

2016

**Final Research Report: Scholastic Success Study of Aboriginal Students in the City of
Brandon**



CENTRE FOR ABORIGINAL
AND RURAL EDUCATION STUDIES



**BRANDON
UNIVERSITY**

**Final Research Report: Scholastic Success Study of Aboriginal Students in the
City of Brandon**

July 2016

Written by:

Kathy Moscou, Ph.D.

Karen Rempel, Ph.D.

Julia Stoneman Sinclair, B.A.

Christiane Ramsey, B.A.

Submitted to:

Brandon Urban Aboriginal Peoples Council

City of Brandon

Brandon, MB

Acronyms

BSD	Brandon School Division
BUAPC	Brandon Urban Aboriginal Peoples Council
CARES	Centre for Aboriginal and Rural Education Studies

Table of Contents

Executive Summary.....	1
Chapter 1: Introduction	2
Background.....	2
Purpose of this Study.....	2
Significance of the Study	3
Limitations of the Study.....	4
Outline of this Report	4
Chapter 2: Methodology	5
Trend Analyses.....	5
Scoping Review	5
Tell Them From Me Student Survey™ Data.....	8
Chapter 3: Aboriginal Student Education Achievement	10
Aboriginal Student Enrolment in Brandon	10
Education Achievement by Grade Level and Subject Area	11
High School Graduation Rate.....	17
Chapter 4: Factors Affecting Scholastic Success	21
Individual Factors Contributing to Scholastic Success.....	22
School Factors Contributing to Scholastic Success.....	24
Family Factors Contributing to Scholastic Success	30
Community Factors that Contribute to Scholastic Success.....	32
Chapter 5: Programs and Policies Aimed at Improving Scholastic Success of Aboriginal Students	34
Culture and Language	34

Teacher Development	35
Student Engagement	35
Community Engagement	35
Inclusive School Climate	36
EAL Program Approach to Literacy	36
Chapter 6: Conclusions and Recommendations	38
Conclusions	38
Key Recommendations	39
References	42
Appendix 1: Programs to Enhance the Scholastic Success of Aboriginal Learners	49

Executive Summary

There are multiple and complex factors and interactions that contribute to scholastic success of Aboriginal students. The literature identifies the macro- and micro-structural barriers to success and illuminates the family, individual, community and school-based factors that contribute to scholastic success. Programs and policies aimed at improving Aboriginal students' educational outcomes are needed because scholastic success has a long term impact on lifetime earnings, health and civic participation.

Key findings of the Scholastic Success study are listed below:

- Aboriginal learners entering the Brandon School Division score lower in Kindergarten Skills tests than their non-Aboriginal counterparts and the achievement gap widens over time
- Many of the strategies for addressing scholastic success in the Brandon School Division and nationally have not yet been evaluated to determine their effectiveness
- The majority of strategies for improving Aboriginal student educational achievement focus on addressing individual factors however the literature shows that teachers and the school environment can have a greater influence on student achievement
- There is a need for strong, evidence-based public policies and political will to address barriers to scholastic success
- Greater rapport with the Sioux Valley Dakota Nation would aid in identifying additional factors important to scholastic success and culturally relevant strategies for addressing them
- Sharing information with appropriate stakeholders is essential to developing, implementing and evaluating policies and programs

Chapter 1: Introduction

Background

In October 2015, the Brandon Urban Aboriginal Peoples' Council (BUAPC), a multi-stakeholder committee established by Brandon City Council, asked the Centre for Aboriginal and Rural Education Studies (CARES) from the Faculty of Education, Brandon University to undertake two research projects aimed at Aboriginal youth in the City of Brandon. These projects were (1) youth employment and (2) scholastic success.

This report presents the findings from the scholastic success research project. For the purpose of this study, *scholastic success* is a collective term used to describe an individual's education achievement. *Education achievement* refers to criteria or measurements of academic success. Examples of education achievement include reading levels or high school graduation. This report describes the factors that contribute to scholastic success and education achievement.

Purpose of this Study

The purpose of this project was to identify the challenges, barriers and opportunities that affect the scholastic success, and ultimately education achievement, of Aboriginal youth in Brandon, Manitoba.

Specific research questions included:

- How do high school completion rates for Aboriginal students in Brandon, Manitoba, compare with demographically similar communities in Manitoba and nationally?
- What are the individual, family, institutional, and community factors that impede or promote Aboriginal students' educational success in Brandon and nationally?
- What are the characteristics of interventions that have the potential to contribute to scholastic success and improve education achievement among Aboriginal youth in Brandon, nationally and internationally?

Significance of the Study

One of Canada's greatest social challenges is the education achievement gap between Aboriginal and non-Aboriginal children and youth (Richards, 2008). Education achievement is linked to higher lifetime earnings, better health and increased civic participation (Battisti, Friesen & Krauth, 2014). As Richards (2008) stated, 'It is almost universally the case that low education levels condemn people to fail in a modern industrial economy' (p. 1).

The Kindergarten to Grade 12 education achievements of all students come from complicated interactions of home, community, individual and school factors. These factors affect students at different points throughout their K-12 education.

A number of factors are unique to Aboriginal students. These involve macro-structural, social factors such as poverty, racism and marginalization as well as more specific, micro-structural factors such as school and classroom climate (Castagno & Brayboy, 2008; Lamb, 2014; Preston & Claypool, 2013; Preston, Taylor, DesRoches, & Taylor, 2014; Whitley, 2014; Whitley et al, 2014). Research on the Aboriginal student educational achievement also identified individual, family and community factors such as the residual effects of residential schools, poor health and living conditions, high rates of suicide in the community, mental illness, and alcohol addiction (Battisti, Friesen & Krauth 2014; Bombay, 2014; Friesen & Krauth, 2012; Raham, 2009).

These macrostructural, microstructural, individual, family and community factors significantly impede and exacerbate the education achievement gap between Aboriginal and non-Aboriginal students (Friesen & Krauth, 2012; Hare & Pidgeon, 2011; Kanu, 2007; Preston et al., 2014).

In contrast, several scholastic success factors positively contribute to educational achievement. These factors are also at the macro- and micro-structural level. They too are individual, family and community factors. They include variables such as school climate, cultural effective teaching, parental involvement, participation in extracurricular activities, student engagement, and positive self-image (Arriagada, 2015; Hare & Pidgeon, 2011; Kanu, 2007; Lamb, 2014; MacIver, 2012; Preston & Claypool, 2013; Whitley, 2014).

Limitations of the Study

The following were limitations of the study. The 8-month timeframe was short for this type of project and thus, eliminated some of the research options such as in-depth consultations with high school dropouts.

Other limitations included:

- Our lack of data from Sioux Valley High School is a result of our limited relationship with the Sioux Valley Dakota Nation. Greater rapport with the City of Brandon's closet First Nations community would provide more information.
- While there is a large body of literature on Aboriginal student achievement and scholastic success, much of the literature does not apply to the Manitoba, or City of Brandon context.

The most significant limitation to this study was the lack of access to the findings of the Tell Them From Me™ survey. The Tell Them From Me™ (TTFM) is a survey conducted by the Brandon School Division to gather student perspectives on various issues relevant to this study. A detailed description of the TTFM survey is found on p.10 of this report. In spite of several months of meetings, consultations and assurances access to the TTFM survey result was feasible we were ultimately unable to access any of the survey findings. This was a notable limitation to this study.

Outline of this Report

Chapter 2 of this report presents the proposed research methodologies used to address the purpose and main research questions.

Chapter 2: Methodology

The following research methodologies were selected to address the research questions:

1. Trend analyses of the Canada census, National Household survey for the years 2001, 2006 and 2011, Brandon School Division Student Achievement Summary Reports (2011-2015)
2. Scoping review of the literature
3. Secondary use and data analyses of anonymous student data from the Brandon School Division 2015-16 *Tell Them From Me*™ (TTFM) Student Surveys

Trend Analyses

A trend analysis uses information in sequence over time. In this study several trend analyses were used to identify changes over time of Aboriginal learners' enrolment, graduation and academic achievement in Brandon, Manitoba.

Enrolment, graduation and academic achievement data were obtained from Brandon School Division Student Achievement Summary Reports (2011-2015), Brandon School Division Annual Year End Progress Reports (2011-2015) and Brandon School Division Annual Education Result Reports (2011-2015). Canada Census data and National Household Survey data for the years 2001, 2006 and 2011, were analyzed to identify changes in level of education between Aboriginal and non-Aboriginal Peoples in Brandon.

