



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

The Canadian Institute For Seniors Care at Conestoga College

Name of project lead

Veronique Boscart

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

vboscart@conestogac.on.ca

2. Proposed project

Project title

Scaling up the Canadian Remote Access for Dementia Learning Experiences (CRADLE+)

Project start and end dates

January 2nd, 2022 - September 30th, 2023

Projects must end no later than September 30, 2023.

Amount requested from FSC (total) : \$1,653,066.93

Project partners and their location

Agencies/Organizations

1. Autumnwood Mature Lifestyle Communities, Ontario
2. Canadian Association for Long Term Care
3. Canadian PSW Network, Canada
4. Canadian Rural Revitalization Foundation, Canada
5. Conestoga College, Ontario
6. Dep. of Health Research Methods, Evidence, & Impact, McMaster University, Ontario
7. Dr. Al Power, Schlegel Villages, Eden Alternative, Ontario
8. Home and Community Care Support Services Waterloo Wellington, Ontario
9. Native Women's Association of Canada, Canada
10. Nursing Homes of Nova Scotia Association, Nova Scotia

11. Ontario Long Term Care Association, Ontario
12. Promyse Home Care, Ontario
13. Schlegel Villages, Ontario
14. SeniorsNL, Newfoundland and Labrador
15. Shannex, Nova Scotia
16. Spectrum, Rainbow Community, Ontario
17. Tideview Terrace, Nova Scotia
18. University of Calgary, Cumming School of Medicine, Alberta
19. University of Waterloo, Ontario
20. Woodland Manor, Northwest Territories
21. York University, Ontario

Individuals

1. Meghan Labrie-Fox, UCP, Ontario
2. Anne Marie Young Weber, family partner, Ontario

PART 2 - PROJECT SUMMARY

1. Proposed project “one-liner”

How would you describe your new project in one sentence?

An expansion of a successful pan-Canadian project (CRADLE) to address systemic access challenges for unregulated care providers through online evidence-informed training, grounded in principles of equity, diversity and inclusivity.

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?

Unregulated care workers (UCWs) are the largest paid workforce in the Canadian healthcare system supporting people living with dementia. There are 1 million+ UCWs across Canada, with a projected shortage of 300,000 by 2030. UCWs are not always prepared to address complexities in dementia care, 33% work in rural regions with disparate access to learning resources, and care sectors struggle with staffing shortages.

In 2020, FSC supported us to develop the Canadian Remote Access for Dementia Learning Experiences (**CRADLE**). CRADLE is designed to provide accessible dementia care training across Canada and currently consists of 5 brief, interactive, online modules and a discussion forum. All materials are available in French, Mandarin, Tagalog, and English (https://opencoursesstore.d2l.com/product?catalog=CRADLE_FKYk). CRADLE aims to increase knowledge and skills of UCWs to positively impact job satisfaction, retention and

care outcomes. As of September 2021, 7000 UCWs have participated in CRADLE and preliminary results indicate high satisfaction, significant increases in knowledge, care services and initial retention.

We now propose to expand our existing CRADLE program to **CRADLE+**, which includes 5 additional modules, translation of all CRADLE materials into two Indigenous languages (Ojibwe and Cree), and an expanded and tailored recruitment campaign to focus on rural and remote communities. With CRADLE+, we aim to expand the current impact and learning contributions for UCWs caring for people living with dementia and their care partners, support the pursuit of further innovation, optimization of program delivery and generation of more rigorous evidence to support well-informed integration of knowledge mobilization and policy dialogue.

3. Additional scope

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

CRADLE + is extending beyond the current CRADLE in three domains:

1. Developing **5 additional modules**: Topics will be decided by the Advisory Committee representing content and field experts, people living with dementia and care partners, UCWs and employers. One module, as suggested in current CRADLE roll-out, is earmarked for UCW self-care and well-being.
2. Translating existing and new CRADLE materials in **two Indigenous languages**. Current CRADLE roll-out indicates this as a gap as UCWs prefer to learn in their first language.
3. Expanding and tailoring the recruitment campaign to **rural and remote communities**. Current CRADLE data shows low reach of UCWs in these locations, so we need a targeted recruitment campaign.

