COMMUNITY-UNIVERSITY RESEARCH ALLIANCES (CURA)
MILESTONE REPORT

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CURA MILESTONE REPORT

As a condition of their grant, CURAs are expected to provide an initial Milestone Report, annual financial reports, a Mid-term Report, and a Final Research Report at the end of their grant. In addition to providing information on the overall performance of the CURA program (as per the program's Results-based Management and Accountability Framework (RMAF)), these reports will also provide an opportunity for CURAs to report on the progress and outcomes of their activities, as per the performance indicators they have identified at the formal application stage.

The **Milestone Report** provides an overall view of what the CURA plans to accomplish, how, and in what timeframe, as well as how the CURA plans to track and measure its progress and performance.

Specifically, the purpose of the Milestone Report is to:

➔ update key information provided in the formal application stage;

➔ establish the milestones for the CURA's Mid-term Report so as to be able to determine which activities are on, ahead or behind schedule and establish the status of planned activities, outputs and outcomes;

➔ confirm responsibilities of team members, clarify the goals of the research program, and describe governance and management structures; and

➔ provide a yardstick for the Mid-term Review Committee members to measure accurately the progress achieved during the first half of the CURA grant.

Given the importance of the Milestone Report, the Council expects that the Principal Investigator will ensure that core members of the alliance review the document *at the draft stage* and that all members of the alliance will endorse its content and commitments. The completed Milestone Report should be no more than fifteen (15) pages in length (excluding appended documents).

Note: SSHRC is well aware of the diversity of models of CURA, of the varying ways in which answers to the questions in this report can be provided, and of the burden that reporting can represent for some CURAs. As such, if you find that the reports asks for something that you have provided in a previous or subsequent report section, or that is **clearly** stated in an appended document, you may choose to provide a detailed reference in lieu of a response. **However,** it is your responsibility to ensure that SSHRC staff is able to easily locate the referenced information.

When and how to submit: Six months after grant begins, submit one (1) copy to:

CURA program
Strategic Programs and Joint Initiatives
SSHRC
350 Albert Street
P.O. Box 1610
Ottawa ON K1P 6G4

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Milestone Report (for CURA grantholders) – Form V2

1. Identification

File Number 833 –2004-1004	Title of CURA Community-Based Aboriginal Curriculum Initiatives: Implementation and Evaluation		
Report completed by:			
Family Name Armstrong		Given Name Helen	Initials D.
Primary telephone number Country Area Number Extension 1-204-727-7329		Primary E-mail armstrongh@brandonu.ca	
Date Submitted (dd/mm/yyyy): June 25, 2006			

2. Formal Application Follow-up

2.1 Discuss any issues raised by the adjudication committee at the time of the grant decision, and how these issues have been addressed.

The SSHRC Adjudication committee noted that the evaluation framework and process should be further developed. Note the attachments that outline the quantitative instruments (Appendix A), and also the explanation and inclusion of the qualitative instruments, to date. Formal focus group interviews with students, school staff, artist-educators, and community members will be scheduled at least twice a year. These interviews, combined with continuous informal dialogue, will inform the evolution of our program. (See Logic Model, Appendix B)

3. Community and University Partnerships

3.1 Using the table below, identify any CURA team members (community and university researchers, community partners, students, knowledge users, etc…) that have joined the CURA **since the time of application.**

We have added no one formally; however, there are many new people, both from the communities, and from our partnering organizations. With more time in the fall, we will designate CV writing workshops in the communities to add additional folks formally to our list of collaborators.

Name (last, first, title)	**Affiliation** (name of organization, province/state, country)	**Role in CURA** (partner, collaborator, student, other – specify)	**Other information about this person you would like to communicate to SSHRC**

3.2 **Append to your report** a description of the CURA's planned or actual management/ governance structure and Advisory Board(s) (including mandates). Include the names, affiliations and responsibilities of members. Be sure to describe such elements as: how integration of all CURA participants will be ensured, particularly in the development of the research agenda; how equality in the partnership between community and university researchers will be ensured and assessed; mechanisms that will allow for partnerships to evolve and expand, etc…

See attached Appendix C. See Appendix D for affiliations on e-mail list-serve.

