



Niigaan Gdizhaami Fund

A Practical Guide: Applying to the Niigaan Gdizhaami Fund

About

The following PowerPoint is intended to assist in filling out the Proposal Submission Template for the Niigaan Gdizhaami Fund.

Throughout the PowerPoint, the Niigaan Gdizhaami Fund will be addressed as “the Fund” or “Fund”.

Contact

Should you have any questions regarding the Niigaan Gdizhaami Fund or the Proposal Submission Template, please do not hesitate to contact the fund coordinator:

Tammy Desmoulin

Niigaan Gdizhaami Fund Coordinator

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Office 705-845-3634, ext. 206

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Eligible applicants (see Appendix A of the Guidelines) are invited to submit a proposal to the 2020-2021 Niigaan Gdizhaami Fund (the “Fund”). Once all proposals have been reviewed, applicants will be notified of the decision on their application by the Kinoomaadziwin Education Body.

The deadline for proposal submissions is **Friday, May 28, 2021**

Contact information	
Name of Anishinabek First Nation Applying:	
Project Title:	
Contact Name:	
Telephone:	Mailing address:
Fax:	
Email:	

Project Start Date (dd/mm/yy):
Project End Date (dd/mm/yy):
Project Duration (in months):
Total funding requested: \$
Funding stream: <input type="checkbox"/> Proposals submitted by an Anishinabek First Nation for individual initiatives <input type="checkbox"/> Proposals submitted from a group of Anishinabek First Nations <input type="checkbox"/> Joint proposals submitted by one or more Anishinabek First Nations and one or more School Boards with Education Service Agreements with those First Nations <input type="checkbox"/> Proposals submitted by one of more Anishinabek First Nations and one or more affiliated third-party organizations (for example, a tribal council, an education organization, or a health and social services organization) <i>An Anishinabek First Nation may submit an individual proposal and may also be a participant in a group of Anishinabek First Nations submitting a proposal; separate proposals must be submitted for each project.</i>
If applicable, name of all partnering organization(s), including other Anishinabek First Nations, School Boards, and/or affiliated third parties: <i>Partnering organization(s) must (each) provide a letter of support as part of the submission.</i>

First Nation applying to the Fund

Title/Name of Project

Name of Contact Person/applicant

Contact Information for applicant

When the project will start

When the project will end

Duration of Project (in months)

This is the amount you are **requesting**. Not to be confused with the total project cost. (See page 9 for more information)

Choose a funding stream

If your proposal includes partnering organization(s) – such as other First Nations, School Boards or third parties, a letter of support must be included in the submission.



Name:
Signature:

Name and Signature of Contact Person

1. PROPOSED PROJECT OBJECTIVES

What are the project's primary objectives in relation to the 2020-2021 priority areas identified in Section 2.4 of the Fund Guidelines Please check ALL that apply to your project's summary objectives AND summarize how your project will meet these priority areas.

<input type="checkbox"/>	Increasing knowledge and understanding of Anishinabek histories, cultures, perspectives, languages, and contributions ("Bimaadziwin") and traditional Anishinaabe knowledge passed down from one generation to the next through ceremonial teachings ("Kendaaswin") Summarize how your project will meet this priority area:
<input type="checkbox"/>	Enhanced opportunities for the engagement and participation of Anishinabek students, families, and communities to support Anishinabek student success and well-being Summarize how your project will meet this priority area:
<input type="checkbox"/>	Facilitating the successful transition of students between Anishinabek First Nations' schools and schools in the Provincially-Funded Education System Summarize how your project will meet this priority area:
<input type="checkbox"/>	Innovation and introduction of leading practices in Indigenous education Summarize how your project will meet this priority area:
<input type="checkbox"/>	Supporting collaboration between the AES and School Boards, including data and information sharing. Summarize how your project will meet this priority area:

Check **all** objectives that apply to your project and summarize how your project will meet these priority areas. (See next page)



2. PROJECT SUMMARY

Provide a synopsis of the project. Include: the need for the project, activities to be undertaken, and the expected outcomes/results to be achieved.

Regional Location of the Project:

Location of your project

Context of the Project: (describe why this Project is needed. What will this Project accomplish? This sets the stage for your Project):

What will this project accomplish?
This summarizes and sets the stage for your project.

