

**First Nations Education  
Steering Committee  
And  
First Nations Schools Association  
  
Youth Programs  
Proposal Writing Handbook  
  
2000/2001**

# Introduction

This Youth Program Proposal Writing Guide has been designed by the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA) to provide assistance to people applying for youth program funding this year. ***This guide is intended to complement the Youth Program Descriptions and Application Forms distributed by FNESC and the FNSA.*** If you have not received that information, please contact our office at (604) 925 - 6087.

This proposal writing guide includes details about the proposal review process, as well as sample project descriptions. Using this guide will not guarantee your success in accessing funding, but we hope that it provides some information that makes the process of applying for funding easier. The samples included are meant to be adapted to reflect the specific needs and priorities of each First Nation. Please feel free to expand on the examples as appropriate. We encourage you to use all of the suggestions we offer to build a strong proposal which reflects your own program and unique situation and plans.

The information within this guide has been organized to reflect the applications forms and proposal templates designed for each youth program. We encourage you to follow the application forms/proposal templates provided, to ensure that all of the necessary information is included in a clear and straightforward manner. You may choose to develop your own proposal format, but please remember -- all of the information included in the application forms and/or proposal templates must be included in each proposal.

Good luck with your proposal writing. If you have any questions, please contact our office at (604) 925 – 6087 for assistance.

# Summer Science and Technology Camp Initiative

## Application Forms

Applicants to the Summer Science and Technology Camp Initiative are required to submit a relatively short and straightforward application form. The Committee reviewing these applications will not assess the appropriateness of the planned camp, recognizing that the specific needs and priorities of each First Nation differ. Instead, the applications will be reviewed to determine whether they are **complete** and **consistent with the program guidelines**. The following review process will take place:

1. each application will be stamped with the date and time of its arrival;
2. applications will be accepted until the **deadline of 4:30 p.m. on Friday, May 12, 2000**;
3. following that deadline, all applications will be sorted according to the region in which the applicant is located (with the funding available for this program allocated equally to each region);
4. each application received will be reviewed according to the following criteria;
  - a thorough and clear description of the planned camp and activities;
  - a demonstrated relationship between the planned camp and science and technology, and an emphasis on encouraging students to consider science in their educational and career planning;
  - demonstrated support for the application and camp (for example, through BCRs, letters of support, in-kind donations, other funding subsidies); and
  - the applicant's prior fulfillment of summer science and technology camp reporting requirements (applicable only to communities that have been funded previously).

5. if, after all of the applications from a region have been funded, there is money still remaining in that region's allocation, the remaining money will be distributed equally to each of the other regions.

## **Application Information**

Each application must indicate the name of the First Nation/organization applying for funding, the name of a contact person, an address, phone number and fax number.

*Summer Science and Technology Camp Initiative funding is available to First Nations.*

*Applications will be accepted from other organizations and individuals, provided that the application is being organized on behalf of (a) First Nation(s). If that is the case, a Band Council Resolution (BCR) from the supporting First Nation(s) must be submitted with the application, and the First Nation(s) providing the BCR will not be eligible for funding for a Summer Science and Technology Camp this year.*

The application form must also include a program description. The description should indicate the type of camp planned, and how the camp will teach the participants about one or more aspect of science and technology. The description should also demonstrate that adequate supervision will be available, and that any other support needed will be provided. If possible, the description should indicate whether the planned camp relates to the needs and objectives of the community. If other funding/in-kind donations are confirmed, this information should also be included in the project description.

