

Application Guide

Youth in Action Community Micro-Grants

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INTRODUCTION

Welcome to the Invasive Species Council of BC's (ISCBC) Youth in Action Community Micro-Grants Program! These micro-grants empower Canadians aged 15 to 30 to enhance their communities. Our goal is to offer financial support and project management skills to enhance your local community and provide opportunities to grow your skills.

This guide will walk you through applying for a grant. Please follow these steps to complete your application.

ELIGIBILITY CRITERIA

Age Requirements

Applicants must be between the ages of 15 and 30 at the time of application.

Project Focus

The project must align with the goals of the micro-grant program and must show a reasonable effort to protect the environment at a local, regional, or national scale. These could include educational materials, art installations, environmental research, field activities, restoration projects, etc.

Geographic Location

Applicants must be living in Canada, and the project must take place in Canada..

Citizenship Requirements

Applicant must hold Canadian citizenship, permanent resident status, or refugee status to qualify for this program.

FUNDING

The micro-grant program supports youth in various stages of their projects or ideas. There are three distinct tiers of funding, each aimed at different scopes and scales. Please note that the tier choice must align with a well-planned budget, highlighting how the funds will be used. Detailed budgeting guidelines and templates are supplied to help applicants in this process.

Micro-Grant tiers

Applicants can apply for one of the following tiers based on the needs of their project:

(Seed) Tier 1: \$100 - \$500

Ideal for small-scale projects or initiatives that require limited resources. This tier is perfect for early-stage experimentation or buying basic materials and supplies. Some projects include printing handouts and education materials, purchasing equipment for project maintenance, or space rentals for outreach events.

(Sprout) Tier 2: \$500 - \$2,000

The Sprout tier is aimed at more comprehensive projects that involve community engagement, collaboration with other artists or entrepreneurs or larger scale production. Some examples of projects include a native species art lesson, an invasive species removal day or an educational nature walk.

(Sapling) Tier 3: \$2,000 - \$5,000

This tier is for ambitious and extensive projects with broad impact. Applicants seeking funding in this range should prove the potential for significant community engagement and environmental impact, innovation, or contribution to their field. Some examples of projects could include the creation of a native seed library, the development of research protocols for local parks invasive monitoring program(s), and a significant community event.

REQUIRED DOCUMENTATION

Project Description

In the application process, you will be asked to include your project details in under 500 words. Include all details outlined below:

- **What do you plan to accomplish?**
 - » Detail your project's primary and secondary goals, explaining what you aim to achieve. Clearly outline the problem your project is addressing and the proposed solution.
- **What environmental impacts will your project have?**
 - » Describe both the direct and indirect environmental benefits that will arise from your project. Provide specifics on how it will aid in controlling invasive species, restoring native habitats, or other relevant environmental impacts.
- **How will you complete this project? What is your timeline?**

- » Outline the steps needed for your project, assigning a timeline to each. Be realistic in setting deadlines and include a buffer for unforeseen delays.
- **Where is your project taking place?**
 - » Specify the exact location(s) where your project will take place, including GIS coordinates if possible. Explain your location rationale and its significance in relation to your project.
- **Who is helping you with this project if anyone?**
 - » List all individuals involved in the project, explaining their roles and responsibilities, and relevant qualifications or intent related to this project.
 - » If a community group or organization is supporting you, please include who along with their contact information so we can connect with them.
 - » Mention any supporting organizations or community groups and provide their contact information as well as how they are supporting this project (advisory, borrowing tools, etc.).
- **How do you want to report on your project's success?**
 - » We want to celebrate you! Propose how you intend to report the project outcomes, specifying the format (such as a written report, presentation, or article) and the platform (like a conference, community meeting, or virtual platform). Suggest having periodic updates and a final report to highlight the full spectrum of the project's impact.

Example Project Descriptions

(Seedling) Project: Maintenance Tool Shed

The primary objective of the Maintenance Tool Shed project is to establish a dedicated facility equipped with specialized tools and equipment. This facility will play a pivotal role in ensuring the sustained vitality and health of the restoration site. It is firmly rooted in our commitment to long-term ecological sustainability, with a specific focus on enhancing the efficiency of native species planting and invasive species removal efforts. The expected environmental impacts of this project are multifaceted. Firstly, it will contribute to the overall health and vibrancy of the ecosystem by promoting the growth of native species while curbing the proliferation of invasive species. Secondly, it will foster a strong sense of community environmental stewardship through educational workshops and hands-on volunteer activities, thereby cultivating a collective responsibility toward the site. The project will unfold over a structured six-month timeline, commencing with an extensive evaluation phase aimed at delineating the specific maintenance needs and requisites. This initial phase will serve to outline the necessary tools, safety gear, and educational materials. Subsequently, the procurement and setup phase will be initiated, during which high-quality tools meeting the requirements identified in the evaluation phase will be carefully selected and installed. It's important to note that this project is situated within an existing restoration site, in coordination with a local park. The active involvement of community volunteers will be solicited, and they will participate in various roles, ranging from the initial assessment to the setup phase. Furthermore, establishing partnerships with local community groups will be vital to enhance the project's reach and impact. A crucial aspect of this initiative is the implementation of a structured feedback and improvement mechanism. The project's

success will be reported through a detailed account that highlights the setup process and initial impacts. Additionally, interactive community workshops will be conducted, serving as a platform to gather feedback and discuss potential avenues for further improvements.

