



CURA MID-TERM REPORT CURA 2004

Identification																	
File number 833-2004-1004	Title of CURA Community-Based Aboriginal Curriculum Initiatives: Implementation and Evaluation																
Report completed by : Principal investigator with assistance from SSHRC/CURA team																	
Family Name Armstrong		Given Name Helen		Initials D.													
Primary Telephone number (with extension if appropriate) 204-727-7329			Primary E-mail armstrongh@brandonu.ca														
Date Submitted (dd/mm/yy) June 29, 2007		Signature															
COMMUNITY-UNIVERSITY ALLIANCE																	
<p>1. What proportion of alliance members (partners, contributors, etc.) have full access (i.e., unrestricted) to the CURA infrastructure and support?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 16.6%;">Less than 10%</th> <th style="width: 16.6%;">10-25%</th> <th style="width: 16.6%;">25-50%</th> <th style="width: 16.6%;">50-75%</th> <th style="width: 16.6%;">75-90%</th> <th style="width: 16.6%;">90% or more</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>						Less than 10%	10-25%	25-50%	50-75%	75-90%	90% or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
<p>2. Which of the following hindrance factors have been experienced by the CURA / governance structure to date? (check all that apply)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Student recruitment <input checked="" type="checkbox"/> Availability of/access to data (Attendance & achievement data, & teacher rating forms slow to be submitted from participating schools.)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Insufficient complementary funding <input type="checkbox"/> Ethics approval <input type="checkbox"/> Insufficient institutional support <input type="checkbox"/> Obtaining licences, permits, visas <input checked="" type="checkbox"/> Partnership negotiation (Schools in negotiation even when MOU signed)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Physical / material resources (e.g., office space) <input type="checkbox"/> Lack of qualified personnel <input type="checkbox"/> Research Time Stipend (SSHRC) <input type="checkbox"/> Insufficient SSHRC funding <input checked="" type="checkbox"/> Team collaboration (High turnover: several original team members leave positions and school staff members change in participating schools.)</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Other(s) - Please specify: Time required for readiness work in communities</p>																	
<p>3. Has the CURA lead to the creation of new mechanisms within participating universities to enhance responsiveness to communities' research questions?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes (go to 3b.) <input checked="" type="checkbox"/> No (not formal mechanisms, but growth of strong "informal" forums for dialogue)</p>																	
<p>3b. Identify the types of mechanisms the CURA has helped to create (e.g., formal interorganizational links, cross memberships/appointments, supervisory status outside university, standing working groups, etc.).</p>																	



4. How has the level of appreciation among community organizations changed in relation to the value/importance of research since their involvement with the CURA?

Significant decrease in level of appreciation	Moderate decrease	Same	Moderate increase	Significant increase in level of appreciation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Knowledge Mobilization Staff: Indicate the total number of staff (student and non-student) that were hired for knowledge mobilization purposes to date (e.g., research coordinator, staff for dissemination activities, webmaster etc...)?

There have been sixteen people hired in all, including the student research assistants who also serve in the area of knowledge mobilization. The research assistants collect and input data, as well as assist with administrative duties and website management. School-based coordinators facilitate the program in the communities; they are active in providing information for parents, in recruiting artist-educators, and in mentoring both staff and artists into strong working relationships.

6. In general, do the community organizations involved in the CURA intend to continue involvement in research once the CURA is complete?

Unlikely	Possibly	Likely	Definitely	Unknown
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESEARCH TRAINING AND DEVELOPMENT

1. Students and Postdoctoral Researchers: Indicate the total number of students and postdoctoral researchers (both paid and unpaid) that have been participating in the CURA to date. (Please note that total figures will be required in your Final Research Report).