3.3 Has the CURA established written agreements or protocols outlining partnership functioning?
     X Yes (in the process) (go to 3.3a)   O No (go to 3.3b)

3.3a What type(s) of written agreement(s) or protocol(s)? (Check all that apply):
X Terms of Reference See Appendix E for drafts of school and artist-educator forms_____
O Guiding Principles
O Conflict Resolution Mechanisms
O Resource Allocation Principles
O Contracts (Please specify type/nature of contract): _____ _____
X Other(s) (Please specify): ___ See Appendix F for Memoranda of Understanding _____
Please note that SSHRC may request copies of the documents for your file.

3.3 b If no written agreement or protocols have been established, explain how partnerships will be

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managed.

As well as the written documents, the partnerships are managed with continual dialogue with school and community people, as is the practice in Aboriginal cultures.

3.4 To date, has the CURA experienced management challenges with such things as ethics review, resources sharing, funds and personnel administration, publication policies, etc..? If so, describe how these issues were addressed (referring to written agreements or protocols as appropriate).

To date, our Community-Based Aboriginal Curriculum Initiatives Committee (CBACIC) has experienced challenges in terms of resource sharing; we are addressing that challenge by developing budget projections and "sub-grant" agreements that will see portions of the grant going to participating schools to be administered by an on-site school coordinator, in collaboration with school administration. The amounts of those sub-grants will be established as a complete roster of schools is developed. Some staff turnover among partnering organizations, as well as in participating schools, has created a challenge to which we have responded with additional formal and informal meetings to acquaint new people with the program. In terms of the size of the original committee, we have addressed that challenge with the creation of subcommittees.

3.5 To date, has the CURA been successful in ensuring active participation of all CURA team members and mobilization of knowledge within the CURA? Provide supporting example(s).

Because of the extensiveness of the readiness work, our CBACIC has not experienced active participation by all members. Some members have moved to other positions; their names have not been removed from our list of collaborators, as we feel that they were involved in the initial proposal and would still wish to be kept apprised of the progress of the CBACIC program. As well, future changes in professional assignment may yet see some of these people in a position to take a more active role. Several collaborators have participated in presentations at local, provincial, and national conferences. Many of the presenters were community members (e.g., principals, art teachers). With many responsibilities for all participants, the time to create formal web-site and text CVs for new members in the group is difficult to find; time will be allocated to the formal addition of new collaborators in the fall of 2006. The process of active committee and community participation takes time in terms of developing effective partnerships with schools.

3.6 **PERFORMANCE MEASUREMENT AND EVALUATION – Community-university partnerships:** How do you plan to assess or measure the effectiveness of your management/governance structure? How will you demonstrate that your written agreements/protocols have been implemented?

The success of our governance structure is continually informed within formal meetings. At those meetings, and with additional input from in-person, e-mail, and telephone communication, the Administrative Committee is kept apprised of community needs. Our activities are governed by the communicated needs of participating communities and their schools. Our written agreements (e.g., MOUs) will assist in guiding our school-based activity.

4. Research Training and Development

4.1 Describe the anticipated or actual **collaborative research skills** that **community and university researchers** will acquire (or have already acquired) as a result of their participation in the CURA.

Community and university collaborators are learning:
1) To converse together regarding the needs for Aboriginal education, and to come to integrative understandings regarding both the challenges and the solutions (See Appendix G for meetings)
2) To devise action plans for community-based involvement in schools
3) To coordinate the integration of Aboriginal artist-educators in schools
4) To work together in the process of evaluation and interpretation of findings
5) To search for innovative ways to support a program of cultural arts with a limited budget
6) To plan other initiatives/programs that will support the extension of the CURA to after-school and summer cultural arts programs, with additional funding being sought

4.2 Indicate the **anticipated** number of **research staff** (students, community partners, etc…) that will be participating in the CURA. (Please note that actual figures will be required in your Mid-term and Final Research reports).