*Any camp is acceptable, as long as it relates to science and technology. We encourage all applicants to design a camp appropriate for your community.*

### **Example 1 Camp Description**

\_\_\_\_\_ *First Nation is planning a one week long camping trip for 20 students. The students will be accompanied by two adult supervisors. Each day, the students will explore a different issue related to the environment and traditional uses of their traditional territory. The planned activities will include: 1) visits from elders, who will describe the area and traditional uses of the plants and animals; 2) a visit from an ethnobotanist; 3) a visit from a geologist who will explain the terrain; and 4) lots of fun.*

### **Example 2 Camp Description**

\_\_\_\_\_ *First Nation would like to send two students to a science camp taking place at the University of British Columbia. We are located in a remote area, and this initiative will provide an important opportunity for two students who are expecting to pursue an education and career in science. We are applying for funding for the tuition fees for these students; we will pay the travel costs associated with this initiative.*

### **Example 3 Camp Description**

*First Nation A and First Nation B are seeking funding to design a joint science camp, as we are located in close proximity and we feel that we can provide a better opportunity to our students by working cooperatively. Our camp will take place over a two week period, from 9:00 to 3:00 each day, and the students will participate in a number of activities in that time period including, among others: 1) a visit to a science lab at a local college; 2) a visit to a recycling plant; 3) a guided tour of a pulp mill; 4) interpretive hikes in the area; 5) science related games; and 6) an exciting final trip to science world in Vancouver. We require funding to pay for the bus transportation, entrance fees for science world, and fees for a coordinator. First Nations A and B are applying to the Summer Student Career Placement Program to cover the costs of hiring 4 students to assist with the camp organization and staffing.*

## **Other Application Requirements**

In addition to the camp descriptions, the application should demonstrate the anticipated number of students who will participate in the camp, and the amount of funding requested (to a maximum of \$5,000.00 per First Nations) with a budget attached.

A demonstration of other sources of support for the camp will also increase the likelihood of it being funded. Other sources of support could include other financial contributions, in-kind donations, and letters of support. If fundraising is to take place to help offset the costs of the camps, it would be useful to describe these activities in the proposal.

## Summer Student Career Placement Program Application Forms

Funding for the Summer Student Career Placement Program will be automatically allocated to each Band using a base plus per capita formula. All Bands will be sent a letter indicating the level of funding available to them. To access that funding, Bands will be asked to submit a relatively short and straightforward Letter of Intent. A template Letter of Intent is included in the youth program proposal package, and also will be attached to the letters sent to all Bands. Letters of Intent will be reviewed to determine only whether they are **complete** and **consistent with the program guidelines**.

### Letter of Intent Information

Each letter must indicate the name of the First Nation/organization applying for funding, the name of a contact person, an address, phone number and fax number.

For each student to be hired, you must complete a separate application attachment form. That form asks you to provide a job title, a description of the main activities of the student, as well as a description of the skills to be acquired by the student. If possible, it would be useful to include in each description an indication of whether the job relates to community needs and/or objectives, and how the job will support the long-term goals of the student hired.

The choice of the students to be hired through this program is at the discretion of each First Nation. In some cases, it may be most practical to offer jobs which are easily available in the community, and have students compete for those positions. In other cases, jobs may be specifically designed to meet the needs of particular students. Also, whether the jobs are

appropriate for high school, college or university students should reflect the needs and situation of each First Nation.

***It is important that the jobs funded through this program be clearly career-oriented. That means that the students whose wages are funded through this program should be offered a meaningful work opportunity that will assist them in their education and career planning.***

### **Example 1 Job Description**

*Job Title: Assistant Day Care Worker*

#### *Main Activities:*

*A student in our community has expressed a strong interest in pursuing an education and a career in the area of child care. This position has been designed to assist that student. The student will work at the community day care centre, assisting staff with child care activities, and the staff will be responsible for supervising the student.*

#### *Skills to be Acquired by the Student*

*The student will be expected to be reliable, punctual and polite. He or she will also be expected to demonstrate maturity and a professional attitude. The student will gain valuable experience working with children, and will learn about the management of a child care centre.*

*Please note: we understand that the student hired for this position must undergo a criminal records check.*

*Education Level of Student to be Hired  
Grade 12.*

### **Example 2 Job Description**

*Job Title: Interpretive Park Guide*

#### *Main Activities*

*Working under the supervision of park staff, this student will give walking tours of the park, and will provide interpretive information to park visitors. The student will also respond to guests' questions and concerns, and will assist with clean-up and trail maintenance in the park.*