Need(s) for the Project:

Describe the needs of this project.
Why is this project needed?

Project Activities to Address Identified Need(s):

Describe the activities that will be used to address the needs described in the above box

Target Audience:

Who will be your target audience?

Project Outputs (products or services, if applicable):

What kind of outputs will your project accomplish?
(i.e. a service, or a booklet, etc.)

Project Outcomes (results):

What outcomes will your project accomplish?
What results will your project produce?

3. PROJECT EVALUATION AND PERFORMANCE

Applicants need to demonstrate how they will measure and determine project success (example – surveys before course/workshop and surveys after course/workshop).

How will you determine and measure success?

How will you measure that your project is successful?
(i.e. survey before and after project)



What indicators of success will you use? (e.g., key benchmarks and/or targets)

What kind of benchmarks and/or targets will you use to indicate success?
(i.e. – data from survey, successful completion of program)

How will you collect data and monitor performance?

What process will you use to collect and monitor performance?
(i.e. – ongoing assessments, attendance, etc.)

4. SHARING PROMISING PRACTICES

An objective of the Master Education Agreement is to share knowledge about promising practices. Do you intend to share promising practices developed through your project? If so, how?

Will you share promising practices? How will these be shared? (i.e. – REC meetings, February Forum, etc.)

5. ENGAGEMENT

Describe how communities and/or partnering organizations (other Anishinabek First Nations, School Boards, and/or affiliated third parties) will be engaged throughout the project, including sharing project outputs or outcomes.

Describe how the communit(ies), partnering organizations and School Boards will be engaged throughout the project.



6. PROJECT WORKPLAN

Describe the major activities, expected outputs and timelines in the chart below or please attach a copy of your work plan. **Your work plan should show how you expect to complete your project from start to finish.** Your description of activities should lead to the completion and success of the project in a logical and timely sequence. Be as detailed as possible (i.e. – if your project includes language classes, how many language classes? If your project includes traditional teachings, how many traditional teachings?)

Activities	Outputs (products/services)	Timelines

Your work plan should show from start to finish how your project will be completed – from planning to implementation and to completion of your project.

Your work plan should be detailed enough for the person screening proposals to get a good understanding of how you intend to complete your project.



7. PROPOSAL BUDGET

Applicants should refer to Sections 2.5-2.8 in the Fund Guidelines and are required to submit a project budget, which includes Total Project Costs, Applicant Contributions (in-kind, financial) to the project, and the amount of the Funding Request to the Niigaan Gdizhaami Fund. **Use only sections that apply to your project.**

Complete the budget lines below as relevant – for any items not applicable, please note “N/A”. The budget should include a detailed description of each budget item under the “Expense Details” column and the total applicable “Cost”.

Please note that per section 2.7 of the Fund Guidelines, the following costs are *not* eligible for this Fund:

- Core business or operations;
- Consulting services;
- Infrastructure, major renovations or construction;
- Software or licenses not directly associated with the funded project;
- Furniture or equipment not directly associated with the funded project;
- Grants or bursaries; and,
- International travel.

All funding provided to successful applicants must be expended between September 1, 2020 and August 31, 2021.

Individual Anishinabek First Nation Projects:

The Fund can provide a maximum of \$25,000 for individual projects.

*The Fund can support up to 75% of the **total project cost**.*

For example: if the total project cost is \$33,000.00, the Fund may contribute a maximum of \$24,750.00 ($33,000 \times .75 = 24,750$).

*The Applicant is expected to provide a contribution (in-kind or financial) **equal to at least 25% of total project cost**.*

For example: if the total project cost is \$33,000, the Applicant must contribute at least \$8,250 ($33,000 \times .25 = 8,250$).

Group Projects:

The Fund can provide a maximum of \$50,000 for group projects.

*The Fund can support up to 75% of the **total project cost**.*

For example: if the total project cost is \$66,500, the Fund may contribute a maximum of \$49,875 ($66,500 \times .75 = 49,875$).

*The Applicant is expected to provide a contribution (in-kind or financial) **equal to at least 25% of total project cost**.*

For example: if the total project cost is \$66,500, the Applicant must contribute at least \$16,625 ($66,500 \times .25 = 16,625$).