(Sprout) Project: Native Species Art Lesson

The primary objective of the Maintenance Tool Shed project is to establish a dedicated facility equipped with specialized tools and equipment. This facility will play a pivotal role in ensuring the sustained vitality and health of the restoration site. It is firmly rooted in our commitment to long-term ecological sustainability, with a specific focus on enhancing the efficiency of native species planting and invasive species removal efforts. The expected environmental impacts of this project are multifaceted. Firstly, it will contribute to the overall health and vibrancy of the ecosystem by promoting the growth of native species while curbing the proliferation of invasive species. Secondly, it will foster a strong sense of community environmental stewardship through educational workshops and hands-on volunteer activities, thereby cultivating a collective responsibility toward the site. The project will unfold over a structured six-month timeline, commencing with an extensive evaluation phase aimed at delineating the specific maintenance needs and requisites. This initial phase will serve to outline the necessary tools, safety gear, and educational materials. Subsequently, the procurement and setup phase will be initiated, during which high-quality tools meeting the requirements identified in the evaluation phase will be carefully selected and installed. It's important to note that this project is situated within an existing restoration site, in coordination with a local park. The active involvement of community volunteers will be solicited, and they will participate in various roles, ranging from the initial assessment to the setup phase. Furthermore, establishing partnerships with local community groups will be vital to enhance the project's reach and impact. A crucial aspect of this initiative is the implementation of a structured feedback and improvement mechanism. The project's success will be reported through a detailed account that highlights the setup process and initial impacts. Additionally, interactive community workshops will be conducted, serving as a platform to gather feedback and discuss potential avenues for further improvements.

(Sprout) Project: Native Species Art Lesson

The Native Species Art Lesson Project is a community-driven educational initiative aimed at enhancing community awareness regarding the benefits of native species. This initiative will engage local artists and community members in an exploration of ecological diversity, translating the rich tapestry of life and colors exhibited by our native species into various forms of artistic expression. Over a span of four months, participants will find themselves in the intrinsic roles played by native species in our environment and the challenges posed by invasive species. This educational experience will offer an engaging and inspirational fusion of artistry with a deeper understanding of our natural surroundings. The project's core objective is to visually narrate the stories of resilience in our native habitats through diverse art forms, ranging from traditional painting to contemporary digital art. Local artists will serve as guides, facilitating participants' exploration of the interplay between art and nature. This project is designed to nurture creativity while simultaneously fostering a sense of community and guardianship for our local biodiversity. It represents a concerted effort to cultivate a community of nature protectors, empowered with knowledge and a renewed respect for the environment. The grand culmination of this artistic journey will manifest in a gallery exhibition that showcases the artworks created, with each piece telling a unique story about our native flora and fauna. Furthermore, the project seeks to share this remarkable journey with a broader audience through the creation of articles

that document participants' transformation into ambassadors of nature through the medium of art. 'The Native Species Art Lesson' project is more than an educational initiative; it is a celebration of our native biodiversity, a platform for forging deeper connections with our environment, and a testament to the harmonious coexistence of learning and creation. It aims to leave a lasting imprint on the community.

(Sapling) Project: Invasive Species Action Month Community Event

The Sapling Project proposes a community event earmarked for the forthcoming Invasive Species Action Month. This initiative is grounded in educating a wide demographic on the pressing issue of invasive species bearing their adverse impacts on the local environment. The event stands as a substantial stride in community education, advocating for a proactive stance against invasive species and fostering a communal sense of responsibility toward protecting native species. This initiative promises a spectrum of environmental impacts, primarily promoting knowledge and awareness about the detrimental effects of invasive species, nurturing a community engaged in conservational activities, and fostering a culture that reveres the local environment. The timeline encompasses meticulous planning phases leading up to the event month, chosen as the Invasive Species Action Month. The activities are multifaceted, with workshops and talks serving as the central pillars of education. These interactive sessions will provide hands-on activities offering a tangible experience of the environment we strive to protect. The diverse range of activities includes invasive plant removal, planting native species, and crafting projects using materials sourced from invasive species, fostering a cycle of education and action. The event will be at a local venue conducive to interactive learning and hands-on activities, the exact details will be discussed further after approval. The project embodies collaboration at its core, weaving in contributions from students, local groups, and experts in the field, who will bring a rich tapestry of knowledge and expertise to the event. Furthermore, schools and local groups will be involved, imparting a rich, educational dimension to the event and ensuring it resounds with a wide demographic. Partnerships with knowledgeable experts and local groups are being fostered for this collaborative endeavour to bear fruit. Details of these collaborators, including their contact information, will be diligently recorded to facilitate seamless communication and coordination. The endgame is not just the successful execution of the event but nurturing a community rich in knowledge and brimming with enthusiasm to safeguard the environment. Reporting on the project's success will be critical. An interactive session with the ISCBC Invasive Species Youth Program will be organized post-event, where a comprehensive report of the event's happenings and successes will be presented, alongside a feedback session to gather impressions and suggestions for future iterations. This reporting strategy promises a holistic overview, offering insights into the immediate impacts and the ripples it created in the community, serving as a yardstick to measure the event's success and a blueprint for future initiatives.