To achieve these 3 outcomes, we are expanding our existing team to include more partners from rural and remote places, organizations advocating for equity, diversity and inclusion, Indigenous groups, and agencies providing education, career services and employment resources.

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?

Across Canada, UCW shortages have reached the mark of 300,000. An unstable job market, limited job preparation, complex working conditions and negative stigma contribute to this. Given the current **COVID-19 climate**, now more than ever, we need innovative strategies to address these challenges. CRADLE has been successful in starting a national change in

dementia care education, but there is a lot more work ahead of us. The current roll-out identified opportunities for optimization.

The urgent **need for skilled UCWs** in rural and remote areas, as well as mounting **provincial pressure** for employers in home care, nursing and retirement homes to provide UCW education aligns perfectly with the aims of CRADLE+ to bring free and accessible training to UCWs in their first language. Rising up from the pandemic, and the fact that by 2030, **1 million Canadians** will live with dementia, the education and support of UCWs is a national priority.

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.

RELEVANCE

Alignment with FSC's Strategic Priorities

CRADLE+ project aims to address FSC's strategic priorities of engaging employers effectively in developing and delivering demand-driven solutions to skills gap challenges. More specifically, we target 3 industry sectors (health care, social assistance and educational services) that all focus on providing care and services to seniors living with dementia, and aim to engage target populations (Unregulated Care Workers; UCWs) from rural, remote and northern communities, as well as newcomers.

System Challenges in Sector

Care partners and people living with dementia are in urgent need of skilled UCWs. Across Canada, and especially in rural and remote areas, the shortage of UCWs has caused a lack of continuity in care and increased stress to care partners and seniors (Ontario Health Coalition, 2019). Many employers in home care, nursing and retirement homes sectors struggle to keep up with the increasing demand for services, which is expected to double by 2031 (Canadian Medical Association, 2021). Nationwide, there are hundreds of thousands of unfilled UCW positions (Government of Canada, 2019). Given that the number of Canadians living with dementia is expected to double in the next 15 years, to over a million, this shortage in the labour market is a national priority.

In Canada, UCWs are an obscure group: many are from marginalized populations such as older women, newcomers, and visible minorities (Zagrodny et al., 2017). UCWs often work

multiple jobs, transition from place to place, and have competing life priorities. They typically do not have the financial means to take additional courses to remain current in their field.

Furthermore, employers vary in terms of the amount of compensation, workplace conditions and support provided (Zagrodney et al., 2017). For those who seek to provide resources for their staff, there are even more barriers: 1) costs of training can be difficult to justify given the low 1-year retention rate of UCWs (McKenzie, 2019); 2) limited availability in dementia care training that is accessible across Canada at a low cost and in different languages (Khoury et al., 2018); and lastly, 3) very few training programs tailored for UCWs. Ideally, program content should be culturally sensitive, engaging, widely accessible, comprehensive, and include language support and peer-to-peer learning.

Timely Demand

The need for training is pervasive in this workforce, yet limited data is available. A report from 2014, indicated that, even pre-pandemic, 25% of UCWs in Ontario were not provided with appropriate training to provide complex care (Brookman et al., 2014). Given the rapid demand for care services for people living with dementia, there is a pressing need to provide UCWs with knowledge and skills in this field; especially for UCWs working in rural and remote communities.

The urgent need for skilled UCWs in rural and remote areas, as well as mounting provincial pressure for employers in home care, nursing and retirement homes to provide UCW with education are both based on long standing, yet unaddressed, systemic sector challenges, now exacerbated by the pandemic. Despite the provincial mandates for employers to provide UCW training, low cost training opportunities in dementia care are currently very limited. More affluent agencies may hire in-house training specialists or develop a formal training program, yet this is not available for the majority of UCWs in rural and remote areas, or for those working in home and retirement homes. Many of our CRADLE partners have indicated the need for affordable, UCW tailored and accessible education on dementia care. This expanded project will optimize the existing CRADLE to provide accessible dementia care training for UCWs across Canada.