*Skills to be Acquired by the Student*

*This student will be given training to allow him or her to provide information to the visitors. He or she will learn about park management, conservation, park maintenance, and park upkeep. The student will practice communication and interpersonal skills, and will practice general job skills such as arriving on time every day, dressing appropriately, and interacting in a professional setting.*

*Education Level of Student to be Hired*

*Post-Secondary*

**Example 3 Job Description**

*Job Title: Summer Children's Program Assistant*

*Main Activities*

*This student will assist our Summer Children's Program coordinator in organizing our summer program, which includes day camps and fun activities to keep our young people busy during the summer months. The student will help the program coordinator to plan and organize activities, and to supervise the children during the program.*

*Please note: the student hired for this position will be expected to undergo a criminal records check.*

*Skills to be Acquired by the Student*

*The student will be expected to show up to work each day on time, and to work hard throughout the day. He or she will obey all job related rules and safety procedures. These practical skills can be transferred to any job opportunities. The student will gain self-confidence by successfully completing a work experience, and will gain specific skills in terms of organizing activities and working with children.*

*Education Level of Student to be Hired*

*High School or some Post Secondary*

# Cooperative Education Program Proposals

Proposals for the Cooperative Education Program must be more detailed and more substantial than the applications for the first two programs. These proposals will be reviewed for the quality of their content as well as completeness. The proposals will be expected to provide a clear description of a well thought-out program that meets all requirements and will be planned and implemented thoroughly.

First Nations schools with secondary programs are eligible for funding through the Cooperative Education program. **The proposal deadline is 4:30 p.m. on Friday, May 26, 2000.**

## Proposal Information

The program requirements listed in the program description should be carefully reviewed, and your proposal should demonstrate that each of those requirements will be met.

We recommend that your proposal be structured according to the Proposal Template included with the course description. If you choose to structure your proposal differently, be sure to include all of the information outlined in the proposal template.

Your proposal should begin by highlighting the name of your school, its address, a contact person, and a phone number and fax number.

## Statement of Objectives

Your Statement of Objectives should be clear and simple. Point form statements are useful in this section. The objectives should relate to the program objectives outlined on page one of the program description, and many of the proposals will likely include objectives such as: 1) help

students understand the transition from school to work; 2) encourage students to view school as enjoyable and relevant to their futures; 3) increase attendance, retention and graduation rates; 4) increase the employability of students; 5) teach practical job related skills to students; 6) help students to establish education and long-term career goals by allowing them to explore a number of career choices; and 6) build self-confidence and self-esteem in the students.

Your proposal should also highlight any objectives that are particular to your situation. Some of the objectives highlighted in previous successful proposals include:

- *to help students take advantage of community resources in order to relate their learning and skills to education, career and personal roles in a changing world;*
- *to provide students with a real-life, practical context for exploring community based work situations;*
- *to expose students to the fundamentals of the workplace and environment and to instill a sense of community involvement and commitment;*
- *to foster good work ethics;*
- *to provide employers with information and support to gain insight into the unique circumstances of students;*
- *to link learning to life;*
- *to provide students with work experience that will enhance their marketable skills, self-confidence and employability;*
- *to develop communication skills to allow students to feel comfortable and confident in a business environment;*
- *to help students assume responsibility for their ongoing learning and skills acquisition; and*
- *to encourage students to create their own work opportunities when traditional jobs are unavailable.*

## Program Outline

Your program outline should briefly highlight some of the components of your cooperative education program. *The outline should clearly demonstrate that the program will include classroom study and work experience.* It would be useful to indicate that the participants will be offered some pre-employment training in such things as resume writing, appropriate dress for work, safety awareness, interview skills, business etiquette, etc. If you plan to help the students with goal setting and career planning activities, this should also be highlighted in your proposal.

