

Using Data to Strengthen Funding Proposals

March 5, 2026



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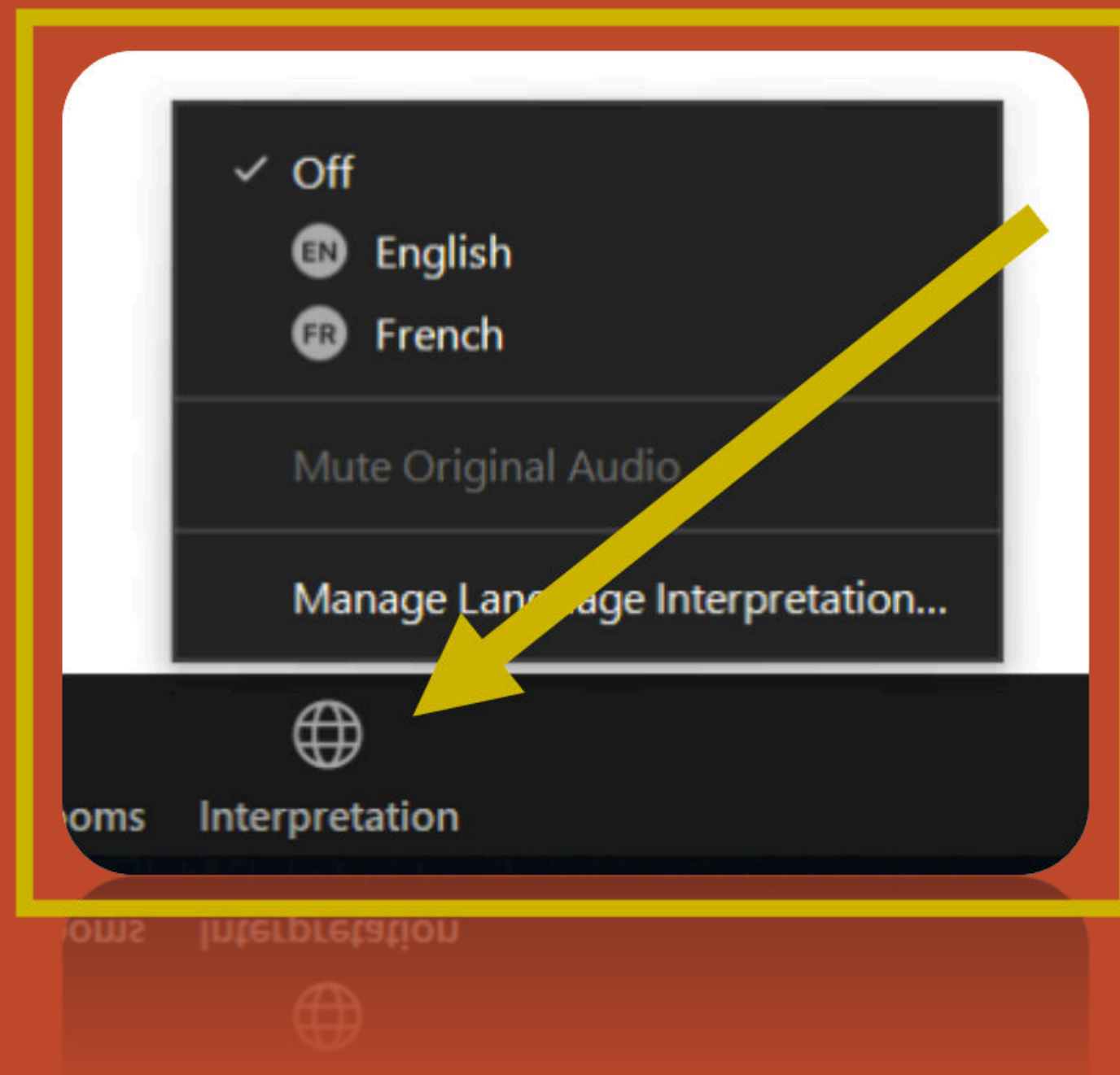
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Interpretation



