



Targeted call for FSC Project Partners

Instructions to complete the application form

Please refer to the Future Skills Centre's (FSC) **Targeted Call for FSC Project Partners Guidelines** document when preparing your application.

This application form is structured to help you address the selection criteria for this call and give reviewers easy access to your project information. This form is divided into the following sections:

- Part 1 - General information
- Part 2 - Project summary
- Part 3 - Project details
- Part 4 - Project work plan and budget
- Part 5 - Declaration

If you would like to request accommodations or other types of support, please contact Maysa Mourad by email at targetedcall@fsc-ccf.ca or by phone at 437-331-0613.

If you have any questions while compiling your application, you may contact our team at targetedcall@fsc-ccf.ca. We would be happy to answer any questions.

PART 1 - GENERAL INFORMATION

1. Lead organization

Name of lead organization

Right To Play International

Name of project lead

Laura Thomas

Project lead’s preferred method of contact (email address and/or phone number)

lthomas@righttoplay.com

2. Proposed project

Project title

Upskill and Certify Indigenous Child and Youth Practitioners - Cohort 2.0

Project start and end dates

September 1, 2022 - September 30, 2023

Projects must end no later than September 30, 2023.

Amount requested from FSC (total)

\$687,598.90

Project partners and their location

The Chang School of Continuing Education, Toronto
Ryerson’s School of Child and Youth Care, Toronto

PART 2 - PROJECT SUMMARY

1. Proposed project “one-liner”

How would you describe your new project in one sentence?

We're seeking to strengthen the design and delivery of the Upskill and Certify Indigenous Child and Youth Practitioners program by applying learnings to the implementation of a second cohort.

(30 words maximum)

2. Proposed project summary

How would you describe your new project and how it builds on the testing and learning of your current project to date?

We suggest that this summary covers the main information about how your new project addresses all selection criteria of this targeted call.

We recognize the critical role of youth workers in supporting youth development, and are seeking to address the significant education, skills, and employment gaps within Indigenous communities by implementing a second iteration of our culturally-relevant training and employment program. Right To Play, Ryerson University's Chang School of Continuing Education and the Department of Child and Youth Care's program propose a second cohort of students to up-skill and certify Indigenous child and youth practitioners with postsecondary certification.

Since much of our first year was dedicated to the design and development of this innovative blended certificate, including course curriculum and training supports, our new project seeks to review the findings from the implementation of the first cohort of students. The outcomes and learnings gained through this unique project will enable The Chang School of Continuing Education to continue to enhance its array of blended courses to individuals who are Indigenous and/or reside in remote communities. Together all parties will evaluate the impact and efficacy of the first cohort to determine ways to enhance the implementation of the second cohort in order to build broader capacity and marketable skill sets amongst Indigenous community members.

To deepen learning impacts, we plan to monitor and evaluate this cross-sector approach to ensure new applications of the curriculum content and delivery are incorporated to enhance the student experience – both for those involved in this certificate as well as share findings with the broader adult education sector.

(250 words maximum)

3. Additional scope

How does your new project go beyond the scope of your current FSC-funded project?

The additional scope may include expanding or extending a project model, its principles and/or components. For example, it may include expanding the project to new regions or jurisdictions, including new or larger target populations, and testing different delivery formats to understand what works to address demands. This would assume the potential for bringing additional partners to deliver the project at a broader scale. The additional scope must be grounded in new concrete learning questions to contribute to your work and of others in the skills ecosystem.

This certificate program is working to improve education and employment outcomes for Indigenous youth and adults. With continued funding from Future Skills Centre, we would extend the project by reaching another cohort of 25 students. The continuation of the program would provide an opportunity to expand the impact and incorporate participant feedback. One component that is different than our current project is the addition of an Indigenous MEL specialist. The focus of this role is to generate more rigorous evidence with Right To Play's Indigenous Programs' projects that align with Indigenous methodologies.

Tailored capacity building and support is one of the main principles of how RTP supports its partners. The pandemic has restricted the ability of RTP staff to travel safely to communities and provide in-person coaching to Community Mentors (youth workers). We're hopeful that it will be more feasible in 2023 to provide this coaching element to ensure completion of course material is accessible and manageable.