Paid	# Canadian	# Foreign
Undergraduate	11	
Masters	2	
Doctoral		
Postdoctoral		
Unpaid	# Canadian	# Foreign
Undergraduate		
Masters		
Doctoral		
Postdoctoral		

2. If available, append a list of thesis or postdoctoral research projects that have been or will be produced following the students or researchers' involvement in the CURA research activities. Brandon University, as the only university involved in this SSHRC/CURA, is primarily an undergraduate institution, except for the Faculty of Education (and small numbers in Rural Development and Music), which has a master's program. While the principal investigator teaches



courses at the master's level, most students chose the course-based route (rather than project or thesis). We hope to attract more Aboriginal graduate students in Education on a full-time basis.

3. What type of research skills have students acquired through the CURA? (Check all that apply):

- Data collection
- Data entry
- Data analysis
- Computer skills (use of specialized software)
- Proposal writing / preparation
- Research planning
- Report writing
- Publication experience
- Opportunity for thesis work

Other(s) - Please specify: 1) In-school planning for student testing; 2) Practicum placement; 3) Website design and management; 4) Program administration

4. Non-Students: Indicate the number of non-student staff (excluding postdoctoral researchers) that have been hired by the CURA to date. (Please note that total figures will be required in your Final Research Report).

Role	#
Technician (unpaid as BU employee)	1
Consultant	3
Administrative Support Staff	2
Others: Please specify: _____	

5. Explain how the involvement of participants in the research activities of the CURA has improved their collaborative research skills?

Our research project involves a number of partnering organizations working closely with schools within First Nations communities. Such work is allowing all participants: 1) to develop forums for dialogue to become aware of and respond to the needs of Aboriginal children and youth; 2) to organize community-based action research initiatives to answer to needs, which includes activating the skills and talents of all community members; 3) to engage in planning and hosting information sessions and professional development to support teachers, artist-educators, and other community members; 4) to develop and support local tracking (attendance, achievement, teacher rating forms) of students to gauge progress and areas for improvement; 5) to become more knowledgeable about a variety of research measures and to experience the process of data gathering with the aim to be able to initiate other action research projects and track their success (See Personalized Report for more detail).

6. Indicate the total number of courses (university or other) in which CURA research mechanisms, processes or results have been presented (to date):

Our SSHRC/CURA research project has been introduced and discussed in all graduate courses taught by the principal investigator. As well, both university co-investigators discuss the baseline data gathering and results in the following undergraduate classes: Discrimination, Prejudice, and Stereotyping; Personality and Social Development; and Adolescent Psychology.

7. Indicate the total number and append a list of new courses, programs or streams of study that are being offered by universities or colleges affiliated with the CURA as a result of the CURA's activities and accomplishments (to date): There are none to date; however, we anticipate exploring the possibility of elaborating the delivery of current courses, particularly in the master's program in the Faculty of Education. For example, we may encourage our



participating teachers to enrol in our master's Practicum in Education course as they are participating in the program, which would include on-going reflection in the in-classroom integration of cultural artist-educators, the completion of teacher rating forms, and participation in professional development workshops, for example.

RESEARCH AND KNOWLEDGE PRODUCTION

1. Provide a brief overview of the way in which the research team is organized (e.g., units, clusters, themes, teams, departments), as well as a detailed description of planned research projects. Please provide a similar template as the one suggested below.

Project unit/cluster/etc.	Project title	Project lead, affiliation	Specific project-level research objectives	Expected deliverables	Projected delivery date	Projected expenditures (\$)
Name of school (Birdtail Sioux, Long Plain, Sioux Valley, Swan Lake)	SSHRC/CURA cultural arts program	Birdtail Sioux: Jacquie Kasto (& parent volunteers) Long Plain: Lydia Daniels Sioux Valley: Elaine Hall-Pratt & Olivia Murdoch Swan Lake: Deana McKinney & Sharon Gowrulyk	At each participating school: To integrate the skills of community-based artists into the curriculum in order to increase the cultural relevance of school and increase school attendance and achievement, as well as to improve self-esteem and a sense of positive identity.	We expect to continue developing the program with a solid foundation of community involvement and work toward our larger research objectives. We expect to increase awareness for culturally appropriate education for Aboriginal students.	December 31, 2010, which is our current project end with additional year granted. We will apply for an additional extension(s), if needed.	We anticipate, with the evolving program, that the full grant award will be spent upon completion of the project.