Please see sections 2.7 of the Fund Guidelines for costs that are **not eligible** for this Fund.

For example – software or licences that are not directly associated with the funded project are not eligible for this Fund. However, if the software or licenses are directly associated with the funded project, then it may be eligible.

Explanation of formula required for in-kind/financial contribution.
(See page 9 for more information)

- Fund can contribute up to **75% of Total Project Cost**
- Applicant is expected to contribute **25% of Total Project Cost**

Formula for In-Kind/Financial Contribution

Individual First Nation Projects

- Fund can provide a maximum of \$25,000
- Fund can support up to 75% of total project cost

Example:

Total Project Cost	Applicant In-Kind/Financial Contribution	Amount Requested
Total cost of your project (including amount requesting AND applicant in-kind/financial contribution)	This amount must be equal to at least 25% of Total Project Cost	This is the amount of money you are requesting. Total Project Cost MINUS Applicant in-kind/financial contribution
\$33,000	$\$33,000 \times .25 = \$8,250$	$\$33,000 - \$8,250 = \$24,750$

Group Projects

- Fund can provide a maximum of \$50,000
- Fund can support up to 75% of total project cost

Example:

Total Project Cost	Applicant In-Kind/Financial Contribution	Amount Requested
Total cost of your project (including amount requesting AND applicant in-kind/financial contribution)	This amount must be equal to at least 25% of Total Project Cost	This is the amount of money you are requesting. Total Project Cost MINUS Applicant in-kind/financial contribution
\$66,500	$\$66,500 \times .25 = \$16,625$	$\$66,600 - \$16,625 = \$49,875$



Eligible Expenses	Expense Details	Cost (\$)
Wages and benefits for staff, including contract staff Include: <ul style="list-style-type: none">• Position title• Salary/wage and benefits• Duration of employment (start and end date of employee's term of employment).		\$
Training, including professional and leadership development e.g., participation in training workshops, conferences, seminars and materials directly related to the project.		\$
Cultural workshops and activities		\$
Translation and interpretation		\$
Honoraria for Elders, knowledge keepers, and other cultural resource people		\$
Rental costs for facilities and equipment as directly related to proposed project		\$
Supplies and resource materials		\$
Travel expenses Include a breakdown of all expenses (e.g., mileage, accommodation, meals)		\$
Minor capital or renovations: a maximum 30% of the budget may be allocated to minor capital and renovations. Please provide a detailed explanation.		\$

If your project includes wages and benefits for staff, be specific:

- Cost of salary/wage and benefits
- Duration of employment (start of employee's term and end of employee's term e.g. for \$XX.00 per hour for 100 hours)

Training or workshop directly related to project. Be as specific as possible.
(e.g. Safety training x 2 days @ \$XX.00 per day)

Cost and amount of cultural workshops and activities
(e.g. Cultural Workshop x 3 days @ \$xx.00 per day)

Cost and amount of Translation and Interpretation events
(e.g. Translation \$XX.00 per hour for XX Hours)

Amount of Honorarium and number of events
(e.g. Elder Honorarium of \$XX.00 per day x 5 days)

Cost for rental of facilities and amount of rentals
(e.g. 5 board room rentals x \$XX.00 per day)

Details of supplies and resource material and associated cost
(e.g. Resource books x 100 @ \$XX.00 per book)

Details of travel expenses (e.g. Travel to and from XX location for project:
10 trips @ 100km return = \$XX.00)

If completing minor capital or renovations, please provide detailed explanation of minor capital or renovation and cost associated.
Maximum of 30% of the budget.



Eligible Expenses	Expense Details	Cost (\$)
Administrative Fees and Costs: Eligible costs include utilities, telephone/fax charges, network charges, postage/courier charges, photocopying charges and office supplies. A <u>maximum of 10% of the budget</u> may be allocated for administration costs.		\$
Other Costs (please describe in detail):		\$
TOTAL PROJECT COST		\$

Provide details of administrative fees and costs (e.g. Postage, craft supplies, paper, photocopying)
Maximum of 10% of budget.

Provide details of other costs – amount per item and cost per item (e.g. Catering for 5 workshops/days for 20 participants @ \$xx.00 per day).