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STUDENTS		
Paid	**# Canadian**	**#Foreign**
Undergraduate	6	
Masters	2	
Doctoral	0	
Postdoctoral	0	
Unpaid	**# Canadian**	**#Foreign**
Undergraduate		
Masters		
Doctoral		
Postdoctoral		

COMMUNITY PARTNERS AND OTHER RESEARCH STAFF			
Provenance of research staff member (Community organization, partner organization, etc…)	**Paid or Unpaid?**	**Role of research staff member** (research coordinator, project manager, technician, etc..)	**#**
School-based coordinators	Paid	**On-site coordination, Professional Development**	**6-8 (# of expected schools)**
Artist-educators	Paid	**Aboriginal curriculum integration/action research**	**40**
Principals	Unpaid (by CURA)	**Coordination of program/ Aboriginal curriculum integration/action research**	**6-8**
Teachers	Unpaid (by CURA)	**Aboriginal curriculum integration/action research**	**100**
Arts coordinator	Paid	**Coordinate art supplies/Professional Development**	**1**
Collaborators from partnering organizations	Unpaid (by CURA)	**Aboriginal curriculum integration/action research/writing of curriculum/professional development (PD)**	**5-20 (depends on school needs)**

A number of other community people will be involved, completing tasks such as visiting homes to explain the research program and collect parental consent forms; coordinating and assisting with the qualitative aspects of the research; transporting artist-educators to the schools, if needed; and other duties as required.

4.3 Use the table below to indicate (✓) what specific **applied research skills research staff** can expect to acquire through their participation in the CURA.

Skills	Students	Community

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Provide admin support	X	X			X
Application of Specific Skills					
Design websites / programming					X
Specific skills (language, software)					X
Translate/edit/proofread	X	X			X
Interactions					
Organise conferences, workshops	X	X			X
Mentor/supervise other students	X	X			
Liaise with community stakeholders	X	X			X
Participate in mtgs. co-researchers	X	X			X
Participate in mtgs. Partners	X	X			X
Work in interdisciplinary environment	X	X			X
Other(s): Please specify: _____					

4.4 Describe the degree to which research staff (students, community partners, others) are expected to participate in the CURA, including an indication of the depth of involvement and the range or diversity of opportunities that will be provided to them in order to help build their knowledge, expertise and research skills. Provide examples as appropriate.

There are various levels of involvement, depending on the person and their other professional responsibilities. Research assistants will be involved with the administering and scoring of quantitative measures and data entry. Most research staff, as well as non-paid community and university people, will be involved in: 1) developing and coordinating the action research programs in the schools; 2) recruiting and mentoring artist-educators; 3) becoming familiar with curriculum and the integration of Aboriginal cultural arts into the curriculum to achieve the stated learning outcomes; 4) organizing and participating in relevant professional development; 5) participating in ongoing formal and informal evaluation of the program and its effects; 6) participating in qualitative data collection and interpretation; and 7) contributing to and maintaining the website (http://www.cbacic.com); and 8) organizing and attending community art exhibits. As well, a major role of the student research assistants (RAs) and the community members is the researching for, meetings about, and writing of additional grant proposals to support the CURA and other related programs (e.g., for after-school and summer initiatives). The recruiting of community artist-educators and the completion of original documentation (e.g., criminal records checks, child abuse registry checks), as well as communication about the CURA program and collection of parental consent forms See Appendix H), has been largely assumed by the communities.

4.5 Please provide details of planned or actual university courses, degree programs, etc… that will be (are being) offered as a result of the CURA. How has the CURA contributed to these new offerings?

As yet, we are too soon into our program to have initiated a direct relationship with university courses, although we do anticipate that in the fall some undergraduate RAs may be able to use some of their work for course credit (e.g., students in the Faculty of Education or the First Nations and Aboriginal Counselling program). Graduate students in the Faculty of Education may be able to use some of their work toward a Practicum course, as may some of the teachers in the participating schools. In addition, two courses related to the history and the development of Aboriginal education, as well as current issues in Aboriginal education, may incorporate in their curriculum a discussion of the research and its results.