In addition, your proposal should demonstrate that the students will have some sort of work experience, and it would be useful to indicate how that might be designed. For example, a previous proposal indicated the following work placement design:

- *30 hour work placements for most students;*
- *150 hour work placements available for students wanting more work experience;*
- *individual job shadowing available for students under 15 years of age, and for those students not comfortable in a full work experience position;*
- *all students required to perform at least 25 hours of community volunteer service; and*
- *the entire high school population to undertake a group community volunteer project.*

It is also important to indicate that there will be an evaluation component to your program. That component should include: 1) an evaluation of students by work placement supervisors and the Coop Ed coordinator; 2) an evaluation of the program and work placements by the students; and 3) an evaluation of the program by work placement supervisors, the Coop Ed coordinator and possibly other school staff.

## **Community Support and Resources**

This section of your proposal should briefly describe the evidence of community support and any resources being provided by other sources. This section may identify letters of support and Band Council Resolutions which are attached in an appendix, and/or it may describe funding or in-kind services committed by the band, school, local businesses, or any other sources.

## Potential Number of Students

This section of your proposal may include a chart or other visual demonstration of potential participants, such as:

No. of Students	Grade	Male	Female
4	7	3	1
7	8	3	4
5	9	2	3
5	10	2	3
17	11	10	7
6	12	3	3

This section may also provide a brief description of the process for student selection. Your program may be designed such that all students who volunteer to take part will be included. Some programs, on the other hand, may be structured such that students will apply to the program and be selected based on certain criteria. Describing how students will be selected will demonstrate that careful planning will take place.

### Example 1: Student Selection

*Students will be selected for the Coop Ed program in various ways. Grade 7 students in Coop Ed activities will not have a choice as it will be a part of their school program. Their activities will include participation in two community planning meetings, the school Career Fair, and an orientation visit in the nearby town.*

*High school students grades 8 - 12 will be encouraged to participate in Grade 11 and 12 to a maximum of 30 hours to meet the needs of provincial high school requirements. All high school students will have an initial interview to discuss their goals, they will be assessed as to academic needs, and personal development. The full year program will be designed for them and work placement will be assigned accordingly as the students are considered ready. These activities will be considered a part of preplacement activities for the Coop Ed teacher.*

## Identification of Potential Work Placements

This section may include a simple list of potential employers. Your proposal will be stronger, however, if you provide additional information. You may, for example, highlight which work placement sites have confirmed their participation. You may also provide a brief description of the types of work opportunities which are associated with each potential site. For example, your list could be designed as follows:

Band Office (participation confirmed)	Receptionist position – general office duties such as answering telephones, sending mail and faxes, some filing
Band Maintenance Dept. (confirmed)	Maintenance Assistant – assist with light maintenance duties.
Band School (confirmed)	Library Assistant, Office Assistant
Local Store (unconfirmed)	Cashier, Stock Clerk
Day Care Centre	Assistant to the Day care staff, helping with child care and paperwork
etc.	

## How the Program Will Fit Into the School's Present Curriculum

This aspect of the Coop Ed proposal is key. Demonstrating that you have thought about how the classroom and work placement components of the Coop Ed program relate will demonstrate careful planning to ensure a successful program. You may incorporate Coop Ed training into the CAPP Program, or you may design courses and/or workshops specifically for the Coop Ed students. However you choose to incorporate Coop Ed into the school's curriculum should be clearly identified, and you may want to include a possible schedule or timetable in an appendix.

### **Example 1 Description of Fit with Curriculum (from previous proposal)**

*As part of our program, we currently offer Career and Personal Planning. This course focuses on long-term career planning, and techniques for success in academic studies. This course will be adapted to include pre-employment skills and work placements. Other courses will be adapted as required to include an introduction to computers, resume and cover letter writing (English). First aid and food safe (science), first host.*

### **Example 2 Description of Fit with Curriculum (from previous proposal)**

*Our school schedule is attached. The school year is divided into four terms with the fourth term divided into three seasonal times in which courses we call Super Courses are held to allow for cultural courses that take greater blocks of time to be held. This type of scheduling is well suited to the Work Experience scheduling necessary for Coop Education. Attached also is the class block time and schedule, term 3, as an example of how a term schedule appears, as well as a super course and term schedule.*

You do not need to structure your program like the examples shown above. Those examples are included to emphasize their clear indication that thought has been given to the integration of the Coop Ed program into the school structure and curriculum.