INNOVATION AND EVIDENCE

Innovation

Building on the existing CRADLE, this proposed CRADLE+ will be the first, fully online, multilingual education specifically designed for UCWs. In addition to accessing the interactive learning modules, UCWs are also able to participate in a community of practice, and engage with course facilitators and peers in discussion forums. This virtual community permits learning and sharing for a historically isolated group. CRADLE+ will be evidence-based and designed by stakeholders including UCWs and employers, advocacy groups, people living with dementia and their care partners, care educators, policy makers and others. The appeal behind CRADLE+ is the envisioned content design that reflects real-world priorities and complexities of caring for people living with dementia, while engaging learners in meaningful and creative ways. CRADLE+ will also be unique in that it will be developed by and designed for specific target populations: newcomers to Canada working as UCWs; Indigenous UCWs; UCWs working in rural and remote areas and nursing home and home care employers across Canada.

Responding to the new demands in seniors' care post pandemic, employers in this sector have started to organize their own training. This approach is limited; it does not always

address foundational or evidence-based concepts in dementia care and varies by the experience of the developer or trainer. CRADLE+ will advance knowledge as it will employ comprehensive content tailored for UCWs and informed by stakeholders to provide practice-based knowledge.

One of the biggest advantages of CRADLE+ is accessibility from anywhere in Canada. Many of our employers and partners have been invited to provide in-kind support to allow for participation of their UCWs in CRADLE+. Supporting UCWs to do so addresses two main barriers UCWs face: limited finances and limited time to attend training. As this is a great opportunity to develop and implement Canada-wide employer-supported learning for UCWs, both the outcomes and methodology will be of interest in growing and upskilling this workforce.

Generating Evidence and Insights

One of the main challenges with the current UCW workforce is the very limited data on the demographics, background, current skill and knowledge level, and work settings. This makes it difficult to plan for capacity development, needed training and the design of recruitment and retention strategies. We have chosen to take an employer-supported capacity-building approach for CRADLE+, and as such both the outcomes and methodology are of interest in growing and upskilling this workforce. We will diligently record notes, and track observations of successful and unsuccessful strategies in the development of CRADLE+ and its' nationwide roll-out to inform future work and policy.

Furthermore, we aim to gather evidence on a variety of data points through electronic surveys of participants (UCWs and employers). More specifically, we are interested in custom-intermediate outcomes (i.e., increased knowledge and skills of UCWs; increased UCWs job satisfaction and intent to stay in a job; and UCW retention rates 3 and 6 months post CRADLE+), intermediate outcomes (i.e., number of program registrations and completion per regions and sector; and UCWs program satisfaction in regards to program utility, likelihood to recommend), and long-term outcomes (i.e., UCWs employment nature and status, earnings, benefits, job satisfaction and retention; employer program satisfaction in regard to program utility and likelihood to recommend, satisfaction with hires, hiring needs met, perceived ease of hiring and retention rate). This data will be aggregated per sector, region and subgroup of interest (i.e., newcomers), and will contribute to the data gathering in this underserved field.

Lastly, CRADLE+ will likely prompt more recognition and investment in UCWs' work which will greatly benefit this demand-driven approach for employers and provide a data-driven platform for policy discussions.

LEARNING

Current CRADLE Learning

We were very fortunate to have received FSC support to develop and roll-out CRADLE nationwide. The Project and Advisory Committees are well developed and have strong networks in place to make CRADLE+ successful. Strong community engagement, early brand recognition, and reach out from Ministries of Health across the country have been welcome surprises of the CRADLE initiative. Webinars, national workshops, presentations and our panel participation at the FSC National Trailblazer Series have provided unique opportunities for employers, UCWs, and the diverse population of people living with dementia and their care partners to lead, network, access information, share stories, and discuss challenges.

