



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

Actua

Name of project lead

Val Iannitti

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

val.iannitti@actua.ca

2. Proposed project

Project title

Actua's InSTEM Program - Next Step Model

Project start and end dates

January 1, 2022 to September 30, 2023

Projects must end no later than September 30, 2023.

Amount requested from FSC (total)

\$3,500,000

Project partners and their location

Actua will work with a select group of our network members to deliver this program. While these will be confirmed closer to the project start date, they may include:

- Virtual Ventures - Carleton University, Ottawa Ont.
- First Peoples' Centre - Canadore College, North Bay, Ont.
- Six Nations Polytechnic STEAM Academy - Six Nations Polytechnic Inc., Brantford, Ont.
- Engineering Outreach - University of Toronto, Toronto, Ont.
- Western Engineering Outreach Programs - Western University, London, Ont.

- Creative Encounters - Guelph University, Guelph, Ont.
- NUScience Explorations - Nipissing University, North Bay, Ont.
- YukonU Youth Moving Mountains - Yukon University, Whitehorse, Yukon
- EYES - University of Regina, Regina, Sask.
- SCI-FI Science Camps - University of Saskatchewan, Saskatoon, Sask.
- Indigenous Relations and Supports - Norquest College, Edmonton, Alta.
- Geering Up - University of British Columbia, Vancouver, B.C.

Community Partners

Actua has a demonstrated record of success in delivering the InSTEM Land Camp model in Dokis FN, Selkirk FN, Akwesasne FN Six Nations, and Lennox Island FN. As we move towards implementing the “next step model”, we will work closely with all our Indigenous community partners to determine which communities are best positioned with the necessary capacities to implement the enhanced model. We would select partner communities based on community interest in the program, regional location and community capacities to apply the lessons that we have learned from earlier programs to ensure success for the community. Actua’s established network member partnerships, combined with over 200 Indigenous community partnerships will allow us to identify, support and deliver the “next step model” in a number of regions across the country.

PART 2 - PROJECT SUMMARY

1. Proposed project “one-liner”

How would you describe your new project in one sentence?

This project will dismantle the systemic barriers that Indigenous youth face in education by implementing land-based STEM initiatives that build youth’s skills, enabling them to thrive today and in the future.

(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. 250 words

Indigenous youth face inequities in Canada’s classrooms. Systemic racism and the impacts of residential schools have created multi-generational barriers. The consequences: lower high school

graduation rates, extensive poverty, higher rates of unemployment, suicide and incarceration.

Improving Indigenous high school graduation and post secondary participation means improving social and economic outcomes. The Truth and Reconciliation Commission (TRC) established that integrating Indigenous world views in school curricula, rooted in land-based learning, is critical to dismantling systemic racism, and building an equitable education system.

Over the past 20 years, Actua's Indigenous Youth in STEM (InSTEM) program has engaged 400,000 First Nations, Inuit and Metis youth in programs based on Indigenous communities' cultural and educational priorities, with the goal of improving educational outcomes. Since 2017, Actua has piloted a land-based, for-credit model that delivers customized opportunities for Indigenous high school youth that prepare them for success.

This proposal is founded on the learning that has taken place through our FSC-funded InSTEM project in Yukon, NWT and Alberta, especially as a result of the pandemic.

The goal of this project is to tackle the systemic barriers that Indigenous youth experience within the skill development and education ecosystem. It will do so at the two ends of the spectrum:

1. **By directly building individual and community capacity** through land-based STEM programming and internships for Indigenous high school youth, and;
2. **By driving systemic change** through the delivery of 4 Actua InSTEM Summits inclusive of:
 - Leadership development for high school youth;
 - InSTEM teacher training;
 - Multi-sector knowledge mobilization events.

(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 project both expands the current model to new jurisdictions and adds new project elements.

First, Actua will deliver land-based STEM camps to high school youth in 8 new project sites in Ontario, Quebec, Alberta, and PEI.

We are also building a high school internship program across 10 network member sites, that will annually engage up to 50 high school students in paid work experience and leadership opportunities.

