Mentor-Apprentice Program (MAP)
2020 – 2021
Funding Guide

Application Deadline:
Friday, December 13, 2019
Mentor-Apprentice Program (MAP) 2020 – 2021
Funding Guide

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1. Introduction

The goal of the Mentor-Apprentice Program is to facilitate the development of fluent speakers of B.C. First Nations languages where fluent speakers are partnered with committed learners in an immersion environment in the home and on the land.

This is a one-on-one language immersion program. A "mentor" (a fluent speaker of a language) is paired with an "apprentice" (learner). The mentor and apprentice spend 300 hours per year together doing everyday activities using the language at all times. In this program, learners become more fluent, which is especially valuable for languages where only a couple of fluent speakers are left.

The Mentor-Apprentice Program (MAP) was first developed in California specifically for Native American languages, but the program can be used to learn any language. It was developed on the basis of a suggestion by Julian Lang, a Karuk speaker, and initially created by Leanne Hinton, Nancy Richardson, Mary Bates Abbott and others (Hinton 2001). For more information on the program in California, see the website for the Advocates for Indigenous California Language Survival: www.aicls.org

Funding for the Mentor-Apprentice Program is provided by the Ministry of Indigenous Relations and Reconciliation.

For more information about the Mentor-Apprentice Program:
For useful information on the program, including the Master-Apprentice Program Handbook and other resources, please visit the FPCC website at: http://www.fpcc.ca/language/Programs/Master-Apprentice.aspx

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2. Mentor-Apprentice Program FAQs

What is it?

The Mentor-Apprentice Program (MAP) is a one-on-one language immersion program. A language “mentor” (a fluent speaker of a language) is paired with a language "apprentice" or learner. Immersion means that you are totally immersed or surrounded with the language. You do not use English for teaching the language.

How does it work?

The mentor and apprentice spend 10–20 hours per week (50 hours per month) together doing everyday activities, but these activities are done using the language at all times. This is a large time commitment, so both mentor and apprentice are paid for their time. If the mentor or apprentice is working full time, she or he may have to take time off work to participate in the program for the required number of hours, which is why a stipend is paid for their time.

Does the apprentice learn to read and write?

The goal of the Mentor-Apprentice program is to create new speakers of the language, so the focus must be on SPEAKING and LISTENING. Reading and writing are important too, but those skills can come later.

How long is the FPCC Mentor-Apprentice program?

One “year” of the FPCC MAP consists of 300 hours of immersion, which takes about six months to complete. The team completes reports every 50 hours. The reports help the team to see how much they've learned over time and help FPCC track team progress.

Are there tests in the program?

There are no tests, but the apprentice does an evaluation with a panel of 3 community language experts every 100 hours. The evaluation time is a good chance for the team to connect with other speakers in the community. While it is often hard for an apprentice to see his or her own progress, the evaluation panel can provide valuable feedback and encouragement to the team.

Many people in the community want to learn. Can you have more than one apprentice?

The standard team is one mentor and one apprentice. The program will not work well if it becomes like classroom-based teaching, with only one mentor and many apprentices.

Does the Mentor-Apprentice program really work?

Yes! If both mentor and apprentice make the commitment to spend the necessary time in the program, and follow the recommendations, apprentices really do learn a lot! In British Columbia since 2008, we have had over 30 apprentices become more fluent in their languages. It is recommended that mentor and apprentice spend at least 900 hours (3 sets of 300 hours) together in immersion for the apprentice to reach a functional level of fluency.
3. Eligibility

The Mentor-Apprentice Program is intended for B.C. First Nations individuals ages 16 or older. You do not need to be living in your community (on reserve) to be eligible; urban applicants will be considered. Priority will be given to apprentices with a demonstrated commitment to share the language with others upon completion of the program. This includes teachers, childcare workers, parents, or those actively engaged in language programming in their community.

The Mentor Apprentice approach to language learning is most successful in a one-on-one format. At the present time, teams with more than one apprentice will not be considered. An apprentice may apply with more than one mentor, but note that the funding total will remain the same regardless of the number of team members.

4. Timeline

**Stage 1:** Application Submissions, **Deadline: December 13th, 2019**

**Stage 2:** Application Review by FPCC, February 2020

**Stage 3:** Training Workshop, regional sessions in April and May 2020
- Attendance is mandatory for all Mentor-Apprentice teams.
- A travel grant will be provided to cover travel and accommodation costs for training; teams will complete a workshop registration form describing travel methods and expenses.

**Stage 4:** Mentor-Apprentice Program implementation, April 2020 – March 2021
- Mentor and apprentice begin their language immersion sessions.
- Funding is distributed as reimbursement of work completed, upon submission of required reporting by Mentor-Apprentice team. Payments will be based on approved budget expenses only.
- Program must be completed by March 2021.

5. Budget and Grant Total

The total amount for each grant is **$14,600**, plus an additional travel grant to cover travel and accommodation expenses for the Mentor-Apprentice team to the mandatory training workshop.

