

LOGIC MODEL – Community-Based Aboriginal Curriculum Initiatives

Improved intervention, action, program delivery and policies in areas of importance to the social, cultural or economic development of communities, particularly Aboriginal communities. Overall capacity for and action toward understanding, responding to, and eradicating systemic discrimination is enhanced.

Increased Canadian capacity for innovative, high-quality research, responsive to emerging social, cultural and economic needs and conditions, particularly in the area of Aboriginal education.

Long -term impacts (Years 10 +)

More knowledge applied in areas of importance for the social, cultural and economic development of Aboriginal communities
Influence on social, cultural or economic policy in relation to Aboriginal education and community development

Increased community and university capacity to orient, develop and partner in research in areas of importance for social, cultural and economic development
Increased ability to work together toward solutions for common challenges

Publication of research findings, reflecting communities' & partners' contributions, in high-impact venues, including local, provincial, national & international venues
Common understand- ings reached of what constitutes know- ledge in particular Aboriginal cultures.

Enhanced grade completion & gradua- tion rates for students
Increased capacity of community to respond to community needs
Enriched culturally relevant research, teaching methods and curricula in schools & university
Improved career outlook for all project participants

Alliances are engaged in the mobilization of research results
Audiences are receiving knowledge and participating in mobilization

Dialogues engaged in community to share knowledge
Audiences confirmed through various partnership levels
KM mechanisms, tools and vehicles created

Community:
confirmed the talents & gifts (resources) of community members
reinforced community decision-making and problem-solving capacity
increased valuing of research

University:
increased capacity to respond to community-centred research questions
increased recognition of the purpose of the university to serve the community

Foundations built that sustain long-term partnerships
Partners develop a governance structure enabling capacity to work together effectively

Early innovative reports, publications and communications
Increased capacity to attract other funds, including funds for in- & after-school, & summer programs for students, all with culturally relevant curricula
Increased capacity to identify additional challenges for Aboriginal students, and relevant resources for attention to those issues

Common understand- ings explored of what constitutes knowledge in particular Aboriginal cultures, based on dialogue & data collection
Functional research personnel and systems in place
Knowledge/research results generated

Students enjoy increased school attendance & performance
Enhanced education and employability of research assistants
Project participants more likely to continue to be involved in community-centered research (e.g., more in-school action research projects)
Use of knowledge gained to improve teaching & learning in culturally relevant ways

Students recruited and trained, conduct pilot, baseline & ongoing testing; develop & conduct interviews with all constituents; assist with in-school program coordination
Staff hired, trained and gain experience
Workshops & other PD for artist-educa-tors & school staff

Intermediate outcomes (Years 6-10)

Short-term outcomes (Years 3-5)

SSHRC/CURA entitled *Community-Based Aboriginal Curriculum Initiatives: Implementation and Evaluation* is funded, undertaken, & monitored.

Outputs (Years 0-5)

Collaborative research activities, as proposed in application, are conducted.

These include (but are not limited to): design; implementation; execution and reporting of research; knowledge mobilization activities; participation in collaborative exchanges; recruitment and supervision of trainees; overall coordination of program of research (See attached Milestone Report)

Performance and evaluation activities, as proposed in applications, are conducted.

These include (but are not limited to): regular performance measurement against stated objectives; adjustment to management processes as a result of evaluation findings (See attached Milestone Report)

Program design and adjustment
Adjudication process support
Strategic management actions
Awards Administration
Researcher assistance/coaching
Knowledge mobilization activities
Program monitoring and evaluation

Activities (Years 0-5)

SSHRC

Funded CURAs

Training and Development

Research and Knowledge Infrastructure and Production

Community and University Partnerships

Knowledge Mobilization