PERSONALIZED MID-TERM REPORT
Section I. One page summary of the CURA project
 • A clear statement of the main research objective of the CURA project
   The primary goal of our SSHRC/CURA project is to examine the impact of bringing Aboriginal artist-educators into schools on Aboriginal children's learning outcomes (e.g., classroom grades, school attendance, retention) and their social-cognitive development (e.g. level of cognitive skills, cultural awareness, psychosocial development, identity, and self-esteem). The project includes a program of culturally relevant artistic teaching presentations integrated into the curriculum, in a scheduled series of well planned learning experiences, with articulated outcomes and an ongoing evaluation process. The project involves quantitative and qualitative methods in a longitudinal follow-up design that spans six years. Our major working hypotheses is that exposure to Aboriginal culture integrated within the school curriculum will improve Aboriginal children's cultural awareness and identity, and that, in turn, will increase the personal relevance and importance of school, which then will translate into positive school-related behaviors and achievement. The secondary purpose—community development—is specifically related to the enhancement of skills and talents of community members.

   In addition to the activities set out in the initial proposal, we include an elaboration within this report of a proposed extension to our activities to include sports, both traditional and contemporary (see Section VII). Trained and certified community-based Aboriginal coaches would serve as role models and mentors for Aboriginal children and youth while engaging them in school- and community-initiated courses of instruction.

 • A brief description of the community-university alliance (who is involved in partnership?)
   The following organizations are formal partners with our research initiative: 1) the Aboriginal Education Directorate (AED); 2) the Art Gallery of Southwestern Manitoba (AGSM); 3) the Assembly of Manitoba Chiefs (AMC); 4) Brandon Friendship Centre (BFC); 5) Brandon School Division (BSD); 6) the Brandon University Northern Teachers Education Program (BUNTEP); 7) the Council of Indigenous Elders; 8) Manitoba Culture, Heritage and Tourism; 9) Manitoba Education, Citizenship and Youth; 10) the Manitoba First Nations Education Resource Centre (MFNERC); 11) the Manitoba Indian Education Association (MIEA); 12) the Manitoba Métis Federation (MMF); 13) the Program of the Education of Native Teachers (PENT); 14) Sioux Valley School; and 15) the West Region Tribal Council (WRTC).
   Currently, four First Nation schools are participating in the project, with a fifth community planning to join in September, 2007, and the most active and direct involvement is from these communities. Two Dakota Nation community schools: Sioux Valley School and Chan Kagha Otina Dakota Wayawa Tipi School (also known as Birdtail Sioux School), and two Ojibway First Nation community schools: Long Plain and Indian Springs School (also known as Swan Lake School) are currently involved, with a third Dakota community, Canupawakpa (whose children attend a nearby public school division), to be added in the fall of 2007. Each community school has a community-based coordinator; in three of the schools this role is shared, whereas in the fourth school the role is held by one person. Primary contact with the university is through the school-based coordinator, the principal, and/or the Director of Education in the community. Each community school and each school-based coordinator has signed a Memorandum of Understanding relative to their role (see Appendices Q-8 & Q-9).

Section II. Community-University Alliance

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

The major objectives of this SSHRC/CURA research project are, as stated in the initial proposal:
1. To increase academic motivation (i.e., increasing positive attitudes toward school and a sense of belonging to the school);
2. To increase school retention (i.e., increasing course completion, decreasing drop-out rate, and increasing graduation levels);
3. To improve student school performance (i.e., increasing academic achievement and student involvement in all aspects of school, for example, extracurricular activities, musicals, governance); and
4. To increase psychosocial development and cultural identity development (i.e., increasing attention to future goals and plans, social and cognitive development, and decision-making and problem-solving skills).

To achieve those initial objectives we have created other secondary but necessary outcomes:
1. To build the "space and place" for trusting professional sharing so that skills and talents of everyone can be coordinated toward our mutual objective;
2. To build the capacity for all researchers and participating communities to work together in order to build and maintain cultural arts programs;
3. To achieve the potential of all organizational structures and personnel to lead and manage community-based programs; and
4. To enhance self-confidence among all researchers and community members to nourish and sustain community-based curricular initiatives.
5. To build an appreciation for the necessity of data-driven decision-making.

- A discussion of the current and eventual impact of CURA involvement on community organizations and partners:

When we work together, we increase our understanding of our mutual needs and the skills that we have to contribute to the collective goal of increasing the educational attainments of Aboriginal children and youth. During all stages of our project, the work of the researchers is primarily with adults who influence and deliver educational services. Among the most important aspects in terms of the current and ongoing impact of our project are the following:
1. We are developing a growing awareness among university researchers, community organizations, and partners of the needs of Aboriginal youth and communities;
2. We are building a greater understanding of the legacy of residential schools among all researchers and partners (some of our community people are third and fourth generation residential school families), including the time needed for readiness/relationship work, given that legacy;
2. We are maturing in our ability to organize for a mutual purpose, to coordinate our organizational mandates, and to facilitate the achievement of those mandates for accountability of activity and expenditures;
3. We are learning to understand the nature and working of the "status quo," the manner in which our program initiatives may be resisted even by our own organizations and ourselves, but particularly by current dominant educational structuring. With that understanding and our

common purpose, we are also learning the tactics for effectively challenging the status quo, even when it's our own; and

4. We are developing knowledge of research and its various instruments and methods. That knowledge will assist us in tracking students and lobbying for resources to address areas of need. That knowledge also includes the details of proposal writing and the intricacies of funding agencies and bodies.

- 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:

The adjudication committee raised concerns about the development of the evaluation framework and process as articulated in our grant application. At the time of application, we were uncertain as to whether some of the suggested measures would work, particularly those we needed to redesign for work with children. Two and one-half years into the project we can say that initial testing indicates that the modified instruments work very well. Results from the baseline testing provide a unique and invaluable insight into the psychological processes underlying ethnic/racial identity among Aboriginal children, thus speaking directly to their educational needs and informing community members about future educational directions and goals. Our own concerns focused on implicit measures of attitudes toward in-group and out-group members. At the time of the application, no valid measures of these attitudes existed. Over the past two and one-half years we have developed such measures and administered them to a pilot sample of 100 Euro-Canadian children in grades two through five, as well as 180 Aboriginal children in four First Nation communities. Analysis of responses indicated that, as would be expected, Euro-Canadian and Aboriginal children differed in their attitudes toward members of their own group (in-group) and members of the other group (out-group), but more importantly, that the underlying model that gives rise to those differences was similar in both groups of children. In other words, the two groups are similar in terms of the structural model underlying their attitudes. They differ, however, in the level of their strength of identification toward in-group and out-group members, with Euro-Canadian children identifying much more strongly with their in-group than do Aboriginal children with their in-group.

