

ACTION TO IMPACT



DE L'ACTION À L'IMPACT

Action to Impact Funding Program

Program and Application Guide



CANADIAN ASSOCIATION OF SCIENCE CENTRES
ASSOCIATION CANADIENNE DES CENTRES DE SCIENCES

Funded by the
Government
of Canada

Canada 

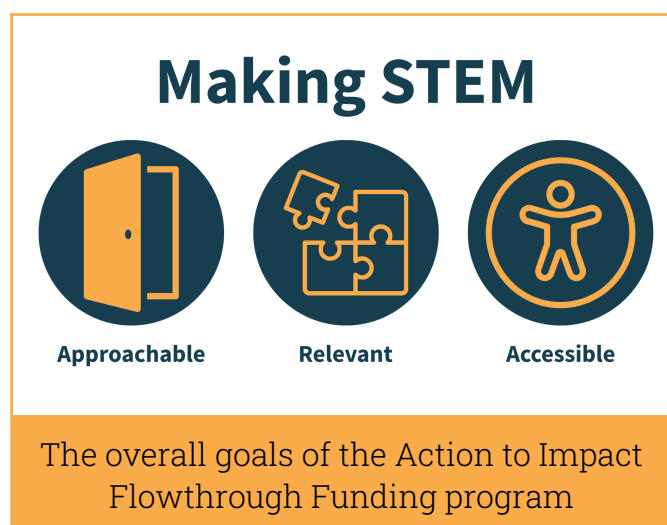
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Introduction

In 2023, the Canadian Association of Science Centres (CASC) was awarded multi-year funding by Innovation, Science and Economic Development Canada (ISED) through the [Strategic Science Fund](#) (SSF). A portion of this allocation has been designated for the Action to Impact flow-through funding program, which supports activities for equity-deserving youth and their families. These activities aim to increase knowledge, understanding, and motivation to take positive action, support the development of future skills, and foster youth interest in pursuing STEM careers.

The overall goals of the flow-through funding are to make STEM approachable, relevant, and accessible as part of CASC's strategic objectives. CASC will deliver flow-through funds to CASC member organizations to engage over 65,000 youth (including at least 5,000 Indigenous youth) and their family members from equity-deserving and/or rural and remote communities between 2026 and 2028.



The Action to Impact program aims to reach these targets through:

- Delivering facilitated¹, locally-relevant STEM activities across Canada
- Reducing systemic barriers that underrepresented youth and their families face in accessing STEM fields.

The budget for the Action to Impact funding program is estimated at \$1.5 million to be spent between April 2026 and March 2028. CASC members are invited to apply for 1–2 years of funding, up to \$100,000 per year, for a maximum of \$200,000 per project, to develop and deliver programs in collaboration with a community partner that advance these goals.

¹ **Facilitated activities** include synchronous activities (in-person or online) that are delivered or guided by the applicant organization and exclude asynchronous activities that community members complete independently (e.g. a pre-recorded video/presentation or online resource package).

Eligible CASC member organizations are those that already have a pre-existing relationship with their intended community audience and have a demonstrated history of working with equity-deserving communities. The facilitated activities must be co-developed in partnership with the intended equity-deserving and/or rural communities and align with one or both of the following themes:

- **Community-Driven Climate Action**
- **Addressing Science Misinformation (e.g Health, Climate etc.)**

Funding Details

- **Funds Available:** up to \$100,000 CAD/year
- **Timeline:** Two-year projects are eligible for consideration; however, funding will be approved on an annual basis and is contingent upon the progress towards the project outcomes as demonstrated in bi-annual impact reports.
- **Audience:** Equity-deserving youth (K-12/CEGEP) and/or rural youth, and their families
- **Activity Delivery:** Funded activities will be delivered between April 1st 2026 to March 31st 2028 in partnership with equity-deserving and/or rural and remote community co-applicants.
- **Reporting:** CASC requires funding recipients to collect and submit demographic data on activity participants along with an evaluation of activities, including impact metrics. Participation in self-reporting is optional for activity participants.
 - Applicants should ensure culturally safe, trauma-informed, and inclusive approaches to data collection. Where direct self-identification is not appropriate, recipients may use alternative methods such as regional statistical data, collaboration with community partners, or other indirect measures to provide the required information and metrics.
 - CASC will provide an Evaluation Guidelines document to support recipients in implementing these practices effectively and to ensure data collection is conducted in a manner that is respectful, ethical, and aligned with participant well-being.

