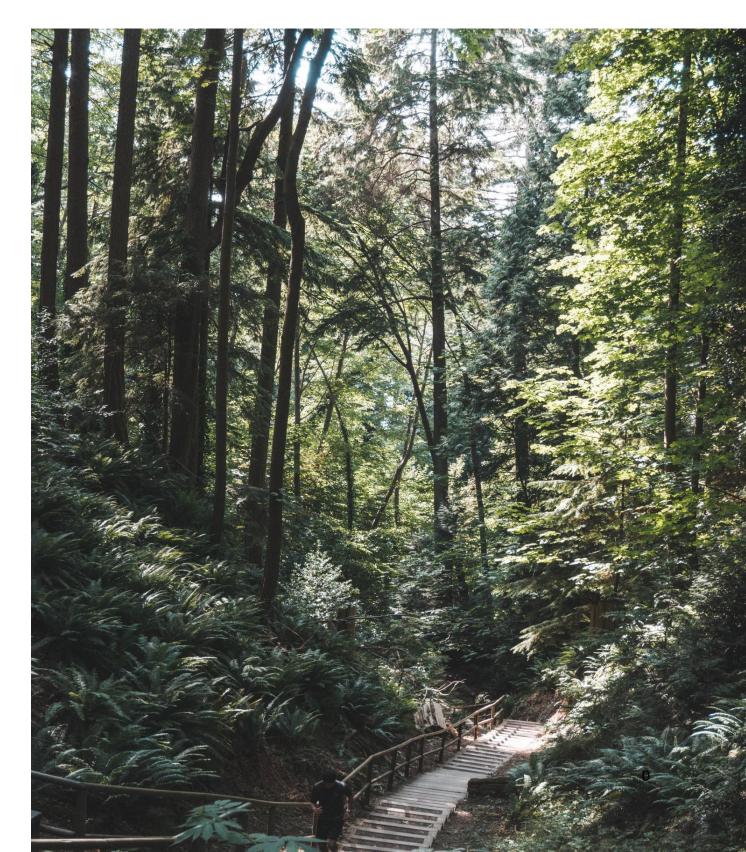**Chapman & Innovation Grant** | Application Toolkit 2023/2024

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About CCEL Grants

CCEL's grants programs were purposefully created to support students in their learning throughout every step of the grants process. Our vision is for students to become more dynamic, flexible, engaged and thoughtful changemakers through the skills and experiences acquired from implementing a community-rooted project in partnership with a BC-based community partner*. The application, adjudication and reporting processes are designed to be as transparent and easy to understand as possible, and students are invited to request support throughout all stages of the application and project implementation processes. **Successful proposals aim to address local social and/or environmental issues and foster strong, long-term partnerships between UBC and the community.**

*Eligible Community partners include: nonprofits, public sector organizations, registered charities, societies, cooperatives, First Nations Communities, schools, municipal, federal, or provincial government offices.

Grant Eligibility Guidelines

UBC undergraduate and master's students from all faculties are eligible for these grants. Both domestic and international students are eligible. Review the Eligibility Guidelines to ensure your project idea meets the criteria to be considered for funding. If you are unsure about whether you qualify for this grant, reach out to CCEL's Grants Advisor: Jacquie.kwok@ubc.ca

Connect to Community Grant (for small-scale projects, initiatives and events)

The Connect to Community Grant (C2C) invites students into community work. Supported by this grant, students can explore a curiosity or idea that supports a positive social and/or environmental change in their local community. Applicants can request up to **$1,500 for their project.**

Chapman and Innovation Grants (for larger-scale projects, initiatives and events)

Like the Connect to Community Grant (C2C), The Chapman and Innovation Grant (C&I) is an opportunity for UBC undergraduate and master's students to create and put into action a meaningful project or initiative which aims to tackle a social and/or environmental issue in their local community. Applicants can request up to **$10,000 for their project.**

Use of this Toolkit

This toolkit was designed for the **Chapman & Innovation Grant (C&I) application** (the Connect to Community Grant (C2C) Application Toolkit is linked on this page). This toolkit provides students with a basic understanding of what is expected in each section of the application. Read through the entire toolkit before getting started on the application and refer to it often while working through each of the sections.

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Chapman & Innovation (C&I) Application Checklist

Required Student Applicant Details

- ❑ Legal First & Last Name (+ preferred name)
- ❑ Current Home Address
- ❑ Indicate Domestic or International Student Status
- ❑ Email Address
- ❑ Phone Number
- ❑ Year Level of Study
- ❑ Faculty / Program
- ❑ Indicate Undergraduate or Master's Student Status

Required Community Partner Organization Details

- ❑ Community Partner Organization's Legal Name of Incorporation

- ❑ Community Partner Organization's Legislation of Incorporation (e.g., BC Societies Act, the Co-operative Act, or other)
- ❑ Community Partner Organization's Incorporation Number
- ❑ Mailing Address
- ❑ Name of Staff Contact for your Project (+ Job Title)
- ❑ Phone Number
- ❑ E-mail Address
- ❑ Other individuals at community organization working on this project (list, if applicable)

Supporting Documents

Have the following documents ready before you begin filling out the online application form.

