



CENTRE FOR INDIGENOUS ENVIRONMENTAL RESOURCES

WRITING SUCCESSFUL PROPOSALS

Workbook for Indigenous Communities



CENTRE FOR INDIGENOUS ENVIRONMENTAL RESOURCES

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CIER would like to thank the Indigenous communities and leaders that support the work we do. Without support from the communities, we would not be able to do the work we do. We appreciate communities' time to engage in projects and future projects that may stem from proposal writing workshops.

PROJECT TEAM

Anderson, Kristy
McKay, Shianne
Ross, Wendy

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CIER, the Centre for Indigenous Environmental Resources, is a national First Nation directed environmental non-profit organisation. We offer research, advisory, and education and training services to Indigenous communities, governments and private companies through our two program areas: Building Sustainable Communities and Protecting Lands and Waters.

Centre for Indigenous Environmental Resources
P.O. Box 26092 RPO Maryland
Winnipeg, Manitoba R3G 3R3
Tel: (204) 956-0660
E-mail: earth@yourcier.org
Web: www.yourcier.org

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ABOUT THIS GUIDE

This document is for Indigenous communities who are seeking funds for their community-based project. It provides a guide for developing a project from an idea to an actuality and contributes to developing project management skills.

The design of the workbook is to be written in and reworked. There is a lot of information about funding agencies and proposal development, but readers should not use this book as their sole source of information. Please check with the funding agencies for more up-to-date information.

This workbook is divided into five parts and is as follows:

1. Turning Ideas Into Projects

You need to know what you would like to do before undertaking any other steps. Visioning, brainstorming, asset mapping, and dotmocracy exercises will allow for a better understanding of how the project will look. At this stage, there is no need to develop a precise project description or a specific methodology. Proposal concepts that show collaboration during proposal design receive high merit in the eyes of the proposal reviewer. An example of a collaborative process could be hosting a meeting with community leadership (Chief and Council, CEO) and key members of the potential project team during proposal design. Community Leadership and key members could then determine key goals through visioning and brainstorming sessions. From there, leadership and key members could evaluate the overall project objectives and activities through an activity like dotmocracy or voting to determine key community priorities on which the proposal should focus.

2. Searching for Funders

This section walks through the information about existing funding agencies and provides tips on how to search for appropriate funding. It is better not to rely on one funding source to increase your chances of success. Proposals that have more than one funder or involve in-kind contributions are known as being co-funded. External reviewers look favourably upon proposals that are co-funded because it indicates a collaborative approach. A letter of support that describes the in-kind contributions such as staff time by \$ per hour for project support, venue costs, transportation costs, equipment and supplies, etc. should be included in the submission. This letter may be signed by the Chief and Council, senior administrative staff at the band office, or any other agencies within your community or outside of it that are willing to provide in-kind support.

3. Proposal Writing

This section provides a step-by-step procedure of developing a proposal, along with a proposal template and additional tips and recommendations. At this stage, the project team should have already completed drafting their ideas into projects through collaborative visioning, brainstorming and decision-making sessions. You will use the project objectives and activities previously outlined to write the proposal. The first step will be to contact the funder and request a proposal template. Funders usually supply a proposal template, and the template will often have

specific instructions and requirements listed in it. Ensure you read the proposal template thoroughly and follow up with the funder if you have any questions about the template. Typical proposal sections include:

- a) Project title
- b) Applicant information
- c) Project team description
- d) Purpose of the project
- e) Rationale
- f) Project description,
- g) Project activities and deliverables,
- h) Budget
- i) Workplan

Be sure to check in with leadership and the key members of the project team to make sure you are writing the proposal in the way they envisioned. Your community leadership will likely need to produce a letter of support or band council resolution. The director, project manager will include it in the proposal submission.

4. When Funding Is Received

This section describes what needs to be taken into consideration once the funding is received. First, you need to make sure you know what the funder is expecting from the project. The funder will likely outline expectations in the project approval letter. If not, ask the funder for their expectations as well as reporting requirements. You should also read through your proposal again and look for all the key deliverables you said the project would complete. You need to be strategic and make sure you can accomplish your goals without jeopardizing any of the activities. It is a good idea to use the workplan that you or your team created during the proposal writing process. Ensure you develop a workplan if you had not made one earlier. Listing items in your workplan according to their priority is helpful. It is also essential to keep track of your finances. You may need to set up a separate account for your project's funds. Taking care of all these administrative and financial tasks will help ensure your project goes smoothly.

5. Reporting

This section provides an overview of reporting requirements, including written results and financial statements. The purpose of a report is to summarize your project's accomplishments to the funder so that they can evaluate your work. A well-written report can also benefit you as a way of relationship building with the funder. The funder is more likely to consider funding your future projects if they were impressed with the quality of the work you completed in the past. The first step to take in report writing is to familiarize yourself with the reporting requirements. You can find out the conditions through your project's approval letter, your proposal, and by contacting the funder and requesting a reporting template. There are typically two main reporting requirements: a written description of the project results and a financial statement.

GLOSSARY

Assets: Community attributes and advantages (Fuller, Guy, and Pletsch, n.d.). Assets could be people with skills in your project area, equipment needed to carry out project activities, or community spaces available for project activity locations, for example.

Asset Mapping: Drawing a map of what is valuable in a community as an exercise in community development and change (Dorfman, 1998). Asset mapping is the practice of taking an inventory of the assets available in your community that can benefit your project.

Brainstorming: Produces rough ideas that are worth further execution (Kaner, 2007). Brainstorming activities can be as simple as gathering a group of experts in your project area and asking them to list the top project ideas they have on paper.

Deliverables: Are tangible objects produced as a result of the project (e.g. meetings, reports, sites cleaned up, the volume of recyclables shipped, etc.). Recording the number of workshop participants is an example of a common deliverable.

Dotmocracy: Is a voting method using dot stickers or marks with a pen (Dotmocracy, n.d.). A dotmocracy exercise asks participants to place one sticker on the project idea(s) they like the best. Using square sticky notes is also an option if you do not have dot stickers handy.

In-kind Contributions: Non-cash contributions (e.g. venue/meeting space, bus rental, time, etc.) (FEMA, n.d.). Using the band office as a workshop venue is an example of an in-kind contribution if the band offers it to you at no cost.

Overhead Expenses: Indirect operational costs (the costs not directly related to the manufacture of a product or delivery of a service) may include rent, administrative costs or fees, and marketing costs (Overhead, n.d.). Overhead expenses may not always be allowed as a budget item in a funding application.