We also faced challenges in the process of administering the instruments to children in the four rural First Nation communities, with three of the four communities approximately 150 kilometers from the home institution, one to the south-east, one to the east, and one to the north-west, with one closer community, at 50 kilometers to the west. With collaborative effort, we met the initial challenge, which involved the scheduling of testing at a time that suited the schools, as well as planning for rental cars and research assistant (RA) schedules, the latter around those RAs' university class times. We were successful in completing baseline testing of children in Grades 2 through 5 by February, 2007.

We advertised for research assistants in Brandon University's First Nation Aboriginal Counseling program, Psychiatric Nursing program, and Native Studies program. We were able to hire and subsequently train several Aboriginal research assistants who tested children in each community, scored some of the test responses, and entered some of the data into databases (see Section III for details).

Middle-years students (Grades 5 through 8) completed a survey consisting of several instruments (see Appendices G to P for details of these scales). Younger students in Grades 5 and 6 were read questions individually or in small groups, whereas those in Grades 7 and 8 completed the survey in small groups under the supervision of Aboriginal research assistants and one of the co-investigators. Baseline data collection with middle-years students was completed in

February, 2007, in all four participating community schools. High school students were surveyed in two of the communities that offer high school; in another community, students attending high school in public schools outside the community volunteered to complete the survey at their former community school. High school students attending off-reserve schools are often at risk for drop-out before graduation, and, as such, information gained from high-school students provide important benchmark information for the project.

- A description of any changes to the management structure and Advisory Board(s) including the names and responsibilities of additional members:

When the award was granted, our larger group organized into nine sub-committees. These proved to be too cumbersome, and we reorganized into four subcommittees: administrative, grants, schools, and program (see Milestone Report 2006). Our administrative team meets regularly, but seldom with all members gathering at the same time. The principal investigator (PI), Helen Armstrong, has weekly and often daily contact with the two university co-applicants, Barry Corenblum and Barbara Gfellner, especially when testing is being done in the communities, and particularly with the former colleague, since his instruments take up more time in the community because they are individually administered to children in Grades 2 through 5. The PI spends considerable time in the communities during the testing phase. The survey instruments for the older students (Grades 5 through 12) require less time, but also the in-class presence of the co-applicant. Two of our Administrative Committee members have left their organizational positions: our Elder advisor George Desnomie has retired as Executive Director of the Manitoba Indian Education Association (MIEA); the new Director, James Plewak, is the contact for MIEA; Leon Simard has resigned his position with the Aboriginal Education Directorate (AED); his replacement, Diana Jones, is the contact person now for the AED and will be added as a collaborator. Lorne Keeper, the Executive Director of the Manitoba First Nations Education Resource Centre (MFNERC) continues on the Administrative team, with his main contact for the program being the head of Research and Development for MFNERC, collaborator Florence Paynter. The PI meets regularly with one or the other or both Lorne and Florence, and occasionally with MFNERC's Director of Programs, Gwen Merrick. The active involvement of MFNERC reflects the current participation of four First Nations communities, as MFNERC's mandate is to serve the educational needs of the First Nations community schools. Leah LaPlante continues on the Administrative Committee in her role with the Manitoba Métis Federation.

The other committees have not met as frequently, primarily due to the evolving needs of local governance of the program. As well, while we have written some additional *grants* to support our program, we have found that extra funding is not the challenge; rather, our work has been focussed more on community readiness and program development. Our *schools* committee met when we needed to develop criteria to select schools, but since then the work has proceeded in the communities, with the attention to the development of a program in each school that will meet the needs of that particular school and its community. While we are accountable for our funding in relation to the stated purposes of the grant, local control, which involves community and school development and capacity building, is crucial. Having said that, we have regular team meetings with partners, organizations, school-based coordinators, and people from participating communities. At these meetings, progress reports are given and advice is sought from the entire team. As well, there are many meetings betweens individuals and small groups (both with collaborators and community people) and the principal investigator. These frequent face-to-face

meetings, as well as the many e-mail messages and phone calls, constitute a governance structure that more closely meets the continuously evolving needs of our project.

• 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.):

As noted above, the current governance structure, which primarily involves the meeting format, is serving our purpose, given the major focus on local development of the program to suit each community's needs. We have fifteen partnering organizations, including some that primarily serve public schools. Our recent addition of Canupawakpa Dakota Nation, whose children attend a nearby public school division, underlines the importance of the continued input of all our partners in the evolution of the project.

Our research program involves *integrating* Aboriginal artist-educator skills and knowledge into the curriculum, rather than *adding on such skills apart from the curriculum*. Such changes mandate the integral involvement of the community in the school, and involve a fundamental change in how education is delivered to Aboriginal and non-Aboriginal children. We are already seeing how some of our children and youth are responding to the integration of Aboriginal ways of learning and knowing; we are hearing reports from our current schools of the enthusiastic participation of formerly hard-to-reach students in the cultural arts projects.

• A discussion of the effectiveness of the means undertaken to ensure the full integration of and exchanges among 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.

The following means have been initiated to invite/ensure integration of all constituents, as outlined in the proposal:

1. Invitations to participate in the project were sent to all public schools with a high concentration of Aboriginal students and to all First Nations schools in southwest and west-central Manitoba. These invitations were followed up with visits to several communities and schools to explain the program. We had anticipated having ten schools involved but soon realized that that number would be too many, particularly at the outset. Our current four schools, with a fifth to be added in September, is a more manageable number.

2. Meetings (over 230 at this point) have been the most effective manner of including all constituents and ensuring cross-fertilization and exchange (see Appendix BB for a list of meetings, as communicated with constituents, updated from the Milestone Report 2006). Given the number of people involved, with their own work schedules and geographic separation, everyone's voice can be assured most effectively in meetings. The principal investigator is the primary organizer for those meetings, as well as the central person for the communication of ideas and information to all the constituents. Meetings with people from partnering organizations in Winnipeg are often organized over several days so that each partnering organizations' staff has its own time for contribution. Those contributions come together during the larger team meetings.

3. In addition to meetings, regular landline phone, cell phone, and e-mail correspondence serve to keep everyone informed, to facilitate continuous input for program improvement, and generally to keep in constant contact.

4. Professional development (PD) days and community information sessions at each school serve to communicate with staff, artist-educators, and community members about the program and its

potential. At the PD days, the artist-educators and staff members work together to "brainstorm" ways in which the particular artist's skills can be integrated into various areas of the curriculum. Teachers work with sections of the curricula and with Aboriginal perspectives documents that have been created by several of our partnering organizations and community members. At community meetings, the research is explained to parents and community members. The most successful of such presentations happen when we are included in the agenda of a community band council meeting, where the whole community is more likely to attend.

