

## **WHAT WOULD IT TAKE TO DRAMATICALLY INCREASE THE NUMBERS OF FIRST NATIONS, INUIT, MÉTIS TEACHERS ACROSS CANADA?**

### **Request for Proposals: Granting Guidelines**

**OPTIONAL LETTER OF INTENT SUBMISSION DEADLINE: SEPTEMBER 30th, 2023**  
**FULL REQUEST FOR FUNDING PROPOSAL (RFP) SUBMISSION DEADLINE: NOVEMBER 3<sup>rd</sup>, 2023**

### **INTRODUCTION**

It has been widely acknowledged that the numbers of Indigenous teachers within elementary and high schools across Canada is not representative of those school communities, nor is the capacity present to adequately address the educational requirements of the Calls to Action of the Truth and Reconciliation Commission. Many shortcomings within this system have contributed to inequity in the quality of education and an unrepresentative workforce, failing to meet the unique cultural, language, and other needs of Indigenous students within Canada.

The Rideau Hall Foundation (RHF) aims to support dramatic increases in the numbers of First Nations, Inuit, and Métis (FNIM) teachers in Canada by 10,000, focusing on K-12 educators. Beginning in 2023, the RHF will enter into funding partnerships aimed at building capacity in the Indigenous teacher education sector and investing strategically in innovative projects coast to coast to coast that reflect pathways for systemic change and are in support of our vision, goal, and strategic outcomes. This document outlines the objectives, evaluation process, and timelines for this round of funding.

### **OBJECTIVES AND GOALS**

Up to \$10 million will be announced in programming partnerships through a FNIM peer-review RFP process in late 2023. The RFP's objectives and goals revolve around four key themes: Language, Land, Leadership, and Love, as further described below.

### **REQUEST FOR PROPOSALS 2023: KEY THEMES**

The 2023 RFP invites project submissions across four themes: Language, Land, Leadership, and Love.

**(1) Language:** Language is the foundation of a culture, and we believe that teacher education programming that emphasizes FNIM language preservation, revitalization, and

promotion will both encourage more Indigenous teachers into the profession, and support and sustain teachers in the field. Examples of possible projects under this theme include but are not limited to providing language accreditation for teaching in a classroom; innovative uses of technology or AI to promote and scale FNIM languages in teaching; incorporating FNIM languages into teacher education programs; or the creation of language training materials that might be used at scale to better support FNIM teachers.

**(2) Land:** The theme centers around FNIM peoples' relationship with the land and the importance of integrating land-based learning into FNIM teacher education, as a means of encouraging more teachers into the profession and supporting and sustaining existing FNIM teachers in the profession. It emphasizes the understanding and appreciation of FNIM ecological knowledge, sustainability, and the holistic connection between FNIM peoples and the environment. This theme also recognizes the deep importance of learning that happens outside of the four walls of a classroom. Initiatives under this theme could include but are not limited to the incorporation of land-based pedagogies, outdoor education, and place-based learning into teacher education programs or within a new cohort program being established with this as a core area.

**(3) Leadership:** This theme highlights the priority of FNIM leadership development opportunities within the education sector, both to encourage and support Indigenous leadership and systemic decision-making capacity in the field of education, and to provide for greater long term mentoring pathways for new FNIM teachers. It emphasizes the development of leadership skills, knowledge, and capacity among FNIM educators, as well as innovation in accreditation practices. Initiatives under this theme could focus on but are not limited to empowering FNIM educators to be leaders in their communities and take on greater leadership roles within education systems; work-integrated learning programming; accelerated pathways for student teachers into the profession; programs encouraging Indigenous students to pursue master's degree and PhDs in education; the promotion of FNIM perspectives and practices within educational systems and advocating for positive change in educational policies and practices.