Visioning: Supports the development of a shared vision of the future (Visioning, 2008). A community vision statement provides a shared goal that describes how the community envisions their community to be in the future.

1.0 TURNING IDEAS INTO PROJECTS

Although you do not need a detailed project design to start, it is essential to answer the main project questions. At this stage, it is vital to include community leaders and other community members in decision-making.



- Where are you now, and where would you like to be?
- What are your main goals and objectives?
- What assets (e.g., infrastructure, people, relationships with different organizations, resources, etc.) do you currently have in the community to tackle these issues?
- What do you need to implement this project (e.g., human capacity, infrastructure, machinery, equipment, external professional services, etc.)?
- What will your main project activities be?
- What will your main deliverables and measurable outcomes be? See potential measurable outcomes in Appendix A.

You can use the following techniques to facilitate this conversation:

Visioning supports the development of a shared vision of the future (Visioning, 2008). The goal of visioning is to develop written and visualized statements of a community's long-term goals and strategic objectives. The main questions answered during the visioning exercise are the following:

- Where are we now?
- Where would you like to be?

Brainstorming produces rough ideas that are worth further execution (Kaner, 2007). Answers to the questions, as mentioned above or any other questions identified by the group, can be brainstormed. Creative ideas – particularly those that are silly, oddball, or impossible – are eagerly encouraged. For this exercise, quantity is more important than quality.

Dotmocracy is a method that encompasses voting with dot stickers or marks with a marker pen (Dotmocracy, n.d.). Participants are each given a set number of dot stickers. They place dot stickers next to options presented that they like. Options with the most dots at the end of voting “win.” This method allows for the prioritization of options that have already been identified.

Asset mapping - drawing a map of what is valuable in a community as an exercise in community development and change (Dorfman, 1998). Asset mapping promotes community participation and includes different community members' interests. This technique focuses on existing capacities and skills.

1.1 Exercise #1

Whole group exercise: Community A is remote and only assessable by air or ice road. Community A wants to create a Wild Foods Harvesting Program that will provide resources for hunters that donate food to the program and offer youth training to develop their skills. Many households in Community A are experiencing food insecurity, and many young people do not know how to harvest wild foods. Answer the questions below to develop a preliminary description of Community A's project.

1. Where is Community A now and where would it like to be? (visioning)

2. What are Community A's main goals and objectives? (brainstorming)

Objectives should be SMARTER

Specific - The more specific the better. State your goal in as exact of terms as possible.

Measurable - What will be the measurement of your goal?

Accountable - Who or what are you accountable to for the goal?

Realistic - Unrealistic goals will lead to discouragement.

Time-framed - Decide your timetable for completion, including dates, and stick to it.

Exciting - Goals that are exciting will be met far sooner than boring, bland goals.

Recorded - Keep in a place where you can look at them every day.

Example:

Three local harvesters receive Wilderness Survival Train-the-Trainer certification by May 1, 2021.

3. What assets (e.g. infrastructure, peoples, relationships with different organizations, other resources, etc.) does Community A have to tackle these issues? (asset mapping)

4. What does community A need to implement this project (e.g. human capacity, infrastructure, machinery, equipment, external professional services, etc.)? (brainstorming and dotmocracy)

5. What will Community A's main project activities be? (brainstorming and dotmocracy)

6. What will Community A's main deliverables be? (brainstorming and dotmocracy)

1.2 Exercise #2

In groups: Answer the questions below within your groups.

1. Where are you now and where would you like to be? (*visioning*)

2. What are your main goals and objectives? (*brainstorming*)

3. What assets (e.g. infrastructure, people, relationships with different organizations, other resources, etc.) do you have to tackle these issues? (*asset mapping*)

4. What do you need to implement this project (e.g. human capacity, infrastructure, machinery, equipment, external professional services, etc.)? (*brainstorming and dotmocracy*)

5. What will your main project activities be? (*brainstorming and dotmocracy*)

Tips for turning ideas into projects:

- Involve other community members, including Chief and Council, Elders, and youth, into the proposal development process as much as possible. You might have a very good idea of what needs to be done, but the project will not be successful if it is not supported by the majority of band members.
- While working with a larger group, always try to use facilitation techniques (such as visioning) to break the ice and to diversify your workshop. Different community members might have different priorities, and there might be a conflict. As it is difficult to solve all community issues through one project, it is beneficial to use dotmocracy to identify the priorities.
- Think about what you need to implement a high-quality project within existing constraints. All projects are carried out under certain constraints – cost, time, and scope. These three factors (commonly called the triple constraint) are represented as a triangle (below).

6. What will your deliverables be?



2.0 SEARCHING FOR FUNDING

Your potential funders can be:

- Governments (e.g., Indigenous Services Canada and Environment and Climate Change Canada);
- Non-governmental bodies such as:
 - foundations;
 - private or public for-profit corporations; or
 - not-for-profit organizations may have the funding or support your projects by developing a funding proposal or providing expertise.



A summary of applicable funding programs can be found in Appendix B. Be aware that this list needs to be updated continuously, and it is a good idea to expand when your group learns about other funding sources. You may find many different potential sources of funding on the Internet. Additionally, if you choose a funder from the list, please contact the organizations or agencies to see any changes from previous years.

2.1 Tips for a Community Searching for a Funder

Adapted from EcoTrust Canada, n.d.:

1. Be creative. Think about how you might adapt your project to make successful applications for all funding programs you have chosen. For example, say you are developing a Wild Foods Harvesting Program in your community. The Indigenous Languages Component (formerly the Aboriginal Languages Initiative (ALI)) may not be interested in funding a Wild Foods Harvesting Program. They might consider your application if you are developing Wild Foods Harvesting Program materials in your local language. Your Indigenous Languages Component application could support your main proposal by raising awareness about the Wild Foods Harvesting Program by translating documents in the local language.

2. Carefully read the call for proposals and the overall funding requirements. You already know your project goals and objectives at this stage. These goals need to correspond to the expectations of the funder. However, at the same time, you should not drift too far away from your original goals to satisfy funding criteria.

3. Build relationships, call people and do not be afraid to ask questions. Keeping in touch with funding organizations is essential, as many funding agencies do not have calls for proposals. Many funding programs require letters of interest. Make sure you meet the deadlines, as it is vital to keep excellent relationships with your funder. Talk to other project managers and coordinators to learn about existing funding programs.