Furthermore, our new project reaches beyond individual skill building and launches into systemic change work by proposing and testing a new collaborative skill-building and knowledge mobilization model that we are calling Actua's InSTEM Summits. These large events will incorporate for-credit leadership and skill building opportunities for Indigenous high school students, InSTEM teacher training and systems change work by engaging policymakers, funders and other decision makers in guided discussions about the incorporation of Indigenous land-based learning into the education ecosystem.

(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?

Our community partners have expressed the need to build community capacity to deliver InSTEM land-based programming. They continue to inform us that embedding Indigenous instructors within the communities to have a dedicated resource to develop, recruit and deliver the program, will strengthen the model. In addition to this, the communities continue to express their interest in ensuring more youth from their communities have the opportunity to participate in InSTEM experiences that build skills, leadership capacities, networks and connections. As such, the formalization of internships, and the added leadership experiences will be welcome additions.

Moreover, our first foray into in-depth InSTEM teacher training was extremely successful resulting in more schools and boards requesting that Actua offer Indigenous land-based learning professional development to teachers.

Finally, our series of InSTEM forums last year garnered national interest and we are receiving requests from partners to deliver more InSTEM-focused thought leadership initiatives.

(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 or 3,500 words maximum.

Relevance

The context: Enduring Systemic Inequities

Due to a history of colonization and the tragic impact of the residential school system in Canada, along with ever-present systemic barriers in education, Indigenous students continue to achieve lower levels of educational success compared to non-Indigenous youth. The experience of Indigenous people with education systems in Canada is characterized by colonial, segregated, and assimilation-focused constructs that have marginalized Indigenous ways of knowing and being. Classrooms are not equitable places where Indigenous youth can thrive and attain their full potential. This inequity is reflected in the Indigenous high school graduation rate, which is 14.8% below the national average.

Not providing students with equitable elementary and high school education leads to a series of lower economic outcomes--lower university participation and graduation rates, overrepresentation in low-paying jobs and higher unemployment.

The 2019 Indigenous Economic Progress Report states that Indigenous economic development is an integral piece of reconciliation, as well as Canadian economic growth. Indigenous economic development is not only key to increasing opportunities for Indigenous workforce participation, but, as this report argues, it would also boost the Canadian economy by \$27.7 billion annually.

The time is now to equalize economic opportunities by addressing the systemic barriers experienced by Indigenous youth within the education system. Integrating Indigenous world views within school curricula, and building capacity among teachers and schools to do so respectfully and authentically, is critical to improving not only social and economic outcomes for Indigenous youth, but also economic opportunities for all Canadians.

How Actua's Solution Addresses the Systemic Challenges and Responds to Growing Demand

Actua will bridge the relationships between the education system and Indigenous communities, to drive the systemic change needed to address the institutional inequities that impede equal access to economic opportunity for Indigenous youth. This will take the form of the collaborative implementation of an Indigenous land-based skill-development model.

Why Indigenous land-based STEM? Indigenous land-based education, which takes the classroom out onto the land, is and should be recognized as a powerful resource for learning about STEM when incorporated into school, family and community learning. It engages participants in participatory, experiential learning that builds knowledge and fosters curiosity about the interconnections between land and people. Land-based learning also preserves and strengthens Indigenous cultural knowledge, allowing Indigenous youth to see themselves reflected in their education and feel a sense of belonging. When this is achieved, educational outcomes improve. For these reasons,

land-based education is a relevant, meaningful, and culturally appropriate way to integrate Indigenous worldviews into mainstream education.

Led by a team of Indigenous staff, Actua's InSTEM team is a trusted partner in education of both Indigenous communities and the education system and has been a practitioner of Indigenous land-based education for nearly two decades. More recent events like the Truth and Reconciliation Commission, the discoveries at the residential schools and a growing awareness of the critical need for actions on climate change, has brought the concept of land based learning to the forefront of educators and education authorities across the country. As a result of this growing interest, Indigenous community partners and educators have encouraged Actua to deepen the impact of this evidence-based model to improve social and economic outcomes among Indigenous youth.