- ❑ **Partnership Expectations Agreement.** Linked here. You and your community partner representative (main contact) listed must review and provide signatures.

- ❑ **Community Partner Letter**: This letter should come from the community partner listed. It should endorse the project proposal, speak to your relationship with them, and describe their involvement in the co-development of the project idea.

- ❑ **Proof of Enrollment.** Students must demonstrate that they are an active student at 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**. This 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

- ❑ **Updated Resume/CV**. This should be up-to-date with your current activities, experiences and academic status. You may highlight those which demonstrate your readiness to undertake your proposed project.

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Chapman & Innovation Grant (C&I) Application Steps

Once your supporting documents are ready and all sections within the application are filled out, submit your application through the application portal, linked within the Application Form. All documents submitted as part of the grant application are required to follow the below document naming convention.

FirstNameLastName – DocumentFunction

E.g. MichaelScott – UnofficialTranscript

Project Budget

Your project budget is critical towards showing funders that your requests are reasonable compared to your project aims. Crafting a quality budget that benefits both the project team and the funding organization requires best estimates based on strong research. You don't want to shortchange your team, nor be extravagant in your request to the funder.

Be sure to:

- Dedicate time to research actual project costs. Funders understand that estimates are sometime necessary, but materials/services should be as well-researched as possible. Provide links if possible. E.g. room booking costs are often available online and should be included alongside as many details as are provided.
- Detailed descriptions allow the funder to understand how far each dollar is going. "Luncheon for 75 volunteers, includes pizza ($10x40) and veggie trays ($15x6)" paints a fuller picture than $500 for a volunteer luncheon without a listed number of participants. Lack of detail can place doubt into the use of funds.
- Use formulas to calculate line items and totals. This makes it easy to modify as you edit and helps the funder "see your work".
- Key project activities should have a line item associated with it, even if the cost is zero ($0). This tells the funder that you have not overlooked the associated costs.
- In-kind costs such as donations, funding from other grants, and volunteer time are included to assist the funder in understanding the project's full scope and to enable the replicability for future iterations of the project.

Important Guidelines (relevant to C&I Grant applicants):

- C&I Grant applicants can allocate up to 30% of the total funds requested from CCEL towards a personal stipend for implementing the project. This is intended to reduce financial barriers towards participation. Applicants are encouraged to use this allocation without concern.
- Community Partners can allocate up to 12% of the total funds requested from CCEL towards organization staff time. Monetary tokens of appreciation cannot exceed $100/person. Gifts purchased as tokens of appreciation cannot exceed $50/person.
- Current allowable UBC per diems

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Use this Budget Template as a guide. It is provided with sample expense categories to consider – not all categories will be applicable to your project. Adjust the categories according to the needs of your project. You may also refer to the UBC Expenditure Guidelines document which outlines permitted spending activities. Double check that your budget explicitly includes everything you need to complete your project.

Project Summary

Question 1: Executive Summary - Provide an executive summary of your project. What are you seeking to accomplish? (max. 300 words)

This is the most important section of a grant application for many funders because it provides a clear and detailed overview of the proposed project, activities, and brief description of the roles involved. Funders often determine whether or not a proposal is worth reading in its entirety based on this section alone. As such, a strong executive summary is essential, serving as a succinct yet thorough summary of your project and proposed outcomes/impacts.

Executive summaries should encapsulate:

a. Who you are and who you are partnering with
b. The problem
c. Key project components/activities
d. Your approach, why it matters
e. How your partnership is well-suited to address this issue

This is a high-level overview of your project and should effectively introduce your work if used as an elevator pitch or conference introduction. The level of detail in this section does not need to get into the nitty gritty. Instead, focus on a high-level summary of your proposed work. For instance, "where" the project would take place should not focus on addresses, but instead can list neighborhoods within a city or the type of sites involved (e.g., community centers).

Avoid generalizations and "fluff". Get to the point and be pragmatic and factual.

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

Question 2: Opportunity Statement - What social and/or environmental issue does your project aim to help address? What opportunity have you identified to make a difference in this selected area? (max. 200 words)

Showcase the specific social and/or environmental issue that you are looking to tackle. Why is it a priority for the identified community's well-being? Make it clear that extensive research has been undertaken to understand the root of the problem, previous solutions that have been tried, and why the problem is ongoing.