5. We have presented our program and its ongoing research findings at several national, provincial and international conferences. Where possible, constituent members, either from the partnering organizations or from participating schools, have been included in those presentations. For example, people from three of our four community schools have attended and participated in the Congress of the Social Sciences and Humanities, two in 2006 in Toronto and one in 2007 in Saskatoon.

- 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:

      The primary change in the involvement of partnering organizations relates to the nature of the participating communities; all are First Nations and all are within the southwest area of Manitoba, in the Dakota Ojibway Tribal Council (DOTC) area, with a fifth community in the DOTC area to be added in September, 2007. Conversations have explored the possibility of the four original participating communities each mentoring one other community into the project as they became confident with their own program. Even in that eventuality, however, the Dakota communities have suggested that they would mentor other Dakota language group communities, which would still keep us in the DOTC area; however, the two Ojibway communities may select to mentor communities in the West Regional Tribal Council (WRTC), and, thus, the WRTC, as one of our partners, would be more involved. As well, the involvement of partners whose role is to serve public schools will increase with the participation of the public schools that the Canupawakpa Dakota Nation children attend. All partnering organizations serving public schooling are still involved at the Advisory capacity, particularly the Aboriginal Education Directorate (AED).

      The principal investigator has become more involved with the AED and other organizations whose mandate is to serve Aboriginal students. For example, she serves on the Planning Committee for the annual Aboriginal Education Research Forum, which is spearheaded by the AED. Diana Jones of the AED has been asked to join the SSHRC/CURA project as a collaborator.

      Of our initial 33 people listed in the proposal, four people have formally left the project, the first being a co-applicant, the others collaborators: Leon Simard, Dorothy Church, Shelley Hasinoff, and Sherry Peden. The participation of some others has been affected by the decision of their administration not to have any of their schools participate in the project, as in the case of Brandon School Division. Their decision effectively removed five collaborators, including the superintendent—Dorothy Church, Erla Cyr, Donna Michaels, Delvina Kejick, and Gail McDonald—although only one (Dorothy Church) has requested a formal removal from the project. Brandon School Division still continues as one of our partners, however, receiving all correspondence. Seven others have left the positions they held at the time of our proposal writing—Betty Abigosis, Ken Horton, Shelley Hasinoff, Brian Ranville, Eugene Blackbird, Kandy McCorrister, Cathy Mattes, and Sandra Malyon; five of these remain with their partnering

organization (or have moved to a different partnering organization), although in a different role, and are still on our communication list, but given their new responsibilities, are not active as collaborators. While all these changes certainly compromise our team in some respects, the work of all collaborators was crucial in the application process, and their initial roles have been assumed by people from participating communities. We have not added school-based coordinators in participating communities as formal collaborators, given their current role as school employees, as well as their paid work with the SSHRC/CURA program. However, they are action researchers in community work, talking about the program with people and securing parental consent forms, as well as mentoring and monitoring the program in their schools.

- 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):

We have experienced a delay in our program implementation, the details which have been previously outlined. We have found that the readiness process has taken more time than anticipated; this time relates, in particular, to the legacy of the residential schools. Many visits have been made to our current participating communities to explain the project and what it entails. Our study involves action research, that is, the introduction of an intervention and the study of results of that intervention. It takes time to develop an understanding of the program, to decide together how the program will evolve in their school, and why measures and evaluations must be taken. Compounding the historical and epistemic issues, communities sometimes experience staffing changes, which entail continuous mentoring and re-explaining the program to new individuals, who, because they are new, take awhile to become comfortable with all aspects of their positions. While we had originally planned for ten schools, we are pleased with the participation of our four current schools, with a fifth to be added in September, 2007. The school-based coordinators of our three Dakota communities know each other well and plan to work closely together. They have already shared the talents of a hoop dancer, with the artist spending three days in Sioux Valley and one day in Birdtail Sioux.

- A description of any unforeseen major problems encountered and how they were resolved.

We became aware, nearly from the outset, that our time frame would be longer than originally anticipated. We requested and were awarded a deferral of the 2006-2007 funding, which as noted in an appended letter from SSHRC (see Appendix R), provides a new end date for the program of December, 2010. Even at that, as noted in expenditures thus far (see Appendix U-1), we have not spent a significant portion of the funds already allocated.

While the program is being developed and evolving in each community, our initial major expense has been with readiness work and with baseline data gathering. We are developing a solid program in our current four communities, with a new community to be mentored in the fall, and perhaps others to be added as we proceed. The additional new communities may be other First Nations or they may be public schools adjacent to the current participating First Nations schools where the participating community's children attend school (as in the example of Canupawakpa). We are finding, recently, that public schools are enquiring more about the program from the staff from their First Nation "feeder school" communities. We are excited about those conversations. For example, the Director of Education from Canupawakpa Dakota Nation, Noella Eagle, is one of our collaborators; she was the principal of Sioux Valley School during the time of proposal writing. There is no school at Canupawakpa; the students are bussed to nearby schools in Fort la Bosse School Division (FLBSD). While FLBSD requested and

received a presentation about the program at the outset, their schools declined participation at that time; now the public schools that the Canupawakpa students attend are joining the project.

Change in the educational system will take place when Aboriginal people insist that changes be made and mentor those changes in their own communities and in public schools. Part of the challenge in working with Aboriginal communities reflects attitudes of historical distrust, a legacy of both past and present experience with colonization and its accompanying systemic discrimination. Our project is helping to establish the "place and space" for changes to occur. It takes time, however, to really get to know each other and to build the trusting relationships needed to create and sustain strong, culturally relevant, educational programs. At the same time, our research instruments involve asking what some might consider tough questions. We are studying aspects of cognitive development, identity, and self-esteem. We are hypothesizing that all will improve with expanded involvement in positive cultural activities integrated into the curriculum. We feel that questions related to identity and self-esteem need to be asked. We are losing youth from school and finding them often drawn into a life that is self-destructive. We need our Aboriginal youth to complete school and to take their rightful place in a strong Canadian society. Questions that may point to ways to improve existing processes and structures need to be addressed. In this way changes can be made that benefit Aboriginal children and youth in all communities, not only those who are current participants in our SSHRC/CURA project.