Support provided by CASC

In addition to funding, CASC will provide successful recipients with:

- Climate Action resources
- Digital resources related to addressing misinformation (i.e. ScienceUpFirst's social media post library, recordings of past training webinars).
- Toolkits for data collection, activity evaluation, and reporting
- Access to CASC's professional development archive, including Community of Practice meeting recordings and resources.
- Access to our ongoing Communities of Practice to support program delivery, evaluation, and professional development.
- Connections to Subject-Matter experts

Background

The [Strategic Science Fund's](#) objective of “fostering science culture through developing evidence-based thinking and innovation skills” aligns with CASC’s vision of a “thriving science and innovation culture of engaged citizens across Canada”. These goals, in addition to CASC’s 2024 to 2026 strategic priorities of STEM Equity, Truth and Reconciliation, and Collective Social and Environmental Impact shape our Action to Impact funding program.

CASC’s 2024-2026 Strategic Priorities	
 STEM Equity Advancing diversity, inclusion, equity, and accessibility (DIEA) across the CASC network	 Truth & Reconciliation Meaningfully embedding reconciliation in all aspects of CASC’s work
 Collective Social & Environmental Impact Stimulate cooperation to address Global Challenges	

The funding program supports the STEM Equity and Truth and Reconciliation priorities through emphasis on removing barriers to STEM engagement for equity-deserving, underserved, and underrepresented communities. In alignment with DIEA principles, CASC emphasizes relationship-building and dialogue when developing programs with equity-deserving communities. A key approach to this work is partnering with community organizations that directly engage with or primarily serve equity-deserving communities, and therefore possess a deep understanding of their needs, barriers, and opportunities.

The Collective Social and Environmental Impact priority emphasizes local and regionally relevant knowledge and action. The themes of the 2026-28 Action to Impact

funding program are “**Community-Driven Climate Action**” and “**Addressing Science Misinformation**”, both of which impact local and global communities.

CASC is only as strong as its membership, and CASC's members are highly trusted sources of information that are well-positioned to provide interactive, open-ended learning experiences to their local communities. They have unique access not only to youth (through school programming, afterschool programming, and camps) but also to whole families, including adults, through public programming. The opportunity for intergenerational learning can lead to conversations within families that go beyond the learning experience with the potential to extend day-to-day life.

The Action to Impact funding program seeks to reach its goal of making STEM approachable, relevant, and accessible through a local approach to Global Challenges.

CASC members are essential in national goals to address global challenges: notably, the climate and biodiversity crisis; misinformation and trust in science; STEM equity; 21st-century skills; and health and well-being.

Canadian Association of Science Centres 2024-2026 Strategic Plan

Program Themes

Funding recipients will support CASC's efforts in tackling global challenges through local actions that meet the diversity of Canadians where they live and address their specific needs, concerns, and priorities.

1. Community-Driven Climate Action

From 2022 to 2024, CASC supported its members in delivering climate action programming to over 280,000 youth across the country through the [GenAction](#) program.

Building on the success of the GenAction program, activities within the Action to Impact “**Community-Driven Climate Action**” theme should support learners' deepening knowledge and understanding of climate change on a local level, with locally relevant environmental and human impacts. The activities should convey the relevant factors and consequences of unequal distribution of climate change impacts for that community. The proposed activities should motivate participants to engage in climate action in ways that are most appropriate for their community, whether it is mitigation or adaptation. Participants of all ages should be afforded opportunities to learn and apply climate-related future skills. Youth participants should also be inspired to consider STEM

or STEM-related careers to support sustainable transitions through exposure to accessible STEM-related career pathways, professional spotlights, clear connections with community-needs, or other evidence-based tools for inspiring STEM professional aspirations.

Why is this theme important?

While the UN's SDGs make specific reference to climate action (SDG 13 - Climate Action), the severity of the climate crisis is influenced by whether action is taken to meet other SDGs (e.g. [Goal 7: Affordable and clean energy](#)). Climate change also influences whether the global community *can* achieve certain SDGs (e.g. [Goal 2: Zero Hunger](#), [Goal 3: Good Health and Well-being](#)). In light of the interdependence of the climate change crisis, human action, and human impacts, it is important to recognize the uneven effect that climate change has on certain communities. Climate action does not end at mitigation. Our societies and communities must also engage in adaptation to reduce the negative effects of climate change (Kwauk & Casey, 2022).

Equity-deserving communities experience different climate change impacts when compared to more privileged communities and to other equity-deserving communities. Climate change inequities and environmental racism are a result of physical and social geography, policies, or a lack of advocacy and representation in decision-making processes. The causes of environmental inequities may be intentional or unintentional, regardless, the consequences have a disproportionate impact on already vulnerable communities and increase their climate change risk. In 2024, the government of Canada adopted [Bill C-226](#) *An Act Respecting the Development of A National Strategy to Assess, Prevent and Address Environmental Racism and to Advance Environmental Justice*. The act will, through Environment and Climate Change Canada, evaluate and mitigate instances of environmental racism with the goal of enacting federal laws, policies and programs to protect vulnerable communities.

