

***Note the absence of a Cover Page. Cover pages are absolutely required!**

*** The structure of this proposal is excellent . There are well-defined sections and paragraphs are not too cumbersome.**

Team Member 1

BLI Fellow/Peer Facilitator

Small Grant Proposal

I am a Peer Advisor for the *Umich Organization* in collaboration with the *Other Organization* program. *Organization* has developed an exceptional relationship with the *Nonprofit Organization*, a camp that serves children of all abilities year-round through field trips, summer camps, and specialized camps for students with birth defects and other health conditions. This camp, located in Killeen, Texas, prides itself on providing a safe space for students with varying cognitive functions - whether these be developmental, emotional, or mental - to interact with one another through a series of fun games and activities located throughout the campground. These activities include, but are not limited to, a movie theater with arcade, high and low rope games, a fishing area, and large playrooms. Students can be easily accommodated despite any physical and/or mental limitations they may have due to the inclusive environment *Nonprofit Organization* offers.

This is very descriptive! The more details, the better.

I will be visiting *Nonprofit Organization* as a Site Leader for *Other Organization* along with my Co-site Leader, *Team Member 2*, and the twelve freshmen *Umich Organization* participants we have interviewed and selected. The trip will last for the entire Spring Break, from Friday, February 25, until Sunday, March 5.

In preparation for our Spring Break trip, *Team Member 2* and I have been facilitating bi-weekly (Fall semester) and weekly (Winter semester) meetings leading up to our Spring Break trip to teach students about our topic, Healthcare and Disability. In addition to this, we have discussed the meaning of social justice, which we define as receiving equitable opportunities and outcomes despite factors such as race, gender, sexuality, and cognitive function. The fourteen of us will be driving in two mini-vans and staying at the campsite for the entire week.

1. Project Goal

Those with impairments are often separated from students without impairments, beginning in elementary school. As a result, people are often unable to interact with students with differing abilities on a daily basis unless someone has a family member who fits this category. Thus, our goal as a group is to decrease any stereotypes or stigmas that the participants may have regarding those with challenges by educating one another through discussion and interacting with the freshmen participants.

But, be careful of redundancy! Always ask yourself how you can cut out "fluff" from a sentence.

Leadership Cultivation

The BLI Habits that I believe our group has and will continue to cultivate are:

- **Build A Team** - We will need to work as a team to fulfill the tasks that are asked of us by the *Nonprofit Org* staff (i.e. cleaning and activity set-up). Building a team not only relates to us as participants volunteering at *Nonprofit Org*, but also building a team with the campers who will

In the grant application world, active voice is better than passive voice.

be present. Most of the activities that *Nonprofit Org* offers will require each of us to work together, especially the most challenging activities such as fishing and completing high ropes

- Expect Challenges - Because *Team Member 2* and I have selected a diverse group of freshmen who have a wide range of experience with interacting with people who have varying abilities/life circumstances, we expect challenges. For example, whereas some students have been previously involved in organizations that have given them exposure to those with varying abilities, other participants have had no experience at all interacting with these individuals. We hope that these challenges allow the students to learn from one another and grow throughout the trip.

- Always Ask - It is important to ask! One can never have too much knowledge, and especially since we will be traveling out of state it is important that each student is aware of what will be going on and that any points of confusion are addressed. Although *Team Member 2* and I are leading the trip, we are in no way, shape, or form experts. We have learned just as much from the participants as they have learned from us throughout our meetings thus far simply by asking questions.

2. Implementation and Evaluation Plan

As site leaders, *Team Member 2* and I plan to utilize our weekly meetings with the volunteer participants to achieve our goal. To date, we have used TedTalks and group discussions to cultivate an environment where the participants can grow in relation to their understanding of social justice issues, especially those surrounding healthcare and disability. We will continue to facilitate discussions throughout the week of the trip to talk about what we witness among these students and any lessons that are learned along the way. To date, we have talked about what it means to have a safe space, social identity awareness, and other topics. We have also used videos and other activities to provide an interactive learning environment (a full appendix of our meetings will be included in the “Timeline” portion of this document).

We will provide the student campers with a break from class and any personal hardships they may be facing at home. For example, *Nonprofit Org* is located near a military post and many of the campers have either one or both parents serving our country. Many of the students I have come across last year were either new to the area or were soon moving to a new location and would soon be forced to leave their friends behind. It is likely that we will come across students who are experiencing the same challenges. Although we hope to help the campers with disabilities realize that they are just as normal as anyone else and they are not stigmatized by the entire population through use of existing activities provided at the campsite, we recognize that we will only be spending one week with them. However, since *Team Member 2* and I have been hosting meetings with the volunteer participants since October, there is a greater chance that the growth of these individuals will exceed the impact we would like to develop on the campers at *Nonprofit Org*.

Student 2 and I will evaluate how well we have achieved our goal by providing each of the

participants with a survey before and after our trip to Texas. We plan to ask questions regarding the level of comfortability they felt before and after the trip, and how likely they would be to come back to *Nonprofit Org* or a similar facility to volunteer again. The questions will include a numeric scale that will make it easier to average scores and see how much the participants have grown.

