



## GRANTING GUIDELINES

ITE 2024 OPEN CALL

SUBMISSION DEADLINE: March 28, 2025

### INTRODUCTION

It has been widely acknowledged that the numbers of First Nations, Inuit, and Métis teachers within elementary and high schools across Canada is not representative of those school communities. 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. We recognize that there is also a need to support the retention of First Nations, Inuit, and Métis educators, which is a key determinant of student success.

Through this granting call, the Rideau Hall Foundation (RHF) will continue to contribute to Indigenous-led initiatives that will enrich Canada's education landscape by 10,000 First Nations, Inuit and Métis teachers through two funding streams. The RHF will invest in innovative projects from coast to coast to coast that reflect pathways for systemic change in Indigenous Teacher Education and supports for teacher retention. The guidelines outline the objectives, evaluation process, and timelines for the two funding streams.

The 2024 Open Call invites project submissions via two funding streams: Reinforce and Retain. These two themes reflect an overarching commitment to (1) scaling approaches that work and are most promising in Indigenous teacher education; and (2) addressing teacher retention issues by reducing pressures on First Nations, Inuit and Métis teachers who are expected not only to teach, but often to develop their own materials and resources in isolating environments.

**Reinforce Stream:** Up to 7 million will be awarded

**Retain Stream:** Up to 3.5 million will be awarded

All applications will undergo a First Nations, Inuit, and Métis consensus-based peer-review process.



## THEMES

This Open Call will have two streams of funding: the Reinforce stream, and the Retain stream. Applicants can choose to apply for either one or both streams. If applying to both, the applicant must submit two separate full applications. Note, applicants will only receive funding from one stream.

### Reinforce Stream Themes

For the Reinforce funding stream, applicants can request funding up to **\$1 million** toward multiyear projects that are between **1 to 4 years** in duration.

This stream will focus on supporting Indigenous Teacher Education Programs (ITEPs) that are planning on scaling their programs or are in pipeline.

→ *In pipeline definition: Proposed project can demonstrate progress that has been made toward implementation. There is a plan in place to start operationalizing the proposed project, with existing relationships and partnerships, and identified revenues. Projects in the conceptual stage that are not currently in pipeline will not be eligible for funding.*

Initiatives must demonstrate how they will measurably increase the numbers of accredited First Nations, Inuit, and Métis K-12 educators. The RHF will invest in innovative and Indigenous-led projects that are rooted in reciprocity, are culturally responsive, bring value to Indigenous education, and measurably encourage more Indigenous teachers into the profession.

Examples of possible projects under this stream include but are not limited to:

- ❁ Accelerated pathways for student teachers and/or educators into the teaching profession
- ❁ Integrating land-based pedagogies, outdoor education, and place-based learning into teacher education programs
- ❁ Programming that incorporates and emphasizes First Nations, Inuit and/or Métis language preservation, revitalization, and promotion
- ❁ Providing language accreditation for teaching in a classroom
- ❁ The promotion of First Nations, Inuit, and Métis perspectives and practices within educational systems
- ❁ Programming that advocates for positive change in educational policies and practices
- ❁ Programming that provides cultural wrap-around supports, technology, books, tuition and housing benefits for FNIM student candidates
- ❁ Programming that integrates ceremony, and the involvement of Elders or Knowledge Keepers



## Retain Stream Themes

For the Retain funding stream, applicants can request funding up to **\$500,000** toward multiyear projects that are between **1 to 2 years** in duration.

This stream will focus on capacity building and resource development that supports First Nations, Métis, and Inuit K-12 educators. Teacher retention deeply affects the delivery of quality education for First Nations, Métis, and Inuit students. Recognizing that there is a need for culturally responsive teaching resources and spaces that are accessible to Indigenous teachers, this stream aims to fund projects that will support First Nations, Métis, and Inuit educators by providing them with the tools they need to thrive in their roles.

Projects must demonstrate their measurable impact in addressing the retention of First Nations, Inuit, and Métis K-12 educators. The RHF will invest in innovative and Indigenous-led projects that are rooted in reciprocity, are culturally responsive, bring value to Indigenous education, and encourage more Indigenous educators to stay and thrive in the profession.