How can we address this challenge?

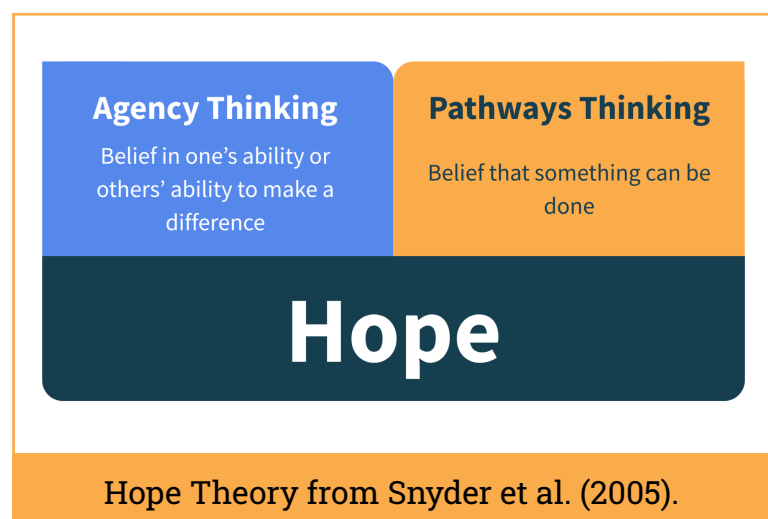
Climate change is a global challenge with technical (green house gas emission) and systemic (social and economic structure) components. But its effects trickle down to different regions in different ways. While an understanding of how greenhouse gases are emitted and accumulated are important to understanding climate change and taking action, those concepts may be inert and irrelevant to the day-to-day experiences of many

people. Funded activities should guide participants through drawing connections between their communities and global climate change with regional and locally relevant examples. Locally adapted and community-relevant approaches to environmental education are one of several guiding principles that Canadian youth wish to see implemented in environmental education (Environment and Climate Change Canada, 2024) . Youth across Canada want to learn about the human impacts of climate change through interdisciplinary environmental education that accounts for the sociological factors of climate change (Environment and Climate Change Canada, 2024; Allen et al., 2024). To support their understanding of the human connections to climate change (e.g., health outcomes, wellbeing, and equity), Action to Impact activities must expand beyond individual greenhouse-gas and waste reduction strategies to include actions that mitigate climate change at a systemic level or that address the communities’ specific climate change resilience needs through adaptation.

Many youth suffer from climate anxieties and this can be exacerbated through poorly implemented climate communication; individuals may feel overwhelmed and afraid by the enormity of the issue (Stevenson & Peterson, 2015). Climate education can backfire, and instead of fostering concern (which is a precursor to taking

action), learners are left feeling despair and apathy (Stevenson & Peterson, 2015). Climate hope is a key predictor of environmental action. For youth, climate hope appears to create motivation instead of buffering them from despair (Stevenson & Peterson, 2015). Climate despair is best addressed directly to support the youth’s well-being and ability to take action. Supporting youth’s self-management skills, such as emotional intelligence, emotional resilience, and optimism, helps them work through their negative emotions about climate change and counteract despair.

Emphasis on individual climate actions can also inadvertently exacerbate climate anxieties and negatively affect youth’s well-being. This occurs not only by placing undue



pressure on individual youth to push back against adult-caused problems (a Sisyphean task), but also by presenting their climate-related emotions as individual or unique when, in fact, they are shared by many others. In addition to the above-mentioned self-management skills, youth well-being can be supported by collective climate action rather than a purely individualist approach (Vamvalis, 2023).

Considering the systemic factors of climate change enables climate education to more equitably support different communities in taking climate actions appropriate to their specific needs and responsibilities. Emphasis on individual actions to reduce greenhouse gases, for example, has a homogenizing effect that presumes all behaviour changes are equivalent and achievable (Kwauk & Casey, 2022). It erases the fact that some populations have a larger climate footprint than others and oftentimes a greater capacity to reduce their footprint than others. Activities must acknowledge the diversity of eco-social relationships individuals may have with the environment and avoid a one-size-fits-all approach that prioritizes certain kinds of climate actions over others and vilifies individual behaviours (e.g., meat consumption or use of plastic packaging) as anti-environment (Kennedy & Hamdon, 2023).