Your Contribution	Description (please list below)	Amount
IN-KIND		\$
FINANCIAL		\$

Please list the in-kind contribution and amount associated with the in-kind contribution (e.g. Use of community centre x 5 days. Amount \$XX.00)

AMOUNT OF FUNDING REQUESTED	\$
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List as Financial Contribution under description and the amount \$XX.00

This is the amount you are requesting **not** the Total Project Cost.
The amount of funding requesting should equal to:

Total Project Cost MINUS In-Kind/Financial Contribution
= Amount of Funding Requesting

SAMPLE PROPOSAL

The following slides provide Sample Proposal to the Niigaan Gdizhaami Fund
Please note that this is purely a sample for **guidance purposes only**.



Eligible applicants (see Appendix A of the Guidelines) are invited to submit a proposal to the 2020-2021 Niigaan Gdizhaami Fund (the “Fund”). Once all proposals have been reviewed, applicants will be notified of the decision on their application by the Kinooamaadziwin Education Body.

The **early** deadline for proposal submissions is **August 15, 2020**

The **final** deadline for proposal submissions is **September 15, 2020**

Contact information	
Name of Anishinabek First Nation Applying:	
Project Title:	
Contact Name:	
Telephone:	Mailing address:
Fax:	
Email:	
Project Start Date (dd/mm/yy):	
Project End Date (dd/mm/yy):	
Project Duration (in months):	
Total funding requested: \$	
Funding stream: <input type="checkbox"/> Proposals submitted by an Anishinabek First Nation for individual initiatives <input type="checkbox"/> Proposals submitted from a group of Anishinabek First Nations <input type="checkbox"/> Joint proposals submitted by one or more Anishinabek First Nations and one or more School Boards with Education Service Agreements with those First Nations <input type="checkbox"/> Proposals submitted by one of more Anishinabek First Nations and one or more affiliated third-party organizations (for example, a tribal council, an education organization, or a health and social services organization) <i>An Anishinabek First Nation may submit an individual proposal and may also be a participant in a group of Anishinabek First Nations submitting a proposal; separate proposals must be submitted for each project.</i>	
If applicable, name of all partnering organization(s), including other Anishinabek First Nations, School Boards, and/or affiliated third parties: <i>Partnering organization(s) must (each) provide a letter of support as part of the submission.</i>	



Name:

Signature:

1. PROPOSED PROJECT OBJECTIVES

What are the project's primary objectives in relation to the 2020-2021 priority areas identified in Section 2.4 of the Fund Guidelines Please check ALL that apply to your project's summary objectives AND summarize how your project will meet these priority areas.

<input checked="" type="checkbox"/>	<p>Increasing knowledge and understanding of Anishinabek histories, cultures, perspectives, languages, and contributions ("Bimaadziwin") and traditional Anishinaabe knowledge passed down from one generation to the next through ceremonial teachings ("Kendaaswin")</p> <p>Summarize how your project will meet this priority area:</p> <p>This will be accomplished through the workshop with Elder and historian. Students will learn about history, culture and teachings of trapping. Included in these teachings are respect for the animal, feasting the animal, etc. Finally, community feast will include honoring students with community drum.</p>
<input checked="" type="checkbox"/>	<p>Enhanced opportunities for the engagement and participation of Anishinabek students, families, and communities to support Anishinabek student success and well-being</p> <p>Summarize how your project will meet this priority area:</p> <p>This will be accomplished through engaging the community and parents. Letters of invite will be sent to parents, encouraging them to participate. The community will participate in community feast once trapping program is completed. The students will show community presentations on what they learned through trapping program, along with samples of furs they harvested.</p>
<input type="checkbox"/>	<p>Facilitating the successful transition of students between Anishinabek First Nations' schools and schools in the Provincially-Funded Education System</p>



	Summarize how your project will meet this priority area:
<input checked="" type="checkbox"/>	<p>Innovation and introduction of leading practices in Indigenous education</p> <p>Summarize how your project will meet this priority area:</p> <p>This will be accomplished through introducing a foundational part of indigenous history and culture into the school setting. This can become a leading practice by introducing more land-based type of programs, such as fishing and hunting.</p>
<input type="checkbox"/>	<p>Supporting collaboration between the AES and School Boards, including data and information sharing.</p> <p>Summarize how your project will meet this priority area:</p>

2. PROJECT SUMMARY

Provide a synopsis of the project. Include: the need for the project, activities to be undertaken, and the expected outcomes/results to be achieved.