Section III. Research Training and Development

• A discussion of the outcomes of plans to train students and monitor their research activities:

The program of our activities described in the SSHRC/CURA project entails considerable training and monitoring of research activities. The major outcome of our training plans has been the development of a group of Aboriginal research assistants who can: a) acquire necessary skills to administer and score standardized tests; b) mentor future research assistants; and c) help each successive cohort of assistants acquire insights into and skills devoted to the scientific enterprise. What research assistants learn and the skills they acquire are continuously mentored and monitored by senior members of the research team during the testing phase, as well as when test results are entered for data analysis. Students are developing skills in the use of both quantitative and qualitative methods of research, working with school children and youth individually and in groups, and in the compilation and reporting of findings. As well, research assistants who are working with the administration of the program are learning various aspects of that administration, including, on a larger scale, how to organize the overall program, and, on a smaller scale, how to reconcile budget statements and manage a website. These skills will benefit students in terms of future employment opportunities. One of our research assistants, for example, recently relocated to Alberta. She quoted her experience in our project on her résumé; the principal investigator received a call from the prospective employer and was happy to give the RA a positive reference. As well, our students from Brandon University's First Nation and Aboriginal Counseling program have been able to use their research time toward completion of their in-field practicum requirements.

• A description of the experience, knowledge, and skills acquired by students and community-based representatives participating in the CURA (to date):

Since the start of the research program, we have been actively involved in recruiting and training suitably qualified Aboriginal research assistants. Inquiries about research assistants were

made through Brandon University's First Nation Aboriginal Counseling program, Psychiatric Nursing program, and Native Studies program. Initially, seven people responded to our request for research assistants. All interested participants completed several hours of training on the administration and scoring of all test materials. Specifically, research assistants learned how to administer and score the Goldschmidt and Bentler test of object conservation (see Appendix F), the Harter and Pike test of perceived self-competencies and skills (see Appendix B), the Multi-Response Racial Attitude Scale (see Appendix D), and a picture-sorting task (computer-based). In addition, all research assistants learned how to access and present computer-based test instruments (see Section IV for details). On the computer-based tasks, research assistants learned, for example, how to access files containing implicit measures of attitudes toward in-group and out-group members and measures of self-esteem. In addition, they learned how to present these tests to children in a way that would encourage children to respond in an honest and forthright manner. Research assistants also learned how to interact with children and adolescents in the use of survey methods, collection of individual and group data, with structured and open-ended measures (see Appendices G to P). Aboriginal research assistants are also involved in scoring the Possible Selves measure (see Appendix N), data entry, and in the compilation of findings. The next phase will include training the research assistants in the use of focus group methods with Elders, parents, students, and other community members.

The school-based coordinators in each community are becoming more knowledgeable in the administration of every facet of locally-initiated projects. In each instance the coordinator is from the community (except in one instance where the assistant-coordinator is from outside but teaches art in the community), and is enthusiastic about the potential of the program. As we proceed, the coordinators are learning: 1) to communicate about the program with all constituents, especially during the collection of parental permissions forms, which sometimes entails home visits; 2) to recruit artist-educators and assist them in filling our their necessary information forms; 3) to plan for and host Professional Development and information days within the school and community; 4) to mentor both teacher and artist-educator into developing more comfort with classroom collaboration; 5) to communicate with university researchers and curriculum developers in order to mentor an evolving program; and 6) to complete the requisite documents that will allow the program to be tracked and accountable. We continue to work toward realizing well-administered SSHRC/CURA programs at the local level.

One of our communities, in particular, Sioux Valley, has been with the project from the application stage and has school-based coordinators who are very active with continuous suggestions to the PI about ongoing plans and needs. The fact that Sioux Valley is also the closest community to Brandon is significant to note; the principal investigator has many more opportunities to meet face-to-face with staff, and has often been invited, to the high school in particular, when an artist-educator is participation in classroom instruction.

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:

At present, we have completed all baseline testing in Grades 2 through 5, with a total of 180 students in those grades having been involved. In September and early October, 2006, 44 students in Grades 2 through 5 attending school in Swan Lake First Nation completed all measures outlined in Appendices B to F, as well as several computer-administered measures). In October and early November, 2006, 56 children in Long Plains First Nation school participated.

In later November and December, 2006, and in January, 2007, 55 Grades 2 through 5 students in Sioux Valley First Nation school participated, and, finally, in January and February, 2007, 27 children were tested in Grades 2 through 5 in Birdtail Sioux School. From February to April, responses to all measures were scored and coded by the one of the co-applicants and entered into databases for analysis. Analysis of baseline data has been ongoing since mid-March, and should be completed by July, 2007. As noted, measures of implicit in-group attitude among children were developed specifically for this project. Subsequent to data collection, beginning in February, 2007, considerable time and attention have been devoted to analyzing data from these measures and comparing responses from these measures to responses obtained from explicit measures of in-group attitudes. This analysis is complete, and results have been presented in an invited address by one of the co-applicants at the Canadian Psychological Association meeting in Ottawa in June, 2007.

Baseline data gathering has also been completed for students in Grades 5 through 8 in all four schools, and with Grades 9 through 12 in three communities, with 220 students participating. In October, 2006, 29 students in Grades 5 through 8 attending school in Swan Lake First Nation and 12 high school students attending school out of the community completed the survey measures. Sixty-six students in Grades 5 through 8 at Long Plains First Nation were surveyed in November, 2006. In January 2007, 41 students in Grades 5 through 12 completed the survey in Birdtail Sioux First Nation. Fifty-two Grade 5 through 8 students at Sioux Valley First Nation completed the survey in February, 2007, with 20 high school students completing in June, 2007.

Data entry for responses collected from middle and high school students has been completed as has scoring for the Loevinger Sentence Completion Test of Ego Development (see Appendix H). Data analysis has been ongoing since April, 2007, and will continue into the summer, followed by the writing of reports and papers. Scoring and analysis of the Possible Selves (open-ended; see Appendix N) measure is ongoing. Scoring of responses to this measure involves the additional training of two research assistants, who will with the co-investigator, one working to score the responses and the other to check for scoring consistency/reliability.

Testing will resume in September, 2007. At that time, measures used at baseline that were uninformative, too difficult for students, or too cumbersome to administer will be dropped and other items developed and used. We anticipate testing annually starting in September of each year for the duration of the project. All the while the cultural arts programs are being developed, implemented, and continuously improved in all communities. Initially, even the process of receiving parental consent for student participation has been very time-consuming for community-based coordinators, often involving home visits to explain the importance of the program and its accompanying testing and tracking of attendance and achievement.