In addition to better understanding of the causes and consequences of climate change, Canadian youth want to learn about “green jobs” to help them plan careers that contribute to mitigating climate change and that support their communities’ transitions to more sustainable infrastructure (Environment and Climate Change Canada, 2024; Allen et al., 2024). Proposed Action to Impact activities should include information about STEM-related jobs and career pathways to help youth understand the range of ways they can professionally support climate action. The activities should also inform participants on green skills that will support them in other contexts.

Green future skills include technical skills related to STEM careers and transferable skills related to day-to-day life, and related to addressing the systemic causes and consequences of climate change. Skills such as adaptability, collaboration, empathy, resilience, higher order thinking, can all be leveraged towards individual or collective climate actions, whether it be mitigation or adaptation.

2. Addressing Science Misinformation

In 2022 and 2024, CASC ran the Community Engagement Flowthrough funding program and the Together Against Misinformation Flowthrough funding program to address misinformation about health topics among equity-deserving communities. These programs reached over 3,700 people across 18 equity-deserving communities in Canada, providing skills that helped reduce the spread of misinformation.

Building on the success of the Together Against Misinformation program, facilitated activities within the “**Addressing Science Misinformation**” theme should help learners deepen their understanding of a locally relevant, misinformation-prone science or health topic. The activities should also communicate the impact of misinformation on the community, provide evidence-based strategies for participants to identify misinformation, and motivate them to reduce its spread. Youth and adult participants should have opportunities to learn and build specific transferrable future skills relevant to tackling misinformation that they can apply in diverse, practical contexts. Youth participants may also be inspired to consider STEM or STEM-related careers as a means to help curb the spread of misinformation. This can be achieved through exposure to STEM-related career pathways, professional spotlights, industry connections, or other evidence-based tools for inspiring STEM professional aspirations.

Why is this theme important?

The spread of scientific mis- and disinformation is a serious threat to public safety. They interfere with evidence-informed decisions; impede governments’ abilities to implement safety measures, regulations, and mitigation plans; and erode trust and social cohesion. Misinformation directly and indirectly impedes progress on achieving the UN’s Sustainable Development Goals. For example, climate mis- and disinformation impede understanding and acceptance of environmental protections, hampering progress on SDG 15 - Life on Land, and SDG 7- Affordable and Clean energy. Health misinformation and exposure to harmful content hinder progress towards SDG 3 - Good Health and Well-Being.

Given that health misinformation can influence behaviour and ultimately result in poor health outcomes (Loomba et al., 2021), “information environment” could be considered a social determinant of health independent of other determinants such as socioeconomic status, gender, race, and education level (Palmer & Gorman, 2025). However, misinformation is closely connected to other determinants of health and well-being across

equity-deserving communities. For example, a vicious cycle exists between misinformation and education: misinformation can limit access to quality education and resources for marginalized groups. In contrast, quality education and digital media literacy can equip these same communities with the tools to identify and resist misinformation (United Nations Executive Office of the Secretary-General (EOSG), 2023).

How can we address this challenge?

Fortunately, there are strategies that improve the public’s ability to identify misinformation and thereby reduce its spread. Such strategies include inoculating against deceptive rhetoric or fallacies in misleading media (i.e., misinformers tactics) (Roozenbeek et al., 2022), prompts that encourage individuals to reflect on the accuracy of information before sharing it (aka “nudging”) (Pennycook & Rand, 2022), and teaching critical thinking skills. These tools and the development of future skills such as self-management (e.g. emotional self-regulation) or digital and STEM literacy (e.g., information literacy) can be applied to counter misinformation across a variety of topics and contexts.



However, many people who succumb to misinformation do not lack relevant thinking skills or intellectual capacities; rather, they are not motivated to use their skills (Orosz et al., 2024). For this reason, the Action to Impact funding program seeks to support activities designed to provide not just the

information and skills to spot misinformation, but also inspire the motivation to do so.

Oftentimes, receptiveness to misinformation stems not just from a lack of skills, access to information or motivation, but from a mistrust of science. Providing the public with an understanding of the *process* of science can help them recognize STEM or health-related misinformation. Helping audiences develop the tools to distinguish accurate information from science misinformation requires more than simply providing correct scientific “facts.” It also involves educating audiences about the scientific process itself (beyond the basic scientific method) to include science’s dynamic features such as peer review, consensus-building, and the role of uncertainty (Bergstrom et al., 2022).

By understanding how scientific findings are created, debated, and accepted, learners may be better equipped to distinguish credible scientific knowledge from pseudoscience, misinformation, and disinformation. The process of science fosters future skills such as critical thinking, dialogue, and digital/STEM literacy, which are essential for tackling misinformation, and activities can provide participants with opportunities to practice them. Finally, activities that explore the process of science by addressing misinformation may provide learners with opportunities to discover potential STEM-related careers, particularly those that address the needs of their own communities.