4.6 **PERFORMANCE MEASUREMENT AND EVALUATION – Research Training and Development:** How do you plan to assess or measure the degree to which researchers (both community and university-based) have acquired collaborative research skills as a result of the CURA? How do you plan to assess or measure the degree to which research staff (students, community partners, others) participate in the CURA, as well as the impact of their participation? How will you demonstrate that research staff has acquired the applied research skills mentioned above?

The measure of the acquisition of collaborative research skills will be accomplished largely with qualitative means (i.e., interviews, focus and individual), with attention to the increased involvement of community members in the school-based program, as well as in related after-school and summer

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programs. Those interviews will allow us to track community involvement. Because participants are working in the schools with community people, they will become much more knowledgeable about and comfortable with action research projects that include the integration of community and school. With reference to related grant proposals, the community members are integrally involved in the planning, and, increasingly, in the writing of those proposals; this additional work is undertaken in collaboration with university researchers and, thus, is also tracked.

5. Research and Knowledge Production

5.1 Will your CURA be receiving any additional support (in-kind or $) in order to pursue its research and knowledge production objectives? Indicate the source, the role of the organization or person in the CURA, the nature and amount of support in the table below, **excluding support already mentioned in your formal application**. Also indicate whether the support is confirmed (C) or anticipated (A).

All participating schools and communities are contributing in-kind and intellectual contributions. All schools, thus far, are in band-operated communities; thus/ actual funds are limited for financial support, as band-operated schools receive less for educational funding per student than public schools.

Source (Organization or Person Name)	Role in CURA (partner,	Nature (Financial,	Amount (for financial	Is support confirmed (C) or

5.2 Have community and university researchers applied for additional research funding to pursue the CURAs research projects? Indicate the primary applicant(s), source and whether funding has been received in the table below.

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		Arts Education Access		
Swan Lake Arts Council; Gowryluk, Sharon, art teacher	Participating school: Indian Springs School at Swan Lake First Nation	Manitoba Culture, Heritage & Tourism (Arts Branch): School and Community Arts Program – Arts Education Access	$10,000	Application deadline, June 1; response not received
Swan Lake Arts Council; Gowryluk, Sharon, art teacher	Participating school: Indian Springs School at Swan Lake First Nation	Manitoba Culture, Heritage & Tourism (Arts Branch): School and Community Arts Program – After School Arts Enrichment	$5,000	Application deadline, June 1; response not received
Swan Lake Arts Council; Gowryluk, Sharon, art teacher	Participating school; Indian Springs School at Swan Lake First Nation	Manitoba Culture, Heritage & Tourism (Arts Branch): School and Community Arts Program – Youth Performing Arts Travel Grant	$5,000	Application deadline, June 1; response not received
Merrick, Liz, Principal	Participating school; Long Plain School at Long Plain First Nation	Manitoba Culture, Heritage & Tourism (Arts Branch): School and Community Arts Program – Arts Education Access	$10,000	Application deadline, June 1; response not received
Corinne Pratt, Director of Education	Director of Education of community with participating school: Sioux Valley School	Canada Council for the Arts – Elder/Youth Legacy Program: Support for Artistic Practices	$20,000	Application deadline, June 15; response not received
Shirley Myran, Director of Education/principal	Director of Education/principal of community with participating school: Indian Springs School, Swan Lake First Nation	Canada Council for the Arts – Elder/Youth Legacy Program: Support for Artistic Practices	$20,000	Application deadline, June 15; response not received

5.3 To what degree are the resources available to the CURA sufficient to allow the CURA to achieve its objectives?

The objectives for our CURA involve assessing the effects on students, in terms of, for example, school attendance and retention, learning outcomes, self-esteem and identity, with the inclusion of relevant cultural arts instruction. We need as much money as we can get to support our program. The CURA grant with its associated research is a "seed" that we hope will provide the impetus for policy change in the area of Aboriginal education that will result in long-term funding to support such an integrative cultural approach. Initially we hope to receive funding from provincial and federal arts branches to supplement our program, and from other relevant funding sources. However, for a sustainable program of in-school Aboriginal cultural programming, as well as associated after-school and summer programming, more stable and long-term funding must be secured.