4. Make several applications instead of one. Firstly, many funding agencies require other contributions, often in the ratio 50/50. Secondly, if one of your applications is not successful, you will still have a chance to implement your project at a smaller scale if another funder supports you. Overall, obtaining funding from different sources and having multiple funding partners, you increase your credibility. Be strategic about the proposals you are submitting. It is not a good idea to submit several poorly written proposals. It would be ideal to submit one strong proposal rather than submitting several poorly written proposals.

5. Build partnerships or joint ventures with industry, conservation organizations, academic institutions, or government. You might be able to share some costs, and your applications might appear to be much stronger if external expertise allows for the elimination of any existing gaps.

6. Obtain letters of support from different entities and individuals in your community. Letters can include Elders, Chief and Council, the director of a department, etc.

7. Focus on larger grants (often federal ones). It may take you a similar amount of time to apply for a large, then a small grant.

8. Explain the importance and relevance of your work to funders. Some of your work may be very specialized, complex, and not very well understood. You need to be able to point out the spin-off benefits of your project. For example, “this project addresses the need for locally harvested foods as well as addressing a low number of opportunities for youth in our community.”

2.2 Exercise #3

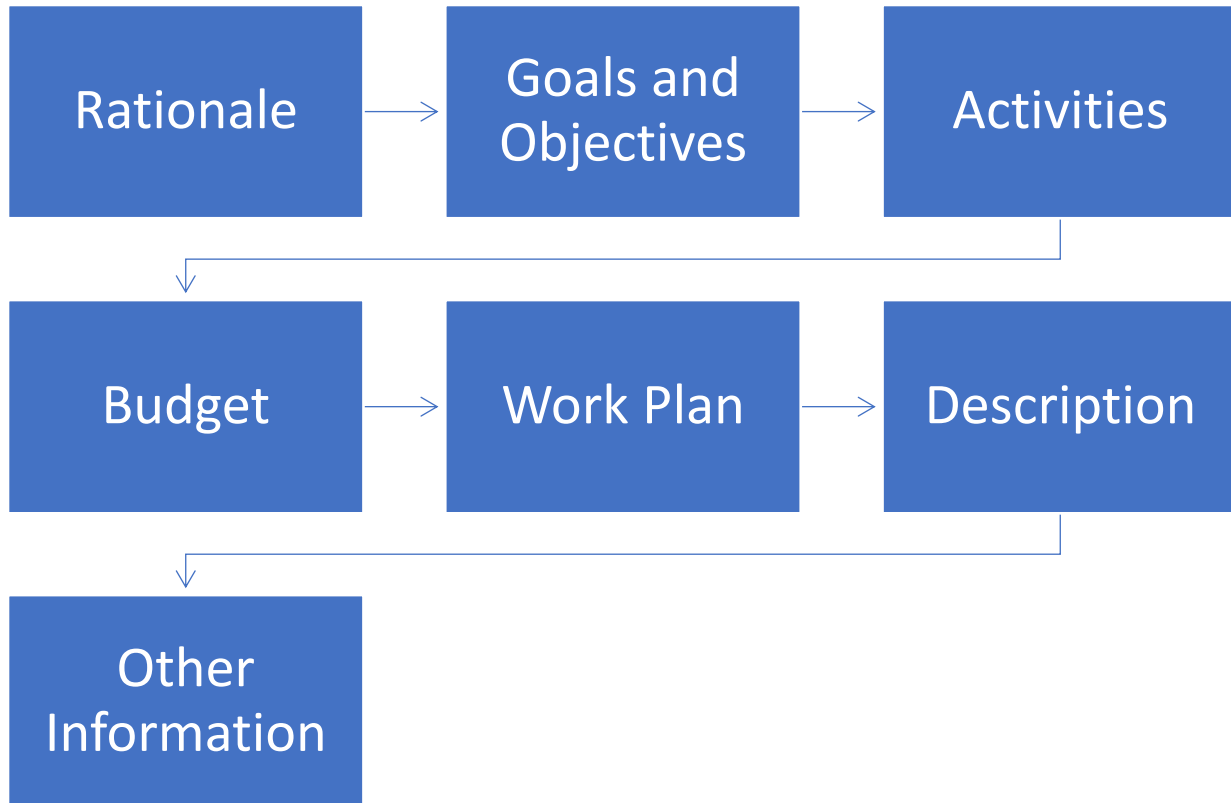
Identify which of your project activities might be able to be funded by different funders.

Choose three funding sources from Appendix B or find additional funding sources on the Internet to cover these activities. If all of your activities are eligible for one funding source, choose two other funding sources from Appendix B. Next, identify the activities that can be covered through other funding sources. Make sure to find the guidebooks for each funding source on the Internet and conduct an additional compatibility analysis. Fill out the table below.

| Funders | Activities to be Covered |
|-----------|--------------------------|
| Funder 1: | |
| Funder 2: | |
| Funder 3: | |

3.0 PROPOSAL WRITING

A successful proposal does not stand alone; but with careful planning, research, and partnerships and is accomplished by following the below steps:



The example proposal template in section 3.1 includes the questions you may need to answer when writing your proposal. Comments and suggestions are in blue. While working on these questions, please refer to your project details from the first two sections of this workbook.

Tip for writing proposals:

- Check with the funder's contact person to confirm that the project is suitable for funding before you begin writing.

3.1 Proposal Writing Template

Project Title Insert Project Title in the box below

Give your project a name. Make the project name simple and fun. The project name should be something you like and feels right to you and/or your community. The title should reflect the funding program you are applying for. It is often easier to give a name to your project once you have completed the other sections.

Example
Community A Wild Food Harvesting Program

What is the name of your project? _____

Applicant Information: Fill in the below information. The following information should be for the community partner who intends on being the project lead.

| | |
|------------------------|--|
| Last Name, First Name: | Title: |
| Organization Name: | Email Address / other contact: |
| Community Name: | Eligibility: Example Some funders only allow certain groups, Communities or organizations to apply. This is specified in the application. |

Project Team Description: Fill in the below information. The funder may also require that you attach the resumes of the project team members

| Name | Title | Organization Name (if applicable) | Email Address / other contact |
|------|-------|-----------------------------------|-------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Purpose of Project: Explain in two to three sentences what your project is and what it is trying to accomplish. Maximum 100 words.