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Consider:

- In describing your opportunity statement, what information would you provide to someone who was unfamiliar with this field to understand the importance of your initiative?
- What facts or stories inform your sense of urgency?

Question 3: Community - Which community would you project support, and why is this an important community to serve? What equity and ethical considerations exist? (max. 200 words)

Describe the community that would be impacted by your work. Paint a picture for the funder regarding the need for this project as it is related to your identified community. Keep in mind that funders back projects that are aligned with their own mission and goals. CCEL Grants are intended to:

- Support students to take initiative in tackling social justice and environmental issues affecting under-represented populations in their local communities.
- Enable students to broaden their capacities to engage ethically with diverse communities.
- Put theory into practice.
- Develop professional skills through implementing hands-on projects.

Consider:

- Why was this community identified?
- What is the value for both individuals and the broader community?
- What does engaging ethically with this population look like?

Question 4: Project Objectives and Goals

There is a difference between project objectives and project goals. Although similar, funders use these terms distinctly to specifically identify separate ideas.

This section can cause confusion for novice grant writers. However, a simple way to think about these terms is visualized below:

Activities ⟶ **Objectives** ⟶ **Goals**

Activities; tangible actions (e.g., host workshops/events, print flyers, send emails) to help you achieve your objectives.

Objectives; measurable initiatives that will help you achieve your broader goals. Consider the S.M.A.R.T objective acronym: Specific, Measurable, Actionable, Realistic, Time-Bound. (max. 100 words)

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Goals; The overall ambitions of your project. They are macro, high-level statements about what you hope to accomplish. Goals are not as specific as objectives. They might be loftier in their wording but should remain within the scope of your project. (max. 100 words)

Here is an example of how the wording between a goal and an objective differs:

Objectives	Goal
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). (Quantitative, measurable outcomes that will achieve goal)	Decrease the degree of malnutrition among young children in the southwest region of Baltimore. (Qualitative, desired result you want to achieve, broad and longer range, guides direction)

Sources:

https://www.canada.ca/en/environment-climate-change/services/environmental-funding/tools-for-applying/writing-smart-objectives.html

https://www.thebalance.com/writing-goals-for-grant-proposal-2501951

https://www.strategykiln.com/post/gost-busters-goals-objectives-strategies-and-tactics-explained-with-an-amazon-example

How do your objectives and goals promote those of the granting organization? Use their language, and clearly show these connections.

Question 5: Activities and Timeline - Provide a project timeline that outlines key milestones and major activities E.g., workshops, campaigning, volunteer recruitment.
Share how your project will be implemented in detail. Elaborate on **who, what, when, where, why, and how**. Provide key information, such as dates, personnel, and activities in a chronological way. Use spacing and bold font to emphasize key information and connect your project activities with your project objectives and goals. Clarify the connections between activities and goals.

The best grant applications engage the reader. They demonstrate passion for the initiative and tell a story instead of simply listing details. What would render your project compelling to someone who has zero knowledge in your field? – What language, ideas, outcomes, etc. would pique someone's interest in what you're doing?

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. Though, instead of giving too much information, think about what is **fundamental, necessary** and **captivating**. Ensure you speak to all three components of this section: **(1) the project description (2) the timeline** and **(3) the major project milestones**. What will you

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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, demonstrating how these actions align with your goals.

Timeline **(when)**	Activities/Project Milestones **(who, what, where, why, how)**

Question 6: Innovation - What makes your project unique or innovative? What other work is happening in this area and how does your project address this differently? Why do you think this approach will be impactful? (max. 200 words)

When investing in new projects, funders want to know: "What makes this project different from the many other projects tackling a similar issue?" and "Why is this innovation worthwhile - will our money actually make a difference in the community?"

Use this section to answer these questions specifically, for the funder.

- Think about which skills, assets, programming, approaches or resources make your project different from other projects addressing similar issues. Be sure to include that information.
- Think about why your proposed initiative – in your unique format - has not been implemented before. Why is there an opportunity to implement it now? How will your programming help fill a gap?
- Articulate why you believe your approach is unique compared to other projects and why you believe this unique approach will be successful. Be specific.

Community Partnership Summary

Question 7: Collaboration - Describe how you and your community partner will work together to co-design, develop, and implement this project. Why are you and your partner well-positioned to deliver this project? (max. 200 words)

Provide a rationale for why your community partnership is well-suited to design and implement your proposed project. Describe the strength of your relationship with your community partner and identify key skills, expertise, and/or opportunities that you or your partner(s) bring to the table. Strong partnership statements provide evidence of a healthy collaboration between the student and partner, as well as evidence of how important skills and assets will be leveraged to help your project succeed.

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Begin by describing the relationship you have with your partner organization and staff lead. Consider:

- How long have you worked together?
- What prompted you to start this initiative together?
- Which components of the project are you collaborating on?
- What is your process to gather feedback from the partner?