The following is the stipulated budget for each project:

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor stipends (300 hours at $25 / hr)</td>
<td>$7,500</td>
</tr>
<tr>
<td>Apprentice stipends (300 hours at $20 / hr)</td>
<td>$6,000</td>
</tr>
<tr>
<td>Evaluation panel honoraria (3 panel members x $100 per evaluation)</td>
<td>$900</td>
</tr>
<tr>
<td>Materials, supplies and expenses (e.g. recording equipment, books, bank fees, other supplies)</td>
<td>$200</td>
</tr>
<tr>
<td><strong>TOTAL GRANT</strong></td>
<td><strong>$14,600</strong></td>
</tr>
</tbody>
</table>
6. Application Tips

- Applications to the MAP must include a letter of intent from both the mentor and the apprentice. These letters should clearly outline the applicants’ commitment to their language and interest in the program. The following additional information is particularly valuable:
  - Current work situations for the mentor and the apprentice, and plan for completing the required hours. The Mentor-Apprentice Program requires a significant commitment of time. In many cases, it is best if the applicants plan to take some time off from their work in order to complete the hours.
  - Past experience with the language, language revitalization efforts and reasons for wanting to learn the language. Strong applicants demonstrate a commitment to their language that extends beyond this program.
  - Past and current community involvement. Strong applicants demonstrate involvement in their community, through language projects, cultural events, or other initiatives.
  - Specific intentions to pass on the language to family members, children, or community members upon completion of the program. The ultimate goal of this program is to renew the intergenerational transmission of the language, from one generation to the next. Strong applicants demonstrate a clear commitment to pass the language on to family members, children, and/or other community members.

- Applications to the MAP must include one letter of support from the community for the team. This letter is ideally written by a community leader or person of high standing within the community. It is better to ask someone who is not closely related to the mentor and apprentice (i.e. not a spouse or immediate family member) to write this letter.

- Applications to the MAP must include one resume or biography from both the mentor and the apprentice. The resume or biography should outline any of the applicants’ previous academic and professional experiences.

- Application forms and all supporting documentation (letters of intent, letter of support and resumes/biographies) should all be submitted together at the same time. Submitting applications in pieces increases the administrative load of the Language Program staff and may lead to the inadvertent omission of important sections of your application.

- The Mentor-Apprentice Program is typically most successful as a one-on-one project, with a team of one mentor and one apprentice. Applicants who wish to apply as a team with more than one mentor or apprentice should provide clear rationale for this choice, and should demonstrate how they intend to reallocate the available funding to support the additional team members.

- The Mentor-Apprentice Program hours should be completed in a one-on-one language immersion setting that allows the apprentice to work at his or her own pace and gives the mentor the opportunity to provide context-specific instruction and feedback. It is not recommended for the MAP hours to be completed in a classroom setting, during school hours, or within the daily activities of a language nest. While these settings provide valuable language-learning opportunities, they may inhibit the MAP team from achieving the depth and breadth of language learning that is otherwise possible in a one-on-one setting.
• If you would like support in completing a Language Program application, please contact the FPCC Language Program staff. **If you wish to receive feedback on your application prior to submitting a final copy, please either let FPCC staff know you have an online application draft saved or send a paper application at least two weeks prior to the closing deadline, with an attached request for feedback.** FPCC Language Program staff will provide you with feedback on your application, so that you may revise and resubmit the application before the final deadline.

• If submitting a paper application, all sections of the application form should be completed clearly and legibly. It is a good idea to answer the longer questions on additional (typewritten) pages, in order to include as much relevant detail as possible.

### 7. Application Assessment Criteria

All applications to the Mentor-Apprentice Program are reviewed by an impartial Peer Review Committee, made up of First Nations’ community members with experience in the Mentor-Apprentice method of language learning. The Peer Review Committee rates the applications based on demonstrated strengths, and recommends the strongest applications to FPCC to receive funding. The following are the criteria used by the Peer Review Committee in rating applications to this program.

**Mentor-Apprentice Program Application Assessment Criteria:**

1. Applicant Suitability (5 points)
   - Is the Mentor a fluent speaker?
   - Has the Apprentice demonstrated a commitment to learning?
   - Do the Mentor and Apprentice live within a reasonable distance of each other, or will significant travel time (45 minutes+) be required for them to meet in person?
   - Is the Apprentice in the Youth Category?

2. Language Learning Goals (7 points)
   - Does the Apprentice demonstrate an understanding of the MAP method and purpose?
   - What are the Apprentice’s short- and long-term goals for language?
   - Do the proposed activities align with the Apprentice’s long-term goals for language?
   - Has the Apprentice identified specific language outcomes to be achieved through this grant?

3. Schedule (6 points)
   - Does the schedule meet the 50hr/month requirement?
   - Is the schedule balanced? (sessions not too short or too long)
   - Does the schedule match the lifestyles of the Mentor and the Apprentice?
   - Does the schedule match the activities they are planning? (i.e. land-based activities need to occur during daylight hours, not in the evenings)
   - Have they carefully considered the time commitment required?

4. Continuation (5 points)
   - Does the Apprentice demonstrate a specific plan for sharing language?
   - Is the Apprentice a teacher or ECE worker?

5. Community Involvement (4 points)
• Has the Apprentice had prior language-learning experience?
• Has the Apprentice demonstrated a commitment to contributing to the language revitalization work in the community?