Scope and Objectives

CASC's Action to Impact Funding Program will provide 1–2 years of funding, of up to \$100,000 per year for a maximum of \$200,000 per project, for CASC member organizations and their community partner(s) to deliver facilitated activities to equity-deserving and rural and remote communities across Canada, including Indigenous communities (First Nations, Inuit and Métis Peoples), racialized people living in Canada, Newcomers to Canada, 2SLGBTQIA+ individuals, persons with disabilities, women/girls and gender-diverse people, persons experiencing low-income or homelessness. For a complete list of SSF's categories of interest, see Appendix A.

The facilitated activities must address one of the following global challenges:

- Community-Driven Climate Action
- Addressing Science Misinformation (e.g. Health, Climate, etc)

The program objective is to provide CASC members with funding to achieve:

- Over 65,000 K–12 / Maternelle–CEGEP youth and their families from equity-deserving, rural, and remote communities will be engaged in hands-on, locally relevant activities, including at least 5,000 Indigenous youth.
 - Activities may be delivered to other audiences, however, the primary audience (and attendance target) is equity-deserving and rural and remote youth and their families.
- An expected confirmed increase in knowledge, understanding, and motivation to take positive action among at least 60% of the tracked participants.
- An increased interest in STEM careers among youth participants.

Eligibility

CASC's Action to Impact funding program is available to CASC Member Organizations and Affiliate members (not-for-profit or for-profit) in good standing that directly provide public programs (in-person or online) to equity-deserving or rural/remote communities.

*Please note that federal departments, agencies or crown corporations of the Government of Canada are **not eligible** to apply to the Action to Impact funding program.

Priority will be given to organizations that have current and ongoing relationships with the equity-deserving and/or rural and remote community they propose to work with.

Applicant organizations for which their proposed community(ies) is not its primary audience (i.e. **that community comprises <50% of the total attendance/participants**) are expected to work with a collaborating organization as their co-applicant (see below).

Applicant organizations that primarily serve the proposed community (cases where that community represents more than 50% of their audience or participants) are not required to include a community organization as a co-applicant, though they may choose to do so. However, if your organization primarily serves the intended community, you must provide a **letter of support** from a community leader or collaborator.



Selection Criteria

Applications will be reviewed by the CASC Team. The team may request additional information or clarification from the applicants.

Applications will be reviewed based on the following selection criteria:

1. Alignment of the proposed activities, the target audience, and the audiences' needs regarding climate action or science misinformation (e.g., appropriate format, activity design, location, relevant topic, etc);
2. Quantitative impact of the activities (and qualitative impact, where appropriate), including but not limited to: projected participant numbers and duration of engagement;
3. The relationship between the CASC applicant organization and the equity-deserving and/or rural community and the community co-applicant (if applicable);
4. Plan to address barriers that the specified audience(s) may experience;
5. Public science engagement expertise subject-matter expertise/capacity of the team who will plan and deliver the activities;
6. Realistic budget and capacity to deliver the proposed activity(ies);
7. Capacity to perform activity evaluation and demographic data collection for CASC's reporting.

Community Co-Applicants

Community co-applicants are organizational collaborators who work closely with the CASC member applicant in both the consultation and execution phases of the project. **A portion of the awarded funds must be allocated to the co-applicant(s)** to support their work in co-developing the activities, including topics, format, and other considerations, to ensure the needs of the community are met. Co-applicant organizations will be required to participate in funding operations meetings, meet periodically with the CASC team to review project progress, and may access relevant Community of Practice sessions if desired. Co-applicants will also be responsible for completing a designated portion of the application form. See Appendix B for the questions to be completed by the co-applicant.

Professional Development and Resources

To support recipient success, CASC will provide the following supports:

- Two annual mandatory funding recipient meetings to provide a check-in, connection with peers and live support.
- Evaluation toolkit to support demographic data collection and activity evaluation.
- Access to CASC's library of past community of practice webinars on topics relevant to successful program delivery.
- Access to CASC's Communities of Practice:
 - Educators and Programmers CoP
 - Science Connection CoP
 - Indigenous Practitioners CoP (Indigenous CASC member staff only)
 - National Environmental Learning Leaders CoP
- Resources on climate change and climate action created during CASC's GenAction program.
- A toolkit of resources that addresses misinformation: The Scientific Process, Misinformation Tactics, Fallacies and Biases, Digital Literacy, and Best Practices for Social Media and Having Difficult Conversations.
- Contact with subject matter experts through our coalition of experts.