The data analyzed represent an assessment of results for all students assessed in the specific year and should not be interpreted to show a trend for the same cohort of students moving from grade 3 through grade 12. This is because the the Brandon School Division does not track and assess cohorts of students as they move between grades. The results of the trend analyses can be found in Chapter 3.

Scoping Review

A scoping review is a type of research methodology that aims to accumulate and organize the literature on a particular topic. This type of research is particularly useful to identify and map key concepts, evidence and gaps in information or

research. Notably, while a scoping review maps out the literature, scoping reviews are not intended to evaluate the quality of the literature.

For this study, the purpose of the scoping review was to identify the perspectives and experiences of Aboriginal students, teachers, principals, family members and First Nations, Métis and Inuit organizations regarding factors influencing scholastic success in Brandon, Manitoba and nationally. The scoping review also looked for interventions aimed at improving scholastic success of Aboriginal youth. The review was conducted between January 25-27, 2016.

The scoping review used seven search terms related to scholastic success and the search string (Aboriginal* OR Native* OR "First Nation*" OR Indigenous OR Indian*) AND Canada OR Manitoba AND (Youth OR Kid* OR Children OR school student*) into the following databases:

- EBSCO Host-Canadian References
- EBSCO Host-Academic
- EBSCO Host-ERIC
- JSTOR
- iPortal
- Google Scholar
- Manitoba government

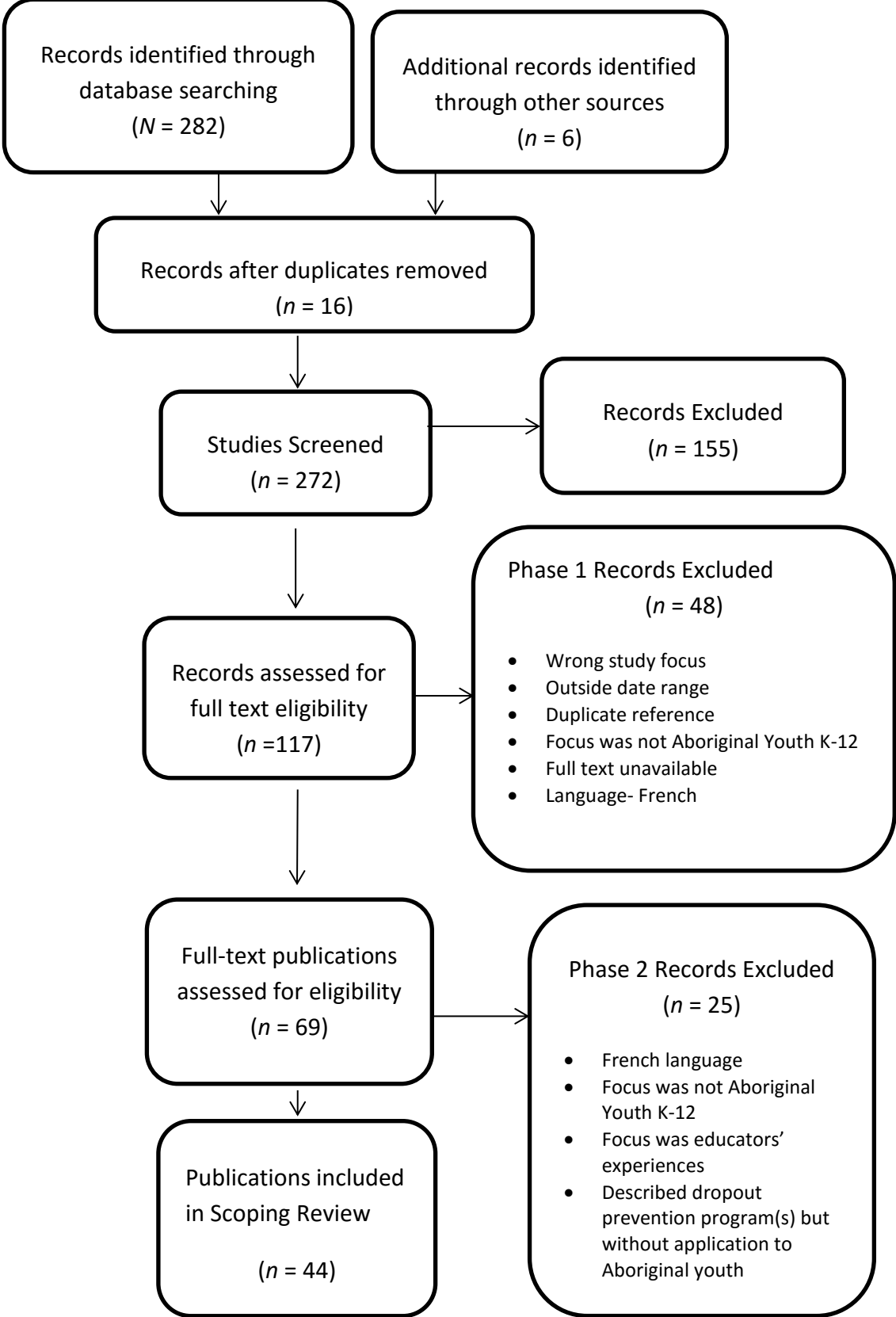
The Brandon School Division and Dakota Sioux Valley Tribal Council websites were scanned to find additional relevant documents.

All of the databases were searched for the time-period between January 1996 through January 2016. The beginning date of 1996 was selected because the last residential school in Canada was closed in that year.

Figure 1 shows a flow chart of our search. The data includes publicly accessible reports, such as the Brandon School Division Year End Progress Reports (2011-2015). Data that were relevant to the four domains linked to scholastic success (i.e., individual, family, institutional and community) was extracted from the literature and other documents that were retrieved as part of the scoping review.

To summarize, peer reviewed and grey literature, Brandon School Division Summary reports, relevant data posted on Brandon School Division and Dakota Sioux Valley Tribal Council websites were reviewed as part of the scoping review.

Figure 1. Scoping Review Flow Chart



Tell Them From Me Student Survey™ Data

The *Tell Them From Me Student Survey™* (TTFM) is an online, anonymous student survey that has been designed to measure various factors that contribute to scholastic success. In Manitoba, all provincial school divisions have been invited to participate in the Manitoba Education and Training province-wide initiative. Brandon School Division has used the TTFM survey for several years. The Learning Bar Inc., a research-based education company, has been contracted by Manitoba Education and Training to provide the survey instrument, data analysis and reporting information to provincial schools.

The TTFM survey data can be linked to school divisions, individual schools or grade levels. The TTFM survey does not contain any personal identifiers. Students agreeing to participate in the survey are given a randomized, personal identification number (ID). The ID is not linked to an individual students' information. This means that schools cannot track or link the information to individual students who have completed the survey. Students access the survey using a secure web interface. TTFM survey results are reported to schools as aggregated data for a specific grade or the entire school. The survey provider (The Learning Bar) does not report a survey measure result if less than 5 students responded; open-ended questions must contain a minimum of 10 students.

Data collected by the TTFM survey measures student outcomes and drivers of scholastic success such as:

- school climate
- education achievement
- student wellness (mental health)
- bullying and school safety
- inclusive education and equity
- quality learning experiences
- student voice

Demographic data that is collected as part of the TTFM survey include:

- grade
- gender
- socio-economic factors
- language spoken at home
- grade repetition
- self-declared reservation status (grade 7-12)
- self-declared Aboriginal status (grades 4 – 6)
- age

Our intentions for this report were to create 'drill down' or specialized reports from the TTFM survey on the following individual, school and family variables:

Individual Variables (by age, gender, grade 4-6 and 7-12):

- Aboriginal students' perception of exclusion by their peers
- Contribution to positive culture at school
- Number of different schools attended between grade 4-12
- Number of hours spent working a job outside of school
- Prevalence of grade repetition

School Variables (by age, gender, grade 4-6 and 7-12):

- Prevalence of bullying
- Perception regarding school measures to prevent bullying
- Aboriginal students' perception of unfair treatment by staff
- Aboriginal students' perception of feeling safe at school

Family Variables (by age, gender, grade 4-6 and 7-12):

- Parent or guardian interest in school performance

At the onset of this research (October 2015), we met with Brandon School Division (BSD) to identify and address research ethics issues with the hope of having BSD's approval process to access anonymous, TTFM data to identify the drivers of scholastic success and specific student outcomes for Aboriginal students in the City of Brandon. In spite of several attempts and consultations, at the time of writing this report, we were unable to access that information. Furthermore, at the time of preparing this report, BSD had not released any public information on student achievement in Brandon for the 2015-16 academic year.

