Indigenous Post-secondary Student Mental Health Grant

Funding Guidelines

Table of Contents

1. Background

In 2017, the Government of Alberta approved a set of seven inter-related actions as Next Steps to Improve Post-secondary Student Mental Health.[1] These seven actions will benefit students across Alberta and, in particular, include actions to enhance supports that benefit the mental health of Indigenous post-secondary students.

There is clear and compelling evidence that the long history of cultural oppression and marginalization has contributed to the high level of mental health concerns found in many Indigenous communities. As evidenced by Alberta's Indigenous communities and the Mental Health Commission of Canada, many young Indigenous people do not have access to culturally relevant or safe programs and services.

2. Purpose

This document outlines what is required of post-secondary institutions who apply for the Indigenous Post-secondary Student Mental Health Grant.

This one-time Grant will ensure more Indigenous students have the option to use, and have available, culturally appropriate mental health care and literacy opportunities that acknowledge the historical, colonial, assimilative, and socio-economic factors that impact them. The Grant will also improve Indigenous students' access to traditional ways of maintaining and healing their mental health.

Three appendices follow and form part of these Guidelines. Use of the appropriate templates is a requirement for successful application and reporting on the Grant.

- Appendix A   Grant Application Template
- Appendix B   Progress Report Template
- Appendix C   Final Report Template

3. Grant Outcomes and Principles

The Indigenous Post-secondary Student Mental Health Grant must be used to support progress towards achieving two short-term outcomes. Applications to this Grant should demonstrate how the proposed project meets one or both of these outcomes.

- <u>Outcome 1</u>: More Indigenous students have access to culturally relevant services that improve their mental health.
- <u>Outcome 2</u>: More Indigenous students have mental health literacy.

The Indigenous Post-secondary Student Mental Health Grant is founded on three principles. Initiatives supported under the Grant must follow these principles.

- <u>Principle 1</u>: Indigenous peoples are full co-creators of solutions designed to meet their needs.
- <u>Principle 2</u>: Activities will be relevant in culture, respectful of diversity, and support Indigenous understandings of mental health.

---

[1] Information regarding Advanced Education's next steps is available at
https://www.alberta.ca/release.cfm?xID=47143BE408224-AAB2-7176-D584AF992BD423D8.

- Principle 3: Activities will be planned, implemented, and evaluated from a student centered approach, and will be outcomes focused.

4. Key Concepts Used in these Guidelines

4.1. Indigenous Students

Canada's First Nations, Inuit, and Métis peoples participating in post-secondary education.
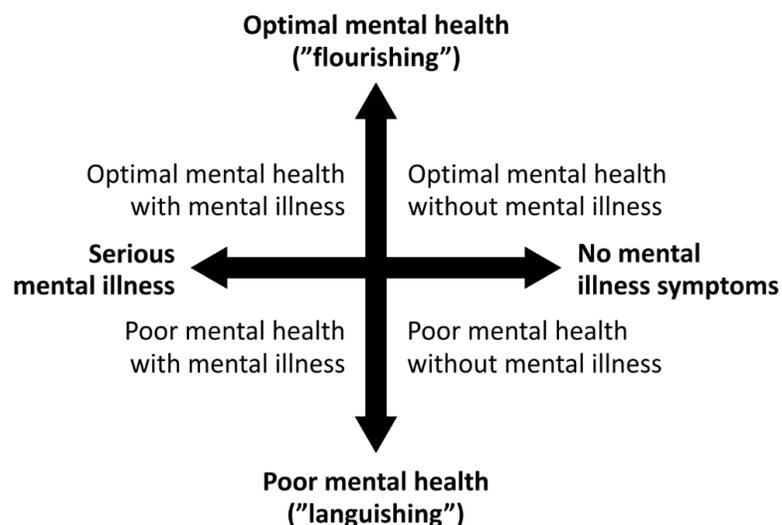
4.2. Mental Health

There are a number of ways to understand mental health; the term is often understood differently based on the values of the student and their community.