3. Timeline

Below is a general timeline for the trip, including the group meetings prior to arriving to Texas:

Wednesday, November 2: First group meeting, defining “safe space”, creating rules for group meeting

Sunday, November 13: *Other Organization*-wide meeting: bucketing, icebreakers

Sunday, December 2: *Other Organization*-wide meeting group activity

Wednesday, January 18: Ice breaker, video from *Nonprofit Org* - <https://vimeo.com/183352693>, fundraising update, social identity chart activity, row row row your boat activity, word mouthing activity

Sunday, January 22: Differentiating between “weird” and “different”

Wednesday, February 1: Ice breaker, spectrum of service worksheet/ask about the “why” of *Other Organization*. Why does it exist? (Purpose/Goal)

Wednesday, February 8: Ice breaker, TedTalk - <https://www.youtube.com/watch?v=8K9Gg164Bsw>, Discussion, Tree activity (“root” causes of social justice issues)

Wednesday, February 15: Ice breaker, Correct Terminology Activity, Packing list, Driving, alcohol/drug policy

Wednesday, Feb 22: Icebreaker, Logistics, address any questions/concerns

Friday, February 24: Depart around 6 p.m., drive for ~6 hours, sleep at a hotel

Saturday, February 25: Continue driving to Texas, arrive around midnight on Sunday

Sunday, February 26: Training

Monday, February 27: Wednesday, March 1: Field trips come to *Nonprofit Org*, volunteer, work on camp project (to be announced by *Nonprofit Org* faculty), group reflections at night

Thursday, March 2: Free Day! Drive to Austin or Dallas, go sightseeing

Friday, March 3: Last day with campers, reflection

Saturday, March 4: Wrap up, depart from *Nonprofit Org*

Sunday, March 5: Arrive to campus

Detailed, step-by-step chronology of the project - excellent!

4. Reflection and BLI Reporting Plan

Because this will be such an exciting and eye-opening opportunity for each of us attending the trip, reflection is vital to share experiences with one another and track growth. Iman and I have planned each meeting with learning activities to create discussion and offer time to reflect at the

end of each meeting. We will also have a time to reflect each night while in Texas. I am sure that we would all love to share our experience with BLI! We can send pictures and/or write a summary of our trip and encourage BLI members to look into *Other Organization* and other volunteer experiences to become better leaders. In addition to this, we can provide BLI with the survey results obtained before and after the trip.

This section is no longer needed, but reflection post-project is important!

5. Budget and Justification

In order to attend the trip and volunteer our group needs to raise \$1000. If we raise over \$1000, that amount will go toward groceries or activities that our group would like to partake in throughout our trip to Texas. Our goal is to earn over \$1000 so that we can purchase groceries using this money and decrease any financial burdens our students may have! I am requesting to receive \$200 from the general BLI grant, as well as the additional \$100 from Leadership for Peace for a total of \$300. However, any donation will be greatly appreciated. Below is a breakdown of how the money will be spent for our trip.

Expense	Cost	Reason
Gas	~500 (100 from general BLI grant)	We will be driving in two large minivans to and from the campsite in Texas
Hotel	~135 (\$50 from general BLI grant/\$25 from Leadership for Peace - optional)	We are not allowed to drive after a certain time at night, so we will have to stay overnight at a hotel on our way to and from Texas.
PKRC Fees	~400 (\$50 from general BLI grant/\$50 from Leadership for Peace - optional)	Each site is donated a certain amount of money on behalf of
Miscellaneous (food, activities etc)	~150 (25 from Leadership for Peace - optional)	We will need to stop for food multiple times throughout our drive to and from Texas, as well as buy groceries to have food at the campsite since most meals will not be provided. We would like to raise over the \$1000 minimum to eliminate the cost barrier some students may have if they can't afford food, other activities.

Excellent table! You can never be too detailed with your item description. Notice that for this project, the fees exceeded the maximum award for this grant. It is important to then specify what you want the BLI to cover and the cost of the requested items.

Please submit any funding using the following information:

Organization name: Alternative Spring Break - *Nonprofit Org*

Organization project-grant#: *Project Grant Number*

Revenue account code: *Account Code*

Thoughtful details show the Review Board that this applicant is willing to go the extra mile to receive additional funding.

Contact me at *email@umich.edu* for any questions! The deadline to receive all funds is Sunday, February 5, 2017.

Leadership for Peace

The meetings that *Team Member 2* and I have facilitated thus far have played a key role in providing us with the research needed to better understand the thoughts on social justice issues relating to our topic, Healthcare and Disability. The conversations that we have had with our group act as interviews to better understand why such issues may exist with regards to the stigmas against individuals with disabilities. Our experiential component consists of the work that our group will do collectively to volunteer with the individuals who are differently abled. There is a one day intensive training held by *Nonprofit Org* the day before students come to the camp, but each meeting that we have held leading up to the trip should also be considered as training. Although our group is requesting the full \$100, we will greatly appreciate any and all donations.