(150 words maximum)

4. Importance of the additional scope

Why is the additional scope of your project important to your organization, sector and target populations? Why is it timely?

In the first round of the program, there were many applications that exceeded the allotted spaces. Offering a second cohort would respond to this demand and expression of interest requested by community partners. Providing the educational certificate free to participants alongside a work-learning practicum directly related to the field of study reduces financial barriers to Indigenous adults pursuing a certification. An essential element of this project is the high level of focused support, to reduce challenges associated with online learning, technology use, and the need for individualized support. While traditional educational degrees require students to travel to participate in workshops, this unique project model has built-in elements of virtual and in-person training and support from RTP staff for each participant who lives remotely. Certifications such as these offer blended learning opportunities in a desired field that are timely for adult learners seeking to up-skill during an employment market impacted by the pandemic.

(150 words maximum)

PART 3 - PROJECT DETAILS

In this section, please provide information about how your new project supports each of the selection criteria of this targeted call.

We provide prompting questions to help you address all criteria in the application guidelines. You may prepare this section following the prompting questions in sequence or using your own sections and narrative.

Although you have flexibility regarding the format for this section, please make sure that you address all criteria according to the prompting questions. Reviewers will assess your application by scoring each criterion individually.

This section should not exceed **seven** pages. We anticipate that most proposals will present this section in **five** pages.

Relevance: Our project aligns with FSC strategic priorities by working collaboratively across sectors to provide career pathways for Indigenous adult learners. This blended certificate program is designed to make up-skilling and educational opportunities more accessible by embedding various supports so students can be successful and stay connected to their communities. The format and delivery of information were designed with the diversity of students in mind. Right To Play has found success in its Indigenous partnership model for over ten years by providing paid training opportunities for youth workers. By working with The Chang School of Continuing Education and Ryerson's School of Child and Youth Care, we're looking to replicate the elements from the first cohort that were a success, and make adjustment to innovate and further enhance the program for students in a second cohort.

When we opened applications for participants to submit their expression of interest, it demonstrated how this program was addressing systemic challenges youth workers faced when considering gaining new skills in Canada. Often times there are several barriers (financial, family commitments, geographical, etc.) that restrict adult learners from applying to post-secondary education or certification programs. When Community Mentors were asked to express their interest in this program, their responses affirmed why this program is essential. Below are a few quotations that we received from the applicants.

"I've worked as a CM for the past 5 years and this year is my 6th year, it would be nice to be officially certified in the youth and children area. I've tried out ECE in my first years out of high school but didn't finish due to family needs and responsibilities. I've been thinking about going back to school but I cannot leave my job. I do have a certificate in PSW work and find that even that education has helped in my youth work. I didn't know the things I learned from Right To Play before I went to the trainings and my program grows because of this learning. The certificate would help me to learn from more people. My Right To Play program is the main recreation space in the community. Families know that I am here 4 days a week and depend on that for the kids. Like I said I have done this job for many years and see myself doing it for many more. I take my future and the future of the program seriously and want to keep developing my skills." -Community Mentor, Northern Region

"I feel that this certificate would allow me to begin my post-secondary education in child and youth work which has been a barrier for me that I'd like to overcome, also to be able to enhance my goals/objectives within Right To Play and beyond while looking for long term sustainable ways to continue the work in and outside of institutional spaces allowing greater community access to resources. Some of my other interest in furthering my education this year certificate program would be the online course design offered entirely virtually to me, accommodating learning styles and considerations while getting organizational support from Right To Play and accredited university allows me to get my foot in the door and utilize this opportunity to pursue a degree in child and youth work to further benefit my community." - Community Mentor, Southern Urban Centre

"I am interested in this certificate program because I would like to support my community in creating a youth worker group that supports and creates jobs for local youth workers so that children and youth of all ages and abilities can have access to outcome based programming. This certificate could benefit myself by moving on in my career. I've been working with children and youth for over ten years now and have gained some firsthand experience working with Indigenous youth in my community. It would support management, leadership

and promote the goal of creating more trained youth workers here in my community. I'm always interested in upgrading my education and I think this is a great opportunity to do so because it will keep my training in Child and youth work current and up to date and it would be great to learn alongside other youth workers running the same type of programming in their communities.” - Community Mentor, Northern Region