In these Guidelines, mental health refers broadly to a state of wellbeing where those who are mentally healthy feel a sense of control over their life, feel able to make decisions, can cope with life's challenges, and can participate in life in meaningful ways.

For the purposes of these Guidelines, unless otherwise indicated, references to "mental health" are inclusive of an individual's experiences with mental illness, substance use, and addiction. In this way, many of the efforts post-secondary institutions undertake to promote mental health will also relate to preventing or dealing with illness, substance use, and addiction. This approach recognizes that poor mental health and addiction are closely related and often co-occur.

As a general framework, these Guidelines take the approach that optimal mental health can co-exist with symptoms of a mental illness, as demonstrated in the dual continuum model[2] that follows:

Optimal mental health ("flourishing")

Optimal mental health with mental illness

Optimal mental health without mental illness

Serious mental illness

No mental illness symptoms

Poor mental health with mental illness

Poor mental health without mental illness

Poor mental health ("languishing")

---

[2] MacKean, "Dual Continuum Model of Mental Health and Mental Illness", Adapted from The Health Communication Unit at the Dalla Lana School of Public Health at the University of Toronto and Canadian Mental Health Association, Ontario: based on the conceptual work of Corey Keyes, (2011), <online: https://campusmentalhealth.ca/wp-content/uploads/2014/02/CACUSS_Handbook1.pdf> at 6

Many Indigenous peoples emphasize mental health as the balance of mental, physical, spiritual, and emotional wellness. For many Indigenous cultures, this definition includes a sense of belonging and connectedness within their families, to community, and to culture, and is not separate from physical, emotional or spiritual health.

A more Western approach would see mental health as a state of well-being in which an individual can realize their own potential, cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their community.[3]

4.3. Mental Health Care

Non-clinical activities that provide direct support for post-secondary students who may be languishing or who have concerns about coping. This includes:

- Activities to support students with mental health concerns, such as counselling, care from an elder, peer support, and success coaching. Includes traditional ways of healing.
- Screening and initiating knowledgeable referrals to community based services.

4.4. Clinical Mental Health Services

Specialty services for post-secondary students with complex and higher intensity mental health needs. This work can only be delivered by regulated professionals.[4]

If a student is already diagnosed with a mental health disorder or illness, the diagnosis and treatment related to that disorder or illness would be provided through clinical means, although non-clinical services may still be a part of the student's overall recovery.

4.5. Mental Health Literacy

In the context of this Grant, mental health literacy means understanding how to foster and maintain good mental health and understanding how to seek help effectively.[5]

4.6. Indigenous Student Services

Any services that are delivered from an Indigenous perspective to benefit the well-being of Indigenous post-secondary students.

4.7. Partnership

A collaborative, mutually beneficial relationship between an eligible post-secondary institution and one or more partner institutions or organizations to undertake activities related to the outcomes of this Grant. A partnership includes one or more of the following attributes:

- The partners make a formal commitment to working together collaboratively, although the structure of partnerships may vary. A legal partnership is not expected or implied.
- A set of joint activities are drafted that set out partnership's priorities and each partner's commitments, roles, and responsibilities.
- Grant funds result in improved services for Indigenous students at all partnering post-secondary institutions.

---

[3] Mental Health Commission of Canada, "Changing Directions, Changing Lives: The Mental Health Strategy for Canada", (2012), <online: http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf> at 14

[4] *Health Professions Act*, Alberta Queen's Printer, (2000), <online: http://www.qp.alberta.ca/1266.cfm?page=H07.cfm&leg_type=Acts&iscncln=9780779740772>

[5] Teen Mental Health, "Educators", (2017), <online: http://teenmentalhealth.org/care/educators/>

- All partners contribute financially or in-kind to the initiative.
- The partnership is based on mutual respect and trust.
- Partners contribute in a meaningful way to the success of the initiative, which may include, for example, the sharing of intellectual or physical resources.
- All partners share a common goal to serve Indigenous students, and they commit to approaches to meet the outcomes of the Grant.