Access Interpretation | Accéder à l'interprétation

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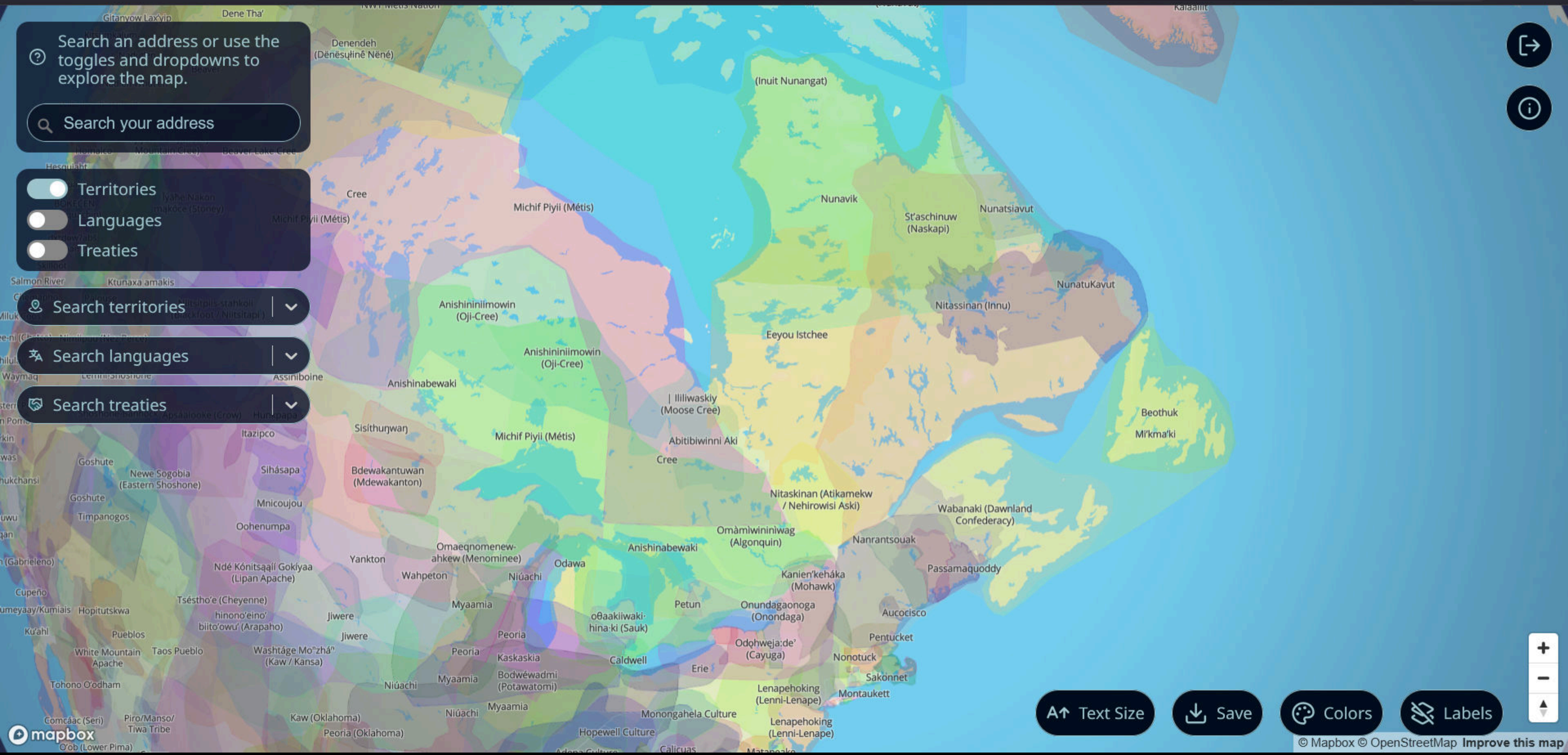
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- Territories