Chapter 3: Aboriginal Student Education Achievement

This chapter begins with the Aboriginal student enrolment in Brandon School Division. It is following by trend analyses of the education achievement of Aboriginal students in Brandon based on publicly available data.

Aboriginal Student Enrolment in Brandon

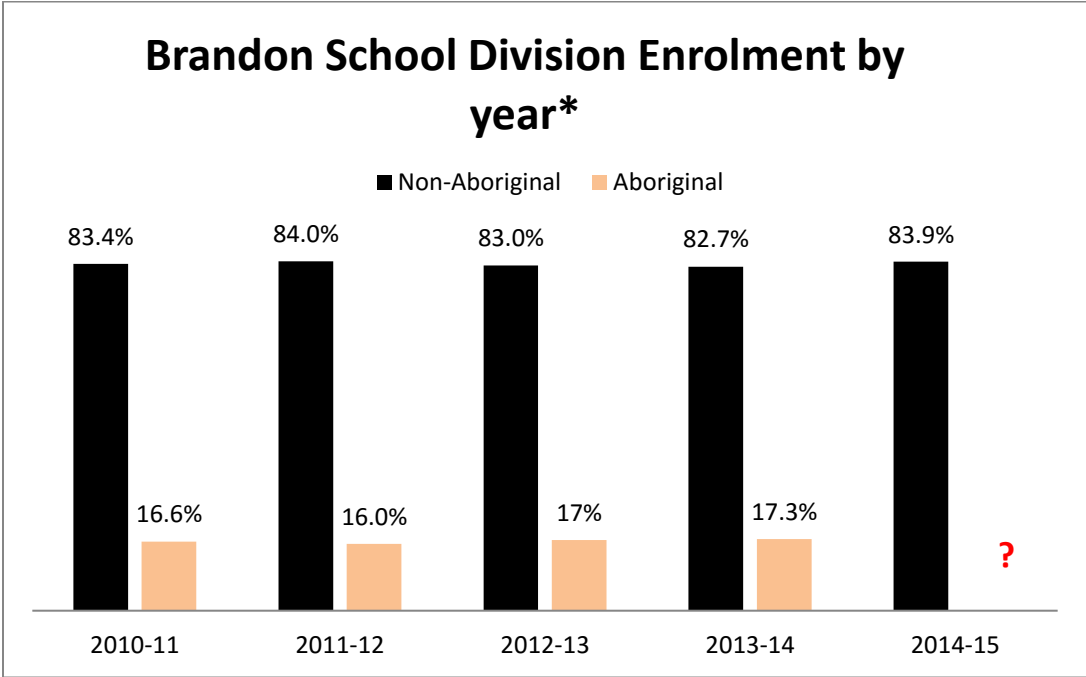
In Brandon, Aboriginal students are either enrolled through Brandon School Division for K-12 education or through Sioux Valley High School grades 7-12. Since 2010, Aboriginal students have represented approximately 16 – 17% of the Brandon School Division (Table 1).

Table 1. Aboriginal and Non-Aboriginal Enrolment in Brandon School Division

	Non-Aboriginal	Aboriginal
2010-2011	7747	1287
2011-2012	8073	1295
2012-2013	8284	1409
2013-2014	8436	1455
2014-2015	8388	Data unavailable

The percentage of Aboriginal and non-Aboriginal students enrolled in the Brandon School Division is graphed in Figure 2. The absence of data for Aboriginal student enrolment in the 2014-15 academic year is represented by a question mark.

Figure 2. Aboriginal and Non-Aboriginal Student Enrolment in Brandon School Division



* Brandon School Division Student Achievement Summary Reports 2010-11, 2012-13, 2013-14, 2014-15

Sioux Valley High School is under the jurisdiction of the Sioux Valley Education Authority. There are 105 students enrolled in Sioux Valley High School. All of the students enrolled are reported to be of Aboriginal heritage however we were unable to access enrolment information from Sioux Valley High School.

Education Achievement by Grade Level and Subject Area

As an introductory comment, information from Aboriginal learners entering the Brandon School Division score lower in all skill levels assessed on the Kindergarten Skills tests, than their non-Aboriginal counterparts. Our trend analyses show that the gap widens in grade 3 and over time the achievement gap remains the same or continues to expand.

Figures 3-5 show the results of the trend analyses for the reading, writing and numeracy educational achievement gap between Aboriginal and non-Aboriginal students in the Brandon School Division. The data were derived from the Brandon School Division Student Achievement* Summary reports 2011-2015.

Aboriginal student achievement in reading, writing and numeracy was not reported for grade 9 for the years 2011-12 and 2014-15.

Reading

Between 2011-12 and 2014-15, the achievement gap in reading comprehension for grade 3 Aboriginal and non-Aboriginal students in the Brandon School Division, widened from 25.4% (2011-12) to 33% (2014-15) (See figure 3). The percentage gap is shown in Table 2.

Figure 3. Aboriginal and non-Aboriginal Reading Gap in Brandon School Division 2011-2015

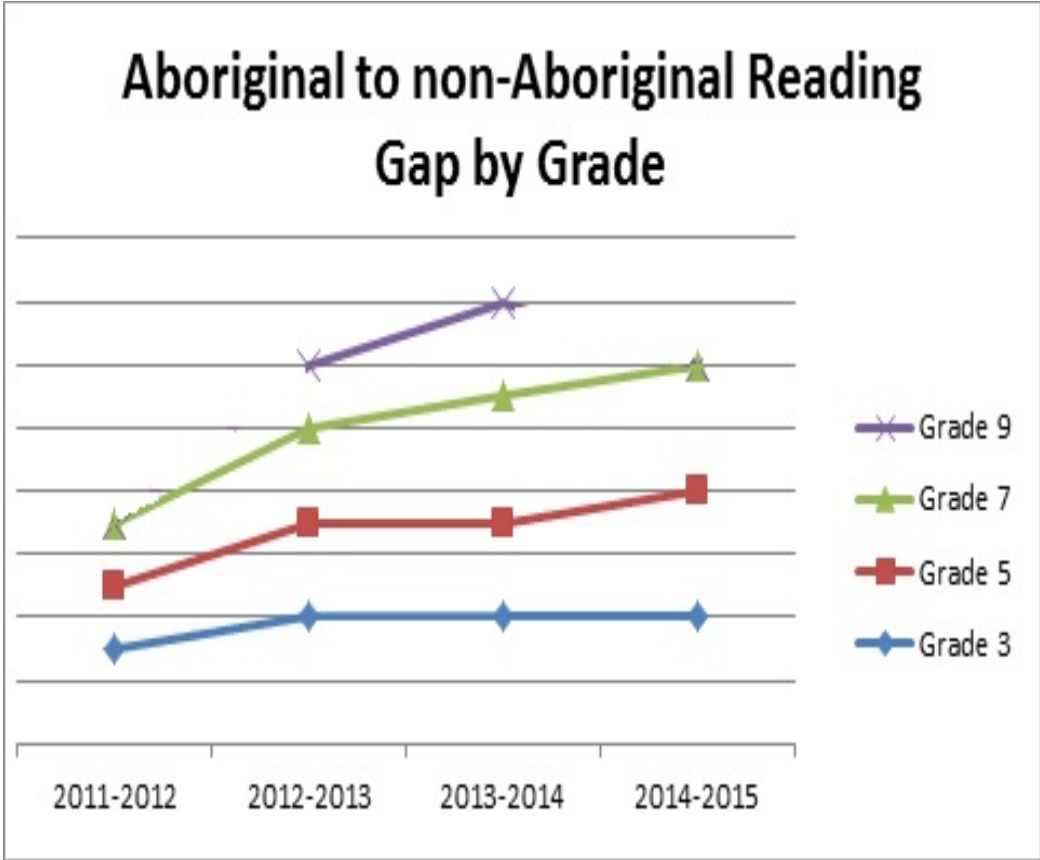


Table 2. Aboriginal and non-Aboriginal Reading Gap in Brandon School Division 2011-2015

	Grade 3*	Grade 5†	Grade 7‡	Grade 9Δ
2011-2012	19.8-25.4%	15.1%	8.5-19.3%	No data
2012-2013	26-37%	20-28%	19-23%	7-23%
2013-2014	27-30%	23-24%	24-28%	12-33%
2014-2015	33%	28%	31%	No data

* Measures reading goals, strategies, comprehension

† Measures fluency & expression, responds critically, comprehension

‡ Measures fluency & expression, responds critically, comprehension

Δ Measures comprehension, personal and critical response, techniques & elements, main ideas, inferences.