- The identification of the top five (5) key achievements of the CURA to date, as related to the CURA program objectives (when applicable);
    Our SSHRC/CURA project has achieved:
    1) Cooperation between Aboriginal and non-Aboriginal communities as a means of achieving goals desired by Aboriginal communities and organizations;
    2) The development and growth of trusting relationships for successful work toward a mutual goal;
    3) A structure of program administration that serves our objectives and allows us to complete our work, including the setting of benchmarks to provide an understanding of developmental milestones (on-going change) and to evaluate progress;

4) Progress toward understanding the importance of a data-driven, empirical basis for decision-making, even when the questions are "tough"; and

5) The participation of four First Nations communities working toward the creation, maintenance, and growth of the program in their school, with a fifth community to be added in September, 2007.

• 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:

Baseline testing began in September, 2006, with Grades 2 through 5 in Swan Lake First Nation School with four Aboriginal research assistants testing 44 children on implicit and explicit measures of cognitive development, attitudes toward in-group–out-group members, the importance of school relative to other community organizations and relationships, self-esteem, and salience of race as a categorizing factor. The same battery of tests was administered by our research assistants to students in Long Plains First Nation School, Sioux Valley Dakota Nation School, and Birdtail Sioux First Nation School. The number of boys and girls tested in each grade within each community are presented in Table S-1 (see Appendix S). Baseline testing was complete by February, 2007. Children's responses to all measures were scored and entered into the appropriate databases for subsequent analysis. Data analysis began in February, 2007, and continues to present. Presentation of preliminary results began in June, 2007, with papers scheduled for submission for publication by August, 2007. A paper that details the program and its initial findings was submitted to the *Canadian Journal of Education* in April, 2007, and is currently under review. It is anticipated that a second year of testing will begin in the same schools in September, 2007, as well as baseline testing for the Canupawakpa Dakota Nation students attending public schools.

Concurrent with testing in elementary grades, two Aboriginal research assistants and a co-investigator conducted baseline data gathering in October at Swan Lake (Indian Springs School) with 29 students in Grades 5 through 8. At Swan Lake, 12 high school students were bussed en route to home from attending school outside of the community; they were provided with a hot lunch and completed the survey in a group setting at the community school. During November, 2006, and January, 2007, three Aboriginal research assistants and a co-investigator administered the survey to 66 students in Grades 5 through 8 at Long Plain School. The survey was conducted by three Aboriginal research assistants and the co-investigator in Birdtail Sioux First Nation with 41 students in Grades 5 through 12 in January, 2007. In February, 2007, a total of 52 students in Grades 5 through 8 completed the survey in Sioux Valley School under the direction of two Aboriginal research assistants and a co-investigator. Twenty high school students at Sioux Valley Dakota Nation were surveyed in early June. Data entry has been completed and scoring of the Possible Selves measure is in progress; data analysis will continue into the summer. (See Appendices T, Table T-1, for a breakdown of survey participation by grade across the four schools; see Appendices T2 though T4 for preliminary results of some other measures). Community-based coordinators from each participating school are collecting and compiling attendance and achievement data, which they will then forward to the university researchers. Such data is crucial in tracking the progress of our students throughout the time of the grant.

In each community, the action research program is evolving, with the most artists coming into the classrooms in Sioux Valley and in Swan Lake. In Birdtail Sioux the school has built our

SSHRC/CURA program into their formal school planning process, with attention to initial professional development sessions in late August, 2007. In Long Plain we have a large number of community-based artists. With a majority of the Long Plain teachers and educational assistants coming from the community, we have great potential, especially with the current community-based coordinator able to spend more time with the program in the coming year.

Communication about the program and its progress has been ongoing through papers and presentations at professional forums and conferences at the provincial, national, and international levels. Presentations will continue to be made in participating communities, to Directors of Education, principals, school staff, community-based coordinators, and other community people.

b)   A brief description of research methodologies:

Two methods of self-reports characterize baseline testing for children in Grades 2 through 5. In the first method, children in each grade responded to a series of questions posed by research assistants. In this interview format, children responded to questions about: 1) their level of cognitive development (see Appendix F); 2) their level of self-esteem (see Appendix B); 3) the importance of race as a categorizing variable (picture-sorting task, computer-administered measure); and 4) attitudes toward in-group and out-group members (see Appendix C, picture selection task, computer-administered measure). On the second group of measures, responses from each child were gathered by computer-administered tasks. Items represented: 1) implicit measures of attitudes toward in-group and out-group members; 2) paired comparison ratings of the importance of school relative to other community organizations and personal relationships; 3) Aboriginal identity; and 4) measures of attitudes toward in-group and out-group members. The latter four instruments were presented on laptop computers, with four stations for individual testing.

The survey component involves both quantitative and qualitative measures, all of which have demonstrated reliability for use with Aboriginal students in Grades 5 through 12. The quantitative measures include: global self-esteem and specific aspects of self-image (Rosenberg; see Appendix I); Aboriginal identity, including measures of achievement and cultural identity status (see Appendices J & K1, K2, & K3); involvement in negative and positive activities (see Appendix M1 & M2); cultural activities and awareness; current and future goals (Possible Selves; see Appendix N); social supports and resources as well as psychosocial development (see Appendix L). The qualitative measures consist of: Loevinger's Sentence Completion Test of Ego Development, a measure that reflects social-cognitive as well as self-development (see Appendix H); and Possible Selves, an open-ended self-concept measure that includes expected and feared aspects of the evolving self (see Appendix N). These measures tap different components of constructs expected to contribute to optimal development and functioning over childhood and the adolescent years.

c) A schedule with the completion date of these research activities:

As noted above, a tentative working schedule and completion dates have emerged from the baseline testing phase. Testing begins in the fall of each school year and should end by February of the following year. Data entry and analysis begin shortly thereafter and should be complete by July with report-writing and conference presentations being done continuously from the beginning of the data analysis phase. All the while, the program delivery and continuous evolution is ongoing in all communities.

c)   Targeted deliverables and dates of delivery:

As noted, our research objectives constitute our "targeted deliverables." We wish to realize increased school attendance and achievement in students, and enhanced community

development within our participating communities. Those "dates of delivery" are ongoing with the evolving program in each community. Our end date of the grant, with the extension already granted, is December, 2010. We intend to apply for an additional extension(s) after that time until the end of the 2010-2011 school year (or until the funds are exhausted). We believe that our slower progress does not diminish the importance of our work and its continued funding.

d) Expenditures (total per unit, if applicable):

The record of expenses is included in Appendix U-1 (Note: Because the form included in appendix U-1 involves the codes as used by Brandon University, we also include copies of the Form 300 statements from each budget in Appendix U-2, which uses different codes). Monthly reconciliation statements are presented to all the constituents of the grant, including the participating communities (Samples are provided in Appendix U-3, again using the Brandon University codes). In terms of sub-grant allocations, to date (including requests to June 29, 2007), Birdtail Sioux has received $4,000, Long Plain has received $3,000, Sioux Valley has received $10,000, and Swan Lake has received $9,000. A statement of our initial budget allocation for each community is included in Appendix V. Note that the cost for administered research instruments in each school is not included in the budget allocation for each school. As the study evolves, with increased activity in the current schools and with additional nearby schools/communities mentored into the program (e.g., Canupawakpa Dakota Nation), we will see greater actual expenditures.