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5.4 CURA PROGRAM OF RESEARCH: Append to your report *(included below)* a brief overview of the CURA's main research objectives, identifying any changes from those identified in the formal application. Provide a brief overview of the way in which the CURA research team is organized (e.g., units, clusters, themes, teams, departments, etc…), as well as a detailed description of planned CURA research projects. Please provide a similar template as the one suggested below.

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

There is one overall research objective: The primary goal of the project is to examine the impact of Aboriginal cultural instruction in selected schools in terms of learning, school attendance, and retention of Aboriginal students. The research involves assessing the effect of bringing Aboriginal artist-educators into participating schools, with particular attention to cognitive skills, cultural awareness, psychosocial development, identity, and self-esteem of Aboriginal students.

Project Unit/Cluster/ Etc…	Project title	Project Lead, Affiliation	Specific project-level research objectives	Expected deliverables	Projected delivery date	Projected expenditures ($)

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			-To improve student learning outcomes -To increase students' sense of self-esteem -To increase students' sense of identity as strong Aboriginal youth	learning outcomes -More positive choices for activities/life style -Higher self-esteem -Strong sense of identity -Strong youth leadership skills		
CBACIC: Long Plain School, Long Plain First Nation	Community-Based Aboriginal Curriculum Initiatives: Long Plain	Liz Merrick, principal & teacher-coordinator Sharon Gowryluk	-To incorporate Aboriginal cultural arts into curriculum -To increase student retention & attendance -To improve student learning outcomes -To increase students' sense of self-esteem -To increase students' sense of identity as strong Aboriginal youth	- More community participation in schools -Better school attendance, retention, and graduation -Improved student learning outcomes -More positive choices for activities/life style -Higher self-esteem -Strong sense of identity -Strong youth leadership skills	June, 2010	In total for all schools, for entire project $200,000 per year x 5 yrs

5.5 PERFORMANCE MEASUREMENT AND EVALUATION – Research and Knowledge
Production: How do you plan to track:

➔ the execution of your planned research program?

Our program takes place in schools, and, thus, can be tracked by our participating schools and their coordinating teacher in terms of overall participation in the action research program. Twice each year, we will complete in-school data gathering (i.e., individual assessments, school records information), as well as engage students, teachers, parents, artist-educators, and Elders and other community members in dialogue around improvements to the program. We hope that all students will engage in the program with community role models; those role models, including parents, will spend much more time in the school with the children and youth, assisting them while passing on important cultural traditions. We are constantly recruiting more artist-educators, mostly through word-of-mouth, as the communities are close knit, and for the most part, aware of the talents of other community members. Each community will host an annual exhibit of the work of the students and the artist-educators. As well, our website will allow all communities to review our cadre of artist-educators, minutes from meetings, and the profiles of participating schools, including program activities, as well as connected links with reference to such things as lesson plans and relevant additional research funding opportunities.

➔ individual projects and their expected deliverables?

We are applying the same generic project in all schools; we do not intend there to be individual projects, unless community artist-educators wish our assistance to apply for grants that will support other work outside of the school. We also see that there may be individual small businesses (e.g., leather tanning) that will be mentored into the communities to support both the need for supplies at the school, as well as the need from within and outside of the community. The results of our testing may lead to many other

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school- and community-based initiatives. Already, there are plans (includes grant applications) for after- school and summer programming.

➔ the usefulness and quality of the research conducted (from an academic and community perspective)?

As noted, we anticipate that this research will allow us to lobby for funding that will be a regular part of provincial and federal budgets that will support Aboriginal education. Our research will encourage many people to work and to lobby together for the needs of our Aboriginal children and youth. In terms of quality, the research team includes many well-versed university and community people who will assure that the quality of the research is consistent and that it respects the needs and culture of Aboriginal people.