Regional Location of the Project:

SAMPLE LOCATION

Context of the Project: (describe why this Project is needed. What will this Project accomplish? This sets the stage for your Project):



Context: Anishinabek people are caretakers of the land. Traditionally, we lived off the land. Anishinabek people have a connection to the land. It is important to keep this connection to the land alive. This can be done through bringing students out on the land and teaching them about how their ancestors trapped. Having a connection to the land will allow students to connect to who they are historically, thus assisting with their self-esteem and identity as Anishinabek.

Need(s) for the Project:

Many students do not get out on the land. Our ancestors harvested animals off the land and many Anishinabek still do today.

Trapping was and still is a vital part of our culture, way of life, source of food and source of income. Trapping and harvesting is a great skill for students to have. It is important for students to learn the Western way of life and education (i.e. – math, science, language, etc.). However, our history, culture and traditions are equally important. A trapping program over a semester will teach a glimpse into the history and tradition of trapping.

Furthermore, utilizing the land, specifically our traditional territory is vital for us today and vital for our future. Our rights as Anishinabek people are dependent on us, as Anishinabek utilizing our traditional territory.

Finally, this Trapping Program will assist with the well-being of students. Knowledge of traditions and culture is a big part of well-being and assists with a sense of belonging. Students will be honored by Community and Elders at end of Trapping Program.

Project Activities to Address Identified Need(s):

Anishinabek culture, trapping, Anishinabek history, Anishinabek traditions.

Target Audience:

Grade 7 & 8 students and parents of SAMPLE SCHOOL

Project Outputs (products or services, if applicable):

Trapping Certificate
Presentation by students of program
Report and data on program
Integration of learnings into other areas

Project Outcomes (results):

Knowledge of trapping
Knowledge of history of trapping



Knowledge of culture
Knowledge of harvesting animals
Knowledge of traditions (offering tobacco when harvesting an animal, etc.)
Hands-on experience with using traps and snares
Hands-on experience with harvesting (skinning, stretching furs)
End of program presentation to community on program

3. PROJECT EVALUATION AND PERFORMANCE

Applicants need to demonstrate how they will measure and determine project success (example – surveys before course/workshop and surveys after course/workshop).

How will you determine and measure success?

Successful completion of trapping program
Trapping Certificate earned by students

Survey before program takes place. Questions such as:

- Do you know what trapping is?
- Have you ever trapped? Does anyone in your family trap?
- Do you know how to harvest an animal?
- Do you know the history of Anishinabek people trapping?
- Do you feel that learning about Anishinabek practices such as trapping important to you?

Survey after program takes place. Questions such as:

- If you did not know what trapping was before the program, do you have a good understanding of it now?
- Can you describe how you felt after being out on the land trapping?
- Did you find this program useful?
- Will you use the skills you learned in the future?

End of program project – students will work in groups to create a presentation on what they have learned from the program and how it has affected them.

What indicators of success will you use? (e.g., key benchmarks and/or targets)

Completion of trapping program
Data from survey
Student Presentations – evaluated through a rubric



How will you collect data and monitor performance?

Debriefing with students after each class – document debriefing for report (ask students how they felt after each class and what they learned, their observations)
Data will also be collected through program culminating presentations - products
Attendance during dedicated classes to trapping; impact on general attendance at school
Initial survey and end-of-program survey
Ongoing assessments

4. SHARING PROMISING PRACTICES

An objective of the Master Education Agreement is to share knowledge about promising practices. Do you intend to share promising practices developed through your project? If so, how?

Yes, will share promising practices.
Will share at RECC meetings, February Forum if asked, will share with Niigaan Gdizhaami Fund Coordinator.
Will take pictures during project and create a poster/presentation to show others. Will document enlightening statements from students to include in presentation.

5. ENGAGEMENT

Describe how communities and/or partnering organizations (other Anishinabek First Nations, School Boards, and/or affiliated third parties) will be engaged throughout the project, including sharing project outputs or outcomes.