## **Budget**

You should provide a budget that clearly shows all of the costs associated with the program, including the program coordinator's wages and benefits, travel for staff and students to and from the work placements, WCB insurance, any equipment required by the students such as clothing or safety supplies, any contracted trainers or special events, such as workshops or a career fair, and administrative costs.

We ask that you provide a realistic and reasonable budget, to allow us to fund as many programs as possible. Also, please demonstrate what costs are being requested from FNEC and the FNSA, and what costs will be covered by the school or other sources. Doing this will clarify



your final request from FNEESC and the FNSA, and also highlight any support being provided by other sources.

## **Workplan and Timelines**

It is very useful to include with your proposal a workplan or timeline to reflect a well planned proposal. Your workplan should include any time you intend to spend on planning and pre-implementation activities, the phasing in of classroom and work placement activities, and time for evaluation. Again, it is crucial that you demonstrate a commitment to evaluation and program follow-up.

## **Attachments**

Any Band Council Resolutions and letters indicating support for your program, letters of commitment of work placement opportunities, sample evaluation and application forms, sample work placement agreements, brief evaluations from previous programs (if applicable), and any other useful information should be attached to your proposal in an appendix.

# Youth Work Experience Program Proposals

Proposals for the Youth Work Experience program, like those for Coop Ed, must provide significant detail. These proposals will be reviewed for the quality of the content as well as for completeness. The proposals will be expected to provide a clear description of a well thought-out program that meets all requirements and demonstrates thorough planning.

First Nations are eligible for funding for the Youth Work Experience program. **The application deadline is 4:30 p.m. on Friday, May 19, 2000**

## Proposal Information

The program requirements listed in the program description should be carefully reviewed, and your proposal should demonstrate that each of those requirements will be met. We recommend that your proposal be structured like the Proposal Template included with the course description. If you choose to structure your proposal differently, be sure to include all of the information outlined in the proposal template.

Your proposal should begin by highlighting the name of your community, its address, the name of a contact person, and a phone number and fax number.

## Statement of Objectives

Your Statement of Objectives should be clear and simple. Point form statements would be useful in this section. The objectives should relate to the program objectives outlined in the program description.

Your proposal should highlight any objectives which are particular to your situation. Some objectives highlighted in previously successful proposals include:

- *to enable youth between the ages of 17 and 24 to realize their strengths and potential;*
- *to assist youth in developing career goals, and allow them to gain work experience in areas of their career choices in environments that are respectful of their traditions and culture and that cultivate learning;*
- *to provide youth computer training, English assistance, and opportunities to work both in their community and in nearby towns;*
- *to identify four young people between the ages of 17 and 24 who are currently unemployed, but who want to obtain better job skills and who have the potential to be successfully employed;*
- *to have the youth develop individual learning plans which incorporate further education, training, and on-the-job experience, and which can serve as long-term guides for each participant;*
- *to use the experience of this program to develop a school/band cooperative approach for the future that will assist students toward success in their personal lives, the job market and the community;*
- *to give youth 17-24 years of age who are out of work and out of school an opportunity to acquire job readiness, employment and goal setting skills that will enhance their self-confidence and esteem and provide the participants with a variety of options and strategies to gain control over their lives;*
- *to provide students with work experience that will enhance their marketable skills, self-confidence and employability;*
- *to develop communication skills to allow students to feel comfortable and confident in a business environment; and*
- *to address the high unemployment rates in our community and to encourage youth to seek further education or improve and increase their employability by addressing their various needs such as their education level, personal preparation, lifeskills and employment development skills.*

These sample objectives are very well designed, as they demonstrate that the program will meet the requirements, and they complement the program objectives outlined in the program description. We encourage you to design objectives which relate to your plans, but which also clearly relate to the program description. In addition, proposals which have been funded in the past have included objectives that focus primarily on the needs of the youth.