6. Dissemination of Research Results

6.1 Has the CURA developed a formal knowledge dissemination / communication plan?

○ Yes (please append document to your report)
X No (go to 6.1a)

6.1a If not, describe plans for the development of a formal dissemination / communication plan, including anticipated completion date.

We do not have a formal document that elaborates our plans for knowledge dissemination; however, we have currently presented at seven conferences/forum provincially, nationally, and internationally:

a) Society for Research on Identity Formation (SRIF), Feb, 2005, Miami, FL
Presenter: Barbara Gfellner
b) Manitoba Education Research Forum (MERN), March 5, 2005, Brandon, MB
Presenters: Helen Armstrong & Barbara Gfellner, BU; Leah Laplante, MMF; Doreen McPherson, MFNERC; Sherry Peden & Brian Ranville, BUNTEP; Leon Simard, AED
c) Aboriginal Education Research Forum (AERF), June 1-3, 2005, Winnipeg, MB
Presenters: Helen Armstrong, BU; Florence Paynter and Violet Okemaw, MFNERC
d) National Symposium on Aboriginal Special Education, October 6-7, 2005, Regina, SK
Presenters: Helen Armstrong, BU; Sherry Peden, BUNTEP
e) Manitoba School Improvement Program (MSIP) conference, April 31-May 2, 2006
Presenters: Helen Armstrong, BU; Leon Simard, Aboriginal Education Directorate
f) 75th Congress of the Humanities and Social Sciences – Canadian Society for the Study of Education (CSSE), May 26-31, 2006, Toronto
Presenters: Helen Armstrong, BU; Liz Merrick, Long Plain; Shirley Myran; Swan Lake
g) Aboriginal Education Research Forum (AERF), May 31-June2, 2006, Winnipeg, MB
Presenters: Helen Armstrong, BU; Sharon Gowryluk, community art teacher, Swan Lake & Long Plain

We plan to continue with those presentations. As a note of some significance, our presentation at the Regina conference led to an introduction to internationally acclaimed Aboriginal playwright and novelist Tomson Highway; that introduction led to Mr. Highway being successfully recruited by Brandon University as our Stanley Knowles Distinguished Visiting Professor during the falls of 2006 and 2007. Mr. Highway will be invited to visit our participating schools; as well, he will have lectures and performances on campus and in the community. At every conference, the audience learns about our project, and presenters also learn from other initiatives that may inform our CURA and many other programs in their schools. Important connections are made.

We intend there to be curriculum developed in collaboration with participating schools, artist-educators, and partners such as the Manitoba First Nations Education Resource Centre (MFNERC) and the Aboriginal Education Directorate (AED), the latter which operates under the auspices of a third partner, Manitoba Education, Citizenship and Youth (as well as Manitoba Advanced Education and Training). All curricula will be developed with attention to respect for intellectual property and the tradition of each community.

As noted elsewhere, a website has been developed. A paper has also been completed, and is ready for submission to a journal for consideration for publication. Non-academic dissemination will take place by means of newspaper, television, radio, school and community reports of the program activities, as well as exhibits that will showcase student accomplishments.

6.1 Use the table below to indicate the **number** of knowledge dissemination mechanisms/tools/vehicles the CURA has already developed (D) or plans to develop (P).

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Dissemination mechanisms/tools/vehicles	# Developed (D)	# Planned (P)
Research tools (e.g. database, dataset, archive, directory, bibliography, concordance, physical collections, catalogue, etc.)		X
Web site	X	
Presentations (non-academic)	X	X
Conference presentations (academic)	X	X
Journal Articles (academic)	X	X
Books (academic)		X
Public lectures or address		X
TV/Radio interviews		X
Media products		X
TV Broadcast (e.g. documentary, series, etc.)		Depends on community wishes
Audio-visual material (e.g. video, film, sound recording, etc.)		X
Newspaper/Magazine article(s)		X
Textbook/Educational Aid		X
Current course(s)		X
Current program(s) of study		X
Performance (e.g. theatre, dance, etc.)		X
Advisory services (e.g. participation in task forces, advisory committees, etc.)		X
Consultancy (e.g. research contracts)		
Other(s): Please specify: _____		Depends on community wishes

6.2 Use the table below to indicate the **number** of knowledge dissemination events the CURA has already held (H) or plans to hold (P). Also indicate whether the events are aimed at primarily academic, primarily non-academic audiences, or both.

