



FIRST PEOPLES'
CULTURAL COUNCIL

Mentor-Apprentice Program: Community Pilot

For groups of 3-6 MAP teams

2022 – 2023 Funding Guide

**Application Deadline:
Tuesday, February 15, 2022**



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COMMITTED TO THE REVITALIZATION OF B.C.'S INDIGENOUS LANGUAGES, ARTS AND CULTURE

1A Boat Ramp Road | Brentwood Bay, B.C. | V8M 1N9
P: 250-652-5952 | F: 250-652-5953 | E: info@fpcc.ca
www.firstvoices.com | www.fpcc.ca | www.maps.fpcc.ca



COVID-19 Guidelines for Programs

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COVID-19 Program Information

The health and safety of everyone involved in FPCC programs, communities, and especially Elders, is of the utmost importance to us. We are taking action to maintain safe operations while supporting our communities and participants. While actions to provide vaccines are currently underway there is no cure or treatment for COVID-19. We want to be very careful that our programs do not put anyone at risk and ensure that they follow the current orders of the [Provincial Health Officer](#). FPCC supports each First Nation's self-determined right to protect their community and we respect any additional guidelines set by Chief and Council or local governments to help keep their communities safe. Following these guidelines will help us take care of one another and keep each other safe.

Please note:

- All programs must be aware of and follow current guidelines from the [Provincial Health Officer](#)
- Applicants must consider how the program will proceed under strict COVID-19 restrictions
- Please ensure that your project proposal meets the requirements listed in this document.
- It is critical that we take care of and protect our Elders and Knowledge Keepers, and those at a higher risk of illness. We need to work together to find safe ways to involve Elders.
- FPCC staff are here to assist program participants with unexpected and unplanned changes as a result of COVID-19 impacts on programs.
- We will do our best to share information and respond to changes together. If you have any questions, please [contact program staff](#).

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1. Important Information

Questions and Support:

Contact: Language Programs Coordinator
Mailing/Courier Address: 1A Boat Ramp Road Brentwood Bay, B.C.
V8M 1N9
Telephone: (250) 652-5952 or toll free 1-800-663-7867
Email: map@fpcc.ca
Website: www.fpcc.ca

For more information:

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>

Acknowledgments:

Funding for the Mentor-Apprentice Program: Community is provided by the Province of British Columbia through the Ministry of Indigenous Relations and Reconciliation, the Government of Canada through the Department of Canadian Heritage, Aboriginal Neighbours and the United Church Healing Fund.

2. Introduction

The goal of the Mentor-Apprentice Program is to facilitate the development of fluent speakers of B.C. First Nations languages. Committed learners are partnered with fluent speakers 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 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: <https://aicls.org/>



3. Mentor-Apprentice Program: Community - Overview

This call for applications is for communities who want to support a **group of mentor-apprentice teams** through the Mentor-Apprentice Program (MAP). This is a great way to increase the momentum of language revitalization in your community! This program creates the opportunity for multiple MAP teams in the community to be supported. The teams can work in a cohort style, providing peer support to each other while each completes one-on-one language immersion learning.

In addition to stipends for the mentors and apprentices, the grant provides support for a part-time coordinator to support the teams. Communities are eligible to apply for a minimum of three to a maximum of six teams within MAP: Community.

NOTE: This program is for groups of MAP pairs, not for a group of apprentices with only one mentor. The Mentor-Apprentice model continues to work best in a one-on-one format in which each learner has dedicated time with a language speaker to focus on their learning through daily activities. If you don't think you have enough mentors for one-on-one immersion, please talk to us.

NOTE: This Funding Guide outlines the details for the Mentor Apprentice Community stream. Each team supported through this stream must apply individually for a Mentor-Apprentice Program grant and should coordinate their application with their community's Mentor Apprentice Community application.

4. Mentor-Apprentice Program FAQs

What is it?

The goal of the Mentor-Apprentice Program (MAP) is to facilitate the development of fluent speakers of B.C. First Nations languages. It is a one-on-one immersion program where committed "apprentice" learners are partnered with fluent speakers ("mentors") in an immersion environment in the home and on the land. 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 on the FPCC Grant Portal every 100 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 hundreds of 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.

5. 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. Please note the funding total for each team will remain the same regardless of the number of mentors.



Mentor-Apprentice Program is for language learners who want to actively pass on the language to others, most often through a career as a language educator. MAP participants complete 300 hours of language immersion with a fluent speaker over approximately 9 months.

Best suited for:

- Learners who are or want to become language teachers in the school or community
- Parents of young children or soon-to-be parents
- Learners aged 16 – 50 who have a plan for actively passing on the language to others

Mentor-Apprentice Program: Community is for language learners in the same/neighbouring community who want to actively pass on the language to others. Mentor Apprentice Community teams complete 300 hours of language immersion with a fluent speaker over approximately 9 months and have the same reporting requirements as participants in MAP. This grant offers individual teams the opportunity to meet up on a regular basis with other teams in the community and to receive support from a community coordinator.

Communities and urban First Nations organizations are eligible to apply for a minimum of three teams to a maximum of six teams.

Best suited for:

- Learners who are or want to become language teachers in the school or community
- Parents of young children or soon-to-be parents
- Learners aged 16 – 50 who have a plan for actively passing on the language to others
- Learners who are interested in working with other learners in their community

Mentor Apprentice Community is intended to support a cohort of 3 or more teams, each consisting of one apprentice and one mentor. This stream is not for groups of apprentices with a single mentor. If you don't think you have enough mentors for one-on-one immersion, please talk to us.