Evaluation Tool Kit

Successful applicants will be provided with an evaluation toolkit. It will include resources and tools to assess the objectives of the funding program:

- Increased knowledge/awareness
- Increased understanding
- Increased motivation to take positive action
- Increased interest in STEM careers among youth participants.

The activity assessment results will be submitted in triannual project reports. **Project reports must be completed and submitted at regular intervals to ensure that the project will continue to receive financial support.** In addition to impact measures, the project report forms will also capture the number of participants and relevant demographic data.

The reporting form will take approximately 20 minutes to complete and the data will be used in CASC's annual SSF report. The data will also allow CASC to assess recipients' progress towards their project targets.

Recipients are asked to submit an annual formative program evaluation form to provide CASC with feedback on the Action to Impact Funding Program to continue to improve our programs.

Program Timeline

The following schedules outline the timelines for one-year (2026-2027) and two-year projects (2026-2028).

*To meet your organization's attendance goals and progress report deadline(s), CASC recommends that delivery of public-facing activities begin no later than August 2026.

Timeline for 1-year project: 2026-2027

Application Process Opens	October 22, 2025
Application Information Session	November 13, 2025
Application Deadline	December 19, 2025
Decisions Announced	March, 2026
First portion of funding (80%) delivered to recipients pending signed paperwork	April, 2026
Project or Activity(ies) planning, organization and development /co-creation and co-development*	April - July 2026
Action to Impact Launch meeting (Mandatory Funding Recipient Meeting #1)	May 5, 2026
Community of Practice Meetings (see below)	April 2026 - March 2027
2026 to 2027 First Progress Report Submission	July 2026
Action to Impact check-in meeting (Mandatory Funding Recipient Meeting #2)	October 2026
2026 to 2027 Second Progress Report Submission	November 2026
2026 to 2027 - Annual Report Submission	March 2027
Deadline for final portion of funding (20%) to be sent to recipients pending submitted annual reports and evaluation.	March 31, 2027

Timeline for 2-year project: 2026-2028

Application Process Opens	October 22, 2025
Application Information Session	November 13, 2025
Application Deadline	December 19, 2025
Decisions Announced	March, 2026
2026 to 2027 Funding Disbursement - First portion (80%) delivered to recipients pending signed paperwork	April, 2026
Project or Activity(ies) planning, organization and development /co-creation and co-development*	April - July 2026
Action to Impact Launch meeting (Mandatory Funding Recipient Meeting #1)	May 5, 2026
Community of Practice Meetings (see below)	April 2026 - March 2027
2026 to 2027 First Progress Report Submission	July 2026
Action to Impact check-in meeting (Mandatory Funding Recipient Meeting #2)	October 2026
2026 to 2027 Second Progress Report Submission & Request for Year-2 Funding	November 2026
Decision regarding extension of funding into year-two	January 2027
2026 to 2027 - Annual Report	March 2027
2026 to 2027 Funding Disbursement - Final portion (20%) delivered to recipients pending submitted annual reports and evaluation.	March 2027
2027 to 2028 Funding Disbursement - First portion (80%) delivered to approved recipients	April 2027
Community of Practice Meetings (see below)	April 2027 - March 2028
2027 to 2028 - Progress Report 1	July 2027
2027 to 2028 - Progress Report 2	November 2027

2027 to 2028 - Final Action to Impact Summative Report Final Action to Impact Formative Evaluation	March 31 2028
2027 to 2028 Funding Disbursement - Final portion (20%) delivered to recipients pending submitted annual reports and evaluation.	March 31 2028

Community of Practice

The Canadian Association of Science Centres supports our members and the broader science public engagement sector through [Communities of Practice](#). Funding recipients are expected to attend at least 2 CoP meetings per year of their choice to support their success in program delivery.

Application Process

All applications must be submitted via the platform Good Grants. Please visit our website for more information about how to use the Good Grants platform. The application portal can be accessed [here](#).

The information below outlines the requirements for completing the application process. If you have any questions, please contact Dr. Krishana Sankar, CASC Community Impact Manager and Science Advisor, at Krishana.S@casc-accs.com.

Contact Information

The Applicant is the individual responsible for completing the application form and answering any related questions CASC may have.

The Activity Lead is the individual who is responsible for planning and delivering the proposed activities. They will be the point of contact regarding the delivered activities, participation in the communities of practice, and be the point of contact for others who may be interested in collaboration. Applicants may list as many Activity Leads as is relevant.