As such, over the past 5 years, Actua has been deepening its work in this space with the support of FSC and other partners, piloting land-based STEM camps in a few pilot sites across the country. With renewed support from FSC, Actua has the unique ability to further refine this model, building on learnings, and adding new key elements to build leadership skills among Indigenous youth and drive systemic innovation, resulting in impact at the individual, community and ecosystem levels.

Alignment with FSC Strategic Priorities

This project connects to all three of FSC's focus areas: relevant data and information, new and innovative skills approaches and systemic change enablers.

In order to support the skills ecosystem to shape evidence-based responses to Truth and Reconciliation Calls to Action, Actua's project will provide access to resources, promising practices and recommendations on Indigenous land-based STEM education. Similar to the discussion paper that Actua published following a series of regional roundtables and a national forum on land-based education, Actua will continue to organize multi-sector discussions that result in Indigenous-led recommendations on how to update the skills ecosystem to be more inclusive of Indigenous Knowledge.

In alignment with new and innovative skills approaches, Actua's project will test and prototype new approaches to Indigenous land-based skills training for both high school youth and teachers that are inclusive and collaborative.

Finally, in driving systemic change, this project will connect Indigenous land-based practitioners, educators, and youth leaders to policymakers and funders to inspire system-wide scaling of best practices in Indigenous land-based education.

Coherence, Innovation and Evidence

Project Goal

This project will contribute to improving the ability of Canada's education system to create a more inclusive learning environment in which not only Indigenous youth, but all youth, can thrive.

Project Objectives

1. To optimize Actua's Indigenous land-based InSTEM model to equip Indigenous youth with the skills they need to thrive in a rapidly changing economy.
2. To actively contribute to dismantling the systemic barriers that still impede Indigenous youth from

accessing equitable education and unlocking their infinite potential.

Project Activities

1. Deliver Indigenous land-based STEM camps for high school youth that result in high school credits.

Building on the learnings generated through our current FSC-funded project, Actua will develop, test and scale an evolved for-credit land-based STEM model in partnership with select communities across the country. In this iteration, we will support communities in new jurisdictions, to deliver 10-15 day land-based InSTEM experiences for high school youth, leading to credits. These will be delivered either in partnership with our network members or directly by Actua's Outreach Team. We plan on delivering 2 land-based STEM camps in summer 2022 and 6 in summer 2023. Community partners will be selected based on a series of criteria to ensure that they have a minimum viable capacity to support the delivery of the programs. While we are not in a position to list land camp locations at this time, we expect that the 8 camps will be delivered in Ontario, Alberta, Quebec and Prince Edward Island. Each camp will engage approximately 25 students, for a total student reach of between 200 over the course of the project. 56 instructors will also be trained, building leadership and career-readiness skills.

2. Deliver Indigenous youth leadership and internship program.

In order to bolster our ability to recruit Indigenous instructors, this project will proactively develop a stream of skilled instructors by investing not only in the skill development but also in the leadership potential of Indigenous high school students. As such, we are evolving our model to include next-step opportunities for Indigenous high school students to gain paid work experience and leadership skills.

This activity will engage students as paid interns at our network member locations, building the skills, experience, and networking that will prepare them for postsecondary education, STEM related studies and careers, as well as Actua instructors. We will engage 100 youth (50 each year) as interns/junior leaders across 10 network members over the course of the project.