**(4) Love:** This theme recognizes the importance of FNIM teachers in transforming the lives of Indigenous students. It centers around fostering a caring, inclusive, and compassionate learning environment within FNIM teacher education. It highlights the importance of nurturing relationships as FNIM students are recruited into the teaching profession, supporting kinship, building community connections, and promoting well-being for both Indigenous educators and as well as students. Initiatives under this theme could include but are not limited to providing wrap-around supports, technology, books, tuition and housing benefits for student candidates, integration of ceremony, and the involvement of Elders or Knowledge Keepers.

Proposals reflecting these four themes should explain how the initiative is contributing to systemic changes in Indigenous Teacher Education and address the unique needs of FNIM students. Successful applicants will need to address how the project will help contribute to the measurable goal of adding 10,000 Indigenous educators across Canada.

### **ELIGIBILITY CRITERIA**

The RHF will support innovative Indigenous-led initiatives that are aimed at measurably increasing the numbers of accredited FNIM educators in diverse school environments, with a focus on benefiting Indigenous students. Both qualified and non-qualified donees are eligible and can include:

- Canadian post-secondary institutions, including Indigenous colleges and institutes
- FNIM communities that are registered as qualified donees
- Collective school representative bodies, or school divisions
- Registered charitable organizations or qualified donees

### **SPECIFIC REQUIREMENTS**

Applicants should:

- Be Indigenous-led, wherein Indigenous peoples are represented in the senior leadership of the initiative and the applicant has a commitment to FNIM workforce representation.
- Have well-established and demonstrable strong relationships in place with FNIM communities being served through the proposed initiative.
- Include FNIM languages, Elders, Knowledge Keepers, or Cultural Advisors where applicable.
- Clearly describe the project's impact on FNIM students, responding to particular gaps or challenges related to teacher education in community, and include a measurable connection towards a goal of adding 10,000 FNIM teachers across Canada.
- Describe how the project reinforces the Truth and Reconciliation Commission's Calls to Action related to education.

### **GEOGRAPHIC AND DEMOGRAPHIC CONSIDERATIONS**

The RHF seeks to support a broad range of projects coast to coast to coast, both rural and urban, in support of FNIM peoples and communities.

### **TYPES OF ELIGIBLE INITIATIVES**

Priority is given to projects that demonstrate true innovation and collaboration in approaches to Indigenous Teacher Education and across the journey of an educator. Eligible initiatives include emerging FNIM teacher education programs, wrap-around support services, and strategies for recruitment, retention, and employment support for FNIM individuals seeking accreditation as educators.

### **APPLICATION PROCESS**

The application process includes an optional Letter of Intent (LOI) submission, feedback on the LOI where applicable, and FNIM peer review adjudication process. While not mandatory, the LOI phase provides an opportunity for feedback on eligibility and project alignment with grant criteria. Applicants will receive feedback that may strengthen their application.

### **EVALUATION AND SELECTION PROCESS**

*Letter of Intent Process (Closes September 30<sup>th</sup>, 2023)*

The LOI will serve as an initial summary of the full application and provides an opportunity for applicants to receive feedback on project eligibility. As the LOI process is optional, LOI's will not be used in the evaluation and selection process.

*Peer Review Adjudication*

A peer review adjudication process for full applications will involve a nationally representative review body comprised of representatives from FNIM communities, the teacher education sector, and community-based programming. An Indigenous evaluation framework will guide the peer review process to ensure cultural responsiveness, relevance, and inclusivity. Submissions will be assessed based on demonstrated innovation, project milestones and measurable outcomes. The scoring matrix will be made publicly available on the RHF website ([www.rhf-frh.ca](http://www.rhf-frh.ca)) in early September. Details pertaining to the scoring matrix, including the specific criteria and weighting, will be shared with applicants and reviewers to ensure clarity and transparency in the evaluation process.

### **BUDGET GUIDELINES**

RHF budget guidelines for allowable and non-allowable expenses are as follows:

#### **NON-ALLOWABLE EXPENSES**

- Capital campaigns or construction of capital assets.
- Past debt or outstanding financial obligations.
- Scholarships and Bursaries awarded through a department or body that is external to the FNIM-led program or initiative.

