

Project Description Example (actual application, St. Paul's Bedford, MA)

The following is provided as an example of how one church thought about each of the questions in the Project Description, and articulated quite well how their congregation is approaching their mission relationship. You can see clear examples of each of the Elements of Healthy Mission.

In the following page(s), use the following questions to describe in detail the project for which funding is sought, including the needs or opportunities the project is intended to address, project methods, anticipated staffing, time frame and benchmarks, and provisions for management and financial oversight, including specific goals, anticipated outcomes and measurement against goals.

13. Project Narrative (no more than 3 pages, single-spaced. Please maintain at least the 11 point font.) *(Each section will expand automatically to accommodate typed information)*

A. Describe the experience of your congregation (or organization) with local mission in or around your community. Is this relationship ongoing?

St. Paul's Bedford has various local mission projects. In the summers, we help provide meals for children participating in B-SAFE, a summer enrichment program for low-income students. During Lent we collect items which are donated to our local food pantry. Our knitting ministry makes Linus blankets which are given to children who are ill, injured or otherwise need comfort. For the last 3 or 4 years, St. Paul's partnered with other churches and organizations in town to help meet the need of a large number of homeless families who were living in a hotel in Bedford. Placed there by the state for "emergency housing," many families ended up staying for months or years, living in one room, often with several children. We helped provide gift cards so families could purchase holidays gifts for children, and several hot, family style meals per year, as the hotel rooms lacked cooking facilities and families were unable to cook their own meals. Recently, several members of St. Paul's have been attending meetings and learning more about the Syrian refugee crisis, and what we could do if need be. Our middle school youth volunteer yearly at the Special Olympics, working at basketball tournaments doing various tasks, and they also did a clothing drive this year for Cradles to Crayons, culminating with a morning spent sorting items in their Boston facility.

We have also partnered with the Parish of the Epiphany with 3 Haiti missions. Preparation for these missions included working together on fundraising dinners, plus organizational meetings and some fellowship events. We have attended services at Epiphany, and some members of their parish attended our biannual show/fundraiser, St. Paul's Tonight.

B. With respect to this grant application, with what congregation and/or community are you in relationship? Where are they located? Describe how you selected your partner(s). What is the current nature of your relationship?

During our last mission trip to Haiti, we focused on supporting the nursing school, FSIL. We are developing a relationship with the nursing faculty and the support staff. We learned about FSIL in Leogane, Haiti during the Parish of the Epiphany's 2014 medical mission, in which 4 members of St. Paul's participated. We met Dean Hilda Alcidor, and learned about the amazing work they are doing. After several days of doing mobile medical clinics, we realized that while that type of work was needed, it was not a long term solution to Haiti's health care issues. But Dean Hilda's school IS an answer to that problem, educating Haitians to become skilled nurses and help improve health care in Haiti.

During the 2016 mission trip, we stayed at FSIL and worked with staff. Rev. Wendell spent several days helping the librarian organize and reshelve hundreds of books. This is work the librarian was unable to do

because she is also busy as a nursing instructor. The library is now much more user friendly, making it easier for students to find and access the books they need. Another member of our mission team worked with the kitchen and grounds staff and planted a garden. The vegetables were chosen by the head cook, based on what they use most (all students eat meals at the school). The location and design was determined in collaboration with the grounds staff, who know the soil, sunny areas and growing conditions. Two of the nurses on the trip worked with the Dean and other staff and offered 2 lectures on relevant topics to 3rd and 4th years students. Although the school is well run, they continue to need support in areas of staff development, teaching English, various building and grounds projects, and additional clinical experiences. We look forward to continuing to understand the needs of the staff and the school, and work with them to help in these areas.

C. Please describe the circumstances of the people directly served by the project.

The faculty at FSIL are all graduates of the school. Dean Hilda has had them return to the school to be the faculty and staff. Support staff are local residents employed by the school- housekeepers, ground/maintenance, kitchen staff, etc. They are hard working and dedicated to the school.

D. Describe the nature of your planned activity together.

Our 2016 trip included the activities mentioned in part B above. Further activities with FSIL will be determined by discussion and communication with Dean Hilda and her staff. Some possible future collaborations include: continuing work on the garden and adding further space for crops; teaching ESL to staff; staff development in areas of teaching and updates covering current clinical nursing topics; developing a system to check out books so the library becomes a circulating library, etc.

E. Describe the ways in which this mission relationship benefits both you and your partner.

FSIL runs on a limited budget and is not able to hire all of the staff that they would like. Staff are often stretched thin, doing tasks that take them away from their primary role as educator (i.e. having a professor run the library). Often the faculty and staff don't have time for additional projects (organizing the library, planting a garden, etc.) which would improve the school and enrich the learning experience for students. The benefits to the members at St. Paul's are numerous- spending time in Haiti and learning about the culture, the economic and political struggles, and getting to know the faculty and staff 1 on 1 enriches our lives. It increases our understanding of how privileged Americans are, yes inspires us by seeing how Haitians live every day with hope, faith, and resilience despite much adversity. The relationships we develop and nurture with staff teach us that despite our many differences, we are all God's children- the color of our skin, the luck of our place of birth, and any other differences does not change that.