3. Deliver 4 Actua InSTEM Summits and 2 thought leadership roundtables.

Based on learning derived through our current FSC project, the success of previous land camps, the growing demand for InSTEM teacher training, evidence generated through Actua's series of regional and national forums, and growing demand from Indigenous youth, teachers and communities, Actua is proposing an innovative approach to Indigenous youth skill development combined with system innovation. As mentioned in the "learning" section of this proposal, we are aligning our delivery cycles to community cycles and existing cultural practices. In particular, the InSTEM Summits would be modelled after multi-band gatherings and "Teaching Lodges" where groups from multiple communities come together to teach, learn and strengthen bonds with each other. InSTEM summits will be large events that bring together Indigenous youth from several communities within a given region, teachers, and leaders (policy makers, education authorities and funders) to have an overlapping shared experience facilitated by Indigenous land-based and STEM practitioners. Specifically:

- Students will participate in a series of scheduled sessions throughout 11 days focussing on Indigenous land-based STEM Knowledge led by Indigenous cultural specialists representing five different cultural regions of Canada--Mohawk, Ojibwa, Dene, Cree and Meti--with corresponding STEM activities provided by Actua STEM practitioners. The youth will build an Indigenous Village representing the five different cultural groups incorporating leadership, cultural, and STEM concepts. We are exploring the opportunity to provide credits for this experience.

- Teachers will spend three days learning how to incorporate Indigenous land-based knowledge into their classroom. This will include hands-on activities led by Indigenous cultural practitioners and STEM instructors. Teachers will then be given an opportunity to lead a test session with the youth participants. Participants will receive an Indigenous land-based STEM micro-credentials.
- Leaders/policymakers and funders will be invited to participate in a series of guided discussions, roundtables and other knowledge mobilization events where they learn directly from participants and land-based STEM leaders. This will result in discussion papers and/other other actionable resources.

We will deliver 4 InSTEM summits over the course of the project and two additional knowledge mobilization events. While locations are still to be determined, we expect to deliver 1-2 in Ontario, 1-2 in the prairies and possibly one in Northwest Territories. Each summit will engage up to 25 students, 20 teachers and 10 leaders, for a total of 100 students, 80 teachers and 30 leaders by the end of the project.

Value for Money and Evidence of Impact

This project will directly engage 576 individuals through deep-impact training. These include:

- 200 Indigenous high school students through 8 land camps
- 56 instructors trained
- 100 high school interns
- 100 youth leaders through the summits
- 80 teachers through the summits
- 40 leaders through the summits

The cost per participant is \$6,076. This is inclusive of high school credits for 400 youth and micro credentials for 80 teachers. However, value in this project runs much deeper than cost per participant.

In the short/medium term, we will see evidence of impact through:

- Increased school engagement/attendance,
- High-school credit earned towards graduation,
- Increased leadership skills,
- Deeper understanding of STEM studies and careers, and
- Increased connection to Indigenous culture.

The ultimate value is seen through the impact we are making at a systemic level. This project will strive to engender a renewed system that is respectful and inclusive of Indigenous Knowledge. Its true value lies in the broader implications for the skills ecosystem:

- Indigenous youth will experience equitable education;
- non-Indigenous youth will become global thinkers through cross-cultural education;
- Indigenous communities' voices and perspectives will be leveraged in discussions with education authorities and whose capacity will be built;
- teachers and schools are deeply committed to equity in education, but who require professional development to implement changes at the classroom and school levels;
- efforts by provincial governments, Indigenous communities and local education authorities will successfully implement pedagogical change;
- Canada as a nation will work collectively to implement the Truth and Reconciliation Commission's Calls to Action and to dismantle systemic racism.

Capacity

How we will leverage Actua's and our partners' skills, experiences and resources for successful project execution

Actua has proven experience in delivering on large, new innovative projects on the national scale. With the support of our national membership, we have experience in piloting, documenting and scaling programs nationally, through responsible and collaborative program management. We are responsive to community needs and can pivot quickly, always driving toward achieving our mission of equipping youth with the skills they need to succeed.

Actua has collaborated with Indigenous communities engaging youth in culturally inclusive STEM experiences for 20 years. Actua has developed long-standing, trusting relationships with 200 Indigenous communities across the country, and with hundreds of school boards and schools. Every year, Actua and our 43 university and college-based network members deliver culturally inclusive STEM programming to over 35,000 Indigenous youth nationally, connecting youth to the postsecondary experience and preparing them for the future of work.