Writing

Between 2012-13 and 2014-15, the achievement gap for writing between Aboriginal and non-Aboriginal students widened in nearly all types of writing assessed and in all grades. Specifically,

- The achievement gap in writing conventions for grade 3 Aboriginal students rose between 2011-12 and 2014-15. The gap widened from **19.8%** (2011-12) to **32%** (2014-15)
- Assessments of writing organization for Grade 7 students revealed a gap between Aboriginal students as compared to non-Aboriginal students. The achievement gap for grade 7 students was **19%** in 2012-13, **22%** in 2013-14 and widened to **32%** in 2014-15¹. The gap for writing conventions fluctuated during the same time period. It was 29% (2012-2013), dropped to 20% (2013-2014), then up to 24% (2014-15) (Figure 4). The percentage gap is shown in Table 3.

¹The Brandon School Division changed how they reported writing achievement between 2011-12 and 2012-13. The 2011-12 writing assessment measured achievement in ideas, word & sentence choice, spelling and grammar. The 2012-13 assessment in writing measured achievement in the areas of ideas, organization, word choice, sentence fluency, and conventions.

Figure 4. Aboriginal and non-Aboriginal Writing Gap in Brandon School Division 2011-2015

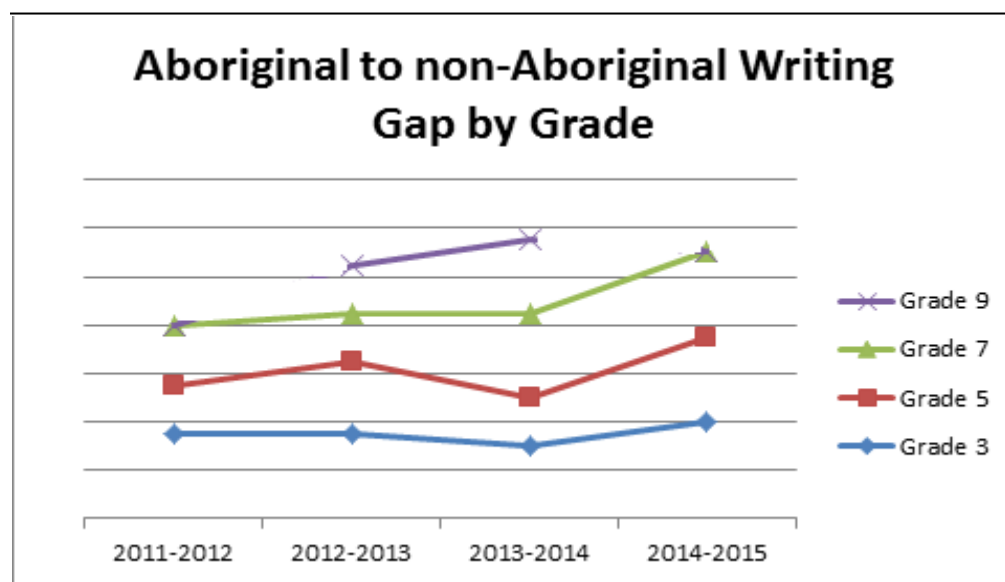


Table 3. Aboriginal and non-Aboriginal Writing Gap in Brandon School Division 2011-2015

	Grade 3*	Grade 5 †	Grade 7‡	Grade 9Δ
2011-2012	22.5%	9.9-15.1%	14.3-22.4%	No data
2012-2013	24-36%	25-29%	18-19%	11-16%
2013-2014	22-27%	17-24%	20-35%	22-30%
2014-2015	28-37%	20-31%	24.35%	No data

* Measures ideas, organization, word choice, sentence fluency, conventions

† Measures Ideas, organization, word choice, conventions

‡ Measures Ideas, organization, word choice, conventions

Δ Measures grammar & mechanics, voice, ideas, organization

Numeracy

In numeracy, the achievement gap between Aboriginal and non-Aboriginal students also widened between 2011-2015 in all areas measured. The grade 5 gap in achievement for mental math rose slightly from 26.5% (2011-12) to 28% (2014-15). In contrast, the grade 7 achievement gap in mental math increased significantly during the same time period. The grade 7 achievement gap was **32%** (2012-13), **35%** (2013-14) and **43%** (2014-15). There was a decline in the gap for grade 9 statistics and probability between 2012-13 (18%) and 2013-14 (16%) (Figure 5). The grade 9 data for 2014-15 was not reported so it is unknown whether the trend continued.

Figure 5. Aboriginal and non-Aboriginal Numeracy Gap by Grade in Brandon School Division 2011-2015

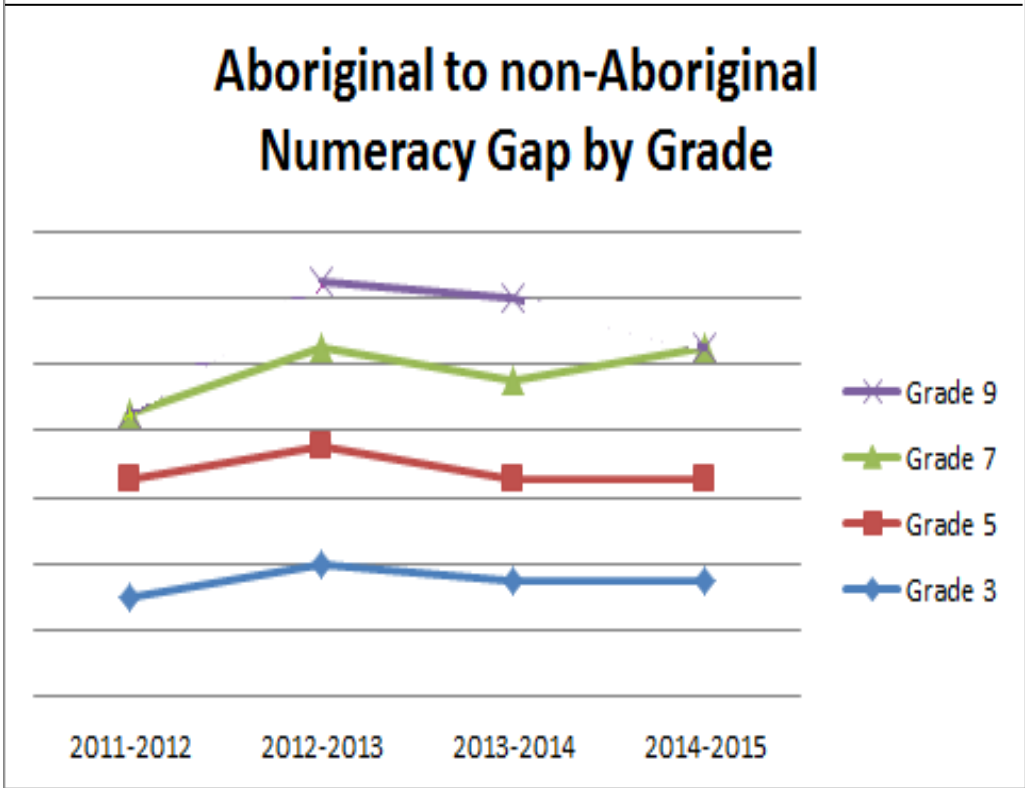


Table 4. Aboriginal and non-Aboriginal Numeracy Gap by Grade in Brandon School Division 2011-2015

	Grade 3*	Grade 5†	Grade 7‡	Grade 9^Δ
2011-2012	17-26.8%	22.6-33.3%	12-18.7%	No data
2012-2013	26-38%	25-30%	22-34%	13%
2013-2014	22-32%	21-29%	23-37%	18-22%
2014-2015	25-35%	21-28%	43-46%	No data

* Measures patterns, equality, mental math, representing

† Measures patterns, equality, mental math, representing, fractions, decimals

‡ Measures patterns, equality, mental math, representing

Δ Measures patterns & relations, number concepts, shapes & space, statistics & probability

High School Graduation Rate

The report of Manitoba Education and Training High School Graduation Rates and Student Achievement Statistics (Government of Manitoba, 2016) indicates that the public school system is failing to retain Aboriginal students. The graduation rates for Aboriginal students in Manitoba were also significantly lower than non-Aboriginal students. A 5-year analysis of Manitoba's Proxy Cohort High School Graduation Rate (2010-2014) showed a wide gap between graduation rates for non-Aboriginal versus self-declared Aboriginal students.² Graduation rates for non-Aboriginal students steadily increased from 88.2% (2010) to 96.2% (2014). In contrast, graduation rates for self-declared Aboriginal students fluctuated between between 53.4% and 54.5% during the same time period.