For administration purposes, partnerships must be led by one post-secondary institution that is eligible for the Grant. The leading institution will be the Grant Administrator and will be accountable to Advanced Education for the Grant.

5. Overview

5.1. Funding Available

The Grant has two streams of funding, both of which share the same outcomes and are guided by the same principles. Applications must provide a detailed budget and may not request amounts that exceed the limits below.

Stream 1	*Stream 2*
Grants starting at $1,500.	Larger grants up to $80,000.
The number of grants administered depends on the number of applications and size of approved grants. Budgets for Stream 1 applications must not exceed $10,000.	Three of these grants will be available. All Stream 2 applications will be evaluated following the submission deadline.
Stream 1 applications will be evaluated as they are submitted for review.	

5.2. Eligible Post-secondary Institutions

The following post-secondary institutions are eligible to apply for Stream 1 funding:

- Alberta College of Art and Design
- Ambrose University
- Athabasca University
- Bow Valley College
- Burman University
- Concordia University of Edmonton
- Grande Prairie Regional College
- Grant MacEwan University
- Keyano College
- Lakeland College
- Lethbridge College
- Maskwacis Cultural College
- Medicine Hat College
- Mount Royal University
- NorQuest College

- Northern Alberta Institute of Technology
- Northern Lakes College
- Old Sun Community College
- Olds College
- Portage College
- Red Crow Community College
- Red Deer College
- Southern Alberta Institute of Technology
- St. Mary's University
- The Banff Centre
- The King's University
- University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills
- University of Alberta
- University of Calgary
- University of Lethbridge
- Yellowhead Tribal College

The following post-secondary institutions are <u>also</u> eligible to apply for Stream 2 funding as they have the highest proportion of Indigenous post-secondary students among their campus populations:

- Maskwacis Cultural College
- Northern Lakes College
- Old Sun Community College
- Portage College
- Red Crow Community College
- University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills
- Yellowhead Tribal College

5.3. Partnerships

Partnerships are encouraged but not required. Institutions may form a partnership with each other and/or with an organization with a focus on Indigenous ways of understanding mental health or providing non-clinical mental health care.

Partnerships may apply for Stream 2 funding, but the administrative and financial lead must be an institution eligible for Stream 2 funding.

In cases of partnerships, the lead institution is fully accountable to Advanced Education for use of the funds and compliance with the terms and conditions of the Grant Agreement.

5.4. Grant Term

The Indigenous Post-secondary Student Mental Health Grant is one-time and is not available on an ongoing basis. Institutions are required to expend the funds over a two-year period and may choose to concentrate their activities within a shorter time period.

The Grant term will begin following review and approval of successful applications and execution of a grant agreement. Grant funds must be expended no later than August 31, 2019, in accordance with the requirements outlined in this document. Extensions may be granted upon written request submitted no later than May 31, 2019.

Institutions or partnerships that wish to sustain their initiative past the grant term should identify how they plan to do so in the Grant Application.

5.5. Eligible Expenses

Activities and supports that improve Indigenous student mental health may be delivered through a variety of contexts, mechanisms, and strategies. The Grant, as well as interest and any income generated on the Grant, can be used for the following:

a. <u>Mental Health Care Delivery and Mental Health Literacy</u>: Expenses related to the delivery of opportunities for student mental health care and mental health literacy, such as staffing costs, facility rental, establishment of an Indigenous student centre, advertising, materials, resources and supplies, and travel costs and honoraria for facilitators, elders, or knowledge keepers.

b. <u>Facility Improvements (Stream 2 only)</u>: Capital expenditures related to renovations, not exceeding $3000.

c. <u>Professional Development</u>: Expenses related to training and professional development opportunities for staff and volunteers to support the delivery of mental health and cultural services for Indigenous students that support the outcomes of the grant. Examples include training course fees, travel, subsistence, and accommodation.

d. <u>Participant Supports</u>: Expenses related to reducing barriers for learners to access programs and services, such as transportation, child minding, and snacks.