Our InSTEM team is Indigenous-led and has decades of experience in Indigenous education. Doug Dokis, Actua's Director of InSTEM, is a member of the Dokis Anishinabek Nation in northern Ontario. For over 25 years, his primary focus has been advancing programming in support of improving Indigenous educational outcomes. Working within the education system as a teacher, administrator, cultural advisor and in curriculum development, Mr. Dokis has established many strategic partnerships at the national level to enact systemic change. In his current role as Director of InSTEM, Mr. Dokis is the main point of contact for Indigenous organizations, and Indigenous community relations. Mr. Dokis, as a subject matter expert and as a recognized leader, will be the figurehead of this project. He will guide strategy and implementation, be the main point of contact for community partners, develop strategic relationships and support teams as necessary.

Noreen Demeria, Actua's Manager of InSTEM, is Anishinabe from Valley River First Nation in Manitoba. She holds a BA in Humanities from the University of Calgary and is currently enrolled in a Master of Education. Ms. Demeria is responsible for community relations and building InSTEM capacity among our network members, and will play a key role in relationship stewardship and training initiatives throughout this project.

Jen Spencer, Actua's Director of Education and Outreach, is a trained teacher and has seven years of experience in the design, development and delivery of STEM education outreach programming in partnership with Indigenous communities throughout Canada's arctic region. Ms. Spencer will contribute to this project by overseeing the team that will deliver several of the land-based camps, by playing a large role in developing and implementing Actua's InSTEM Summits, and by developing and implementing Actua's new national youth leaders network, as well as overseeing Actua's InSTEM content development initiatives.

Aaron Hobbs, Program Specialist, Early Career Development and Future Skills, has been in educational leadership for over a decade. During that time he has acted as the founding Principal of two private schools. One of these schools is Canada's first STEM-based Indigenous school. Aaron has experience with credentialing at all levels and will contribute to this project by leading the credentialing piece.

While our dedicated staff are driving this project, collaboration and community engagement are fundamental to our InSTEM work. Actua has established collaborative agreements to drive the integration of Indigenous land-based knowledge in schools and communities. Actua will coordinate all the key stakeholders in the educational system to advance change.

Indigenous voice and youth perspective drive this project, by incorporating the wisdom of Elders and the experience of youth in the development and delivery of all programming.

Education authorities, schools and teachers, are positioned to effect systemic change as primary service delivery agents, and are integrally involved in introducing Indigenous pedagogy within schools and classrooms.

Actua's network members are at the forefront of innovation in STEM, with access to cutting edge content that prepares youth for jobs of the future. They provide and deliver the culturally-inclusive STEM content in partnership with both schools and Indigenous communities, while also engaging youth in leadership and internship experiences.

Our track record with FSC.

This project builds on Actua's land-based for-credit InSTEM program currently supported by FSC and provides an opportunity to innovate based on learning outcomes of this program.

The pandemic hit one year into our FSC-funded project and, while it significantly impacted our plans, and affected our ability to deliver programs as anticipated, it had the dual effect of accelerating our work in driving systemic change through knowledge mobilization. Just as our programming was put on hold due to physical distancing restrictions and community closures, the broader education community became interested in developing outdoor classrooms to create safer spaces for learning amid a pandemic. Almost immediately, Indigenous land-based learning came to the foreground as an extremely viable model for the "classroom of the future".

We seized this moment of national interest to mobilize knowledge in this space. We organized 7 virtual roundtable discussions in regions across Canada, culminating in a national forum on Indigenous land-based STEM education. These discussions involved over 100 Indigenous educators and community leaders, representatives of Departments of Education, and other practitioners of land-based education. The output was a discussion paper published earlier this year that outlines bold calls to action for governments, child protection agencies, education systems, school boards, teachers, PSEs, communities, Indigenous leadership and the general public.

In addition to this focus, we continued to work closely with our community partners despite the lockdowns. Actua pivoted and delivered a series of alternate remote experiences including STEM kits and most recently, cultural STEM kits (inclusive of tipis, canoes and kamutiqs) to youth in partner communities. Over the past quarter, we have been slowly resuming in-person programming by supporting communities to for-credit deliver land camps with InSTEM components delivered virtually.