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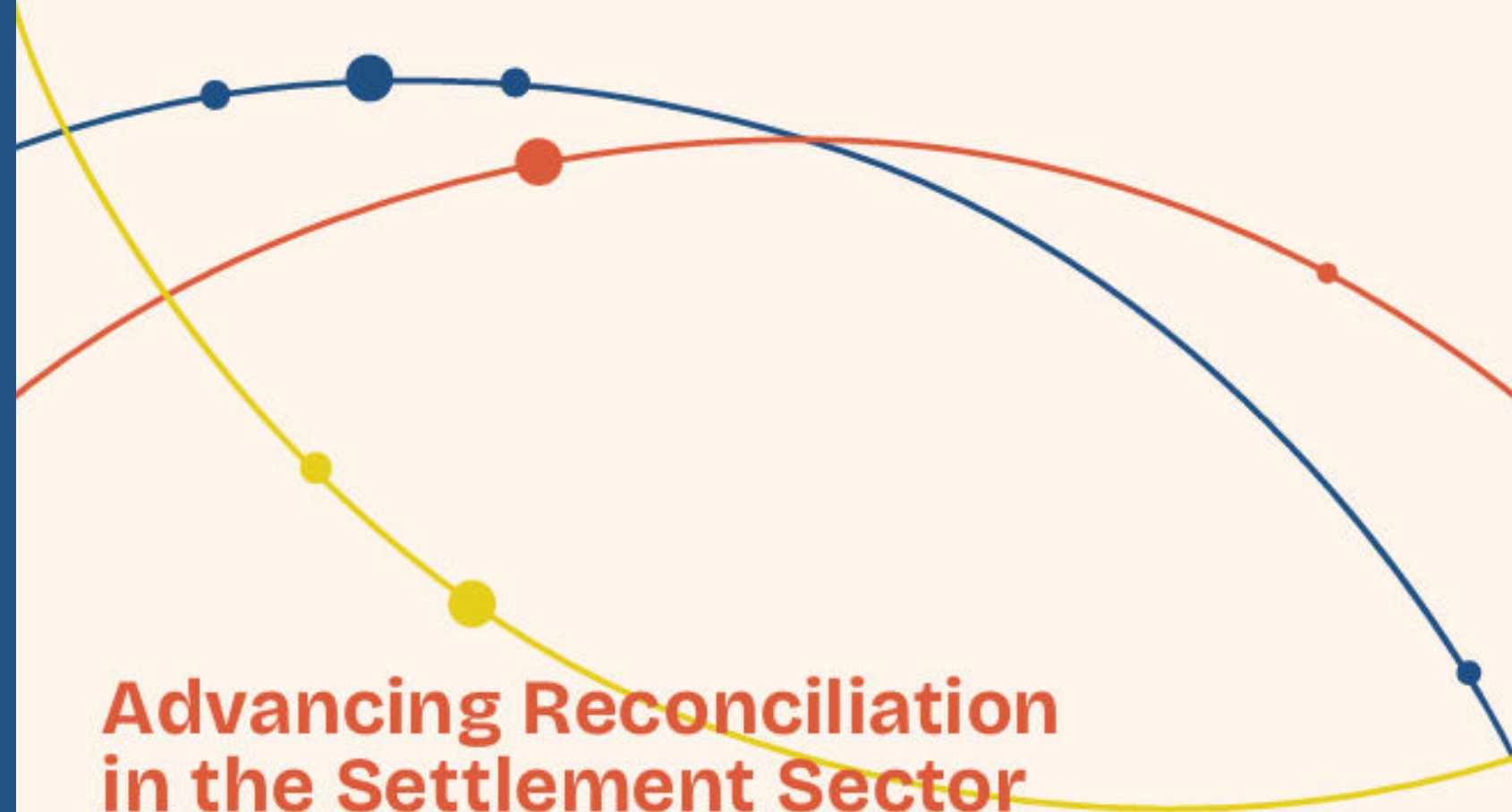
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Advancing Reconciliation in the Settlement Sector