• The use of a calendar outlining the research activities with the information above is strongly recommended.

The project follows the initial calendar involving cultural activities integrated into the curriculum in the schools for the entire school year. These activities may include some after-school work, both for the benefit of students and to mentor artist-educator comfort with the in-school program. Testing will continue each year from September to January or February. A calendar is appended that conforms to the school year (see Appendix W). We hope for an additional extension if our funds are not exhausted by the current adjusted grant-end date (December, 2010).

Section V. Dissemination of Research Results

• A discussion of dissemination plans (e.g., strategies; targeted audiences):

The plans for dissemination include activities at the local, provincial, national, and international levels. At the local level, we have held Professional Development days/workshops and/or community meetings in the participating communities. Such gatherings fulfill several interrelated objectives. Workshops allow for the exhibition of work of the local artist-educators and participation of teachers and community members in working toward a shared understanding of how to integrate the artists' skills within the curriculum. Our participating communities will plan community exhibitions of student work in the coming year, and one of our partnering organizations, the Art Gallery of Southwestern Manitoba, has agreed to host exhibits of student work. As well, the Dakota participating communities have noted their close relationship to Dakota communities in the United States, highlighting the possibilities of exhibits of artist-educator and student work in those other communities. Workshops also serve to continuously inform constituents of the program, to communicate results from the program, and to facilitate discussion within the community about how to meet the needs of Aboriginal children and youth.

At provincial, national, and international levels, we have been involved in presenting at a number of conferences, as noted in appended document (see Appendix X). At those sessions, the nature and progress of our program are communicated. In many instances, partnering organizations and/or participating community schools, the latter usually involving school administration and/or the community-based coordinator, take part in the presentation. There is always interest expressed in our program at the conferences, with administrators and staff from other schools, universities, and professional organizations asking questions about the project, and reflecting upon ways to incorporate such a program in their own school. We have distributed many copies of the research proposal, the measuring instruments, draft papers, and power point presentations.

• Describe events that have taken place and upcoming events (a list of events can be appended):

As noted above, Professional Development days and community information events have been held (see Appendix Y). Both forums provide valuable opportunities for teachers and administrators in participant schools to talk with the university researchers and members of partnering organizations about the project, and as a result of such discussions, develop self-confidence in their skills and their abilities to integrate their skills, as well as those of the artist-educators into classroom instruction.

We are planning a culminating symposium and youth conference. This joint event will combine informational sessions for partnering organizations regarding the results of the entire project, as well as a youth conference that both allows the youth to showcase their cultural knowledge and add to it with speakers and activities. In the fall of 2007 a Planning Committee will be formed to develop a program and plan the details of the event.

• Describe knowledge dissemination mechanisms/tools/vehicles the team has already developed or plans to develop:

These dissemination mechanisms, including aforementioned meetings, professional development workshops, presentations, and exhibits, have been described. In addition, we plan to contract the services of a skilled person who will build an annotated bibliography of resources for Aboriginal cultural arts. We plan to review the resources, making selected purchases for our schools. This initiative will assist all constituents, as the resource will serve to illustrate Aboriginal talents and encourage communication, sharing, and dissemination of our own communities' talents using a variety of mechanisms at the local, provincial, and national levels.

• If available, provide the link to the CURA's website with a brief discussion of its content:

Our website (http://www.brandonu.ca/cbacic) provides information under the following headings: program, committees, schools, gallery, calendar, grants, and contact. We include a brief description of the program, records of all meetings and reports (under Committees), a list of our schools, a calendar of events, information concerning further grants, and contact information. With the evolving program, we have not developed the website as fully as anticipated at this time. Initially, the website was started in one participant community, Swan Lake, by an art teacher and assistant to the school-based coordinator. Currently the website management has been moved to Brandon University because it is easier to send and coordinate contributions from the communities and format pages in a common and consistent style. As well, one of our Aboriginal research assistants has become more familiar with web design and construction.

Section VI. CURA Performance and Evaluation

- A brief overview of the CURA's 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:

We planned on and anticipate continuing to monitor children's performance on implicit, computer-based measures and explicit, interview measures once-a-year for the grant's duration. Our initial complement of measures was drawn from existing research findings on social and cognitive measures of in-group attitudes and identity. To this, we added other measures that might give further insight into how Aboriginal children conceptualize their in-group membership. After one full year of baseline testing, it appears that some measures may be discontinued and replaced with other measures. For example, children in Grades 2 through 5 completed an implicit measure of in-group attitudes that compared Aboriginal-Canadian and African-Canadian children. This comparison was chosen because some First Nation collaborators noted that Native youth sometimes identify with "Black" culture, particularly the clothing styles and rap music. Analysis of the implicit measure of the Aboriginal-Canadian and African-Canadians revealed no clear attitude structure, unlike that seen in analysis of the Aboriginal-Canadian and White-Canadian measure. In other words, Aboriginal children, at least those in Grades 2 through 5 that we tested, do not have firm associations between the concept "Black" and positive or negative attitudes. The Aboriginal-Canadian and African-Canadian implicit association test will be deleted from future testing for the younger students, but may be redesigned for the older students (Grades 5 through 12).

Several learning outcome measures were proposed in our initial submission: school attendance, teacher ratings on children's level of cognitive competency, peer acceptance, and physical development. A copy of the teacher rating form can be found in Appendix Z. Those forms, which include rating scales for cognitive competency, peer acceptance, and physical development, were distributed to classroom teachers.

- A discussion of the performance and progress of the CURA to date using the monitoring and evaluation plan outlined in the Milestone Report; and

As outlined previously, we have completed baseline testing and data entry and are currently completing data analyses. School attendance records have been received from some of the schools for the September to December period. We are awaiting the rest of the attendance data, as well as some of the achievement data and the teacher rating forms of children's competencies and skills. When this information is received, it will be entered into existing databases and relations between teacher ratings, results from children's responses to test questions, and interviews will be examined.

- 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.):

Data analysis from the baseline testing phase will be completed by July, 2007. A meeting with school-based coordinators is planned for August 22, 2007, to plan for the fall programs and exchange ideas. A team meeting of all constituents will be convened in the fall to discuss ongoing results and to invite suggestions for improvements to the measuring instruments and overall outcomes. As well, separate meetings with each participant school community will be held to discuss the former year's progress, to make changes in the program where deemed advisable, and to plan for both the short-term (upcoming year) and the long-term

(SSHRC/CURA program duration and thereafter). Plans for communication with Chief and council in each community will be made through the school-based coordinator and the administration of the school.