2. Research Publications: Indicate the total number of peer-reviewed and non peer-reviewed research publications that have been completed by the CURA to date. (Please note that detailed information on each publication is required in your Final Research Report, which you can begin to fill in immediately by going to https://webapps.nserc.ca/sshrc/logon_e.htm).

Publication Type	# Submitted		# Accepted for publication		# Published	
	# Peer-reviewed	# Non Peer-reviewed	# Peer-reviewed	# Non Peer-reviewed	# Peer-reviewed	# Non Peer-reviewed
Book						
Book Chapter						
Article in Research Journal	1					



3. Append a list of publications sorted by peer reviewed and non peer-reviewed publications and clearly indicate the type of publication (e.g., book, book chapter, article) and their status (i.e., submitted; accepted for publication; published).

Armstrong, H. D., Corenblum, B., Gfellner, B., et al. (2007, March). An initial report of a community university research alliance: *Community-based Aboriginal curriculum initiatives: Implementation and evaluation*. Manuscript submitted for publication to the Canadian Journal of Education; currently within the peer review process; authors include all original co-applicants and collaborators.

DISSEMINATION OF RESEARCH RESULTS

1. Use the table below to indicate the number of knowledge dissemination mechanisms/tools/vehicles the team has already developed (D) or plans to develop (P). Also indicate whether the events are aimed at primarily academic or primarily non-academic audiences, or both.

Contribution Type	# Aimed at academic audiences		# Aimed at non-academic audiences		# Aimed at both academic and non-academic audiences	
	D	P	D	P	D	P
Advisory services						
Article in popular media						
Article in Professional or trade journal						
Conference paper					12	
Conference proceedings					1	
Consultancy						
Creative work						
Database/dataset/archive						
Development of policies and programs (MOU agreements)					3	
Educational aid (Currently we have a booklet of beaded designs on Excel; we anticipate the creation of many more educational aids/curricular resources)					1	
Medias (e.g., interview, etc.)						
Newsletter/press release/pamphlet					1	
Public lecture or address						
Radio broadcast						
Reports						
Television broadcast						
Textbook						
Thesis						
Web site					1	
Other(s) - Please specify:						



2. Use the table below to indicate the number of knowledge-dissemination events that have already been held (H) or that you plan to hold (P). Also indicate whether the events are aimed at primarily academic audiences or primarily non-academic audiences, or both.

Event Type	# Aimed at	# Aimed at	# Aimed at
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3. Knowledge Mobilization Audiences: Who are the main audiences of the CURA's knowledge mobilization efforts? Please check all that apply, then priority rank the top three identified audiences (#1, #2 and #3).



<input checked="" type="checkbox"/> Provincial Government	3
<input checked="" type="checkbox"/> Students: Undergraduate – Graduate	
<input type="checkbox"/> Unions	
<input checked="" type="checkbox"/> Universities	
<input type="checkbox"/> Foreign Government	
<input checked="" type="checkbox"/> Informed Public	
<input checked="" type="checkbox"/> Media	

4. Given the top three ranked audiences above, please rate each audiences' level of influence on the social, cultural and / or economic development of the communities with which the CURA is involved.

Audiences	Low Degree of Influence	Moderate Degree of Influence	High Degree of Influence	Unknown
#1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PERSONALIZED MID-TERM REPORT

All information requested under the "Personalized Mid-Term Report" section is included in attached document.

Format:

- The maximum length is twenty (20) pages. The specified page limit must be strictly observed. Note that the use of appendices is encouraged and will not count within the 20 pages.

Attached

- The use of tables and charts is strongly encouraged.
- The report should have a definite timeframe (monthly, yearly).
- The twenty-page report must be divided into seven specific sections:
 - I. One page summary of the CURA project
 - II. Community-University Alliance
 - III. Research Training and Development
 - IV. Research and Knowledge Production
 - V. Dissemination of Research Results
 - VI. CURA Performance and Evaluation
 - VII. Budget justification

Content:

Section I. One page summary of the CURA project

- A clear statement of the main research objective of the CURA project;
- A brief description of the community-university alliance (who is involved in partnership?).