An Atlantic Perspective

February 2026



I. Types of data

II. Anatomy of funding proposals

III. Integrating data

IV. Tips & tricks

V. Finding data

VI. Questions & discussion



Strong funding proposals

- Funder guidelines
- Clearly written and presented
- Evidence-based



CORE Principles (IRCC's 2024 Call for Proposals)

- Client-centred
- Outcomes-driven
 - “Outcomes-driven programming is based on evidence and data.”
- Responsive to need
 - “There should be a clear need for the project, supported by evidence and data.”
- Effective use of resources





What is your level of comfort with funding proposals?

- a) I'm an expert
- b) I know lots but could learn more
- c) I've only written one or two
- d) I'm totally new to this





Types of data

- Demographic data
 - Populations and communities
- Evaluation data
 - Programs and services
- Other data/evidence
 - Research reports, policy studies, public opinion polls, etc.





The anatomy of funding proposals

1. Summary

- 1-3 sentences

2. Problem or needs statement

- What problem will your program/service address?

3. Project description

- How will you address the problem/need?

4. Project details

- Logistics and other considerations



SPO-PEI will deliver an after-school program for refugee youth to support academic learning and prepare youth for the Canadian workforce. Refugee youth can face multiple barriers to integration based on their age and immigration experience. These barriers can include lack of education or work experience, small social circles, and limited fluency in English or French. SPO-PEI will develop and deliver a 10-week after-school program to help refugee youth better prepare for academic and employment success. The program has three core components: facilitated learning about Canadian education and employment; presentations from local employers and post-secondary institutions; and independent work time to do homework while practicing English/French and connecting with peers. Fifteen clients will be selected for the program based on internal needs assessment. The program will run weekly for three hours during the school term, and it will be facilitated by two frontline staff. The program will be hosted in-person at our downtown location, although virtual participation will be available to clients in rural and remote areas.

- Summary
- Needs statement
- Project description
- Project details



Which part of a funding proposal do you find most challenging?

- a) Summary
- b) Problem or needs statement
- c) Project description
- d) Project details



Integrating data: Defining the need

- Demographic data
 - Define/describe populations
 - Compare populations
 - Identify inequities
 - etc.
- Evaluation data
 - Describe service users (who, when, how many...)
 - Identify gaps in service delivery
 - Compare service outcomes
 - etc.



Integrating data: Defining the need

1. Define the client group
2. Make an informed observation
3. Find population data
4. Select relevant data



Integrating data: Defining the need

1. Define the client group

- Refugee youth, Prince Edward Island

2. Make an informed observation

- Many refugees admitted to PEI are children and youth.

3. Find population data

- Open Government > IRCC > Resettled Refugees

4. Select the most relevant data

- For all refugees admitted to PEI between 2015 and 2025, nearly half (47%) were aged 17 years and under at the time of admission (Open Government).
- For all refugees who used services at SPO-PEI in 2025, X% were aged Y years and under.



SPO-PEI will deliver an after-school program for refugee youth to support academic learning and prepare youth for the Canadian workforce. **For all refugees admitted to PEI between 2015 and 2025, nearly half (47%) were aged 17 years and under at the time of admission (Open Government). Refugee youth can face multiple barriers to integration based on their age and immigration experience. These barriers can include lack of education or work experience, small social circles, and limited fluency in English or French (ARAISA 2025).** SPO-PEI will develop and deliver a 10-week after-school program to help refugee youth better prepare for academic and employment success. The program has three core components: facilitated learning about Canadian education and employment; presentations from local employers and post-secondary institutions; and independent work time to do homework while practicing English/French and connecting with peers. Fifteen clients will be selected for the program based on internal needs assessment. The program will run weekly for three hours during the school term, and it will be facilitated by two frontline staff. The program will be hosted in-person at our downtown location, although virtual participation will be available to clients in rural and remote areas.

Assisted Intelligence (AI)

- DO use AI to identify types of data or datasets
 - “I am writing a funding proposal on [topic]. What data can I use to understand the context or define client needs?”
 - “Provide a list of available data or resources on [topic].”
- DON'T use AI to generate specific data



Intersectional Data: Context, Power, and Measurement

Robust data with marginalized communities must be contextual, relational, and power-aware.

- Intersectionality asks:
 - Who is missing when we treat women, newcomers, youth, people with disabilities as single categories?
- When measuring access, ask:
 - Accessible to whom?
 - Under what conditions?
 - At the intersection of which identities and constraints?