Examples of possible projects under this stream include but are not limited to:

- ✿ Development of an online platform for First Nations, Inuit, and Métis K-12 educators to network, share teaching resources, etc.
- ✿ Mentoring fellowship programs for First Nations, Inuit, and Métis K-12 educators
- ✿ K-12 curriculum development for specific First Nations, Inuit, and Métis Groups (e.g. books, teaching material, videos, etc.)
- ✿ The creation of language resources that will support the instructional practices of First Nations, Inuit, and Métis teachers
- ✿ Innovative uses of technology or AI to promote First Nations, Inuit, and Métis languages in teaching and instructional resources
- ✿ Development of land-based resources for First Nations, Inuit, and Métis educators

Proposals for either stream should demonstrate the project's measurable reach and impact on First Nations, Inuit, and Métis students and/or educators.



## **APPLICATION TYPE AND LIMITS**

### **PAST GRANT RECIPIENTS**

- If an organization/institute has been awarded funding by the Rideau Hall Foundation from the 2023 ITE Open Call, it is only eligible to apply for the Retain Stream of funding in 2024.
- If a past grant recipient partners with another organization, they are eligible to apply to the Reinforce Stream of funding so long as the lead applicant is not the grant recipient.

### **NEW AND RETURNING APPLICANTS**

- New and returning ITE grant applicants are eligible to apply to both streams.
- New and returning ITE grant applicants may also apply for the same stream with multiple applications, as long as the proposed projects are distinct.
- Applying organizations/institutes cannot be awarded funding through both streams.

### **PARTNERSHIPS/COLLABORATIONS**

- Applicants are able to submit a joint application in partnership with other entities.
- For applications that include one or more partnerships, the applying entity will be identified as the lead organization/institute that will receive the funding and assume responsibility for any reporting and grant management with the Rideau Hall Foundation.



## ELIGIBILITY AND APPLICATION REQUIREMENTS

Both qualified and non-qualified donees can apply, but to be deemed eligible for either stream, the applicant must be one of the following:

- Canadian Post Secondary institution, including Indigenous College, University, or Institute
- A First Nation, Inuit, or Métis community registered as a qualified donee
- Collective school representative body, or school division registered as a qualified donee
- Other Registered Charitable Organization
- Registered Non-profit / non-qualified donee

Please refer to: [CRA Qualified Donee Definition](#)

*\*Before beginning your application, please have your charitable registration number, or your non-profit/other legal registration number at hand.*



## Application Requirements: Supporting Documents

The following supporting documents must be uploaded with your application in order to successfully submit it.

Applicants with a charitable registration number will need to submit all of the following:

- A budget using the provided template
- T3010 Form \*must include financial statement component and Board of Directors/Trustees and/or Like Officials component
- A letter of support, which should be from a manager or director of an Indigenous-led organization, or a leader from a First Nation, Inuit, or Métis community. The purpose of this letter of reference is to establish that the Applicant has maintained good relations with Indigenous communities and organizations

Applicants who are qualified donees without a charitable registration number, or are registered non-profits will need to submit all of the following:

- A budget using the provided template
- Most Recent Audited or Externally Prepared Financial Statement
- List of Board of Directors/Trustees and/or Like Officials (uploaded as pdf)
- A letter of support, which should be from a manager or director of an Indigenous-led organization, or a leader from a First Nation, Inuit, or Métis community. The purpose of this letter of reference is to establish that the Applicant has maintained good relations with Indigenous communities and organizations



## EVALUATION AND SELECTION PROCESS

Priority is given to projects that demonstrate true innovation and collaboration in approaches to Indigenous teacher education programs and FNIM teacher resource support.

A consensus-based peer review adjudication process for eligible applications will involve a nationally representative and diverse panel of First Nations, Inuit, and Métis education experts. An evaluation framework and matrix was developed by an Indigenous research organization to guide the peer review process to ensure cultural responsiveness, relevance, and inclusivity.

The scoring matrix, including the specific criteria and weighting, will be shared with applicants on the application portal to ensure clarity and transparency in the evaluation process.