Parents will be engaged (they are encouraged to attend the trapping program and trapping excursions)
Community will be involved – students will host a community feast after the program is completed and present their projects of what they have learned through the trapping program.
Community will be involved in an honoring ceremony for the students who took the program.

6. PROJECT WORKPLAN

Describe the major activities, expected outputs and timelines in the chart below or please attach a copy of your work plan. **Your work plan should show how you**



expect to complete your project from start to finish. Your description of activities should lead to the completion and success of the project in a logical and timely sequence. Be as detailed as possible (i.e. – if your project includes language classes, how many language classes? If your project includes traditional teachings, how many traditional teachings?)

Activities	Outputs (products/services)	Timelines
RFP sent out to hire certified trapper to administer the trapping program	Certified trapper hired	September 2020-October 2020
Consultation with Elder in assisting with trapping program. Consultation with Elder in Community Feast at end of program RE: honouring students for their journey through trapping program	Elder is consulted and involved and informed of trapping program	October 2020
Planning sessions with trapper to coordinate classes through semester (4 planning sessions) Specific dates set to hold program on specific days	Program is planned and finalized	November 2020
Letters of invite sent out to parents (explaining the program, inviting parents to participate in trapping excursions). Permission notes also sent out at this time	Parents invited to attend trapping excursions Permission notes sent out to parents for students to participate	November 2020
Caterer is secured for Trapping Workshop, workshop with Elder and historian. Trapping Program (4 days), trapping excursions (2), Community Feast	Quotes obtained from caterer, caterer is secured	November 2020
Community Drum Group is secured for End of Program Community Feast and Honoring	Community Drum secured	November 2020
Venue is secured for Trapping Program (this will require a large open space).	Community Centre is preferred venue. Community Centre secured.	November 2020



Activities	Outputs (products/services)	Timelines
Venue is secured for harvesting of animals in February 2021		
Shed is purchased for trapping equipment	Shed is purchased and set up for trapping equipment	November 2020
Traps, snares and equipment is purchased for school	Traps, snares and equipment is purchased and on hand	November 2020
Initial survey is distributed to students. Work with students if required to assist in filling out survey	Survey is distributed for initial data to be used for report	December 2020
Initial survey is collected from students	Survey is collected from students. Compilation of results is documented in table form	January 2021
One-day workshop with historian and Elder on trapping. Includes traditional teachings on respect for the land, animals, sharing meat with Elders and community. This will take place at the school	Students will learn knowledge of history of trapping. Students will learn traditional teachings.	January 2021
Program begins: Trapping program 4 full days in total. 1 day per week for 4 weeks. This will take place at the Community Centre	Certified trapping program administered Students will earn Trapping Certificate	January 2021 – February 2021
Trapping excursion with Trapper and Elder. Students will learn how to set and bait traps and snares (one day event)	Students will get hands-on experience on how to set and bait traps. Students will use what they learned during trapping program on how to set traps and snares	February 2021
Trapping excursion with Trapper and Elder to check traps and snares (one week after trapping excursion to set traps and snares). This will take 2-3 hours	Students will get hands-on experience on how to check traps and snares. If animals are trapped and snared, students will learn how to harvest these animals. Students will use what they learned in trapping program on how to check traps and snares	February 2021



Activities	Outputs (products/services)	Timelines
Students with trapper and Elder learn how to harvest what they trapped at Community Centre. If nothing was trapped or snared, trapper will have two animals to show students how to skin animal. This will take place at Community Centre directly after checking traps and snares	Students will get hands-on experience on how to skin what they trapped (or an animal the trapper has secured previously). Students will use what they learned in trapping program on how to skin animal and make use of furs	February 2021
Students will work in groups for two hours per week for 4 weeks reflecting on what they learned during program. Students will create presentations on what they learned.	Students will have documented what they learned through program and how it affects their education and well-being	March 2021
Community Feast – students will show community their presentations on what they learned throughout trapping program (along with furs). Students will be honoured by Community for their journey through the Trapping Program with honour song by Community Drum.	Students will have presentations and share these with community. Students will be honoured by Community (sense of belonging).	April 2021
End of Program survey is distributed to students.	Survey is distributed to students for data collection	April 2021
End of Program survey is collected from students	Survey is collected	May 2021
Analysis of data from Initial Survey (beginning of program) and End of Program Survey	Analysis of data from surveys. Report on data begins	May 2021
Final report – compiling survey data, information from student presentations, pictures, financial information	Final Report	June 2021