Intersectional Data: Context, Power, and Measurement

Example: Domestic Violence Reporting

- Administrative data shows lower reporting among immigrant women.

✗ Abrupt conclusion:

- “There is less domestic violence in immigrant families.”

✓ But did we measure:

- Fear of deportation?
- Financial dependency?
- Language barriers?
- Community stigma?
- Access to culturally competent shelters?
- Legal knowledge?



Community-based participatory research (CBPR)

Shifts research from extraction to partnership

Participants are involved in:

- Defining questions
- Designing tools
- Interpreting findings
- Shaping action

Why It Matters

- Improves relevance
- Reduces harm
- Increases validity
- Corrects assumptions in real time



Community-based participatory research (CBPR)

Key principles of Community Based Research:

1. Recognizes community as a unit of identity
2. Builds on strengths and resources within the community
3. Facilitates collaborative partnerships in all phases of the research
4. Integrates knowledge and action for mutual benefit of all partners
5. Promotes a co-learning and empowering process that attends to social inequalities
6. Involves a cyclical and iterative process



Community-based participatory research (CBPR)

Method Follows Context

- Choose methods that fit lived realities, not default surveys.
- Semi-structured interviews (trauma- and trust-aware)
- Focus groups / story circles (with safeguards)
- Community mapping / participatory needs assessment
- Peer/community researchers

Trust & Safety Matter

- If participation feels risky, your data will be biased.

Design ethically

- Minimum identifiers
- Community advisory input
- Plain-language
- Transparency about use
- Return results to the community



Integrating qualitative intersectional data in funding proposals

- Increases credibility
- Demonstrates deep community legitimacy
- Creates urgency grounded in evidence
- Clarifies why your solution is targeted (not generic)
- Strengthens outcome measurement & evaluation design

Layered data transforms a compelling narrative into an evidence-informed funding case.



Integrating data: Defining outcomes/impact

- Program data from previous years
- Data from similar programs
- Research and reports
- Data should be relevant enough to make meaningful comparison



SPO-PEI will deliver an after-school program for refugee youth to support academic learning and prepare youth for the Canadian workforce. **For all refugees admitted to PEI between 2015 and 2025, nearly half (47%) were aged 17 years and under at the time of admission (Open Government).** Refugee youth can face multiple barriers to integration based on their age and immigration experience. These barriers can include lack of education or work experience, small social circles, and limited fluency in English or French **(ARAISA 2025)**. SPO-PEI will develop and deliver a 10-week after-school program to help refugee youth better prepare for academic and employment success. The program has three core components: facilitated learning about Canadian education and employment; presentations from local employers and post-secondary institutions; and independent work time to do homework while practicing English/French and connecting with peers. Fifteen clients will be selected for the program based on internal needs assessment. The program will run weekly for three hours during the school term, and it will be facilitated by two frontline staff. The program will be hosted in-person at our downtown location, although virtual participation will be available to clients in rural and remote areas. **Existing data demonstrates the positive impact of after-school programming. For participants of SPO-PEI's current homework club for newcomer youth, X% of participants reported increased confidence in themselves and their academic abilities.**



What kind of data are you most likely to use in a funding proposal?

- a) Demographic data
- b) Evaluation data
- c) Research, policy, and other reports
- d) I don't bother with evidence



Tips and tricks

- We are storytellers
 - Data is part of the story
- Don't data dump
 - One or two pieces of data can be impactful
- Work with what you got
 - Data is evidence, not proof



Finding data

Check out the webinar recording for
Immigration Data 101



Finding data

- Open Government - IRCC
 - Permanent and temporary residents
 - Disaggregated (province/CMA, language, gender, age, etc.)
 - Up to date
- Statistics Canada
 - Subject portals
 - Aggregated data and reports



Finding data

- [Atlantic Immigration Spotlight on Data](#)
 - Designed for Atlantic SPOs
 - Application of data for programs/services
- [ARAISA Research Library](#)
 - Database of research reports
 - Searchable by keyword or theme





Questions? Comments?