Both streams will be reviewed in cohesion with the **four priority areas** identified in the scoring matrix:

### 1. Indigenous Representation & Relationships

Scoring criteria: Senior leadership is Indigenous, and Indigenous people are represented in at least 75% of the initiative and a commitment to FNIM workforce representation is clearly articulated and evidenced.

#### What is Indigenous-led?

RHF is committed to supporting projects that are Indigenous-led. The indicator for the highest score in this criteria states that the senior leadership of the project is First Nations, Inuit, or Métis. Applications that can demonstrate that 75% of the initiative's staff (including instructors) and implementing partners are Indigenous will score higher due to their commitment to ensuring that the project is deeply guided by Indigenous people, knowledge frameworks, worldviews, and educational approaches.

Scoring criteria: Elders, Knowledge Keepers, and/or Cultural Advisors are central to the project and relationships in place with FNIM communities are well established and demonstrable (5+ years)

#### What are relationships?

Relationships with First Nations, Inuit, and Métis communities should be well-established. This involves demonstrable collaboration where community voice and/or participation is central to the implementation and success of the project. In addition to demonstrating relationships in the proposal, letters of support go a long way in speaking to established relationships.

## 2. Relevance and Deliverables

Scoring criteria: Deep understanding of FNIM educator and student needs and realities is exceptionally articulated.

- ⚙️ What is a 'deep understanding'?  
Demonstrate that you concretely understand the specific challenges or gaps facing FNIM educators and students. You must also demonstrate how your project aims to address these needs.

Scoring criteria: The project scope, objectives and timeline are exceptionally articulated and align well with the purpose of the funding stream.

- ⚙️ What is meant by 'align-well with purpose of the funding stream'?  
Please refer to the theme section of the guidelines to better familiarize yourself with the scope of both streams. Project activities should be clearly stated in this section, with descriptions of each activity (including targets) and where they sit on the project timeline. Activities must be aligned with the stream's theme.
- ⚙️ For the question on project activities and timelines (including targets), please answer using the format below. Add as much detail as possible.

### → Year 1

Activities:

- Recruitment of 5 Indigenous instructors
- Deepen instructors' pedagogical and curricular skillset (1 professional development retreat)
- In person integrative land-based camp for student cohort (30 students)
- 3 Language immersion courses delivered to 30 students online
- etc.

### → Year 2

Activities:

- Online Integrative camp for student cohort (30 students)
- 3 Language immersion courses delivered to 30 students online
- Community garden established on campus
- etc.

### → Year 3

Activities:

- Deepen instructors' pedagogical and curricular skillset (1 professional development retreat)





- Online Integrative camp for student cohort (30 students)
- 2 virtual events for sharing wise practices hosted for Indigenous teachers
- etc.

→ **Year 4**

Activities:

- Online Integrative camp for student cohort (30 students)
- 3 Language immersion courses delivered to 30 students online
- 2 Land immersion courses delivered to 30 students in person
- etc.

### 3. Outcomes and Impact

Scoring criteria: The outcomes of the project are exceptionally aligned with stated activities and rooted in addressing systemic barriers.

⚙️ Project's Long-Term Outcome:

The long-term outcome is the highest-level change expected. There should be a clear link between how achieving the short-term will contribute to the long-term outcome. This is the change that the project expects to reach by achieving the short-term outcomes. As you develop the long-term outcome, please consider why you are implementing this initiative and how this will contribute to the systemic changes within the education sector. This change should be sustainable and measurable.

⚙️ Short-Term Outcomes:

The changes expected to occur in the early stages of the project's delivery. They are usually short-term shifts in capacity, such as an increase in knowledge, awareness, skills, resources, or abilities.

⚙️ For the question on short-term outcomes, please answer using the following format:

- Identify the project's short-term outcomes
- Under each short-term outcome, provide a narrative that links your project activities to your outcome
- Under each short-term outcome, state its anticipated reach

⚙️ Question on Reach:

This is the total planned reach for your overall project. This should be presented as a measurable number and can be approximate. For example, you can say *"this program will graduate X number of students after X years."* or *"this program will hire X number of instructors over X years"*

Scoring criteria: A comprehensive and well-defined plan for gathering and analyzing data related to the measurable outcomes of the project, and specifically the numbers of FNIM educators expected to be impacted by this work.