Please note that we have indicated only conferences where we presented. We have not indicated planned presentations, nor have we indicated planned workshops in our communities, as the numbers cannot be estimated at this time. The number of meetings indicates only the formal meetings that include the entire SSHRC/CURA committee, of which we have had five since the awarding of the grant.

Event Type	# Aimed at Academic Audiences		# Aimed at Non-academic Audiences		# Aimed at both Academic and Non-academic Audiences	
	H	P	H	P	H	P
Workshop					1	
Conference	3				3	
Congress	1					
Symposium						
Meeting					5	
Other(s): Please specify: _____						

6.4 Who will be the main audiences of the CURA's knowledge dissemination efforts? Please check all that apply, then priority rank the **top three identified audiences** (#1, #2 and #3):

Audience	Rank

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X	International Intergovernmental Body	
O	International Organization	
O	International Research Communities	
X	Learned Societies (discipline based)	
X	Libraries, Museums, Archives	
X	Municipal Government	
X	Non Profit Organizations	
X	Policy-Makers	#2
X	Private Sector	
X	Professionals/Practitioners	
X	Provincial Government	
X	Students: Undergraduate – Graduate	
O	Unions	
X	Universities	
O	Foreign government	
X	Informed public	
X	Media	
O	**Other(s):** Please specify: _____	

6.5 Describe the anticipated or actual mechanisms in place to ensure that audiences have input and influence on research conducted and on the knowledge generated by the CURA.

The primary mechanism for input consists of meetings with our CBACIC group, as well as with participating schools and communities. We have a large e-mail distribution list of over eighty people, as well as a website that allows people access to the progress/activities in each community. The website will, as well, provide individual e-mail addresses of our team members, and the profiles and website addresses of our partners.

6.6 **PERFORMANCE MEASUREMENT AND EVALUATION –Knowledge dissemination:** How do you plan to track:
➔ the implementation of your formal knowledge dissemination / communication plan?

We are close to the research and the communities. We will track our plan with constant communication with our participating schools and communities, with reference to quantitative data analysis, formal focus groups, and informal, continual dialogue. It is to be noted that there is a significant degree of site-based management within each participating school community with reference to the CURA program.

➔ the impact of audiences' input and influence on knowledge dissemination activities?

We will record the wishes of the participating schools and communities and respond to the needs as our resources allow us. Because we serve the participating schools, we are accountable for responding to their needs as they are articulated and as we are able under the terms of the grant.

➔ the impact of knowledge dissemination activities on audiences?

We hope that all audiences will be motivated to continue to work to improve the educational experiences and opportunities for our Aboriginal children and youth. At the community level, we anticipate that artist-educators, parents, and other community members will become more confident in playing a role in the education of their children and youth. We hope that attendance at school will increase, that there will be a reduction in negative behaviours along with an increase in positive, caring relations with others that come with enhanced self-esteem and a strong sense of identity. The most important people within this research are the kids and communities; we hope that everyone will increase their capacity to enhance culturally appropriate education for our Aboriginal children and youth. Our aim is to create a caring space for the release and celebration of the gifts in each person who participates in the CURA. On a broader level, we hope that the impact will include an enhanced appreciation for the effects of systemic discrimination, as well as accompanying motivation, ability, and action in terms of addressing that discrimination.

Personal information will be stored in the personal information bank for the appropriate program. Form V2 (2006)

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7. Performance Measurement and Evaluation

7.1 Provide any additional information on your CURA's performance measurement and evaluation plans, **not yet discussed in this report**. For example, you may use this space to discuss plans for a formal evaluation of your CURA. Append any relevant documents to further describe your performance measurement and evaluation plans.

See Appendix A for Evaluation Instruments and Appendix B for Logic Model.

Form V2 (2006)

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