Project Information

Eligible activities must focus on engaging and collaborating with at least one equity-deserving and/or rural and remote community. Facilitated activities (in person and/or virtual) include (but are not limited to): hands-on activities and games, performances, gatherings, learning circles, presentations or demonstrations, town halls and panels, and professional development seminars.

Eligible activities must include direct and measurable connections to CASC's Action to Impact funding program objectives. These measurable connections will be used when developing an evaluation plan.

Project Description

≤500 words

Applicants will provide a description of the engagement activities, including,

- Description of the topic and why it is relevant to the community.
- Summary of the proposed activity formats/delivery mechanisms, including how any barriers the specified audience may experience will be addressed.
- Relevance of the selected global challenge topic, and how the proposed activity(ies) will meet the needs of the equity-deserving community they have partnered with.
- How the program will meet the Action to Impact objectives.

Project Plan

Applicants are asked to submit a table outlining the project plan, including all operational and public-facing activities in chronological order, for 2026 to 2027 and 2027 to 2028. The table should include:

- Activity: The name or tentative name for each activity
- Timeframe
 - Please indicate approximate dates when, approximately, activities will take place using the "MM/YYYY" format, e.g. 12/2026 - 02/-2027.
 - Please reference the program guide for reporting due dates.
- Type:
 - If operational activity, e.g.
 - Consultation
 - Development and Planning
 - Material Preparation
 - Staff Training
 - Marketing and Promotions
 - Evaluation and Preparation or Analysis
 - Recruitment of collaborators or presenters, etc.
 - If public-facing activity, e.g.
 - Day Camp;
 - School Program;

- Afterschool Program;
- Youth Workshop/Event;
- Family Workshop/Event;
- Educator Professional Development; etc.
- Description: A one-sentence summary describing what the participants will do or outlining details about the operational activity
- Anticipated Youth Attendance
- Anticipated Adult Family Member Attendance
- Anticipated Engagement Duration.
 - How long will each participant spend with the activity(ies)? This should be reported in hours, for example:
 - An hour-long school program = 1
 - 5-day camp with 5 hours of active instruction per day = 25
 - A drop-in outreach booth where participants spend fifteen minutes before moving on = .25

Organizational Expertise

Provide information about your staff's subject matter expertise and science public engagement expertise.

Community Relationship



Audience Relationship

≤ 200 words

To ensure that the funding program authentically meets the needs of equity-deserving and/or rural communities, please provide a summary of your working relationship with the community you intend to work with, and how this project might build on existing work, or deepen this relationship.

Community Co-Applicant

Provide the name of the community organization(s) you will collaborate with on the project and provide a description of your organization's working history with this organization.

Community Co-Applicant Form

The community co-applicant will receive a form to complete, outlining their vision for the project and their relationship with the primary organization. Co-applicants will be sent their portion of the application form via email (distributed through the platform by the primary applicant). Before submitting, co-applicants are encouraged to save their responses and share them with the primary applicant to review and discuss any necessary revisions. See Appendix B.

Community Letter of Support

Provide the name of the community organization(s) that will act as a reference to validate the effectiveness of your organization's programming. Referees will receive a submission form after the application is submitted and their responses will not be visible to the primary applicant.

Budget

As part of the application, you will be required to submit a budget proposal. Please carefully review the Appendix C for a full list of Eligible and Ineligible expenses. To help you prepare your budget beforehand, you can download a template here: [Action to Impact Budget Template](#). The budget proposal must be entered into the table. **Please do not send the template as an attachment.**

Organizations applying with a co-applicant must provide one budget for their organization including their proposed allocation for the co-applicant for the duration of the project. The co-applicant must provide a summary of their project-related expenses and in-kind contribution (See Appendix B). To ensure that the grant program supports as many CASC members as possible, the maximum funding request is \$100,000 per year, for a period of up to two years (\$200,000 total per project).

At least 20% of the total activity cost must be supported through additional funding or in-kind contributions from the recipient organization. A portion of the budget must also be dedicated to program evaluation and learning assessment. This allocation may include, but is not limited to: staff time to design, prepare, administer, and analyze evaluations; focus group honoraria; survey incentive prizes; and materials or supplies related to evaluation tools and activities.

Applicants will also be asked to justify their proposed reach in relation to the total requested funds by providing information such as the average cost per participant and the total engagement hours (e.g., the number of hours of interaction multiplied by the number of participants).

Evaluation and Reporting

Please provide information about your organization's current activities to evaluate the learning outcomes of activities and whether demographic information is collected. Please indicate any barriers to collecting learning impact measures and demographic information. Please note that CASC will be providing Evaluation and Reporting guidelines documents for successful applicants.