7. PROPOSAL BUDGET

Applicants should refer to Sections 2.5-2.8 in the Fund Guidelines and are required to submit a project budget, which includes Total Project Costs, Applicant Contributions (in-kind, financial) to the project, and the amount of the Funding Request to the Niigaan Gdizhaami Fund. **Use only sections that apply to your project.**

Complete the budget lines below as relevant – for any items not applicable, please note “N/A”. The budget should include a detailed description of each budget item under the “Expense Details” column and the total applicable “Cost”.

Please note that per section 2.7 of the Fund Guidelines, the following costs are *not* eligible for this Fund:

- Core business or operations;
- Consulting services;
- Infrastructure, major renovations or construction;
- Software or licenses not directly associated with the funded project;
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- Grants or bursaries; and,
- International travel.

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Individual Anishinabek First Nation Projects:

The Fund can provide a maximum of \$25,000 for individual projects.

*The Fund can support up to 75% of the **total project cost**.*

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For example: if the total project cost is \$33,000, the Applicant must contribute at least \$8,250 ($33,000 \times .25 = 8,250$).

Group Projects:

The Fund can provide a maximum of \$50,000 for group projects.

*The Fund can support up to 75% of the **total project cost**.*

For example: if the total project cost is \$66,500, the Fund may contribute a maximum of \$49,875 ($66,500 \times .75 = 49,875$).

*The Applicant is expected to provide a contribution (in-kind or financial) **equal to at least 25% of total project cost**.*



For example: if the total project cost is \$66,500, the Applicant must contribute at least \$16,625 ($66,500 \times .75 = 16,625$).

Eligible Expenses	Expense Details	Cost (\$)
Wages and benefits for staff, including contract staff Include: <ul style="list-style-type: none">• Position title• Salary/wage and benefits• Duration of employment (start and end date of employee's term of employment).	Trapping Instructor \$xx.00 per hour at 100 hours (includes workshops, trapping excursions and prep work) (November 2020 to March 2021)	\$xxx
Training, including professional and leadership development e.g., participation in training workshops, conferences, seminars and materials directly related to the project.	Historian Workshop x 1 day @ \$xxday	\$xx
Cultural workshops and activities		
Translation and interpretation		\$
Honoraria for Elders, knowledge keepers, and other cultural resource people	Elder Honorarium for 6 events x \$xx per day	\$xx
Rental costs for facilities and equipment as directly related to proposed project		\$
Supplies and resource materials	Traps, snares, fur stretching boards and snare wire	\$xx
Travel expenses Include a breakdown of all expenses (e.g., mileage, accommodation, meals)		\$



PROPOSAL SUBMISSION TEMPLATE

Eligible Expenses	Expense Details	Cost (\$)
Minor capital or renovations: a maximum 30% of the budget may be allocated to minor capital and renovations. Please provide a detailed explanation.	Shed built dedicated to housing trapping equipment, including furs that will be used in future educational endeavours	\$xx
Administrative Fees and Costs: Eligible costs include utilities, telephone/fax charges, network charges, postage/courier charges, photocopying charges and office supplies. A maximum of 10% of the budget may be allocated for administration costs.	Administrative costs: Postage for letters Items required for student presentations Paper for reports and presentations Photocopying Office supplies	\$xx
Other Costs (please describe in detail):	Catering for 7 workshops x 40 people Catering for Community Feast x 200 people	\$xx \$xx
TOTAL PROJECT COST		\$33600

Your Contribution	Description (please list below)	Amount
IN-KIND	Use of Community Centre x 5 events	\$xx
	Public Works/Maintenance Staff time labour to put together shed for trapping equipment (4 people @ \$xxper day x 2 days)	\$xx
	Project Contact's time to coordinate Trapping Program	\$xx
FINANCIAL	Financial Contribution	\$xx
AMOUNT OF FUNDING REQUESTED		\$25000