Learning

Through continued communications with communities, we learned several critical lessons that have inspired this proposed project model:

1. There is strength in multi-community collaboration, tapping into economies of scale and bringing together youth from several communities to deliver InSTEM programs. This takes the pressure off of individual communities and enables the sharing of resources to have greater impact. The learning is also enriched by bringing together youth and Elders from different communities to share, learn and teach one another.

2. Programming is much more effective if it aligns to communities' annual gathering/harvest cycles, rather than by adhering to western education cycles.
3. Indigenous/community culture and customs can also support us in shaping new project models. For example, Indigenous "Teaching Lodges", where groups from multiple communities would come together to teach, learn and strengthen bonds with each other, have inspired Actua's new InSTEM Summit model.
4. Communities told us that there is extreme value in embedding Indigenous instructors within communities. These would be on-site coordinators who live and work in communities and upon whom communities can rely as the point person for program development and implementation. This has inspired Actua's Indigenous High School Internship/Leadership program, which focuses on building capacity among high school youth, providing them with targeted skills development, leadership opportunities, work experience and network development in order to support the recruitment of the next generation of skilled InSTEM instructors.

Equity, diversity and inclusion

Incorporation of Indigenous Ways of Knowing is the Foundation of this Project

A fundamental guiding principle of Indigenous land-based education planning is that it is Indigenous-led. This means that Indigenous peoples are meaningfully and authentically engaged in all aspects of legislation, policy development, programming, curriculum development, and delivery. It means that educators have a strong awareness of Indigenous history, intergenerational issues, and barriers that disproportionately impact Indigenous youth. Governments must identify land-based learning as a priority and engage Indigenous peoples in developing strategies, goals, action plans, and measures of success. Political will and commitment is key to making land-based learning a reality for every Indigenous student.

This project, in its process, its collaboration and its dedication to the inclusion of Indigenous land-based learning into mainstream education, honours the spiritual, mental, physical, and psychological connection to the land that is an integral part of Indigenous cultures, and a critical piece of reconciliation and healing.

Equity, Diversity and Inclusion are Embedded in Every Aspect of this Project

Land-based education that reflects Indigenous culture and ways of knowing is equal to and often forms the basis of what people today call STEM. Indigenous land-based education offers Indigenous and non-Indigenous students relevant, meaningful, and culturally appropriate ways of connecting Indigenous and Western methodologies, while teaching basic STEM skills.

The intersection between the two worlds of the Western scientific knowledge systems and Indigenous ways of knowing, results in interdisciplinary approaches that enhance student learning. Indigenous land-based education also has significant impacts on identity development in young people and the diverse context in which they situate themselves in the world.

This project is based on the understanding that a holistic approach to diverse learning methodologies builds self-esteem, self-knowledge, leadership skills, and contextualizes the linkage of the land to humanity. New knowledge can also emerge from the interface between complementary and respectful approaches.

Furthering Equity, Diversity and Inclusion

By focusing on the incorporation of Indigenous land-based learning across the skills and education ecosystems, this project's objective is rooted in furthering equity, diversity and inclusion (EDI). Indigenous land-based education engages Indigenous and non-Indigenous students and teachers in authentic, participatory, experiential learning where they discover the interconnections between the land and people, how to build responsible citizenship and the intersection of Indigenous and non-Indigenous ways of knowing. Not only does it increase learning outcomes among Indigenous youth, but it aids reconciliation among communities and society at large. Specifically, land-based education presents the following opportunities for EDI: empowers Indigenous youth; unites communities; revitalizes languages; creates global thinkers; provides experiential learning opportunities; transfers knowledge; develops teachers who are prepared to engage in inclusive learning spaces; develops connections between non-Indigenous and Indigenous students; respects the land; integrates learning; and is a key element of reconciliation.

(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.

(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

Jennifer Flanagan

Name of signing authority

Jennifer Flanagan

Date

Nov 2, 2021