⚙️ What are measurable outcomes?

Here, the measurable outcomes refer to your short-term outcomes, which are the measurable changes that occur from your program's activities. Measurable outcomes can be either qualitative or quantitative and include a unit of measure, unit of analysis and context (for example # of students trained or % of students satisfied with their training).

For the question on project evaluation, you will be scored on how you develop your overall monitoring & evaluation plan, including on gathering, analyzing, and using the data to adapt and adjust programming and measure the result.

#### 4. Budget and Innovation

Scoring criteria: An exceptionally detailed and accurate budget with highly relevant justification and breakdown to match the scope and goals of the project.

⚙️ What is expected in the budget?

The budget should be detailed and should reflect true program costs and allocation of funds. The budget should tell the same story as the outlined short-term goals, in particular the activities and the overall scope of the project.

Scoring criteria: Innovative approaches are clearly identified and exceptionally demonstrated throughout the proposal; Indigenous worldviews are strongly incorporated.

⚙️ What is considered 'innovative'?

Our definition of innovative approaches is not limited to technology, but rather presenting something different that has impact. Whether that is improving upon a process or current delivery of a program with new ideas or taking an approach that others have not. Your innovation score is also positively impacted by the incorporation of Indigenous worldviews throughout the proposal. Indigenous worldviews and methodologies are inherently innovative because they consider elements such as interconnectedness, relationality, reflexivity, and reciprocity and because they have not conventionally been included in mainstream educational contexts in Canada; in fact, Indigenous worldviews have historically been excluded from Canada's education systems. Proposals may further demonstrate characteristics of innovation. This may surface across project phases such as the way in which the project was designed, the project activities, or the project's knowledge mobilization plans regarding how they will share the outcomes and learnings of their work, etc.



## GEOGRAPHIC AND DEMOGRAPHIC CONSIDERATIONS

The RHF seeks to support a range of projects with a geographic spread, rural and urban, coast to coast. In our funding distribution, we want to ensure we have a balance of these elements in support of diverse First Nations, Inuit, and Métis peoples and communities, while also ensuring support for those regions with the most significant Indigenous teacher gaps.

## BUDGET GUIDELINES

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

### **Non-Allowable Expenses** | *Non-Allowable expenses include:*

- Capital campaigns or construction of capital assets
- Past debt or outstanding financial obligations
- Scholarships and Bursaries awarded through a department or body that is **not** the First Nations, Inuit, and or Métis-led teacher education program or initiative
- Partisan and/or political activities

### **Allowable Expenses** | *Allowable expenses include, but are not limited to:*

- Funds can be allocated for salaries and benefits of project staff or educators involved in the initiatives.
- **Student support** in the form of technology, books, tuition, living allowances, and other. These could be provided to students or through a scholarship or bursary modality directly administered through First Nations, Inuit, and or Métis-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** can be provided to those 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 costs** are covered as a component of delivering the initiative.
- **Operational or classroom expenses**, which includes expenses related to maintaining an office or classroom space, such as rent, utilities, and office supplies.
- **Training and professional development resources** that are 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.

\*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 clearly outlined.

## FUNDING TERMS AND LIMITS

- ❁ The full funding envelope for the 2024 Open Call is **\$8.5 million**
- ❁ Reinforce Stream: Applicants can request funding up to **\$1 million** toward multi-year projects that are between **1 to 4 years** in duration
- ❁ Retain Stream: Applicants can request funding up to **\$500,000** toward multi-year projects that are between **1 to 2 years** in duration

*\*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

### **Application Due Date:**

Reinforce Stream - Please submit your full proposal by March 28, 2025, by 11:59 (PT)

Retain Stream - Please submit your full proposal by March 28, 2025, by 11:59 (PT)

**Decisions Announced:** Funding decisions will be communicated in May 2025

Before beginning your application, please read the FAQ and visit the support section of the portal for additional resources. Thank you for your interest and commitment to supporting First Nations, Inuit, and Métis teachers in Canada.

If you have any questions, please contact us at [indigenous.autochtone@rhf-frh.ca](mailto:indigenous.autochtone@rhf-frh.ca)