- Partisan and/or political activities

## ALLOWABLE EXPENSES

Allowable expenses include, but are not limited to:

- **Salaries:** Funds can be allocated for salaries and benefits of project staff or educators involved in the implementation of the initiatives.
- **Student Supports** in the form of technology, books, tuition, living allowances, housing allowances and other. These could be provided directly to students or through a scholarship or bursary modality that is provided directly through the FNIM-led initiative.
- **Teaching, Cultural Supplies and Technology:** Funds can be allocated for the purchase or creation of teaching materials, technology, curriculum resources, cultural items, medicines, and other supplies needed to support effective teaching and cultural integration within the initiatives.
- **Elder, Knowledge Keeper, and Cultural Advisor Honorariums:** Honorariums can be provided to Elders, Knowledge Keepers, and Cultural Advisors who contribute their wisdom, language, culture, traditional knowledge, and guidance within the project.
- **Travel:** Expenses related to travel, such as transportation and accommodation, necessary for project implementation or attending relevant conferences, meetings, or training.
- **Food:** Funds can cover the cost of providing food as a component of delivering the initiative.
- **Operational or Classroom Expenses:** This includes expenses related to maintaining an office or classroom space, such as rent, utilities, and office supplies.
- **Training and Professional Development:** Resources required to provide dedicated learning opportunities for those involved in delivering or implementing the project.
- **Evaluation and Data Collection:** Costs associated with evaluating the project's progress toward stated goals and milestones such as the collection and analysis of relevant data for the purpose of measuring community impact. This could include contracting evaluation specialists, interviews with participants or beneficiaries of the project and interpretation of results.

For the LOI process, a high-level budget should be provided using the linked [high level budget template](#). For the full proposal, applicants should provide a detailed estimate of the project's budget, including anticipated expenses and any other sources of funding secured or needing to be secured. Please note that additional sources of funds are not required in your application. The significance of the requested grant funds in achieving the project's goals should be emphasized.

## FUNDING TERMS AND LIMITS

The funding terms and limits for the grant are as follows:

1. **Full Funding Envelope:** The total funding available at this time is \$10 million.
2. **1-2 Year Projects:** For initiatives with a duration of 1-2 years, the funding range is set between \$150,000 and up to \$500,000 total. This means that projects within this timeframe can request funding within this range to support their implementation.
3. **2-5 Year Projects:** For initiatives with a longer duration of 2-5 years, the funding range is set between \$500,000 and up to \$2 million total. Projects falling within this timeframe can request funding within this range to cover the costs associated with the extended implementation period.

These funding terms and limits are designed to provide flexibility and accommodate projects of different scales and durations. The specific funding amount awarded to each initiative will depend on the project's scope, goals, and budgetary requirements, as well as the overall availability of funds within the grant.

## KEY DATES

- [Optional LOI](#) submissions accepted from August 8<sup>th</sup>, 2023 to September 30<sup>th</sup>, 2023.
- LOI feedback will be provided within three weeks of submission or by October 16<sup>th</sup>, 2023 if provided at the end of the submission period.
- Please submit your full proposal, which should include the following components: completed [full application form](#) using our fillable PDF format, [budget template form](#), one letter of reference, and most recent audited financial statement (mandatory for applications requesting 1 million dollars or more). The submission period for the full proposal will be from October 2<sup>nd</sup>, 2023, to November 3<sup>rd</sup>, 2023, by 11:59 PM (PT). Funding decisions will be communicated in December 2023.

Questions and Letters of Intent should be submitted by email to [indigenous.autochtone@rhfrh.ca](mailto:indigenous.autochtone@rhfrh.ca).

Thank you for your interest and commitment to supporting First Nations, Inuit, and Métis teachers in Canada.