In 2013, Manitoba Education began to calculate the 4-year tracked graduation rate for individual students as they move from Grade 9 to graduation.³ The tracked graduation rate for both Aboriginal students and non-Aboriginal students was lower than the proxy cohort rate. Regardless which method was used to calculate the graduation rate, there was a large gap between the graduation rate non-Aboriginal students and self-declared Aboriginal students.

Manitoba's tracked 4-year graduation rate was 83.5% (non-Aboriginal students) and 46.9% (Aboriginal students) for all grade 9 students enrolled in 2009. The tracked 4-year graduation rate was slightly higher for Grade 9 students enrolled in 2010. The tracked rate for non-Aboriginal students was 84.7%. The tracked rate for Aboriginal students was 47.3%.

² The proxy cohort rate is 'comprised of the ratio of the total number of graduates reported by public and funded independent high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. The graduates in a given year do not all necessarily come from the same Grade 9 cohort.'

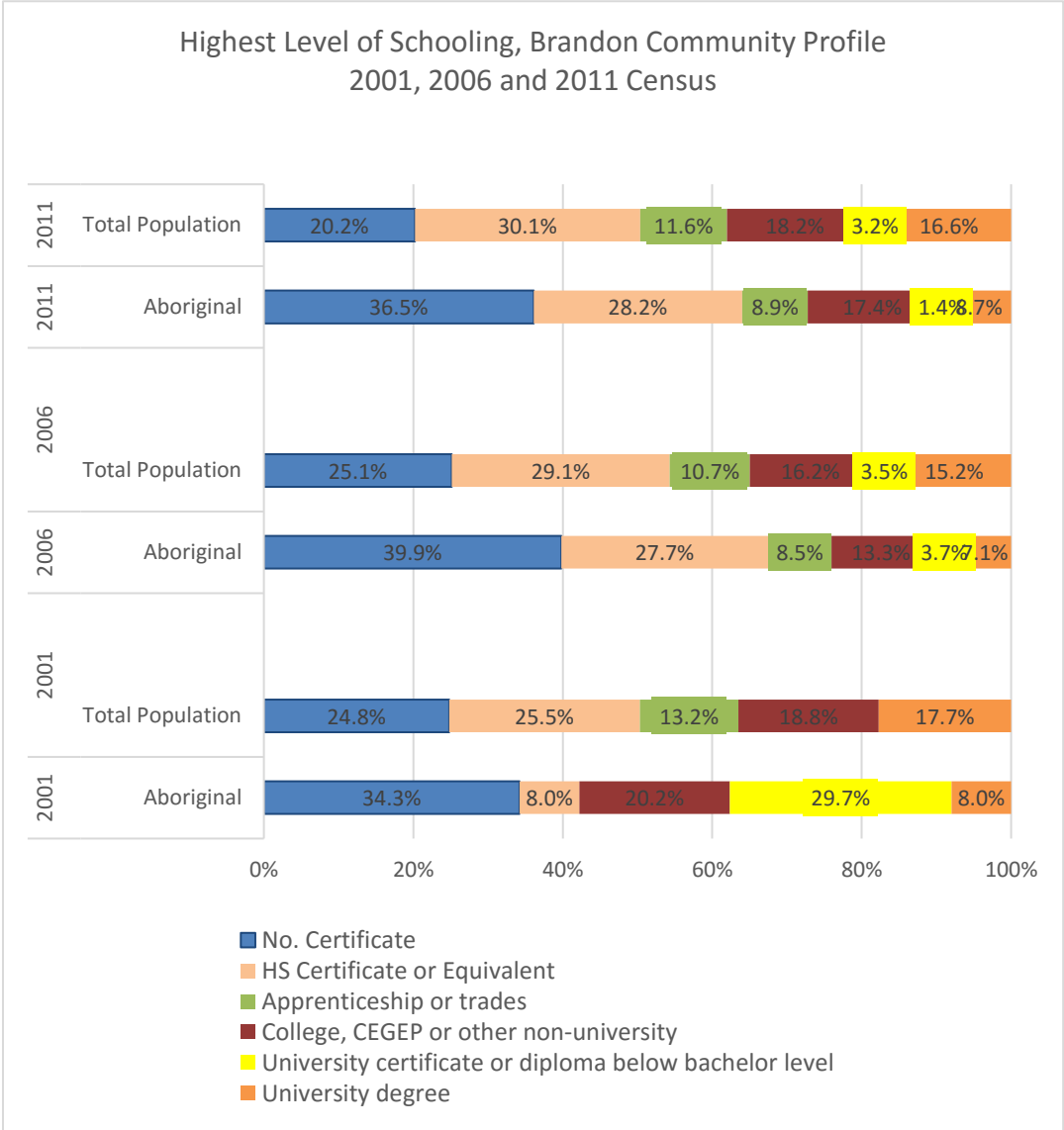
³ The tracked graduation rate is derived from the Grade 9 cohorts entering school in 2009 and 2010. It is a calculation of a four-year sequential graduation rate of individual students as they move from Grade 9 to graduation. The tracked graduation rate 'does not include students from non-funded independent schools, or those in schools that do not fall under the Public Schools Act, such as First Nations schools or Adult Learning Centres.'

In Brandon, the percentage of the population without a high school diploma or degree has been declining. The rate of decline has been faster for Brandon's total population than the city's Aboriginal population. Results of the 2001 census showed that 24.8% of the total population of Brandon over the age 25 years and 34.3% of the Aboriginal population reported that they did not have a high school credential. By 2006, the percentage of the total population without a high school credential rose slightly to 25.1% and 39.9% for the Aboriginal population in Brandon. In 2011, the percentage of the Brandon's total population without a high school credential declined to 20.2%. The Aboriginal people without a high school credential declined from 39.9% to 36.5% (Figure 6).

Between the 2001 and 2011 census, the percentage of the Aboriginal population reporting that they had a high school diploma or equivalent nearly quadrupled (from 8% to 28.2%). The percentage of the total population that reported they had an apprenticeship or trade certificate declined from 13.2% to 11% during the same period. It is not possible to compare the percentage of the Aboriginal population with an apprenticeship or trade certificate in 2001 because the 2001 census collapsed the percentage of the Aboriginal population that reported having a university certificate or diploma below the undergraduate level or apprenticeship/trade into a single group. As a result, the percentage of the Aboriginal population that reported having a university certificate or diploma below the undergraduate level appears in Figure 6 appears artificially high. A second change in reporting occurred in the 2001, 2006 and 2011 census. In the 2001 census, age categories for the highest level of education achieved changed to 20-34, 35-44 and 45-64 data in the Community Profiles. The age category for the Aboriginal population was 25 years and above in 2001. In the 2006 and 2011 census, the age category was ages 25-64. Data for the Aboriginal population was reported as 15 years or older in the 2006 and 2011 Census. These changes make exact comparisons difficult.

Regardless, census data provides a snap shot of education achievement in Brandon in a specific window of time. Census data may not provide a true picture of education within Brandon because people who moved to Brandon that were educated elsewhere are included in the survey.

