Here are the three essay questions we'll ask you in Part 3 of the CCCE grant application (and below these, questions you'd be asked after your experience, if your project is funded):

1. Description: Address "What will I be doing, with whom, and why?" Please provide a clear and detailed description of the activity or project you'd like to fund. Please share how this is an intercultural AND community-based experience that will provide mutual benefit to you and communities with whom you are engaging. (500-600 words)

2. Knowledge/Skills: What do you hope to learn through this project? In particular, what are the (a) civic skills, (b) civic knowledge, and (c) civic identities that you believe you'll grow or deepen through your engagement? (examples of each provided below, 500-600 words)

Examples of civic skills: collaboration and team work; time management and project management; communication (written and oral) with diverse others; cultural humility; group facilitation; active listening; event planning; dialogue; mediation; budgeting; responding to bias; mindfulness/critical self-awareness

Examples of civic knowledge: understanding intercultural contexts; exploring how social change happens; comprehending, analyzing, and questioning the status quo and existing complex social structures; knowing who else contributes to the social issue you're addressing and how; understanding how logistical/technical/policy processes work within existing systems; knowing models of mutual aid

Examples of civic identity work: engaging in reflective practices to increase self-knowledge; deepening understanding of social identities and how your intersecting identities/backgrounds impact how you show up with others; identifying your strengths, interests, values, and skills; developing commitment to contributing to and learning from communities on a long-term basis

If you indicated connections to conflict transformation in Part 2 of the application*, please describe those connections through the prompt of this question. To learn more about conflict transformation topics and skillsets, visit: go/ctresources

3. Connections: How does this project relate to: (a) any activities in which you participate or have participated, and (b) your academic studies? Additionally, (c) how you plan to relate the knowledge or experience that you acquire through the program to our Middlebury community and/or with the greater local or global community in the future? (200-300 words)

We also ask you to upload a budget: see the sample at go/crosscultural.

When you return, here are some of the questions we'll ask in your post-experience survey:

1. Description: Address "What did I do, with whom, and why was it significant/impactful?" Please provide a clear and detailed description of the activity or project we funded. Please share how you engaged in intercultural learning AND addressed the public good. (500-600 words)

2. Knowledge/Skills: What did you learn through this project? In particular, what are the (a) civic skills, (b) civic knowledge, and (c) civic identities that you grew or deepened through your engagement? (500-600 words)

Examples of civic skills: collaboration and team work; time management and project management; communication (written and oral) with diverse others; cultural humility; group facilitation; active listening; event planning; dialogue; mediation; budgeting; responding to bias; mindfulness/critical self-awareness

Examples of civic knowledge: understanding intercultural contexts; exploring how social change happens; comprehending, analyzing, and questioning the status quo and existing complex social structures; knowing who else contributes to the social issue you're addressing and how; understanding how logistical/technical/policy processes work within existing systems; knowing models of mutual aid

Examples of civic identity work: engaging in reflective practices to increase self-knowledge; deepening understanding of social identities and how your intersecting identities/backgrounds impact how you show up with others; identifying your strengths, interests, values, and skills; developing commitment to contributing to and learning from communities on a long-term basis

If you indicated connections to conflict transformation in Part 2 of the application*, please describe those connections through this question's prompts. To learn more about conflict transformation topics and skillsets, visit: go/ctresources

3. Connections: How did this project relate to: (a) any activities in which you participate or have participated, and (b) your academic studies? Additionally, (c) how have you already or how do you plan to relate the knowledge or experience that you acquired through the program to our Middlebury community and/or with the greater local or global community now that your project is completed? (300 words)

Did you participate in any opportunity(ies) that supported your experience and learning (e.g. forums, speakers, discussions, workshops, classes)? If so, please name it/them, and include a one sentence review of their usefulness.

Please reflect on your proposed budget. Was your estimated budget accurate, or were there any discrepancies (over or under spending in particular categories) in what/how you spent the funds provided? We will work with you to allocate unspent funds, or consider additional funding if you'd underestimated costs.

We'll also ask you to upload at least one photo and for permission to use your reflective answers as a CCE blog post (or not).

*Question about Conflict Transformation connection from Part 2 of the application:
Does this project address any of the topics, skills, or dispositions related to conflict transformation listed below, or other areas that you think address conflict transformation? If so, this may expand options for funding. You'll have a chance in the essay questions to describe how your project relates to one or more of these areas, if relevant.

- Restorative justice
- Intercultural understanding
- Peace building
- Active listening/ethical storytelling
- Dialogue
- Mediation
- Democratic engagement
- Other(s)