“To have a deeper understanding of engaging Indigenous children and youth. To get a deeper understanding of Indigenous culture from a new perspective. To make myself a more well-rounded youth worker. I believe this certificate's content will give me more tools in my toolbox to do my job as CM and where that takes me next in my career with RTP. To keep my own personal learning journey going - I thrive when I am challenged and learning.” -Community Mentor, Northern Region

We received 36 applications for 25 spots. They ranged in location from Indigenous urban centres, to fly-in communities, northern and southern regions across Canada (5 provinces and 1 territory). With demand for this service exceeding capacity, we are motivated to offering a second cohort to respond to growing interest in this responsive program. Cohort 2.0 will come with a new program year – which also opens-up the potential for new community partners to apply.

Innovation and Evidence:

This blended learning course is a model for how cross-sector collaboration can produce innovative educational opportunities that meet the needs of adult learners. Our evaluation methods build in opportunities for participants to provide feedback during the program through baseline and end of program evaluations, which ensures our evaluation encompasses community experience and program quality. Right To Play upholds the First Nations principles of OCAP (Ownership, Control, Access, and Possession), standards which guide how to conduct evaluations with First Nations, and which warrant that communities are involved in every step from project design to integration of learnings.

Right To Play’s wrap-around coaching support is unique to this program, as cohorts have built in coaching from Program Officers (who support the Community Mentors). So while surveys provide formal opportunities for feedback, we can also engage in formative feedback loops for ongoing support to Community Mentors. For instance, Program Officers will be provided coaching guides in supporting Community Mentors in this process to support workload balance. Additionally, Right To Play will be hosting monthly virtual spaces for Community Mentors to connect with each other and build a network of support. These supportive community-of-practice spaces will also be an opportunity for RTP to continue adjusting its approaches to support the Community Mentors.

To strengthen our knowledge and enhance approaches in generating evidence, we’re looking to build on learnings from Blueprint workshops and increase internal capacity by having an Indigenous MEL Specialist as part of our Monitoring and Evaluation team. Having adequate resources that are culturally contextualized will offer additional perspectives to the broader skills ecosystem.

Learning:

Continuous improvement is a core pillar of RTP program design and implementation. Community partners are trained to design outcome-based programs according to unique needs of diverse communities. This requires RTP to be responsive to the ever-evolving needs and

challenges of the Indigenous partners we work with across Canada. RTP annually completes training and resource needs assessments with all partners, providing new and updated training and coaching resources over the course of a program year, and reviewing partnership structures and building in flexibility where possible.

RTP would hone this approach within the project by maintaining the strong touchpoints of support between community partners and RTP. Delivery of the course material and evaluation would be completed in tandem with weekly coaching phone calls and biannual community coaching visits by RTP Program Officers. This enables ongoing collection of anecdotal evidence and the opportunity to adjust the structure, processes, and content as quickly as possible. Ryerson and Right To Play staff will meet on a monthly basis to compare and validate trends of program feedback from participants to ensure that both organizations are working in collaboration and that the project model aspects (online learning, training, coaching) will improve quality and consistency of the program.

The first cohort of students for our current FSC project start their program in January 2022. Since much of our time in year 1 was dedicated to the development of the course and receiving approvals, we are seeking this opportunity to implement findings that were monitored during the year and incorporate changes for a second cohort in 2023. This would allow us to compare approaches and provide recommendations to the broader adult education sector.

During the development phase in Year 1, initial significant learnings have been related to creative responses to building and responding to community during a global pandemic. COVID-19 has fast-tracked the use of technology with community partners for coaching and training; it's acceleration of RTP testing remote and virtual training approaches - including bringing together broader groups of folks, testing recorded micro-lessons, and learning more about the benefits and challenges of remote engagement. These lessons learned are in terms of technological access; while our organization knew that technological and internet access varies widely from community-to-community, COVID-19 has shone a brighter light on discrepancies. As a planning team, we built in course participation requirements clearly into the recruitment and registration tools, as well as do our best to think through creating the widest amount of access to the courses and give space for candidates to outline their barriers and ideas for support. We will continue applying these lessons learned as the course is implemented and this virtual community of practice is assembled in 2022.