Project Budget

Each project will require a budget outlining all materials and services you need to complete your project. You can find a list of example project budgets for each granting tier, and a blank project budget sheet for you to use, in the Micro-Grant Budget template file. There will be additional tools on the resources page [here](#).

Proof of Age

Include a copy of a government-issued ID or other document verifying your age.

References

1-2 letters of recommendation/support are required if you apply for the Sprout of Sapling tier. These can be from teachers, mentors, employers or community leaders. If you work with a community group or organization, please include a letter with contact information.

APPLICATION SUBMISSION GUIDELINES

Online Portal

Applications are on the online portal found on the [Youth in Action Community Micro-Grant Page](#), under the apply now button.

Deadlines

Micro-grant applications are continuously accepted until the ISCBC's funding has completed.

EVALUATION PROCESS

Initial Screening

Applications are screened for completeness and adherence to eligibility criteria.

Application Review

A panel of experts will review and score applications based on creativity, feasibility, impact, and alignment with program goals.

Interviews (if applicable)

Shortlisted candidates may be invited for an interview to discuss the project further.

Notification

Successful applicants will be notified by email and invited to participate in micro-grants open house session, where you can ask any questions about the journey ahead.

Document Signing

Successful candidates will receive a terms & agreement document for review and signature. Once signed, please send back to the Youth Grant Coordinator email (grants@bcinvasives.ca), for filing.

REPORTING

Progress Reports

We ask that you have open and frequent contact with one of our Youth Grant Coordinators to discuss how best to report on progress.

Final Reporting

Step 1: Review Your Project Goals

Begin by revisiting the initial goals and objectives you set for your project. What did you aim to achieve when you started? Write these down.

Step 2: Gather Project Data

Collect all relevant data related to your project. This could include photos, videos, surveys, attendance records, and any other information that helps tell the story of your project.

Step 3: Reflect on Your Journey

Take some time to reflect on your project experience. Write a brief, open reflection on how you felt during the project. What challenges did you face, and how did you overcome them? What surprised you the most about the process?

Step 4: Assess Impact

Consider the impact your project had on your community or the target audience. Use both quantitative and qualitative data to support your assessment. Quantitative data: Did you meet your project's numerical goals, like reaching a certain number of people or completing specific tasks? Qualitative data: Share stories or testimonials from community members, partners, or participants about how your project affected them.

Step 5: Identify Areas for Improvement

What were some lessons learned during your project? Project reflections and critical assessment is an essential part of the learning process. What challenges did you encounter that you weren't able to overcome? Were there aspects of the project that didn't go as planned, and how could they have been managed better?

Step 6: Include Testimonials

Gather testimonials from community members, project partners, or anyone who participated in your project. Testimonials can be in the form of quotes, stories, or short interviews. They add a personal touch to your report.

Step 7: Write Your Report

Start with an introduction briefly describing your project, its goals, and its significance. Share the journey of your project. Discuss what you did, who was involved, and how you executed your plan. Present your impact assessment, including quantitative data, qualitative stories, and testimonials. Reflect on improvements areas and what you learned from the experience. Conclude with a summary of the overall impact you believe your project had.

Step 8: Visuals and Multimedia

Use visuals like photos and videos to make your report engaging. Consider creating a simple presentation or infographic alongside your written report.

Step 9: Seek Feedback

Before finalizing your report, project members/partners, or mentors for feedback and suggestions.

Step 10: Finalize and Share

Make any necessary revisions based on feedback. Once your report is ready, please share it with your microgrant program organizers and other relevant stakeholders. Celebrate your achievements and the impact you've made in your community!

Remember, the final report is not just a document; it's a chance to reflect on your journey, learn from your experiences, and share the story of your project with others. Be open, honest, and proud of what you've accomplished, and use the report as a tool for continuous learning and improvement.

Feel free to contact us during your application process if you need help email us at grants@bcinvasives.ca, we look forward to seeing your innovative ideas come to life!

FUNDER ACKNOWLEDGEMENTS

The Youth in Action Community Service Grant Program is funded in part by Canada Service Corps, Le Programme de subventions pour le service communautaire de Jeunes en action est financé en partie par Service Jeunesse Canada. Canada.ca/CanadaServiceCorps.

FUNDED IN PART BY

CANADA SERVICE CORPS | **Canada**
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