Describe the skills, expertise and connections your project will utilize to showcase how you and your community partner are best matched to tackle this problem. Consider:

- What are you both bringing to the table?
- How do you complement each other and/or fill in each other's knowledge/skill gaps?
- How do you two provide a balanced and informed approach?

When describing this relationship, think carefully about the adjectives that describe the special aspects of your partnership. Is your relationships collaborative? Innovative? Synergistic? Cooperative? Reciprocal?

Question 8. Impact - Describe how your proposed project will meaningfully impact the community. How does the project connect with your community partner's priorities and values? What are both the short-term and long-term benefits? (max. 200 words)

Funders want to know how your project will positively affect the community. Be as clear as possible, using numbers, wherever possible. Consider:

- How will your project/initiative produce positive changes for the community you intend to serve?
- How many individuals do you intend to serve, and how?
- What skills, resources or materials will the community gain? Why is this important?

Additionally, funders want to invest in projects that can continue to positively impact the community long after the original funding runs out. Sustainable projects are better for the overall health of a community compared to projects where resources disappear once the project is over. Think about how impacts/outcomes can be sustained once your project ends:

- What skills, resources or materials can the community continue to leverage following the completion of your project?
- How will your project build community capacity or the community organization's capacity once your project is complete?
- How will your project benefit your community partner in the long-term?

Be sure to highlight how specific project activities, resources, materials, skills or expertise enable your project to have a lasting impact.

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Question 9: Impact Assessment: How will the overall impact of this project be measured? (max. 200 words)

It's important to understand the impact of your project work as seen from the lens of a community member. Impact assessments can be done formally (e.g., surveys, focus groups, feedback forms) or informally (staff and community testimonials). They can also be achieved by tracking behavior changes linked to project objectives and goals. For instance, **a reduction in X behavior** or **increase in accessing Y service**.

The process you outline should be included in your Question 5: Activities and Timeline section. **If your impact assessment will be conducted on a vulnerable or marginalized community group, consult with your community partner regarding best practices.**

Question 10: Ethical Engagement - Describe how you and your community partner will engage ethically with the community throughout the duration of your project. (max. 200 words)

Funders want to know that efforts will be made to show up and engage with the community in ways that value individuals' lived experiences, and the community as a whole. Engaging ethically takes intentional thought, practice, reciprocity, humility and continued learning. Many projects work with vulnerable populations, which can involve tackling sensitive topics, and inviting personal stories to be shared. These activities must be undertaken with thoughtfulness and care. Use this section to **highlight the experience you have, or the training, literature, or guidance you will seek to engage ethically** with communities throughout the duration of your project. You can also take this opportunity to highlight the depth of your relationship with your community partner, who likely has a breadth of experience working with the community.

Learning Summary

Question 11: Personal Learning - What 3 learning objectives would you like to set for yourself as the project lead? These can be technical skills, soft skills, or a combination of both (max. 100 words)

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

Review Bloom's Taxonomy of Verbs, and think about which word(s) best describe the skills you will acquire by implementing this project. Notice that the verbs presented are all observable and measurable; be sure that your learning objectives are the same.

Consider:

- What will you learn through the grant application process, as well as project planning and implementation stages?
- What will you learn through leading this project?
- What skills will you gain through implementing the specific activities undertaken?

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Identify skills that are meaningful to your professional, personal or academic journey and be sure to select learning objectives that are realistic for the scope and scale of your project. It might not be realistic to "develop research and evaluation skills" throughout a project that does not include a distinct and robust research component. It may not be realistic to "learn strategies that fix homelessness", though it can be possible to "learn effective ways to collaborate with a diversity of organizations to reduce hunger rates of homeless youth in Vancouver".

Additional Grant Writing Tips

- Ensure that your grant proposal is easy to read and simple to understand. Those reading your application likely have many other proposals to read. **Consider: would someone outside of my field (who is tired) be able to understand my proposal?** Have a friend or family member proofread it for you.

- Strong applications should 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. **Consider: 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 with clear, simple language. **Consider: What concerns or questions might someone have, who doesn't have background context about this project?**

- Use active voice and plain language. Be consistent in your word choice and definitions. Be descriptive. Eliminate redundant sentences and words. Consider**: could someone unaffiliated with my project explain what we're doing after reading my proposal?**

- Tell a story, be compelling, and persuade the reader. What is at stake if your project doesn't get implemented? What would happen if life continued as is... versus if your project intervenes positively? Provide evidence for your thinking.
- Recall: the funder is looking to fund projects that are in alignment with their mandate and objectives. **Use the funder's language and ensure that your project is connected to your funder's mandate.**

- Make sure your **proposal is internally consistent**. 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?