e. <u>Furniture, Fixtures and Equipment for the purposes of delivering student mental health care funded by the Grant</u>: Capital expenditures related to the purchase of movable furniture, fixtures or equipment with no permanent connection to the structure of the building or utilities. Examples include chairs, blankets, items required to construct a tipi, electronic equipment, tables, and partitions.
   – Institutions receiving Stream 1 funding may use up $500 over the Grant term toward the purchase of these items.
   – Institutions receiving Stream 2 funding may use up to $5000 over the Grant term toward the purchase of these items.

f. <u>Administrative Overhead</u>: Each institution may allocate up to 15 per cent of its Grant to administrative overhead, including expenses such as travel, hosting, and honoraria (only if needed) for the purposes of establishing and sustaining partnerships. This allocation cannot exceed 15 per cent of your total Grant unless your application provides rationale for the higher rate, subject to approval by Advanced Education.

5.6. Ineligible Expenses

The Grant, as well as interest and any income generated on the Grant, cannot be used for the following:

a. <u>Clinical Mental Health Services</u>: Any expenses related to delivering clinical mental health services to students.

b. <u>Learner Subsidy</u>: Grant dollars cannot be provided directly to students.

c. <u>Capital:</u> Expenditures related to the purchase of land or buildings, the construction of a building, renovations exceeding $3000, and the purchase of motor vehicles.

d. <u>Outside Professional Development</u>: Any expenses related to training and professional development opportunities outside of Alberta, as well as training and professional development opportunities that are unrelated to the objectives of this grant.

e. <u>Advertising</u>: Expenses related to advertising programs and services that fall outside of the initiatives funded by this grant.

f. <u>Reserve Fund</u>: Grant dollars cannot be put into an organization's reserve fund.

g. <u>Other Ineligible Expenses</u>: Loan fees, debt principal payments, deficit funding, and speculative fundraising ventures, expenses that cause an ongoing funding liability for the Government of Alberta.

6. Grant Documents and Administration

6.1. Logic Model Planning and Reporting

The Grant uses a logic model approach to guide planning and reporting.

A logic model is an illustration of an initiative's resources, activities, and expected outcomes. It provides an understanding of the pathway that is intended to bring about change and is

useful in the planning, implementation, and evaluation stages of an initiative that is designed to bring about change.

For Partnership Applications, please note which partner(s) will provide the input or benefit from the output or outcome in brackets behind relevant items.

Logic models may differ from one another but they all share common elements, including, goal(s), inputs, activities, audience, outputs, and outcomes. These elements are described below.

   a. <u>Inputs</u>: Investments/resources that are put into the initiative. Inputs may include staff, volunteers, time, money, equipment and/or supplies, support from an elder, program materials, etc.

   b. <u>Outputs</u>: Direct and immediate products created, developed or accessed for an initiative (e.g., cultural activities, delivery of a Mental Health 101 course) and the activities or interventions that will be carried out as part of the initiative (e.g., training, counselling services).

   The audience is the population targeted, impacted or influenced by the program (e.g., instructors, students, community members).

   c. <u>Grant Outcomes</u>: The medium-term outcomes set by Advanced Education. All short-term outcomes should be designed to achieve one or both of the grant outcomes.

   d. <u>Initiative Outcomes</u>: The short-term outcomes set by the applicant that will ultimately achieve one or both of the grant outcomes. Initiatives outcomes are the changes or benefits that happen as a result of the initiative, are aligned with the initiative activities, and can be measured.

   Outcomes may include level of knowledge/skills gained; policies/practices changes; changes in attitude, behaviour, abilities; etc.

A sample logic model is provided in Attachment 1.

6.2. Application Submission

Applications for funding under the Grant must meet the criteria set out in these Guidelines.

Applications can be received by email (scanned PDF) or by mail/courier. Irrespective of the method of submission, complete applications must be received by Advanced Education no later than 9:00 a.m. on October 31, 2017, including all signatures noted on the application template. Late submissions will not be evaluated.