Example

Community A would like to create a Wild Foods Harvesting Program that will provide resources for hunters/gatherers that donate food to the program as well as offer training for youth to develop their skills. The purpose of this project is to increase donations and users of the community freezer through creating a Wild Foods Program.

What is the purpose of your project?

Rationale: Provide a brief background in the box below to provide context for why your community needs to undertake this work. Include information about work done to date or if this funding request is part of a larger activity. Maximum 250 words

Example

This project will help increase food security in Community A, create new opportunities for youth, and strengthen the use of local foods and local food distribution. Dealing with food insecurity in our community is a big challenge. Community A is only accessible by air or winter road. To date, the community has completed the construction of a community freezer and developed a governance structure for the Wilds Food Harvesting Program.

What is the rationale of your project?

Project Description: Describe how you see the project taking place in your community. Provide essential information on the project background. Describe the project's location, its intent, the specific goals and objectives, and what you hope to achieve from the project. Maximum 500 words.

Tips:

- Provide comments on industry and market studies. A literature review would be beneficial.
- Provide the 5 W's of the project:
 - Who – who is involved with the project;
 - What – what is the project all about;
 - When – when will the project occur (what is the timeline/timeframe);
 - Where – where will the project occur; and,
 - Why – why is the project important, why are certain people involved, why will the project occur over a certain amount of time, why is the location important.

Example:

Community A would like to create a Wild Foods Harvesting Program that will provide resources for hunters/gatherers that donate food to the program as well as offer training for youth to develop their skills. We would like to have a workshop for local harvesters to identify their resource needs as well as five harvester training workshops for youth. The workshop for the harvesters will take place at the band office and the harvester training workshops will be held at the band office and out on the land.

The intent of this project is to:

- Identify and purchase resources for the Wild Foods Harvesting Program that will be used as incentives for food donations to the community freezer
- Train a minimum of ten youth to harvest wild foods
- Promote the use of the Wild Foods Harvesting Program within the community

The specific objectives of the project include:

- Host a workshop to obtain information from local hunters/gatherers about the resource needs they have which would help them harvest and/or prepare their harvest for storage
- Purchase resources for harvesters/gatherers which will be used at the Community Freezer building by those that donate some of their harvest to the freezer
- Contract the services of three adults and/or Elders to train the youth
- Train three adult and/or elder harvesters/gatherers through a Wilderness Safety Train-the-Trainer program
- Develop and complete a series of five harvester training workshops for youth.
- Develop and distribute promotional materials

The workshops will be one day each. Food and snacks will be provided to all the people who attend. We will provide honorarium for an Elder to attend each workshop to share traditional knowledge through teachings. We will measure success through the number of food donations to the community freezer, the number of new hunters/gatherers using the resources at the community freezer building, the number of youth participating at the workshops, and the frequency and number of promotional materials distributed.

Project Activities and Deliverables: (1) List all the activities you will undertake to meet the project objectives and complete the project. (2) Describe each key activity (3) List the expected deliverables. Indicate the products, items, events, and activities that you will derive from the project. List the tangible things. (4) Indicate when the activity and deliverables will be complete. While it may be easier to write this information in a table (like the example below), the funding application may force you to write out each activity, description, deliverable and timeline out in paragraph form.

| Key Activities | Description | Expected Deliverables | Timeline |
|--|--|---|---------------------|
| <p>Example Workshop for hunters/gatherers</p> | <p>Example Ask each participant at the workshop to list the equipment they would find helpful when processing their harvest. This equipment can be borrowed by those that donate food to the Wild Foods Harvesting Program.</p> | <p>Example A list of equipment</p> | <p>By July 2021</p> |
| <p>What are your key activities?</p> | | | |
| | | | |

| | | | |
|--|--|--|--|
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Budget: Provide the costs for completing the project. While you may already have developed a project budget, the funder will likely have a budget template for you to fill out, and it may differ from the one you previously developed. Read the application you are applying to carefully. The funder will specify what project costs are eligible, a description of each eligible expenses, and may require quotes for equipment purchases. The donor will likely also want to see if you are receiving money or in-kind contributions from other sources, which can make your proposal stronger. Be sure to include a letter of support from those providing cash or in-kind support.

| Item | Funding from Funder Amount | Funding from Other Sources Amount | Description |
|--------------------------------------|----------------------------|--|---|
| Meetings | Example \$5700 | Example Hall rental provided as in-kind support from Community A \$6000 | Example Hall rental: $\$1000 \times 6 = \6000 Catering: $\$25 \times 20 \times 6 = \3000 Elder Honorariums: $\$350 \times 6 = \2100 Prizes: $\$100 \times 6 = \600 |
| Salaries and Wages | | | |
| Contract(s) or Professional Services | | | |
| Training | | | |

| | | | |
|---------------------------------------|----------|----------|--|
| | | | |
| Travel, accommodations and meal costs | | | |
| Communications | | | |
| Equipment purchases | | | |
| Administration | | | |
| Total | = | = | |

Workplan: Some funders ask for a workplan. A workplan includes an activity description, timeline, the status, factors affecting timing and completion, who the activity will be led by, what deliverable is associated with the activity, and other details that may be important to your project. An acceptable workplan will be valuable to you when the funding is approved. You will already have a roadmap (i.e. the workplan) to implement and complete the project.

Other Information: *The funder may want more information from you. For example, they may ask you to specify how the community will benefit, identify risks, or outline a cash flow plan for your project based on when you will need specific amounts of money. Read the application for funding carefully, multiple times, and make sure you have not forgotten anything.*

Additional Tips

10 Rules for Creating a Budget:

1. Create two budgets: one for planning purposes, the other for the funder.
2. Create a budget item for each major activity.
3. Be realistic with each activity.
4. Give yourself enough time (salary hours) and equipment to complete each activity.
5. Include a detailed description of each item.
6. Reserve some funds in case activity costs are more than expected (contingency).
7. Get help and ask questions if you are unsure about an activity.
8. Look for in-kind support.
9. Double-check your math.
10. Let the funder know if you need to make changes.

Timeline

The timeline of your project should be well thought out. A long timeframe may be too costly or difficult to fund, but a short timeframe may limit the success of your activities. For example, if you do not account for the upcoming training dates for the Wilderness Safety Train-the-Trainer course, your three trainers may miss the class and not be able to share safety specific information with the youth. Consult project partners and experts to determine the best times to perform certain activities.

At the same time, while working on your proposal, you need to do the following:

- Obtain a Band Council Resolution (BCR) signed by the quorum.
- Receive all needed quotes from suppliers.
- Receive all needed letters of support and approval letters for additional funding.