6. Program Timeline

Stage 1: Application Submissions by February 15th 2022

Stage 2: Application Review by FPCC, late February 2022

Stage 3: Applicants are notified of the status of their application, March 2022.



Stage 4 : Mentor-Apprentice Program Workshop. Workshop will be held as regional sessions, tentatively planned for April and May 2022. **Attendance is mandatory for all teams.**

- A travel grant will be provided to cover travel and accommodation costs for training **if applicable**; teams will complete a workshop registration form describing travel methods and expenses.

Stage 5: Mentor-Apprentice Program implementation, **April 2022 – March 2023**

- 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 1, 2023.

7. Budget and Grant Total

Each team in Mentor Apprentice Community will receive their stipends directly through FPCC’s Mentor-Apprentice Program. Additional grant allocations including the part-time coordinator salary will be delivered as a grant to the community organization.

Mentor-Apprentice Team Grant:

Each individual team within the Mentor Apprentice Community stream will receive the following grant for their language immersion work. The total amount per team is **\$16,100**, plus an additional travel grant to cover travel and accommodation expenses for the Mentor-Apprentice team to the mandatory workshop.

Mentor stipends (300 hours at \$30/hr)	\$ 9,000
Apprentice stipends (300 hours at \$20/hr)	\$ 6,000
Evaluation panel honoraria (3 panel members x \$100 per evaluation)	\$ 900
Materials, supplies and expenses (i.e. recording equipment, books, bank fees, other supplies)	\$ 200
TOTAL GRANT	\$16,100

Mentor-Apprentice Community Grant:

In addition to the grant issued to each team, as above, an additional grant of **\$11,250** will be allocated to the community organization for a community coordinator to support the teams. This amount provides for a wage of \$25 per hour plus 25% benefits, for 8 hours a week at a term of 45 weeks. Communities are welcome to supplement coordinator wages as desired to provide for additional hours and/or to bring the salary in line with community wage scales.



Combining the funding for each Mentor Apprentice team along with the community coordinator grant, the total amount of funds provided for each community is **\$59,550-\$107,850**, depending on the number of teams. The following chart shows the potential total funding awarded depending on the number of teams:

Description	3 Teams	4 Teams	5 Teams	6 Teams	Recipient
Community Coordinator (8 hrs/week x 45 weeks x \$25/hr plus 25% benefits)	\$11,250	\$11,250	\$11,250	\$11,250	Paid to community
Mentor stipends (300 hours at \$30/hr)	\$27,000	\$36,000	\$45,000	\$54,000	Paid to MAP teams
Apprentice stipends (300 hours at \$20/hr)	\$18,000	\$24,000	\$30,000	\$36,000	Paid to MAP teams
Evaluation panel honoraria (3 panel members x \$100 per evaluation)	\$2,700	\$3,600	\$4,500	\$5,400	Paid to MAP teams
Materials (e.g. recorders, books, etc.)	\$600	\$800	\$1,000	\$1,200	Paid to MAP teams
Potential Funding Total	\$59,550	\$75,650	\$91,750	\$107,850	

8. How to Apply

The application to the MAP Community consists of two parts: an application from the host organization along with individual applications from each Mentor-Apprentice team.

Step 1: Find 3 – 6 apprentices in the community who are committed to learning their language and who want to participate in MAP.

Step 2: Find 3 – 6 fluent or highly proficient speakers who can mentor these apprentices.

Step 3: Host organization completes a MAP Community application on the FPCC Grant Portal (www.fpcc.ca/login) by the deadline of February 15, 2022. This application will include the names of the Mentor-Apprentice teams and the coordinator who will provide support. (See below for details.)

Step 4: Host organization supports the Mentor-Apprentice teams to each submit individual applications on the FPCC Grant Portal by the deadline of February 15, 2022. (See below for details.)

Community Application

The community application on the FPCC Grant Portal will require the following information:

- Number of teams you want to apply for – 3, 4, 5 or 6
- The names of all apprentices
- The names of all mentors



- A description of your plan to hire the coordinator. The coordinator is a part-time position, 8 hours/week for 45 weeks from April 1 to February 28 (\$25/hr plus benefits). The coordinator should have time to do the position – in other words, someone should not try to do the coordinator position if they are already working full time. If the coordinator already has a full-time role in your organization, describe how you will adjust their responsibilities to ensure they have the time available to support the teams. If you have a coordinator in mind, please provide their name.
- A description of how having a group of Mentor-Apprentice teams will contribute to your community's language revitalization goals.

Apprentice Applications

In addition to the community application, each apprentice also needs to complete an application on the FPCC Grant Portal at: www.fpcc.ca/login

9. Application Tips

Here are some tips for the apprentice application:

- 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 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** for the team. The host organization can provide this letter, or each apprentice may seek a letter from a community member.



- Applications to the MAP must include one **resume or biography** from both the mentor and the apprentice. Applicants could include information on cultural knowledge or previous engagement with their language and outline any community-based, academic or 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 on the FPCC Grant Portal**. 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 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 of language learning that is otherwise possible in a one-on-one setting.
- If you would like support in completing your application, please contact the FPCC Language Program staff at map@fpcc.ca. **If you wish to receive feedback on your application prior to submitting a final copy, please contact us at least two weeks prior to the closing deadline.**

10. Application Assessment Criteria

Applications to the Mentor-Apprentice Program: Community 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 committee rates the applications based on demonstrated strengths and recommends the strongest applications to FPCC to receive funding. The following 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)



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- 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 hours per month requirement?
 - Is the schedule balanced? (Sessions should not be 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 early childhood educator?
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?