To date, approximately 7,000 UCWs have participated in CRADLE. Preliminary data analysis indicates a statistically significant increase in UCWs' knowledge and skills, increased job satisfaction, and more commitment and pride in the work at 3 months post CRADLE. Last month, we started to collect information on UCW retention from employers 3 and 6-months post CRADLE and are optimistic that these data will reveal positive trends given observed changes in UCWs' enthusiasm, inspiration, and pride for their work.

Beyond the above learning outcomes, we have identified two challenges that we would like to address in CRADLE+. First, we have put a significant amount of time and resources into developing and sharing marketing materials to support recruitment and data collection. We have looked to enhance marketing efficiency by performing bi-weekly internal data pulls and using results to tailor related communications. As a result, we have achieved an increase in the three-month follow-up surveys, yet there is more work to do. One area we propose to improve upon next quarter is employer participation. Although most project outcomes have been achieved through UCW training and surveys, increased employer data would help to more accurately delimit key workforce challenges and opportunities. We are confident that our revised approach will support the generation of outcomes that address these challenges.

Additional Learning Questions

Our original CRADLE goals included reaching Indigenous Peoples. As such, one of the CRADLE modules describes care and engagement of care partners, the community and the role of the UCWs to support a First Nations elder in his end of life journey. This module was well received, and our team was invited by diverse stakeholders to design an additional module highlighting this knowledge. At the same time, we received the request to develop a module to provide support for UCWs with high rates of moral stress due to the pandemic. As such, our first additional goal for CRADLE+ is to collaboratively develop 5 additional modules, using evidence informed best practices, expert and stakeholder feedback. We will use ASILA (Applied Simulated and Integrated Learning approach) (Boscart et al., 2018) as the pedagogical framework and include interactive learning strategies such as case scenarios, reflection and videos. The modules will each take 15-20 minutes, and will be translated in French, Mandarin, Tagalog, and 2 Indigenous Languages.

Furthermore, our stakeholders and the community have pointed out that CRADLE(+) would benefit from translation in two Indigenous languages (Ojibwe and Cree). Current CRADLE roll-out indicates UCWs prefer to learn in their first language.

Our last goal with CRADLE+ is to expand and tailor the recruitment campaign to rural and remote communities. Current CRADLE data shows low reach of UCWs in these locations, so a targeted recruitment campaign is needed.

To achieve these 3 outcomes, we are expanding our existing team to include more partners from rural and remote places, organizations advocating for equity, diversity and inclusion, Indigenous groups, and agencies providing education, career and employment resources.

With CRADLE+, we aim to address the following additional learning questions:

1. Does CRADLE+ increase knowledge and skills, job satisfaction and intent to stay in the job for UCWs in rural and remote communities, and/or from an Indigenous background?
2. Is there added value to have CRADLE available in two Indigenous languages?
3. Does CRADLE+ provide UCPs of all sectors and background with approaches for self-care and well-being?

4. Does CRADLE + support home care, retirement and nursing home employers across Canada to achieve 40% retention of UCWs by 3 and 6 months?

EQUITY, DIVERSITY and INCLUSION

Principles of Equity, Diversity and Inclusion Incorporated in Project Design and Execution

Conestoga College and the Canadian Institute for Seniors Care work with a participatory approach for all programming, evaluation, and research and knowledge mobilization projects. Beneficiaries are invited at the first idea of conception, and we invest in a collaborative relationship to explore design, implementation, and evaluation. Conestoga is nested within an engaged support system and has many long standing and successful community partners. CRADLE has been a strong example of a project where all principles of equity, diversity and inclusion have been at the foundation of design and execution.

Furthermore, Conestoga has a Program Advisory Committee (PAC) in place for every one of its full-time programs (80). PAC members are community-based employers, customers, recent graduates, current students, or sector representatives. The PAC informs program design and oversees quality assurance of delivery. Using this approach has been tremendously successful, both for the community and college.