What makes your application stronger?

- Involvement of youth. Many funders encourage the engagement of youth and the transfer of skills and knowledge, which makes youth more employable in the long-term.
- Involvement of Elders, who are the main community knowledge holders and play an important role in decision making.
- Integration of Indigenous Knowledge. Explain how your project will incorporate and protect Indigenous Knowledge and culture.

3.2 Exercise #4

Find a proposal template for another funding program, which you identified through Exercise #3: Fill it out and present it to the audience. Please make sure that there is no overlap between activities to be funded through the two funders.

3.3 Proposal Writing Checklist

| Proposal Writing Checklist | |
|----------------------------|--|
| <input type="checkbox"/> | Writing your proposal |
| <input type="checkbox"/> | The Call for Proposals/Funding Guidebook has been reviewed |
| <input type="checkbox"/> | The proposal incorporates all key proposal guideline criteria indicated in the proposal guidebook. |
| <input type="checkbox"/> | Community members consulted |
| <input type="checkbox"/> | Proposal concept addresses priority research identified in the Call for Proposals |
| <input type="checkbox"/> | Call for Proposals contact for funding has been called/emailed to discuss and approve the proposal concept |
| <input type="checkbox"/> | The objectives are clear and realistic |
| <input type="checkbox"/> | Your proposal includes literature review and citations to support priority research. |
| <input type="checkbox"/> | The deliverables are specific and measurable |
| <input type="checkbox"/> | The project costs are equal to the total amount of financing and the total cashflow |
| <input type="checkbox"/> | The proposal idea is approved of by the Chief and Council, and a Band Council Resolution (BCR) has been prepared and signed |
| <input type="checkbox"/> | The proposed project activities will occur within the required time period |
| <input type="checkbox"/> | Project partners have been contacted and consulted |
| <input type="checkbox"/> | Proposed project activities are associated with specific project partners responsible for the successful completion of identified activities |
| <input type="checkbox"/> | Completed budget |
| <input type="checkbox"/> | All the requirements outlined in the call for proposals are met |

| | |
|--------------------------|---|
| <input type="checkbox"/> | The proposal package includes: |
| <input type="checkbox"/> | One signed copy of the proposal (signed by the applicant or someone from the Chief and Council) |
| <input type="checkbox"/> | Band Council Resolution |
| <input type="checkbox"/> | Quotes from supplier and providers of services |
| <input type="checkbox"/> | Project Manager and project teams' resumes |

3.3 Exercise #5

Is your proposal ready for submission? Use the checklist from section 3.2 and answer the questions below to evaluate the quality of your proposal.

1. Which points remain incomplete? Why?

2. What sections of the proposal are fully complete?

3. What can be improved (e.g. what was not clear)?

4. Which required documents are still missing?

4.0 WHEN FUNDING IS RECEIVED

Be ready to:

- Prioritize your activities. Often funders will divide the funding into several installments throughout the project. You need to be strategic and make sure you can accomplish your goals without jeopardizing any of the activities. It is often beneficial to start with training to build your capacity and equipment purchases. It may take a long time to deliver equipment to the community, and you cannot begin unless you meet minimum infrastructure requirements.
- Develop a tracking sheet that will allow you to track your work progress and expenses. See an example in Appendix C.
- Keep track of your finance. Set up a separate account for your project.
- Sign all needed papers and provide them to the funder without delays.
- Familiarize yourself with reporting requirements and templates before the start of the project. That will prevent you from having unpleasant surprises in the future.

1. How do you need to prepare yourself to get your project started?

2. Please identify your first, second, and third priorities.

First

Priorities: _____

Second Priorities:

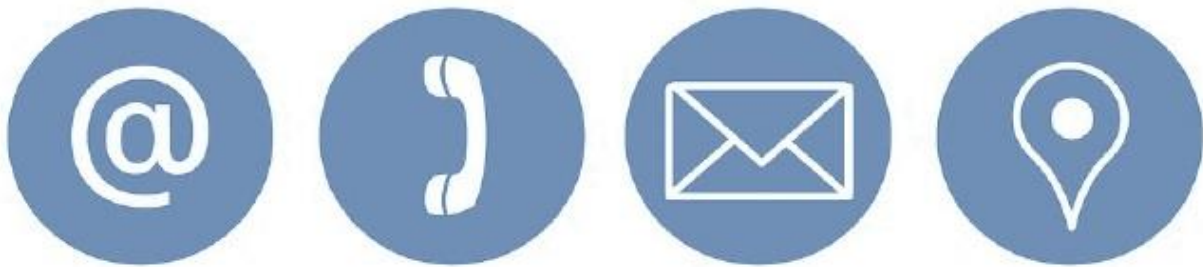
**Third
Priorities:**

3. Please fill out the contact list below for your project.

Keep a handy contact list of project partners, team members, funders and other key persons to contact if you have questions.

| | Contact Name | Phone | Fax | Email |
|--------------------------|--------------|-------|-----|-------|
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |

Be sure to contact project partners if you have any questions about the timeline, reporting requirements, payment and any other special considerations before beginning the project work.



4. Where will your data be stored upon completion of the project?

Try to find multiple storage locations for physical and digital data secure from theft, fire and flooding. Remember that if data is stored correctly, it may be useful to the next generation.

5. How will you communicate with project team members and your community?

5.0 REPORTING

Familiarize yourself with reporting requirements:

- The approval letter will outline what you need to report on at the end of your project.
- In most cases, the funder will provide an electronic template or form in PDF format.
- There are typically two main reporting components:
 1. A written description of results (did you achieve what you said you would achieve in the proposal?)
 2. Financial statements (how did you spend the money?)



5.1 Reporting Template Example

Proponent Information: Fill in the table below.

| | |
|--------------------|---|
| Contact Name: | Project Title: |
| Organization Name: | Email Address / other contact: |
| Community Name: | The proponent or Project Number or Identifier: Example <i>Some funders give you a number or identifier for your project.</i> |

Activities Completed: Describe the actions you completed, including the date when they occurred, and how they contributed to achieving the project's goals and objectives. Include the measures of success, as described in the proposal. **Note: The funder may request that this section completes a separate narrative report that you create on a word document and attach to this report**—maximum 1,000 words.