Furthermore, through this time our collective partnership between Right To Play, Chang School of Continuing Education, and the School of Child and Youth Care have developed great insights about the development and implementation of a blended-learning certificate between academic institutions and non-profit organizations. For instance, each partner has its own processes, protocols, and implementation timelines to work with amongst this group; there has been great learnings in how these partnership best-practices can be amplified across the broader adult learning industry to encourage more accessible blended-learning opportunities for traditionally-excluded groups.

The learning questions that continue to guide this project are:

- What is required for institutions and organizations to effectively, and collaboratively deliver an educational and work-learning certification program?
- What are the opportunities for scaling a successful program?
- What is the impact of the multi-modality certification program on program delivery?
- What are the facilitators and barriers to success?

Equity, Diversity and Inclusion:

We have learned that those who would most benefit from distanced education opportunities, like this, are more likely to face greater systemic barriers to success. In remote communities, broader challenges facing youth workers include burnout, travelling out of community to access medical services, community crises, lateral violence, and a lack of consistent in-community supervision. Technological knowledge and connectivity can also pose a barrier to success, which is relevant due to the online certification component.

These broad challenges create the strong case for innovative strategies that enhance access to education that acknowledge these barriers to success. Together all partners will elevate their combined track record of best practice for capacity building and education with Indigenous learners.

This project will optimize skills development systems by improving education and employment outcomes for un- and/or under-employed Indigenous youth workers by reducing barriers to participation, optimizing skill development systems, and offering integrated work-learning opportunities. The project brings together three specialized partners to ensure an innovative and effective approach.

In addition to Community Mentors' voices informing the design and execution of the program for end-users, we've made sure to incorporate perspectives of community stakeholders who are informed of the barriers students face. Right To Play's Indigenous Programs team has an Indigenous Advisory Circle who meet twice a year to discuss program activities and provide recommendations. Ryerson School of Child and Youth Care have assembled an Indigenous Advisory of their own to guide the curriculum development and delivery. These steps work to uphold principles and practice equity, diversity, and inclusion.

By piloting a second cohort, Right To Play and Ryerson University – two well-respected organizations – will be able to work with participants to share learnings, best practices, and recommendations to the broader adult education sector. This will push forward equity, diversity, and inclusion conversations within the greater landscape of upskilling in Canada by providing evidence-based recommendations from a collaborative group of stakeholders.

Capacity:

By bringing together three innovative partners, Ryerson's Chang School of Continuing Education, the Department of Child & Youth Care, and Right To Play, this project aims to ultimately improve educational opportunities to better enable Indigenous peoples' participation and increase the number of Indigenous people with postsecondary certificates who have marketable skills that will ultimately enhance the quality and long-term capacity within Indigenous communities. This project has been designed to address some of the most significant barriers to education facing Indigenous learners today, by connecting education to direct employment in their home community, using blended learning along with direct supports, all in effort to ensure learners can participate in post-secondary education and remain connected to their community, family, and culture.

Furthermore, this project has utilized the opportunities provided through FSC consortium and specialized workshops, including but not limited to:

- Attendance and participation in the annual celebration event
- Attendance in specialized workshops from FSC's Innovation Lab

- Utilized resources, guidance, coaching through meetings and resources with the following FSC consortium partners: Blueprint for evaluation consultation support, and Research Impact Canada for Knowledge Mobilization planning and process.

Our current project is in good standing with a positive track record reflecting all the accomplishments to date. We have submitted all required reporting – Quarterly Reports & Annual Report – on time and with detail. Right To Play, as the lead organization on the grant, has maintained consistent, positive, and productive relationships with Future Skills Centre & its consortium through ongoing check-in calls and collaborative troubleshooting.

When reflecting on the first project, some challenges we faced were related to working through a new project while learning institutional procedures and timelines (i.e., Ryerson University protocols for course approval and implementation; the Right To Play program year timeline with all community partners; etc.). As a collaborative unit, we worked together to plan as much as possible to accommodate these structures and have been communicative, open, and collaborative together as partners to keep each other updated and adjust plans as necessary.

Coherence:

Through this proposal, Right To Play is requesting \$687,598.90 from Future Skills Centre over 1 year (September 1, 2022 to September 30, 2023) to refine our certification course and implement a second cohort of 25 students.