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):

> We are in an excellent financial situation to realize anticipated growth and development of the program (See Appendix U-1). Initially, the program was to be implemented in ten schools. We have found it more manageable to focus attention on the current participating four schools, with one more to be added, especially given the time needed to create and sustain a strong program. We began with hiring a part-time office person on campus, with the plan that the evolving program would see the position expand to full time. When we took more time in readiness than anticipated, and when that person moved to other opportunities, we decided to hire a research assistant (RA) to help with office responsibilities, given that the RAs had become so knowledgeable about the program and had worked in the communities. During this evolution phase, it has been decided that more funds should be channelled into support of the program at the community-based level, in terms of a local coordinator and more financial support for the artists. This support is absolutely essential, given the lack of other funding for such programs, especially in First Nations schools.

> We have received excellent support from our host institution, Brandon University, which has provided us with an existing two laptop computers and allowed us the purchase of two more laptops from university funds. The university has assigned more office space and has allowed us to renovate some offices in order to have sufficient room and more pleasant surroundings to work. We have held numerous meetings at the university and been pleased with all services provided for those meetings. As well, we are very pleased with assistance from Jerry Storie, Dean of Education; Jeff Williams, Vice-President, Academic, and the research office staff; and accountants with Brandon University, especially Erlin Zurawski and her former colleague in the position, Keven Bowie. Everyone has been supportive, as well, with the assignment of Research Time Stipends. Partnering organizations also have been supportive, with in-kind contributions of staff/co-applicant/collaborator time, as well as support for travel to all meetings and participant community visits.

> We wrote some grant applications for funding from other sources (See Appendix AA, updated from the Milestone Report). Three of the applying schools, together, received $10,000 in funding from the ArtsSmarts program. Sioux Valley School, with the Principal Investigator, received $2500 from the Brandon University Community Outreach Committee to support after-school programs that would complement our SSHRC/CURA program. Sioux Valley, Swan Lake, and Long Plain each received grants from the School and Community Arts Program 2006. There were three programs under the initiative with $4,000 being awarded to each school under the Arts Education Access Program and each Swan Lake and Sioux Valley being awarded $2,000 under the After School Arts Enrichment Programming for Students. At the time of those applications, Birdtail School was not a participant school. We also applied, unsuccessfully, to the Canada Council for the Arts, to the Thomas Sill Foundation, and to the

Brandon University Student Union Work Study Program. As well, we applied for an Aboriginal Development grant in 2005, under the title "Summer Culture, Sports, and Leadership Camps for Aboriginal Youth." It remains our contention that Aboriginal children and youth would benefit from summer programming that would support ongoing success in school. We did not receive that funding, but we were awarded a 4A designation (proposal approved but funding exhausted).

Given our responsible stewardship and resultant healthy financial situation with our SSHRC/CURA funding, we are asking the adjudication committee to allow us to expand our in-school program to include more support for physical activities for the students. We are finding that the cultural activities are very important, but that they constitute only part of what is needed for Aboriginal youth to stay in school, particularly the boys. The PI and one of the co-applicants are involved in another research project, entitled "A Study of Alternative Education: Conversations with Youth and their Caregivers," which focuses on youth appearing before the justice system (funded indirectly by SSHRC, through the Brandon University Research Committee). As well as collecting demographic data, we are asking the youth questions about their life outside of school, past experiences in school, future goals and plans, and, most importantly, what they would create as an "ideal school" that would keep them there until they graduated. One of the themes emerging from these interviews alludes to the importance of sports. Many of the youth say that the ideal school would involve a strong sports component, but none indicated any such personal involvement at school. Adult interviewees working in the justice system (who we have also included in the research) have underscored the importance of both culture and sports for the youth, who are still primarily Aboriginal males.

As an evolving SSHRC/CURA program, we want to add activities to our program as we deem it necessary, in order to meet our objectives. We anticipate applying for a SSHRC Sports Participation grant, but to prepare for that application process, we want to approach our participating communities, gauge their support, and begin with a program of mentoring community-based coaches of various sports, both traditional Aboriginal sports like track and field and lacrosse, which would fall under the proposed activities of our SSHRC/CURA grant, or contemporary sports like soccer, basketball, and volleyball, which would extend beyond the current activities of the SSHRC/CURA, but would still be embraced by the objectives of the research, which is to keep youth engaged in school and attending until they graduate with their Grade 12. In other words, our SSHRC/CURA would provide the seed/development money and infrastructure support to establish a foundation for a strong proposal for a future SSHRC Sports Participation grant.

This proposed extension is particularly relevant as the province of Manitoba, in September, 2008, extends the requirement for mandatory Physical Education to include both Grade 11 and Grade 12 (from the current core requirements for only Grades 9 and 10). It has been suggested that team and individual sports, initiated both within the community and the school, may be counted for credit completion of the new requirements. We would train coaches from the communities to work with the students. These mentored community coaches would also provide excellent Aboriginal role models and local support people for our youth. We have the strong support of a Brandon University Physical Education colleague: former basketball coach Jerry Hemmings is enthusiastic about participating in this expanded endeavour. As well, our current community-based coordinator at Sioux Valley, Elaine Hall-Pratt (who is also the Director of Curriculum and Language for the school), has a strong background in sports achievement and

coaching accreditation, as has Noella Eagle from Canupawakpa. We see these three individuals as crucial in promoting and establishing our expanded activities into the area of sports.

In many communities, school buildings are not used to capacity after school and on weekends. We need to create a healthy space and activities where Aboriginal youth will feel a positive sense of belonging. We need to develop our schools as hubs of activity after school, on weekends, and during holidays.

• Provide a budget justification for the remaining period of the Project.

See Appendix CC for the projected budget for the rest of the project. It notes a much larger amount in the final year, in order to fund a combined symposium and youth conference. We have begun conversations about the nature of the conference; we will begin planning meetings for it in September or October, 2007. With reference to other budget years, we will spend more money on cultural artists and art materials, or divide the funds between cultural artists and community school sports initiatives if the proposed elaboration of our activities is approved.

The following paragraphs will include a written justification for expanded expenditures, utilizing codes (numbers in parentheses) articulated by our host university. It is to be noted that the nature of our evolving SSHRC/CURA means that the projected budget may change. We have not, for example, detailed specifically within budget projections, the cost for the final symposium and conference. We will plan for that conference with the current grant extension, for the spring of 2010 (as noted in our calendar; see Appendix W).