Figure 6. Highest level of schooling in Brandon (Census 2001, 2006 and 2011)



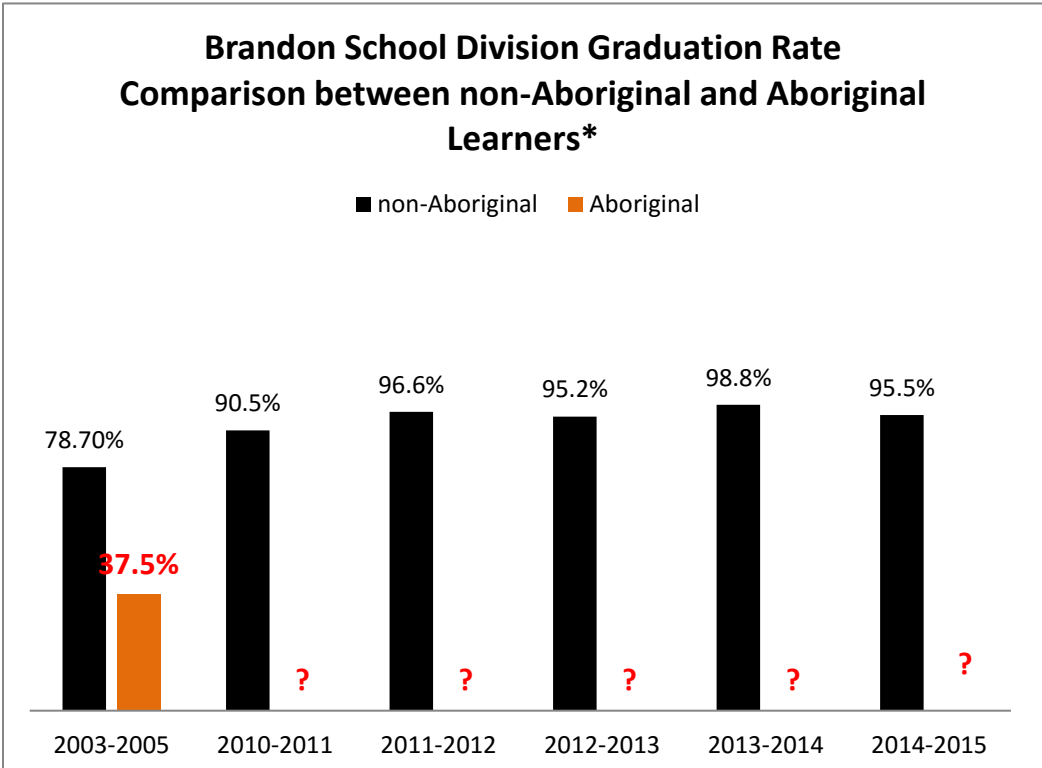
We present Brandon specific data for academic achievement and graduation of Aboriginal youth attending school in the Brandon School Division in the next section.

The *Brandon School Division Graduation Outcomes Research Project* report (Gooden, Kuryliw, Malazdrewicz, & Osiowy, 2006) is the only publically accessible study comparing graduation rates of Aboriginal and non-Aboriginal students enrolled in the Brandon School Division. The two-year study for graduation rates between 2003-2005 found that Aboriginal students' high school

graduation rate was 37.5%. The graduation rate for non-Aboriginal learners during the same study period was 78.7% (Gooden et al., 2006).

The Brandon School Division has also reported graduation rates using the proxy cohort method. Data show that graduation rates have risen for Brandon School Division students since 2006. There is a gap in information pertaining to the graduation rate for Aboriginal students enrolled in the Brandon School Division. The Brandon School Division does not report graduation rates separately for Aboriginal and non-Aboriginal students therefore a comparison of graduation rates was not possible. The absence of data is shown as a question mark. See Figure 7.

Figure 7. Graduation rates in Brandon School Division 2003-2015



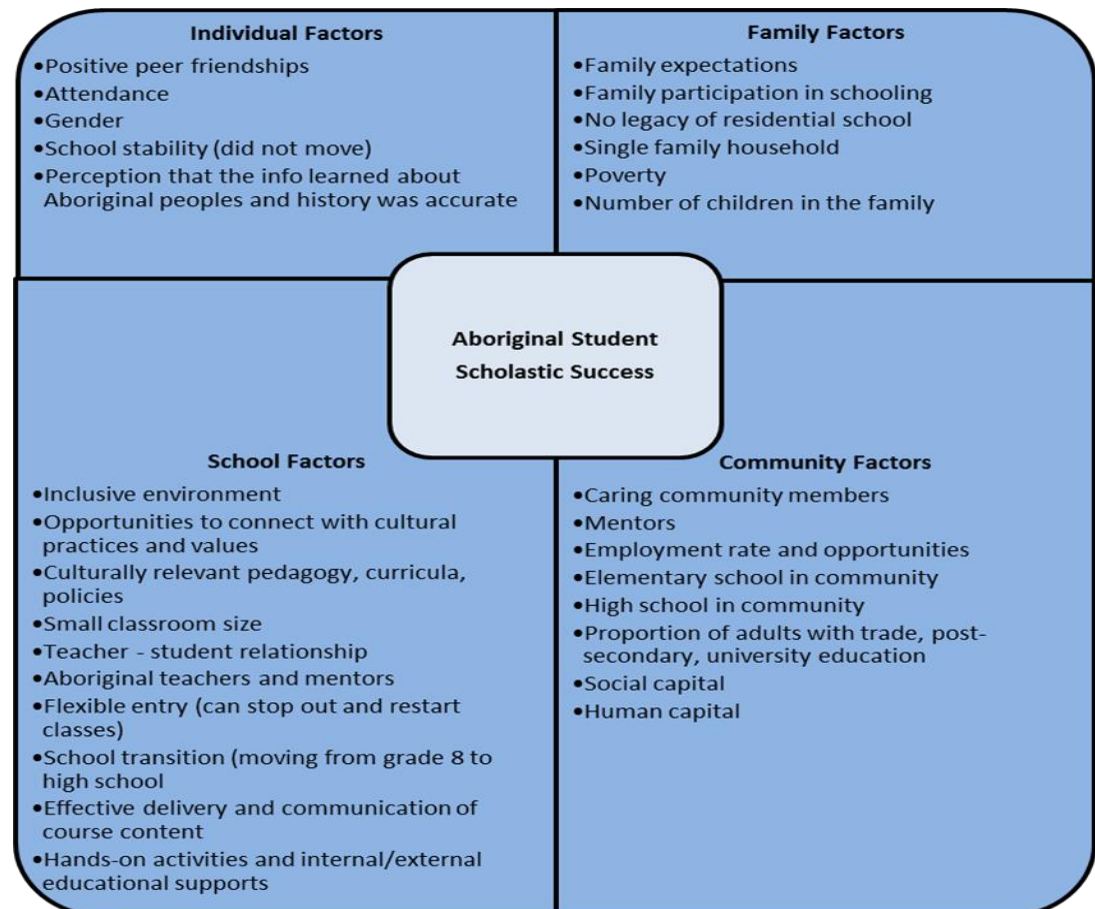
*Brandon School Division Annual Education Results Reports years 2010 to 2015

Chapter 4: Factors Affecting Scholastic Success

A complicated set of interactions between multiple factors influence scholastic success. The specific factors that contribute to scholastic success and graduation rates of Brandon School Division students are unknown because of the lack of studies conducted. The *Graduation Outcomes 2003-2005* study was the only two-year study conducted of graduating and early-exiting students to identify factors contributing to scholastic success (Gooden et al., 2006). The graduation outcomes study was not specific to Aboriginal learners, although the study did conduct a comparison of Aboriginal and non-Aboriginal learners' graduation rates that serves as a baseline for this study.

In our review of the literature, we found studies that linked scholastic success to factors that we categorized into four distinct domains. These domains are individual, family, school and community. We use these four domains to organize our findings of the factors affect the scholastic success of Aboriginal students (Figure 8).

Figure 8: Domains of Factors for Aboriginal Student Scholastic Success



Individual Factors Contributing to Scholastic Success

Individual factors that aid scholastic success of Aboriginal students include: positive self-concept/self-efficacy, supportive peer relations, attendance, gender, and student engagement.

Positive self-concept/self-efficacy

Self-concept (self-worth) is defined as a person's perceptions of his or herself. Past experience, family, peers and the external environment (e.g., school) can influence self-concept (Whitley, Rawana and Brownlee, 2014). Self-concept affects academic achievement and is influenced by academic achievement (Baydala et al., 2009; Burack et al., 2013; Whitley et al., 2014). Positive self-concept correlates to competence, increased school engagement, higher grades, school persistence and increased motivation (Baydala et al., 2009; Whitley et al., 2014). Positive self-concept/self-efficacy, described in the literature as protective, can provide resilience against challenges encountered in the educational system (Whitley et al., 2014).