Collaboration and Support

CASC supports and encourages collaboration among its members, promoting the sharing of information and resources to benefit the sector. As part of this program, CASC offers access to several Community of Practices (listed above), where recipient organizations can learn from experts and peers, and receive professional development.

Contact Information

For questions about participation in this program, please contact Dr. Krishana Sankar at Krishana@CASC-ACCS.com.

Appendix A

The following is a list of all categories that the Government of Canada is interested in assessing impact for through the Strategic Science Fund program. Successful recipients will be expected to collect demographic information from participants or estimate demographic information from participants.

Source: ISED Data Standards Manual 1.0, February 27, 2024	
EDI Sub-Indicator	
If Participants are self-identifying	
Sub-Indicator: # of People Self-Identifying	
Sub-Indicator: # of People Prefer not to say / Did not self-identify	
If data is approximated or estimated	
Sub-Indicator: Number of participants	
Describe methodology for approximating EDI categories:	
Categories	
Sub-Indicator: # of Indigenous Peoples	
Sub-Indicator: # Black	
Sub-Indicator: # East / Southeast Asian	
Sub-Indicator: # Latino	
Sub-Indicator: # Middle Eastern	
Sub-Indicator: # South Asian	
Sub-Indicator: # White	
Sub-Indicator: # Youth	
Sub-Indicator: # Immigrant	
Sub-Indicator: # Woman	
Sub-Indicator: # Man	
Sub-Indicator: # Non-Binary	
Sub-Indicator: # 2SLGBTQI+	
Sub-Indicator: # Member of official language minority communities	
Sub-Indicator: # Person with a disability(ies)	
Sub-Indicator: #	
Another category	<i>Racialized person living in Canada</i>

***Please note:** Participation in self-reporting is optional for activity participants.

- Applicants should ensure culturally safe, trauma-informed, and inclusive approaches to data collection. Where direct self-identification is not appropriate, recipients may use alternative methods such as regional statistical data,

collaboration with community partners, or other indirect measures to provide the required information and metrics.

- CASC will provide an Evaluation Guidelines document to support recipients in implementing these practices effectively and to ensure data collection is conducted in a manner that is respectful, ethical, and aligned with participant well-being.

Appendix B

The table below lists the questions that Co-Applicants can see on the application form and the questions that co-applicants must answer.

The following form questions are visible to the co-applicant.

Project Description

How would you adapt your project to deliver the proposed activities if awarded the minimum funding amount of \$50,000?

What is your organization's relationship with the equity-deserving community(ies) you plan to engage?

Co-Applicant Relationship

Co-Applicant funding allotment for 2026 to 2027

Co-Applicant funding allotment for 2027 to 2028

The following questions must be completed by the co-applicant

How long have you had a relationship with the primary applicant organization?

<1 year

1 - 2 years

3 - 5 years

>5 years

Please describe your relationship with the primary applicant organization.

Maximum 200 words. Bullet points are sufficient.

Please list past events, collaborations or projects.

How will this project support your community members?

Max 200 words. Bullet points are sufficient.

Please describe how this topic is relevant to your community members and how the activities will support learning and motivation.

What is your role or your organization's role in this project?

Max 200 words. Please list your or your organization's responsibilities and how you or your organization will contribute to this project.

Bullet points are sufficient.

Co-Applicant Expenses

Please indicate how much of allocated funding your organization will use for the following categories for the duration of the project if the primary applicant is awarded its full request.

The expenses should not exceed the total allocation from the CASC member applicant/primary applicant (see above)

- **Staff time/Honoraria**
- **Travel/Accommodation and Participation**
- **Staff Training/Capacity Building**
- **In-Kind Contribution**

Expense Notes

Please provide additional information about the expenses listed above.

Is someone from your organization available to attend the required recipient operations meetings?

Yes

No

Appendix C

Below is a description of eligible and ineligible expenses for the Action to Impact Funding Program.

Eligible costs

As defined by the Ministry of Innovation, Science and Economic Development.

- Research
- Mobilization of Knowledge or Technology Transfer
- Networking
- Operations
- Direct labour (including salaries of students),
- Professional and technical services / contracts,
- Equipment (except major research equipment as further described below),
- Materials and supplies,
- Travel costs as per the conditions in the National Joint Council directive on travel or Treasury Board policies.

[National Joint Council's website](#)

Ineligible costs

As defined by the Ministry of Innovation, Science and Economic Development)

- Costs associated with the construction of, or major renovation to building and structures.
- Costs relating to the purchase or lease of land.
- Costs relating to the acquisition of major research equipment above \$250,000.
- Costs relating to the lobbying of federal officials or public office holders (including by hiring outside firms or consultants)

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