For inquiries	For submission of applications and reports
Mr. Kenton Puttick, Manager	Strategic Planning and Program Integration
Strategic Planning and Program Integration	Alberta Advanced Education
Alberta Advanced Education	11 Floor Commerce Place
780-415-8997	10155 102 St NW Edmonton, AB T5J 4L5
Kenton.Puttick@gov.ab.ca	AE.GrantManagement@gov.ab.ca

6.3. Application Evaluation

Applications from eligible post-secondary institutions will be evaluated by Advanced Education staff, including members of the Indigenous and Community Connections branch. Reviews will be based on the strength of the overall application, including the quality of the proposed action plan, adherence to the Grant's principles and outcomes, and a reasonable budget.

Special consideration will be given to institutions with more than 30 per cent Indigenous student enrolment and to partnership applications.[6]

6.4. Reporting Expectations

Projects approved under the Indigenous Post-secondary Student Mental Health Grant must be reported on using the Progress and Final Report templates, which are attached to and form part of these Guidelines.

Grants for projects lasting longer than one year must send a Progress Report 30 days after the end of the first year. Final reports for grants of all terms are due within 60 days of the end of the completion of the project.

When applying, applicants are asked to identify several qualitative and quantitative measures on which they will report, based on their proposal.

6.5. Changes to Planned Uses

Following approval of an institution's application for funding under the Grant, an institution may transfer up to 15 per cent of the funding allocated to one budget category to another budget category without written approval from Advanced Education, provided that the use of funds remains consistent with the approved uses and the Eligible Activities identified in these Guidelines.

An institution may only vary the use of funds from what was approved with prior written approval from Advanced Education. Any written approval provided by Advanced Education should be appended to subsequent reports.

7. Public Announcements

Successful applicants must receive approval of the Minister prior to making any public announcement or issuing any press release relating to their grant. Contact Advanced Education via the contact information provided in Section 4.8 as early as possible.

---

[6] Indigenous student enrolment percentages will be based on Advanced Education data.

Attachment 1: Sample Logic Model

All Applications and Final Reports must include a logic model that clearly explains the goals, inputs, outputs and outcomes for the initiative.

The following is an example for a fictional project entitled On-Campus Mental Health Literacy. It is written in the context of a Partnership Application with three partners (all post-secondary institutions).

Issue(s)/Gap(s) to be addressed by the project/initiative:	• Low mental health literacy among the institution's Indigenous post-secondary students. • Limited culturally relevant mental health literacy training available in the community.

Identify which Grant Outcome(s) your project is designed to achieve:
☐ More Indigenous students have access to culturally relevant services that improve their mental health ☑ More Indigenous students have mental health literacy

Inputs	Outputs	Intended Initiative Outcomes
Supported by the Grant	**Activities**	• Improved awareness and understanding of mental health and mental illness by Indigenous post-secondary students (**all partner institutions**) • Increased knowledge base and sharing of knowledge (**all partner institutions**) • Increased staff awareness of Indigenous ways of understanding mental health and healing so they can better support students (**all partner institutions**) • Students are supported to find the most relevant resources or services (**all partner institutions**)
• Elder support and guidance for project staff • Travel and training costs • Materials and supplies • 1 staff member dedicated part-time (**employed by Partner 1**)	• 1x staff member Mental Health First Aid First Nations Instructor Training through the Mental Health Commission of Canada (**employed by Partner 1**) • 6x Mental Health First Aid training for students and peers by trained Instructor (**twice at each of the partner institutions**) • 2x a month Elder on campus to talk about Indigenous ways of understanding mental health and healing for students and staff (**at all partner institutions**) • Develop a mental health awareness and stigma reduction campaign based on Indigenous ways of understanding mental health and healing (**led by Partner 2**)	
Supported by your Institution/Partners	**Audience/Product(s)**	
• 1 classroom (**Partner 2**) • Administrative support (**Partner 3**) • Leadership support (**All partners**)	• Indigenous Mental Health Literacy 101 workshop for campus audience (**applicable to all partner institutions**) • Staff, Indigenous students, and their peers (**at all partner institutions**) • Mental health awareness and stigma reduction campaign on campus (**same campaign at all partner institutions**)	