In a comparative study of Aboriginal and non-Aboriginal students, Whitley et al. (2014) found significant differences between the groups in only 3 of the 8 areas assessed. They were (1) Strengths at School (connectedness at school and classroom skills), (2) Strengths in Personality Functioning (positive sense of self and coping skills) and (3) Strengths in Goals and Dreams. The differences found between the Aboriginal and non-Aboriginal learners, are likely attributed to negative feedback received by Aboriginal students that is internalized as low school-based strengths and which can influence their future aspirations (Whitley, 2014).

Aboriginal students that reported a strong cultural identity and participated in cultural activities scored higher on self-concept scales (Whitley et al., 2014). From the studies conducted to date, it appears that integrating Aboriginal culture into the curriculum and providing opportunities to participate in culturally relevant activities, would improve self-concept of Aboriginal learners thereby enhancing scholastic success (Whitley et al., 2014; Raham, 2009).

Peer relations

A study by Burack et al. (2013), found that a child's social life affected their school experience. Students that struggled academically viewed themselves as

disadvantaged, received less social support from their peers and had lower academic achievement (Burack et al., 2013). Positive peer relations increased academic success by promoting classroom engagement, creating opportunities for collaborative learning, group exploration, tutoring, higher grades and increased retention rates (Burack et al., 2013; Friesen & Krauth, 2012; Preston et al., 2014).

The effects of positive peer relations are linked to increased emotional competence, prosocial behavior and global self-esteem as well as decreased anxiety, depression and aggression (Burack et al., 2013). These effects of positive peer-acceptance are associated with academic success (Burack et al., 2013).

Research undertaken by Burack et al. (2013) tested the 'positive power' of peer support on the academic success of Naskapi youth in Kawawachikamach, Québec. The study surveyed all youth in grades 6-11 attending school in Kawawachikamach. The research team found that there was a positive correlation between Aboriginal youth who had positive social relationships with friends and education achievement. Burack et al. (2013) concluded that contrary to stereotypes, academic success is 'valued and promoted' by Naskapi youth.

There is no extant, publicly available literature that is specific to Brandon about the perceptions Aboriginal students have of their relationships with peers in the Brandon School Division. We also do not know whether the Brandon School Division has collected the data in this area as a separate study or as part 'drill-down' reports from data collected as part of the TTFM survey. We do know that the TTFM survey includes the perceptions of exclusion by their peers.

Student Engagement

Staying in school and attainment of higher grades are positively linked to school engagement concludes Whitley et al. (2014). Participation in extracurricular activities also contributes to scholastic success (Arriagada, 2015). Aboriginal students that actively engage with peers, staff and curricula are able to describe future goals and identify areas of competence & strengths suggests (Whitley, 2014). A culturally relevant and inclusive learning environment fosters engagement and high school completion (Lamb, 2014; Preston & Claypool, 2013).

Attendance

Raham (2009) found that attendance was associated with the increased education achievement of urban Aboriginal students that have a high rate of mobility. Our scoping review of the literature, found that attendance is influenced by individual, family and school-related factors including positive peer-relations, inclusive school climate, work schedules and taking care of siblings.

Kanu (2007) attributed absenteeism to the macrostructural issues facing Aboriginal students such as poverty. Poverty is a barrier to attendance and learning. In contrast, White, Hill, Kemp, MacRae & Young (2010), found that students offered help and resources to succeed at school saw school as a safe haven. Many would arrive early and stay late, rarely missing a day because they knew that meal programs and before and after school programs were offered.

Reasons for absenteeism include (1) having to care for younger siblings, (2) lack of transportation, family illness, (3) incarceration, (4) court or attended funerals, and (5) work. It is common for older students to have to work to assist the household financially (Friesen & Krauth, 2012).

Absenteeism is a barrier to scholastic success. Understanding the causes of absenteeism and identifying seasonal patterns, if any, could facilitate the development of innovative solutions to improve academic success of Indigenous youth (Friesen & Krauth, 2012). Student attrition may occur because of high rates of mobility.

Gender

Staying in school correlates positively with being female (Lamb, 2014).

School Factors Contributing to Scholastic Success

Scholastic success is influenced by a students' sense of connectedness to their school or a positive sense of belonging (Bazylak, 2002; Maclver, 2012; Melnechenko & Horsman, 1998; Preston & Claypool, 2013; Whattam, 2003).

Studies have found that numerous factors contribute to Aboriginal students' sense of belonging. These factors include the teacher-student relationship; teacher-staff response to bullying; inclusive curriculum; the presence of

Aboriginal teachers and mentors; an inclusive climate; and fostering language and culture. A description of each factor follows.

The perceptions of Aboriginal students in the Brandon School Division with a positive sense of belonging are currently unknown. The data could be collected from responses to questions on the TTFM survey however, it is unknown whether the Brandon School Division has collected the data or analyzed the data.

Student participation in school activities may contribute to a positive sense of belonging (Maclver, 2012). This data could be collected from the response to questions on the TTFM survey however, it is unknown whether the Brandon School Division has collected the data or analyzed the data.

Teacher-Student Relationship

Teachers can have a greater influence on student achievement than family, peers, and community (Bazylak, 2002; Maclver, 2012; Melnechenko & Horsman, 1998; Whattam, 2003). Aboriginal students are motivated to come to school when they perceive that their relationship with teachers, counsellors and educational workers is supportive (Maclver, 2012; Preston & Claypool, 2013; Whitley, 2014). The student/teacher relationship was identified as one of three key factors contributing to successful high school completion (Maclver, 2012). Students felt supported by teachers that accommodated the workload to their needs and celebrated their success (Maclver, 2012; Whitley, 2014).

Teacher expectations for success were also perceived as promotive for scholastic success (Lewthwaite & McMillan, 2010; Pirbhai-Illich, 2010; Whitley, 2014). In a survey of Aboriginal postsecondary students, Lewthwaite and McMillan (2010) found that slightly less than a third of the students reported that the staff in their high school did not expect them to be successful in high school. Preston et al. (2014) found that “some teachers had lower expectations of them as students, simply because they were Aboriginal”

This is in stark contrast to their parent’s expectations. Ninety-three percent (93%) of students reported that their parents expected them to do well in high school (Restoule, Mashford-Pringle, Chacaby, Smillie & Brunette, 2013).

Whitley (2014) suggests that lowered teacher expectations of Aboriginal students is a manifestation of racism. Factors cited for leaving school early were lack of supportive teacher relationships and instructional support (Raham, 2009).

Racism can negatively affect Aboriginal students' educational experience in school (Preston et al., 2014). In a study of off-reserve Aboriginal learners on Prince Edward Island conducted by Preston et al. (2014), students reported that they were made to feel inferior, bullied and teased because of their ethnicity. Teacher and staff response to reported bullying was another area that was found to be important in terms of creating a positive school environment. Whitley (2014) found that students perceived that teachers' failures to stop bullying had a negative influence on the student-teacher relationship.

Curriculum

According to Pirbhai-Illich, F. (2010) and Lewthwaite and McMillan (2010), "at the heart of many school systems' thinking is a belief, or at least, an assumption that western ways are superior and that Aboriginal culture and specifically students may bring deficits to classrooms, not assets" (p.144). In contrast, the literature indicates that creating and implementing a culturally and socially oriented curriculum contributes to the scholastic success of Aboriginal students and high school completion. Instituting curricula that integrates Indigenous ways of knowing and learning creates an inclusive environment. Whitley (2014) and Lewthwaite & McMillan (2010) found that student and teacher perceptions of a relevant educational environment and pedagogy included curricula matched to learning interests, values and needs of Aboriginal students.

Aboriginal teachers and mentors

Today we find a growing number of Aboriginal staff in schools, however, Aboriginal teachers, principals and administrators remain under-represented throughout the school system (Berger, 2009). In Nunavut and other many other Aboriginal communities or neighborhoods with a large population of Aboriginal students, the principal and teachers are non-Aboriginal (Berger, 2009).

Berger (2009) proposed that community members and the Department of Education may have differing priorities relating to preserving cultural identity. Aboriginal principals and teachers could bridge the gap between the community and Department of Education priorities by ensuring integration of Indigenous culture across the curriculum and incorporating community resources.

Lamb (2014) found that nearly all of the age groups taught by Aboriginal teachers wanted to stay in school. Whitley (2014) commented that role models positively influence school success.