F. How is your sending community involved and integrated with your mission work?

The St. Paul's community was very involved in the mission work. The parish helped participate and support fund raisers of selling Haitian coffee and artwork in the several months before the trip. We held bag-making workshops and adults and children helped sew hundreds of fabric bags which are used in clinics, filled with prescription medications, toothbrushes and toothpaste. Parishioners also made bean bags, which were taken to Haiti and used to play games with the children who wait in clinics for medical care. A special prayer was written for the missionaries and was read by the whole parish on Sundays in the weeks leading up to the trip. Parishioners wrote notes of support which were given to mission members to open and read during the week in Haiti. While in Haiti, the mission members wrote a daily blog and it

was shared with the parish. And after the mission trip, we have a “Haiti Sunday,” during which a few missionaries gave the sermon, talking about their experiences, and had a slide show and discussion after the service.

G. What is your relationship with the local Anglican/Episcopal Diocese of your partner?

FSIL is part of the Episcopal University of Haiti. Although the school is run relatively independently, the Bishop visited the school while we were there in March.

H. With what other people or organizations are you collaborating (both here and abroad)? Describe the nature of your collaboration. With whom would you seek collaboration?

As mentioned, we have worked closely with the Parish of the Epiphany in Winchester. St. Paul’s sent 7 members on their Haiti mission trips in 2014 and 2015. This year St. Paul’s mission trip was the same week as Epiphany’s and we helped staffing their medical clinic, plus assisted with fundraising before the trip and organizing medications and supplies in Haiti. We also are in close contact with the Haiti Nursing Foundation. Although in Michigan, the President, Joann Pohle travels to Boston frequently. We have met with her and were able to give her feedback and suggestions before the HNF sponsored trip in May of this year.

I. How will you ensure that resources are being used as intended?

FSIL is funded by The Haiti Nursing Foundation (HNF), a 501(c)3 charity in Ann Arbor, MI. the HNF Board of Directors works with the Board of Governors at FSIL to ensure proper use of funds. They produce quarterly financial reports and monitor incomes and expenses at the school. The HNF treasurer has worked with the schools accountants and they pay for independent audits of the school’s financial records.

J. How will your mission work promote growth and independence in your partner community?

Many medical professionals travel to Haiti each year to provide short term medical care. While this care is helpful and needed, it doesn’t promote the goal of Haiti becoming able to provide medical care for its own citizens. Although accurate statistics are hard to find, in 2009 WHO estimated that Haiti had 1,949 physicians (density of 3 physicians/10,000 people) and 834 nurses & midwives (*density of 1 nurse-midwife/10,000 people*), in contrast to a global average of 13 physicians/10,000 people and 28 nurses-midwives/10,000 people. FSIL is working to change this. As of 2015, eight classes have graduated -- 115 Haitian nursing professionals, 95% of whom remain in Haiti. They have been educated to international standards for services as clinicians, leaders, and agents of change in their country. When the school was first founded, most of the instructors were visiting nurses from the US, but now many of the classes are taught by its own graduates. Over time, the school is becoming less and less dependent on foreign assistance. FSIL is truly a school which is helping to improve health care in Haiti for the long term.

K. What are your plans to make the improvements you have made together sustainable over the long term? How will local capacity be developed?

As mentioned above, the school is becoming more self sufficient by graduating more and more nurses, some of whom remain at the school to teach and have administrative roles. Despite that, the school needs funding to help pay student tuition, which is about \$16,000 for 4 years of room and board. As more and

more students graduate, the school will continue to have more staff to teach and fill the various roles needed at FSIL.

L. How will you measure the success of your mission work?

The school continues to graduate more and more students each year. They keep records of where students work as nurses and what type of work they are doing. Success will be on-going as more students graduate and continue to improve the nursing work force in Haiti.

M. General narrative- what else should we know about this project that you haven't told us?

Financial Information

Provide a detailed budget for the year, broken down by function and/or expense area and by time. List the amounts of funds donated from other sources, including their names and contact information. Include contractor estimates for all proposed capital expenses (e.g., costs of proposed buildings and equipment). Identify the budget items for which grant funding is being requested. Use this page as a guide. (*Tab in the bottom right block to add additional lines to each table.*)

14. Available/anticipated project funding, including requested Matching Grant funds:

<i>Source with contact information</i>	<i>Amount in U.S. dollars</i>
Requested grant funds (from #10)*	\$10,000
Epiphany's Haiti Medical Mission Fund- raised from donations and fundraising dinner and auction	\$12,000
Airline tickets to Haiti March 2016 4x\$700 (approx- paid by individuals)	\$2800
St. Paul's Haiti fund (money raised from donations, Haitian coffee sales)	\$6103
General Mission Budget funds	\$1200
Capital Campaign funds	\$2300

Total available funding: \$ 34,403 _____

15. Itemize project infrastructure expenses (one-time start-up costs for site and durable equipment):

<i>Item</i>	<i>Amount in U.S. dollars</i>

Total capital expense: \$ _____

16. Itemize project operating expenses (consumables and day-to-day ongoing costs) in order of priority:

<i>Item</i>	<i>Amount in U.S. dollars</i>
St. Paul's HNF- donation for scholarships: Dec 2015 \$4000, June 2016 \$1000	\$5000
Epiphany: HNF donation for scholarships: 1/19/2016- \$4000, summer 2016 (to be given) \$8000	\$12,000
Airline tickets	\$2800
Airport transportation	\$200
Room & Board at FSIL guest house	\$2625
Insurance for trip- medical evacuation, KRE	\$1778
Grant funded scholarships	\$10,000

Total operating expense: \$ 34,403 _____

TOTAL PROJECT EXPENSES (15+16): \$ 34,403 _____**

* Grant funds should not exceed 50% of Total Available Funding

**Should equal #14 Total Available Funding