Our main project activities are as follows:

- The Chang School of Continuing Education and the Department of Child & Youth Care to refine curriculum design and course delivery
- Collaboratively refine Monitoring, Evaluation & Learning plan and tools
- Select cohort 2.0 participants
- Deliver winter academic course
- Implement winter practicum
- Provide ongoing coaching and support for participants
- Implement spring/summer practicum
- Attend monthly monitoring meetings
- Compile and share back findings with organizations in the adult learning sector

The combined strategies of refining youth worker curriculum with academic institutions and Indigenous experts, supplying a free post-secondary certification, implementing training and ongoing support for youth workers, and providing a paid work-learning practicum will work in tandem to achieve our objective of improving education and employment outcomes for Indigenous youth and adults.

Offering the certification to a second cohort would require fewer resources than our first FSC project, but provide a significant impact for its participants. Our budget details the costs associated for all three parties to provide a high-quality, innovative program that reduces barriers for Indigenous learners to pursue education while working in their community. Ryerson University Chang School and Department of Child and Youth Care would be providing \$61,951 in staff time and resources as in-kind contribution toward this project.

Resourcing the remaining funds for this project will be a joint effort of Right To Play's fundraising and program teams, who are confident in their capacity to raise the remaining in time for the second cohort. The remaining funds over the term of the grant will be secured from current and prospective funders, including foundations, individuals, corporations, and governments. Right To Play has a successful track-record of fundraising and the alignment of this proposal with Indigenous Program allows some staffing costs for this project to be covered by funds that are already confirmed for 2022 and 2023. Right To Play has several viable funding prospects who will be approached to support this project once approved.

(3,500 words maximum)

PART 4 - PROJECT WORK PLAN AND BUDGET

1. Please submit a **one-page work plan** with key milestones and their timeline. **Do not** include detailed activities at this time. If your proposal is selected, we will work with you to develop a detailed work plan.
2. Please complete the project budget template provided to you as part of the application material.
 - a. Include only **new funding** associated with your new project and its additional scope. Please do not include the existing funding that is already part of your current funding agreement with FSC.
 - b. If applicable, identify new funding pending or confirmed for this project from other sources. **This funding should be included as in-kind contributions.** (Please note that funding from other federal sources cannot be counted towards in-kind contributions)
3. Please submit your work plan and budget by sending these files, along with this completed form, to targetedcall@fsc-ccf.ca.
4. You may use the space below to provide comments to accompany your work plan and/or budget.

Thank you for reviewing our application. Please note that the work plan includes activities for the entire second cohort within the FSC timeline, but the knowledge mobilization would take place after September 2023.

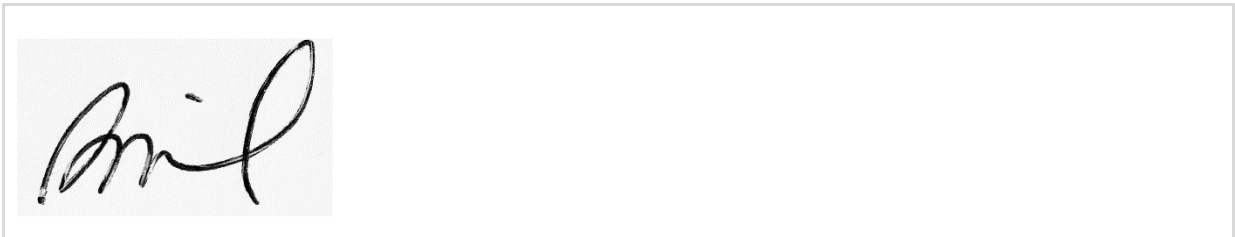
(100 words maximum)

PART 5 - DECLARATION

By submitting an application, the lead organization and its partners agree to the requirements of the following sections, detailed in the guidelines outlined for this funding call, and they affirm that they comply with and/or commit to the following:

- Organization eligibility.
- Active support for co-creating and carrying out an evaluation with an FSC-approved evaluator, if FSC decides an evaluation is appropriate for this project.
- Active engagement in knowledge mobilization activities related to the project.
- Compliance with the Tri-Council Policy Statement on the Ethical Conduct of Research Involving Humans.
- Confidential due diligence inquiries from Future Skills Centre into the applicant.

Signature



Name of signing authority

Rachel Mishenene

Date

November 2, 2021