Section II. Community-University Alliance

- A brief overview of the CURA's objectives, identifying any changes from those identified in the



formal application;

- A discussion of the current and eventual impact of CURA involvement on community organizations and partners;
- A brief discussion of any issues raised by the adjudication committee at the time of the grant decision (that have not previously been discussed), and how they were addressed;
- A description of any changes to the management structure and Advisory Board(s) including the names and responsibilities of additional members;
- A discussion of the effectiveness of the CURA's governance structure in managing key aspects of partnership collaboration (e.g., defining research questions, allocating resources, etc.);
- A discussion of the effectiveness of the means undertaken to ensure the full integration of all team members, collaborators and partners as well as the full integration of research activities. The effectiveness of mechanisms for cross-fertilisation and exchanges between units should also be discussed;
- A description of any changes to the roles and responsibilities of team members, collaborators and partners, and the identification of additional members, collaborators and partners not previously mentioned;
- A discussion of any delays encountered and their impact on anticipated results and project completion date (please identify any significant changes made to the project schedule, providing reasons for these changes);
- A description of any unforeseen major problems encountered and how they were resolved.

Section III. Research Training and Development

- A discussion of the outcomes of plans to train students and monitor their research activities;
- A description of the experience, knowledge and skills acquired by students and community-based representatives participating in the CURA (to date).

Section IV. Research and Knowledge Production

- Provide a clear description of what has been completed to date in terms of research activities and what remains to be completed for the remaining duration of the CURA Project;
- The identification of the top five (5) key achievements of the CURA to date, as related to the CURA program objectives (when applicable);
- Provide details on the following points. If the CURA is divided into project units, the Mid-term Report should provide the following for each unit of the CURA (theme, project, sub-project, or group):
 - a) a brief description of the main research activities;
 - b) a brief description of research methodologies;
 - c) a schedule with the completion date of these research activities;
 - d) the targeted deliverables and dates of delivery;
 - e) the expenditures (total per unit, if applicable).
- The use of a calendar outlining the research activities with the information above is strongly



recommended.

Section V. Dissemination of Research Results

- A discussion of dissemination plans (e.g., strategies; targeted audiences);
- Describe events that have taken place and upcoming events (a list of events can be appended);
- Describe knowledge dissemination mechanisms/tools/vehicles the team has already developed or plans to develop;
- If available, provide the link to the CURA's website with a brief discussion of its content.

Section VI. CURA Performance and Evaluation

- brief overview of the CURAs monitoring and evaluation plan, identifying any changes to performance indicators, and how performance information was measured, monitored and reported on, and any evaluation activities that were conducted;
- A discussion of the performance and progress of the CURA to date using the monitoring and evaluation plan outlined in the Milestone Report ; and
- A discussion of how performance and evaluation information was used by the CURA and its management structure (i.e., decision-making, improvements/changes to CURA, etc.).

Section VII. Budget justification

- A review of the project's budget situation (including the delivery of promised institutional support, cash and in-kind), informing of any anticipated shortfall or additional support and their impact on research plans. (The Council will use the annual financial reports filed each year by the lead university to establish its analysis for committee review. The Principal Investigator should ensure that these statements are accurate and up to date);
- Provide a budget justification for the remaining period of the Project.

ADDITIONAL INFORMATION

- Appendices;
- CURA teams are allowed to append three short documents if they are pertinent to the demonstration of progress during the first half of the CURA grant. These documents may include multimedia, including: CD, DVD, software program etc. SSHRC requests that the team forward five copies of these documents to distribute to every member on the mid-term review committee. SSHRC will also make sure that these documents are distributed to all the committee members. However, because of issues surrounding access to technology, SSHRC cannot guarantee that all documents will be viewed by each committee member. Note that these documents will be viewed by the members prior to the committee's meeting in Ottawa. Note also, that you must inform SSHRC by e-mail if you would like the material to be returned.