1) Our RTS (Item #2) budget will increase as the amount for sessional stipends increases at our university.

2) We do not plan for a support person (#4) at the university for the rest of the grant's duration, but instead will hire student assistants (#s 5, 100, 101, 102, 105, 110, 106) whose skills are constantly mentored and who will develop an enhanced résumé for future employment opportunities. We thus see our student assistant salaries increasing, but not to a huge extent, as their primary work will still involve testing in the field. We are assuming an increase in salary range as the grant progresses. Currently, our RAs are earning in the $10.50 hourly range.

3) Travel costs (#201) will increase as we spend more time within the communities, and as everyone, including community people, go to more PD workshops, professional forums, and academic conferences. We expect to attend some international conferences, as noted in the original proposal, which are more costly. Currently we rent cars on a day-by-day basis for our testing work in the communities; with time, we may find that travel obligations require a rental car on a monthly basis. In addition, as we add more communities (e.g., Canupawakpa Dakota Nation), we will incur more travel expenses.

4) We expect to increase our book/equipment (#205) costs as we acquire more resources for each community to instruct everyone, including artists, teachers, students, and community members. Such resources build knowledge and confidence, as well as encourage our community people to think if and how they might expand their art to the formal, public stage. Our youth may also consider a career as an artist.

5) We see no future costs for recruitment (#206) as we intend to recruit our student assistants directly from our Brandon University programs.

6) Special Allowance (#302) funds will continue to be used for contract fees, which includes, for example, fees for complex structural equation modelling; central fees to artist-educators who go to all communities and are covered under the central BU grant rather than school sub-grants; and central fees for Criminal Records and Child Abuse Registry Checks (for outside artists coming

into our program, thus not covered by the sub-grant allocation), particularly the former if an artist-educator wishes to go the more complicated route of requesting a pardon from Ottawa for past criminalized activities.

7) We expect to increase our budget for consumable supplies (#304) as we purchase some art materials centrally for sharing with all the schools (over and above the allocation already allowed in the sub-grant allocations).

8) Our photocopying (#305) budget will increase as we provide the schools with copies of materials (as allowed under CanCopy regulations) and as the number of meetings and community activity increases with resultant elaborated documentation.

9) Our membership (#307) budget will be non-existent unless some community members cannot attend a conference without formal association membership.

10) Our postage (#308) costs will remain minimal as we do not use very much regular postal service, due to e-mail correspondence, website access, and frequent community visits.

11) Our telephone costs (#309 & 310) will remain constant as we now have clarified that the host university pays the rental fees, and long distance charges to the grant are very reasonable. The cost for the PI's phone is covered in total by Brandon University, including the long distance fees.

12) It has been clarified that the host university is responsible for repairs and maintenance (#311), so there will be no such grant costs in the future.

13) We will continue to purchase a few publications for use by researchers at the host university. At present, the principal investigator purchases most such publications for her own use and has and will continue to cover such costs personally.

14) The costs for food (#330) will expand as our number of university meetings increase. Currently, some of these costs are covered under consumables, as we purchase some food from the same store as we acquire our tobacco, which we offer to the person(s) who gives our opening and closing meeting prayers. We purchase necessary meals from our host university service provider, but find, culturally, that it works best to include a greater selection of food at the beginning and end of the meetings.

15) Our fax expenses will remain relatively constant, with a slight increase as community activity increases.

16) We include an estimate for software purchase (#357) and licensing (#358) as the grant continues. This expense will include software that we need for the website maintenance (e.g., Adobe Writer), as well as software needed for data entry and analysis.

17) We will continue to make some small equipment purchases (#393). Recently, for example, we have had to replace all the printers in the main group of offices occupied by the principal investigator and the research assistants.

18) We see the main expansion of current expenses to be in the area of research sub-grants (#410). While it was initially anticipated that we would spend more time applying for additional grants, the principal investigator has found that the time required for such work takes her away from attention to program development activities. It has not proven feasible, at this time, to expect the communities to apply for their own additional funding to go toward the program, given the time requirements, although we hope to expand to include more proposal writing in the future. As noted, we will either expand our SSHRC/CURA program activity with cultural artists in the community, or we will combine the cultural arts activity with sports activities, if approved. The initial budget allocation (see Appendix V) notes community-based funding provided for the following: supplies, artist-educators, professional development, school-based coordinator fees, a

community exhibit, and a small school allocation (for two of our schools). We anticipate that the *actual* expense in each area will increase, but not so much the *allocated* funding, which will increase only gradually; currently the allocated funding is not all being spent. It is forwarded in block amounts of $2,000 or $3,000 at a time, as needed and accounted for. We will have more artists in the school, so costs will increase for those artists, as well as for supplies, and somewhat for the school-based coordinator. Currently, in one of our schools in particular, much of the coordinator's work is being paid for by the school budget, as the program is deemed essential for students and worthy of focussed attention. As our program progresses in maturity, it is essential that an ever-increasing amount of funding is channelled to the participating schools, even while those schools and the principal investigator remain accountable for that expenditure. In that way, if we are successful, beyond our grant time, in convincing provincial and federal bodies that such a program should be an essential part of the curriculum, the communities will already have experience in the administration of such programs. We will also be able to more clearly estimate the real/actual costs of such programs at the community level.

19) There should be no future inter-fund transfers (#799) as we have sorted out the responsibilities of the host institution for the support of the grant. Each year we are applying for and acquiring some indirect costs of research funding from our university to support renovations and other costs not covered by the grant (e.g., phone rental, cell phone lease).

20) With reference to equipment purchases (#901), we may have to replace some of our laptop computers or add to the number over the time of the grant; therefore, we include a modest amount each year.

21) To date there has been no expense for conferences or symposia. We plan to hold workshops/meetings/symposia of the school-based coordinators at least twice a year as the grant continues; currently, we have included increased travel budget to allow for those meetings. We recognize, as we get into the program, that such opportunities for shared learning are crucial. Each time, the meeting would be held in a different participating community, with teachers included for part of the day. In addition, in our final year, in the spring of 2010, we plan to host a combined symposium for all partners and participant communities, in conjunction with a youth conference. The plans for that symposium and conference will begin in the fall, 2007, with a planning committee made up of youth, school-based coordinators, and school administration from participating communities, as well as researchers and members of partnering organizations. It is estimated that the symposium and conference will include invitational speakers and workshop presenters, for example, and will be at minimal cost for the youth. Supportive funding will be sought for the conference from participating organizations and other relevant funding bodies. At the symposium and conference, we will communicate and celebrate the benefits of community-based cultural involvement in the education of Aboriginal children and youth.