## **Program Outline**

The program outline should demonstrate careful and thoughtful planning. The program can be structured in a variety of ways, reflecting your unique needs and available resources. You may have the youth attend pre-employment training and training classes and/or workshops at the beginning at the program. You could also choose to have the classes/workshops scheduled to take place periodically throughout the program, such as in weeks 1, 2, 5, 10 ... Otherwise, you may have the participants work 4 days a week and attend classes one, or work half days and attend classes the other half. The variety of possible options is tremendous. Whatever structure you adopt for your program should be clearly identified in your program outline. Also, your program design should include training and continuous support for the youth, and should involve the development of individual learning plans.

### **Example 1 Program Outline (from a previous proposal)**

*The program will include the following steps:*

- 1. intake: interviews and applications*
- 2. workshops and seminars (such as foodsafe, first aid, superhost, general employment counselling ... ) and development of individual learning plans*
- 3. three options for participants:*
  - (i) work training placement on-the-job for a 6 - 9 month period*
  - (ii) 3 different choices of work placements and three different 3 month work placements*
  - (iii) in conjunction with (i) or (ii), working on one course (pathfinder program or OLA)*
- 4. monitoring (will take place in weeks 2 , 4, 6, 8 alternating on-site and in-house, and every three weeks subsequently or more often if need arises)*

5. *follow-up (arrangements will be made, in at least the last month of the work placement, to arrange the participants' transition from the program. This may involve assistance in obtaining or keeping employment, continuing with their education, contact with training bodies or any other relevant goal the participant may have identified.*

### **Example 2 Program Outline (from a previous proposal)**

*The program will begin with developing coping mechanisms, and identifying skills and interests. The participants will be involved in a pre-employment program prior to the work experience placements. The following workplan identifies the breakdown of program:*

*Lifeskills: July 7 - August 29 (personal preparation, financial planning and management, organizing your life, responsibility, hygiene, self-esteem and self-confidence)*

*Basic Employment Skills Training: September 2 - October 24 (identifying skills and abilities, work responsibility, time management, resume writing, marketing your skills, understanding the labour market, communication skills development, interpersonal skills development, super host training)*

*Developing a Personal Plan: October 27 to December 19 (college preparation, upgrading, GED, identifying careers/employment, identifying education requirements, identifying interests, applying skills and abilities)*

*Work Placement: December 22 - March 20*

*Program Assessment: March 23 to March 27 (program review and feedback from participants and employers)*

### **Example 3 Program Outline (from a previous proposal)**

*Phase I: Facilitator is hired, and he/she will set up classroom, develop plans, identify community services and resources, contact trainers, and develop evaluation and contract forms.*

*Phase 2: Youth start with an opening ceremony. Youth work with the facilitator to identify policies and procedures for group work. Workshops such as job search techniques, work ethics, resumes and covering letters, informational interviews, job interviews, assessment, labour market information, communication, career planning and goal setting, public speaking, teamwork, awareness of culture and traditions. Participants will also learn computer skills, the internet, literacy and numeracy. Facilitator will meet participants individually to assist them in identifying their goals and plans for the future. Some job shadowing may take place.*

*Phase 3: Individualized training plans will be completed in order to the facilitator to approach employers about work experience. Interviews will be set up, dates of work and contracts signed. Workshops will continue, which may be specific to the areas of employment being pursued.*

*Phase 4: Participants out on work experience which will range from several days to several weeks depending on the availability, to a maximum of 6 weeks with one employer. Each participant will have at least 2 work experiences. Each Friday they will return to class to identify areas of concern and improvement, and for further training. The facilitator will conduct bi-weekly evaluations which will involve the employer and will work alongside participants who need support.*

*Phase 5: Completion of the program, with emphasis on what each participant wants to do and their support system. Final evaluation of participants, evaluation from employers and participants of program with recommendations for change.*

*Phase 6: Final report submitted, and wrap up of program with acknowledgment letters to the employers.*

The examples above demonstrate very strong program outlines. They indicate how the youth will be continually supported in their activities, the range of skills they will gain, and how the program and participants will be evaluated. All of these factors make for a clear and thorough program outline.