Example

This project resulted in the purchasing of resources for the Wild Food Harvesting Program, the promotion of the program as well as the training of 15 youth. The specific project results are as follows:

Harvesters/Gatherers Workshop

This workshop was completed June 5, 2020. We had a large turn out at this event. Twenty participants attended and many brought their families along. The workshop resulted in a list

Lesson Learned: *Please include the lessons learned through this project (both positive and negative) to help future communities who initiate similar projects.*

Example

One lesson we learned was that it is hard to train a cohort of students during the summer months. Perhaps less students would have dropped out if the project took place during the school year.

What lessons did you learn in your project?

Statement of Expenditures: *Please complete a statement of expenditures with your financial office/person responsible for the project funds and attach them to this report.*

Tip

- The statement of expenditures should have the same items listed as the budget that was approved by the funder.
- The funder may provide a template for the statement of expenditures when they provide you with the report template or when they send you your approval letter for the project
- Ask the funder if you have any questions

Photo Report: *The funder may ask you to provide a photo report that includes photos you took during the project. You may also choose to create one even if the funder doesn't require one. Pictures say a thousand words, and it might help you report on the project.*

Other Information: *Many of the reports you will write will be different from each other. For example, some funders may ask you to describe how your project helps the funder meet their key performance indicators. In contrast, others ask you to explain how community members increased their knowledge through participating in your events (e.g. results from surveys completed before and after the workshop). Make sure you read the reporting requirements before you start your project to make sure you keep track of the required items!*

6.0 CONCLUSION

We wish you good luck in your endeavours. Even if you do not receive funding on the first attempt, do not be discouraged. You can resubmit your application again and search for other potential funding that may be available this year. To strengthen future applications and to address the key points, we must follow up with the funder to discuss the merits and shortfalls of the proposal. The whole process is long and not always positive. However, do not give up and talk to the funders as much as possible. These are the two main prerequisites of your success.

6.1 Role of CIER

CIER is a First Nations-directed environmental non-profit organization. CIER was founded in 1994 by 10 First Nation Chiefs from across Canada.

CIER can help your First Nation to:

- Find and access existing information related to your concerns;
- Identify and develop potential project ideas;
- Identify and contact potential project partners
- Conduct research to support proposal writing
- Provide technical support.



6.2 References

- Dorfman. 1998. Mapping Community Assets Workbook. <https://resources.depaul.edu/abcdinstitute/resources/Documents/DorfmanMappingCommunityAssetsWorkBook.pdf>
- Dotmocracy*. n.d. Dotmocracy. https://dotmocracy.org/what_is/
- EcoTrust Canada. n.d. A New Trail. <http://www.nativemaps.org/files/2007-11-25%20A%20New%20Trail.pdf>
- FEMA. n.d. What Are In-Kind Contributions? https://www.fema.gov/media-library-data/20130726-1758-25045-4813/inkind_contribution.pdf
- Fuller, Guy, and Pletsch. n.d. Asset Mapping: A Handbook. https://ccednet-rcdec.ca/sites/ccednetrcdec.ca/files/asset_mapping_handbook.pdf
- Kaner. 2007. Facilitator's Guide to Participatory Decision-Making, 2nd ed. https://fyi.uwex.edu/wateroutreach/files/2016/03/Kaner-2007_Group-Decision-Making.pdf
- Overhead*. n.d. Overhead. <https://www.entrepreneur.com/encyclopedia/overhead>
- Visioning*. 2008. http://www.floridahealth.gov/provider-and-partner-resources/community-partnerships/floridamapp/floridamapp-field-guide/visioning/_documents/visioning.pdf

APPENDIX A: POTENTIAL MEASURABLE OUTCOMES

| Capacity and Training: | Public Education: | Waste Diversion Projects: |
|--|--|--|
| <ul style="list-style-type: none"> __ - # of jobs created __ - # of trained people __ - # of training workshops held __ - # of participants at workshops __ - # of people prepared to become a trainer (e.g. train-the-trainer programs) __ - # of youth receiving work experience __ - # of adults receiving opportunities to mentor youth __ - # of Elders provided opportunities to share their knowledge and skills with the community | <ul style="list-style-type: none"> __ - # of new programs available __ - # of school awareness programs __ - # of community awareness events __ - # of outreach materials developed __ - # of outreach materials translated into the local language __ - # of partnerships developed __ - # of social media posts __ - # of views on each social media post __ - # of newspaper articles in a local paper __ - # of radio announcements __ - # of virtual events (e.g. Zoom calls) __ - # of surveys completed | <ul style="list-style-type: none"> __ - # of end-of-life vehicles depolluted __ - # of white goods depolluted __ - # of tires shipped __ - # of vehicle batteries shipped __ - # of pallets or mega bags of electronic products shipped __ - # of tonnes of household recyclables shipped __ - # of litres of used oil shipped or burnt __ - # of litres of antifreeze shipped __ - # of drums of used oil filters shipped __ - # of kg or bags of used oil or antifreeze containers shipped __ - # of tub skids of paint shipped __ - # of boxes of light bulbs shipped __ - # of drums of aerosols shipped __ - # of litres of refrigerant shipped __ - # of mercury switches shipped __ - # of lead wheel weights shipped |
| Climate Change Projects: | Food Projects: | Infrastructure and Equipment: |
| <ul style="list-style-type: none"> __ - # of community climate change information sessions __ - # of community visioning exercise completed __ - # of groups reached (e.g. schools, young mothers, hunters, Elders, etc.) __ - # of brainstorming sessions on vulnerability and sustainability __ - # of community-based monitoring sessions | <ul style="list-style-type: none"> __ - # of community awareness events __ - # of community food systems workshops __ - # of community gardens developed __ - # of wild food distribution opportunities created | <ul style="list-style-type: none"> __ - # of climate change community-based monitoring equipment purchased __ - # of compost bins purchased __ - # of greenhouses built __ - # of landfills new / upgraded __ - # of unauthorized landfill sites closed __ - # of pieces of infrastructure built to support programs |

| | | |
|---|---|---|
| <p>___ - # of surveys or interviews completed</p> <p>___ - # of lessons from the land walks</p> <p>___ - # of unique participants involved in the project</p> <p>___ - # of reports/plans developed</p> | <p>___ - # of youth learning how to harvest and store food according to the Nation's ways</p> <p>___ - # of Elders sharing their food knowledge</p> | <p>___ - # of pieces of equipment purchased to support programs</p> |
|---|---|---|