Practices and Activities Grounded in Principles of Equity, Diversity and Inclusion

Conestoga College has rigorous policies, which are regularly updated to ensure equity, diversity, inclusion, and accessibility of our programs and services for our community and staff. These policies include the 'Accommodation for Employees with Disabilities Policy', the 'Protection of Human Rights Policy', and the 'Employee Code of Conduct Policy'. Conestoga respects, appreciates, and encourages diversity, offering an inclusive service and work environment.

Conestoga prohibits discrimination or harassment on the basis of disability, or any other ground enumerated in the Ontario Human Rights Code. Conestoga focuses on removing barriers to education and services for its learners and community by designing facilities, systems, services and curricula in such a way that accessibility is enhanced and the need for individual accommodation is minimized. Conestoga is committed to ensuring everyone has an equal opportunity to pursue success, and that the learning and work environment is free from discrimination and harassment.

Conestoga maintains a multi-year accessibility plan outlining the college's strategy to prevent and remove barriers and meet requirements under the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards Regulation (IASR). All students and employees requiring accommodation are accommodated in accordance with Conestoga policy.

Furthering Equity, Diversity and Inclusion in the Sector

CRADLE+ project will facilitate equitable, diverse, and inclusive access to participation in both the expanded development and the training for employers and workers by:

1. Supporting equitable, diverse, and inclusive access to training, considerate of UCWs' needs (language, time, location, cost, work and life demands); Online access, including rural and remote areas, which historically have limited capacity and access to training); free delivery ; brief and diverse training, based on a specifically UCW designed pedagogical framework (ASILA); and strategic outreach by Committee Members' networks, various media, and not-for-profit connections; such as through the Nova Scotia Nursing Home Association
2. Developing culturally sensitive, inclusive content in collaboration with key partners such as

SPECTRUM (rainbow-friendly community organization) and the Native Women's Association of Canada.

3. Targeting historically under-funded sectors (nursing homes, home care), to sustainably build capacity for in-demand knowledge and skills.

4. Increasing equitable, diverse, and inclusive participation among sector employers, UCWs and people living with dementia in program development and evaluation.

CAPACITY

Skills, Experience and Resources at Conestoga College and Partners to Support Success

CRADLE+ is extremely fortunate to have a dedicated team, organization, community, and national networks in place to achieve success. Boscart will oversee the project, chair the Advisory Committee, and supervise the overall financial and ethical conduct of the project. Boscart has led and/or contributed to 30+ community and innovation projects. As a NSERC Research Chair, Boscart leads and supports applied research with industry and community leaders. Boscart participates on 15 community advisory groups, is part of the National Technical Committee on Long-term Care and has published 96 manuscripts. Boscart will contribute 20 hrs/month for a total of 440 hours over 22 months.

The Project Team Lead for CRADLE+ is Davey, a gerontological nurse and epidemiologist. She will be supported by a Marketing Coordinator (Crutchlow), a Knowledge Translator (Johnson), 2 curriculum developers (Szabo, Kasaam), a course moderator (TBD), 2 co-op students (TBD), 10 field experts (Parsons, Boudreau, Roedding, Nickerson-Rak, Lumsden, Earle, Quail, Costa, Heckman, Meisner), 2 online designers (Parker, Wakefield), simulation experts (Fong Lee, Heyer), an accountant (Record), persons living with dementia (Nightingale, Fried), and senior college leadership (Kelly). Team expertise includes educational and clinical dementia knowledge, and curriculum and online learning design. The majority of this team has collaborated for 10+ years and has long standing networks in the seniors' and UCW community. Most notably, the team collaborated on CRADLE and on the Excellence in Resident-Centred Care initiative, a \$12 million project for the Ontario Ministry of Health.