## **Community Support and Resources**

As described in the suggestions for Cooperative Education proposals, this section of your proposal should briefly describe the evidence of community support and any resources being provided by other sources. This section may identify letters of support and Band Council Resolutions that are attached in an appendix, and/or may describe funding or in-kind services committed by the band, school, local businesses or any other sources. Demonstrated community support for the program can significantly increase the chance that it will be successful.

## Potential Youth Participants

As with the Coop Ed proposals, this section of your proposal could include a chart or other visual demonstration of potential participants, such as:

No. of Students	Age	Male	Female
3	19	2	1
4	20	0	4
2	21	1	1
5	22	2	3

## Identification of Potential Work Placements

This section may include a simple list of potential employers. Your proposal will be stronger, however, if you provide additional information. You may, for example, highlight which work placement sites have confirmed their participation. You may also provide a brief description of the types of work opportunities that are associated with each potential site. For example, your list could be designed as follows:

Band Office (participation confirmed)

Assistant to the Band Manager, to help with administrative tasks and learn about program management.

Band School (confirmed)

Teacher Aide – preschool, to assist with child care and general operations

Local Forestry Company (confirmed)

Positions to be determined based upon skills and interests of youth.

Elders' Centre

To assist with implementing programs and providing services to elders at their request.

etc.

## Selection of Youth

This section may begin by indicating how many youth will be involved in your program. It is important to keep this number realistic, as it will be time consuming and expensive to provide extensive support to the youth.

If applicable, you may also want to identify any specific characteristics of the projected participants. Some communities may feel that it is important to choose youth with strong potential to find employment following the program implementation, so that those youth can act as role models for other young people in the community. In other cases, communities may want to aim their programs at youth with special needs or at-risk youth. It is most important that the program be structured to address your specific community needs and situation.

You should definitely provide a brief description of the process for participant selection. Your program will likely involve some sort of application and interviewing process. If so, you should describe a possible selection process in your proposal.

### Example 1: Student Selection

*The youth chosen for this program will have a strong commitment to developing a career plan and goals, working in the community, working as part of a team as well as independently, participating in a work experience, between the ages of 17 and 24, be out of school for 6 months.*

*The selection process will be as follows:*

- 1. the program will be advertised in the community newsletter;*
- 2. youth on income assistance will be approached individually;*
- 3. information sessions will be held in the community;*
- 4. interested applicants will apply in person or in writing to the employment office;*
- 5. candidates will be interviewed, selected and notified by a committee.*



## **Budget**

You should provide a budget that clearly shows all of the costs associated with the program, including the project leader's wages and benefits, wages and benefits for the participants (to a maximum of the provincial minimum wage rate), travel for staff and youth to and from the work placements, WCB insurance, any equipment required by the youth such as clothing or safety supplies, any contracted trainers or special events, such as workshops or a career fair, and administrative costs.

We ask that you provide a realistic and reasonable budget, to allow us to fund as many programs as possible. Also, please demonstrate what costs are being requested from FNEESC and the FNSA, and what costs will be covered by the school or other sources. Doing this will clarify your final request from FNEESC and the FNSA, and also highlight any support being provided by other sources.

## **Workplan and Timelines**

It is very useful to include with your proposal a workplan/timeline to reflect a well planned proposal. You can provide that information in a separate section, or you may have already outlined it in the program outline above. Your workplan should indicate any time you intend to spend on planning and pre-implementation activities, the phasing in of workshops and work placement activities, and time for evaluation. Again, it is crucial that you demonstrate a commitment to evaluation and program follow-up.

## **Attachments**

Any Band Council Resolutions and letters indicating support for your program, letters of commitment of work placement opportunities, sample evaluation and application forms, sample

work placement agreements, brief evaluations from previous programs (if applicable), and any other useful information should be attached to your proposal in an appendix.