APPENDIX B: FUNDING OPPORTUNITIES

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---|--|---|---|---|---|---|
| Climate Change | | | | | | |
| Climate Change Preparedness in the North Program | Crown-Indigenous Relations and Northern Affairs Canada | This program funds climate change adaptation projects in Yukon, Northwest Territories, Nunavut, Nunavik and Nunatsiavut. | Contact the program by email at aadnc.adaptnord-northernadapt.aandc@canada.ca or by phone via the Public Enquiries Contact Centre at 1-800-567-9604. | There is no deadline to apply. Applications are reviewed on an ongoing basis by a climate change regional technical committee based in each region. | Depends on needs | aadnc.adaptnord-northernadapt.aandc@canada.ca Public Enquiries Contact Centre at 1-800-567-9604. |
| First Nation Adapt Program | Crown-Indigenous Relations and Northern Affairs Canada | This program provides funding to First Nation communities located below the 60th parallel to assess and respond to climate change impacts on community infrastructure and emergency management. | Salaries and wages, travel, transportation, accommodation and living allowance, training and workshops, professional services (contractors or sub-contractors), audit and evaluation, office supplies and equipment dedicated to the project, printing, | There is no deadline to apply. Applications are reviewed on an ongoing basis. | The average yearly cost of funded projects is between \$80,000 and \$160,000, with costs varying based on projects' scope and nature. | aadnc.adaptation.aandc@canada.ca |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|--------------------------------|--|--|--|---|----------------|---|
| | | | data purchase from a commercial provider, and administrative costs | | | |
| Northern REACHE Program | Crown-Indigenous Relations and Northern Affairs Canada | The Northern Responsible Energy Approach for Community Heat and Electricity program, also called the Northern REACHE program, funds renewable energy and energy efficiency projects, and related capacity building and planning in the Yukon, Northwest Territories, Nunavut, Nunavik, Nunatsiavut | Professional services and fees, salaries and wages, equipment and materials, travel expenses, training, and other expenses directly related to the project or activity | There is no deadline to apply. Applications are reviewed on an ongoing basis. | Contact funder | aadnc.adaptnord-northernadapt.aandc@canada.ca Public Enquiries Contact Centre at 1-800-567-9604. |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|--|----------------------------|---|--|---|---|---|
| Climate Change and Health Adaptation Program North of 60° N | Indigenous Services Canada | This program's design is to build capacity for climate change adaptation by funding community-designed and driven projects. This program supports First Nations and Inuit communities' efforts to develop the capacity to adapt to climate change's health impacts. | Contact funder | There is no deadline; you may apply any time. Applications are reviewed regularly by a climate change adaptation committee based in your territory or region. | Contact funder | For more information, please contact Ben Linaker, Department of Indigenous Services Canada's CCHAP North Program Manager at Ben.Linaker@canada.ca or by phone at 867-766-8415. Yukon: Merran.smith@cyfn.net NWT: Miki@nwtac.com Nunavut: Zoe.Martos@qhrc.ca Nunavik: Nathalie Huntley at nathalie.huntley@canada.ca Nunatsiavut: Len O'Neill at len.oneill@canada.ca |
| Climate Change and Health Adaptation Program South of 60° N | Indigenous Services Canada | The design of the program is to build capacity in climate change adaptation. This program funds First Nations and Inuit communities' efforts to build capacity to adapt to climate | Community-led research, risk or vulnerability assessments, adaptation planning and implementation, salaries, honoraria for Elders, youth, knowledge carriers, light equipment (i.e. supplies for | Funding for the program takes place on an annual basis with a call for applications sent out in the summer of each year. | Up to \$100,000 per project for one year of funding | sac.cchap-pccas.isc@canada.ca http://www.climatetelling.info/ |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---|--|---|---|--|--|---|
| | | change's health impacts. | gatherings, small garden equipment), and lab testing. | | | |
| Environmental | | | | | | |
| First Nations Environmental Contaminants Program | Indigenous Services Canada (ISC) | This funding is for First Nations communities to improve their health. The program supports these communities in identifying, investigating and characterizing the impact of exposure to environmental hazards. | Contact funder Note: The FNECP requires all funded projects to be carried out in partnership with academically trained scientists, at the Ph.D. or M.D. level, and identify the academic partners as a partner in the proposal. | Applications for funding in 2020 to the 2021 fiscal year are now closed. Contact funder for future deadlines. | Contact funder | Email: sac.fneccp-ppnpe.isc@canada.ca Phone: 613-297-3720 Fax: 613-952-8639 |
| Environmental Damages Fund | Environment and Climate Change Canada (ECCC) | The purpose of any EDF contribution is to restore the environment and conserve | Human resource costs, including salaries and benefits, travel costs not to exceed Treasury Board | Twice annually; confirm with your regional office | Variable depending on available funding, which comes from fines, | https://www.canada.ca/en/environment-climate-change/services/environmental-funding/programs/environmental-damages-fund.html |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|------|--------|--|---|----------|-------------------------------------|---------------------|
| | | wildlife and habitats in a scientifically sound, cost-effective, and technically feasible way. | approved rates, material and supplies costs, printing and production costs, communications and distribution costs, equipment rental or purchase per Government of Canada regulations, vehicle rentals and operational costs, translation costs, liability insurance costs that are directly attributed to carrying out the project, a reasonable share of overhead and administrative expenses and rent that is directly attributed to carrying out the project, as negotiated with the Regional Community Programs Office, and any GST/HST that is not | | court orders and voluntary payments | |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|--|--|---------------------------------|--|--|-----------------------------------|---|
| | | | reimbursable by Revenue Canada and any PST not reimbursable by the provinces | | | |
| Habitat Stewardship Program for Species at Risk | Environment and Climate Change Canada (ECCC) | The focus is on species at risk | Check with your region | Check website The application for the 2020/21 year is closed. | \$25,000 to \$100,000 per project | https://www.canada.ca/en/environment-climate-change/services/environmental-funding/programs/habitat-stewardship-species-at-risk.html ec.pih-hsp.ec@canada.ca |
| EcoAction | Environment and Climate Change Canada | The focus is on freshwater | To be determined | Check with funder The application for the 2020/21 year is closed. | Up to \$100,000 | https://www.canada.ca/en/environment-climate-change/services/environmental-funding/ecoaction-community-program/call-proposals.html 204-984-5952 ec.ecoactionouestnordecoactionwestnorth.ec@canada.ca |