Partners represent several non-for-profit and professional associations across Canada, including the Native Women's Association of Canada, and Spectrum, Waterloo Region's rainbow community. There are also 2 provincial long-term care home associations committed, Ontario Long Term Care Home Association (ON) and Nova Scotia Nursing Home Association (NS) and 2 national associations, the Canadian Personal Support Worker Network and the Canadian Association for Long Term Care. As well, several home care, nursing and retirement home organizations across Canada have expressed their interest to participate through participation in the Advisory Committee, webinars, UCW involvement, and knowledge dissemination. Conestoga College has committed to \$100,000 in in-kind contributions to support CRADLE+ as well.

Total in-kind commitment for CRADLE+ as of now includes contributions of \$766,300 with ongoing efforts to engage additional partners.

Current CRADLE Project with FSC

We believe that the current CRADLE project holds a strong track record with FSC including regular (monthly) meetings with the FSC liaison project coordinator (David Harris-Koblin), and our successful collaboration with Research Impact Canada. This pan-Canadian network of

universities committed to maximizing the impact of academic research for the public good in local and global communities and acknowledged the progress that we made despite challenges posed by the pandemic. We followed all of the recommendations put forward by Research Impact Canada on how to promote CRADLE and support equity. Furthermore, our active engagement in Magnet Community of Practice has been very helpful in sharing project progress and events and promoting cross-disciplinary collaboration to support national innovation.

The webinars, participation in national conferences and the FSC Trailblazer Series have all contributed to our success. We are most proud of expanding our digital marketing campaign to target Mandarin, Tagalog and French-speaking UCWs, through social media, google ads, and targeted email campaigns to share CRADLE with nursing homes, retirement homes, home care agencies, public health agencies, and ministries of health care and education departments across Canada.

We have faced a few challenges, mainly imposed on us due to the Pandemic and underlying systemic problems with the sector. Significant investments in promotion and knowledge dissemination activities have increased our UCW participation rates, yet, we have not achieved our anticipated registration numbers, in rural and remote communities. We will continue to focus on different strategies to achieve our outcomes, and the proposed CRADLE+ aims to do so as well. As well, health care organizations continue to experience recruitment and retention challenges, and as a result, UCWs continue to work overtime, causing moral distress and less time for CRADLE participation. We continue to work with employers and policy makers to discuss opportunities for paid 'education' time for UCWs. This is a work in progress, but CRADLE supports this endeavour by providing data to demonstrate why it is so important for policy makers to invest in UCWs. Systemic problems require evidence and ongoing advocacy to cause change, and we are committed to enhancing the care for people living with dementia and their care partners in Canada.

COHERENCE

Main Project Activities to Meet Project Objectives

The investment in CRADLE+ is a timely and appropriate contribution to those caring for people living with dementia. The sector has been in need of innovative training and education for decades and the Pandemic has only amplified this. CRADLE has created the perfect roadmap to build a different future for UCWs in Canada.

The CRADLE+ budget was developed to support activities based on our CRADLE experience and learnings from the last 2 years on related project costs. In the CRADLE+ workplan, we propose to develop 5 additional modules, translation of materials in two indigenous languages, and expansion of our marketing activities to target rural and remote Canada. Given these objectives we increased funds in the proposed budget lines in these areas to align our project activities with the budget. We anticipate a significant part of the budget will be allocated to support the translation of CRADLE materials.

In our current CRADLE marketing approach, we focused on network, google ads, and mail outs. In consulting with experts in communications a diversified approach was suggested to include radio ads, television, subway and billboards for greater reach across provinces. We have increased the proposed budget to reflect this. Given the emphasis on recruitment, a marketing coordinator has been added to the budget.

Given a successful project approval, we anticipate the development of CRADLE+ to be completed by Summer 2022, to then focus on the roll-out an evaluation for the remaining 16 months.

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.

The CRADLE+ budget was developed in alignment with the CRADLE+ work plan and deliverables. The workplan and budget part of the submission.

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

Jacinda Reitsma

Date

November 2nd, 2021