| Agriculture | | | | | | |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---------------------------------------|---|---|------------------|-------------|----------------|---|
| Indigenous Pathfinders Service | Agriculture and Agri-Food Canada (AAFC) | <p>A one-stop-shop for advice and referral helps navigate the relevant information, tools and support available to start or expand activities in the agriculture and agri-food sector. An AAFC advisor will:</p> <ol style="list-style-type: none"> 1. listen to your project idea or plan and offer suggestions for the next steps 2. inform you on AAFC funding programs and services 3. find and refer you to the right AAFC expert 4. help you connect with | Contact funder | No deadline | Contact funder | <p>By phone/fax Telephone: 1-866-367-8506 TTY: 613-773-2600 Fax: 1-877-949-4885</p> <p>By mail Indigenous Pathfinder Agriculture and Agri-Food Canada 1341 Baseline Road Tower 7, Floor 6 Ottawa, Ontario K1A 0C5</p> <p>By email aafc.indigenouspathfinder-explorateurautochtone.aac@canada.ca</p> |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---|---|--|--|---|-----------------------|--|
| | | <p>other federal support available</p> <p>5. follow your progress</p> | | | | |
| Indigenous Agriculture and Food Systems Initiative | Agriculture and Agri-Food Canada (AAFC) | This initiative will support Indigenous communities and entrepreneurs ready to launch agriculture and food systems projects and others who want to build their capacity to participate in the Canadian agriculture and agri-food sector. | Contact funder | Proposals are accepted until September 30, 2022, or until the funding has been fully committed or until otherwise announced by the initiative. The initiative ends on March 31, 2023. | Contact funder | <p>Phone Telephone: 1-866-367-8506 TTY: 613-773-2600</p> <p>Mail Agriculture and Agri-Food Canada Indigenous Agriculture and Food Systems Initiative 1341 Baseline Road, Tower 7, Floor 6 Ottawa, Ontario K1A 0C5</p> <p>Email iafsi-isaaa@canada.ca</p> |
| Glossary Development, Cultural and Art Projects | | | | | | |
| Indigenous Languages Component - | Indigenous Services Canada (ISC) | The program supports the reclamation, revitalization, maintenance, | Salaries and employee benefits, training, rental costs for facilities, equipment | Contact funder | \$25,000 to \$200,000 | https://www.canada.ca/en/canadian-heritage/services/funding/a |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---|-----------------------------------|---|---|-----------------------|---|--|
| | | and strengthening of Indigenous languages through community-driven activities. | rental/service/purchase, project supplies and resource materials, photocopying/printing/translation, communications, honoraria for Elders, professional services, consulting fees, travel expenses, insurance, and administrative costs | | | boriginal-peoples/languages.html pch.autochtone-indigenous.pch@canada.ca |
| Manitoba Heritage Grants | Government of Manitoba | The program is developed to identify, protect and interpret the province's human and natural heritage | Materials and supplies, costs of services or equipment, and project staff salaries or contractual fees, but not the value of donated collections | January 31 and June 1 | Up to 50% of the total project expenses | https://www.gov.mb.ca/chc/grants/hgp.html#deadlines 204-945-2118 hrb@gov.mb.ca |
| Education, Healing, and Reconciliation | National Indian Brotherhood Trust | The main focus is on education programs aimed at healing, reconciliation and knowledge building | To be determined | Nov 2020 | To be determined | http://nibtrust.ca/ 1-888-268-0520 info@nibtrust.ca |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|-----------------------|-----------------------|--|----------------------|----------------------|---|--|
| Indigenous 360 | Manitoba Arts Council | <p>The Indigenous 360 Create program supports creating new work or development of works in progress in all disciplines by Indigenous professional artists, art groups, and Knowledge Keepers.</p> <p>The Indigenous 360 Share program supports work in all disciplines by Indigenous professional artists, Knowledge Keepers, arts groups, and organizations.</p> <p>The Indigenous 360 Learn</p> | Depends on the grant | Depends on the grant | <p>Depends on the grant</p> <p>Max \$15,000</p> | <p>https://artscouncil.mb.ca/grants/</p> <p>Contact the program consultants for more information</p> |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|--|---|--|---|-----------------------|-------------------------|--|
| | | <p>program supports learning and artistic development activities in all disciplines for Indigenous professional artists, arts/cultural professionals, and Knowledge Keepers.</p> | | | | |
| Youth (15-30 years old) | | | | | | |
| <p>First Nations and Inuit Youth Employment Strategy (FNIYES): First Nations and Inuit Skills Link Program and First Nations and Inuit Summer Work Experience Program</p> | <p>Indigenous Services Canada (ISC)</p> | <p>The program develops and enhances essential employability skills, exposes youth to different career options, and allows youth to gain cooperative education</p> | <p>Wages and mandatory employment-related costs, training that supports the acquisition of skills required for work placements, and other necessary costs directly related to a proposed work placement including, actual costs for special</p> | <p>Contact funder</p> | <p>Depends on needs</p> | <p>https://www.sac-isc.gc.ca/eng/1100100033607/1533125081187</p> |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|------------------------------------|----------------------|---|---|--------------------|---------------|---|
| | | | equipment and facilities to accommodate the needs of a disabled participant, participant costs such as living expenses, travel, room and board, dependent care for participants | | | |
| Rising Youth | Canada Service Corps | The program allows youth to deliver service projects in their communities | Space rental, food, supplies, marketing, promotion, materials, equipment, and honoraria | Every three months | Up to \$1,500 | https://www.risingyouth.ca/ |
| Young Entrepreneurs Program | Province of Manitoba | This program encourages Manitoba's young people to build full-time businesses, and in the process, pursue self-employment | License fees, space rental, telephone installation, utilities, office supplies, equipment rental, business travel costs, etc. Recent purchases of land, buildings, office equipment and other significant equipment and fixtures. | Contact funder | Up to \$4,000 | https://www.gov.mb.ca/cyo/youth/businesses/youngentrepreneurs.html |

| Name | Funder | Description | Eligible Expense | Deadline | Amount | Contact Information |
|---|--|--|------------------|----------------|-----------------------|---|
| Science Horizons Youth Internship Program (Science Horizons) | Environment and Climate Change Canada (ECCC) | Science Horizons provides wage subsidies to eligible employers across Canada to hire recent college and university graduates for internships in the environmental and clean-technology sector. | Contact funder | Contact funder | A maximum of \$15,000 | https://www.canada.ca/en/environment-climate-change/services/science-technology/managing/horizons-youth-internship-program.html |