Currently, there is a gap in the data related to the percentage of Aboriginal teachers and mentors in the Brandon School Division.

Inclusive Climate

The scoping review of the literature revealed that many Aboriginal youth do not connect with their education (Lamb, 2014; Preston & Claypool, 2013).

McCluskey, Baker, & McCluskey (2005) found that even gifted teens who did not fit into the traditional school structures, rarely found their way into enrichment programs. Many educators "draw lines in the sand that force troubled, troubling students out the door" (p.331).

MacIver (2012) proposed that students attending schools that provide a link to Aboriginal heritage are able to build a positive and inclusive school climate. An inclusive school climate can build student-teacher relationships, create classroom models of social inclusion, and engage students in activities. A culturally relevant and inclusive learning environment can create a sense of belonging and safety that encouraged engagement and high school completion (Lamb, 2014; Preston & Claypool, 2013).

There is a gap in knowledge about the perceptions Aboriginal students have of the school climate in the Brandon School Division. It is unknown whether the Brandon School Division has collected the data in this area. Drill down reports could be created from data collected as part of the TTFM survey that includes the perceptions of contributions to positive culture at school and Aboriginal students' perception of unfair treatment by staff.

The Lewthwaite and McMillan (2010) study of middle years' students and teachers in Nunavut found that a positive learning environment was created when teachers incorporated *Inuit Qaujimagatuqangit* principles into their approach to teaching and learning and established teacher and learners' expectations for *co-operative, co-generated* learning (Lewthwaite & McMillan, 2010). The principles are:

- *Tunnganarniq* (respecting others and relationships);
- *Aajiiqatigijnniq* (ensuring all aspects of community development are fostered through decision making through collaboration and consensus);
- *Pilimmaksarniq* (development through practice and action ensuring members of the communities are full and meaningful partners in community and social development activities); and
- *Piliriqatigiinniq* (working together for a common cause) In Manitoba, the Lord Selkirk School Division Aboriginal education program has integrated the Seven Sacred Teachings into its Aboriginal education program.

At least one study analyzed the impact of integrating Indigenous curriculum content, teaching strategies, and learning resources on learning outcomes. Researchers compared an enriched classroom to a classroom that had relatively little integration of Aboriginal culture. Students in the enriched classroom showed higher exam scores 61-83% vs. 40-60% (Kanu, 2007). Students in the highly integrative classroom reported greater satisfaction and attributed their success to the inclusion of Aboriginal content/perspectives in the classroom. The teacher in the enriched classroom also focused on creating opportunities for 1:1 interactions with students and intensive remediation to improve test scores (Kanu, 2007).

Culture

A culturally inclusive learning environment increases school attachment, self-confidence, sense of belonging that motivates academic achievement among Aboriginal students (Friesen & Krauth, 2012; Raham, 2009). Learning about Aboriginal peoples and history (and perceiving that what is taught is accurate) has been positively correlated with staying in school (Lamb, 2014). The absence of culturally relevant curriculum has been associated with perceptions that school is irrelevant in part because Indigenous culture is incongruent with mainstream educational contexts (Raham, 2009).

Numerous studies have concluded that (a) Aboriginal cultural heritage should be integrated into the curriculum; and that (b) cultural activities should be offered. The integration and implementation of Aboriginal culture would foster cultural-specific ways of being and preserve the transmission of knowledge considered essential by Aboriginal families (Agbo, 2004; Atleo, 2010; Burack et al., 2013; Friesen & Krauth, 2012; MacIver, 2012; Tunison, 2013). The integration of Aboriginal language and culture into the curriculum may also reduce racism

among non-Aboriginal students (MacIver 2012; Preston 2014). Preston et al. (2014) noted that mainstream society also benefits by inclusion of Aboriginal culture into the curriculum because it reduces bias and increases understanding of Aboriginal culture and ways of knowing.

Lewthwaite and McMillan (2010) observed that effective teachers integrate cultural knowledge, performance and learning styles of students to make learning more appropriate and effective for students. Teaching to the strengths of their students, using local and community resources and legitimizing cultural knowledge and practices closes the gap between the home culture and the school environment by employing this approach to education (Lewthwaite & McMillan, 2010).

Language

According to the 2011 National Population Health Survey, Aboriginal peoples represent 10.3% of Brandon's population (Statistics Canada, 2011). The true percentage is likely higher because historically the population self-identifying as Aboriginal is under-reported. The global non-response rate to the National Household Survey was 24.2% (Statistics Canada, 2011).

Of the people that self-identified as Aboriginal on the 2011 census 0.39% had a mother tongue other than English in Brandon. Languages spoken regularly at home were Oji-Cree, Ojibway, Inuktitut, Dene and Cree. The census did not collect information on the number of people that speak Michif, however, given that approximately 4% of self-declared Métis reside in Brandon (Statistics Canada, 2006) it is likely that some students speak Michif at home.

Language loss of Aboriginal people throughout Canada is widely considered an outcome of a *Western* education system in which Aboriginal youth are expected to use English or French (Agbo, 2004; Tunison, 2013). Although research shows language, identity and culture as closely linked, application of this knowledge is lacking in contemporary school curricula.

Education Achievement

The literature suggests that literacy development is delayed when students are instructed in a secondary language rather than their mother tongue (Raham, 2009; Lewthwaite & McMillan, 2010). As an example, in research conducted by Lewthwaite & McMillan (2010) one student commented:

I can learn but when there's no Inuktitut I don't learn well. Another student in the class will help us to learn our way in Inuktitut so you don't feel like you are not smart. Sometimes you learn by seeing the teacher to do it, sometimes you have to hear it to learn (p. 161).

Knowledge of one's Aboriginal language is also an important component of cultural enrichment (Baydala, 2009; Raham, 2009; Manitoba Education, Citizenship and Youth, 2007; Preston et al., 2014). Knowledge of one's language and culture develops pride; building positive self-esteem which contributes to scholastic success (Preston et al., 2014). In contrast, low self-esteem has been associated feelings of failure that contribute to leaving school early school (Preston et al., 2014).

Residential schools had a major impact on knowledge of Aboriginal culture and language. According to the 1996-2011 census, the percentage of the Aboriginal population that reported an Aboriginal language as their first language learned dropped from 26% in 1996 to 14.5% in 2011 (Truth and Reconciliation Commission of Canada [TRC], 2015).

Conversely, Lamb (2014) found that speaking an Aboriginal language negatively correlated with staying in school. It is not clear why there was a positive correlation between speaking an Aboriginal language and leaving school early. One explanation is speaking an Aboriginal language as a first language may delay literacy. Since knowledge of Aboriginal Peoples had a positive effect on scholastic success, Lamb (2014) questioned whether there might be a *trade-off* between academic achievement and cultural enrichment.

Family Factors Contributing to Scholastic Success

Residential School Legacy

The legacy of residential schools and the Canadian policies that created them affect Indigenous children today (Bombay, 2014; TRC, 2015; Lamb, 2014; Whitley, 2014). Having attended a residential school or having a family member attend a residential school positively correlated with leaving school early (Lamb, 2014). Parents may fear that the aim of the mainstream educational institutions is to assimilate their children.

The legacy of residential school has been associated with poor academic achievement, chronic unemployment or underemployment, poverty, insufficient school funding, inadequate teachers and unsuitable curricula (TRC, 2015). Whitley (2014) commented that parents' residential schools experience may result in reluctance to become involved in their children's schools forgoing the opportunity to build collaborative relationships with their children's teachers.

Parental Involvement in School

Parental involvement and parent-teacher relationships contribute to a welcoming educational environment and improve scholastic success (White et al., 2010; Baydala, 2009). Including the parents and community members in the classroom may make education more meaningful to the students. Parental involvement also helps teachers to understand the community that their students are coming from (White et al., 2010).

Education Achievement of Parents

Low educational achievement of parents has a significant impact on the education achievement of their children including high school graduation (Lamb, 2014; Raham, 2009; Spence, White & Maxim, 2007). Spence et al. (2007) found that higher parental education correlated with greater human capital. For example, parents can assist Aboriginal youth with homework and help create an expectation for education achievement. Spence et al. (2007) also found that the proportion of adults with a trade certificate, post-secondary or some university education positively correlated with increased high school graduation rates and decreased withdrawal rates.

Family Composition

Spence et al. (2007) found that family size and composition correlated with graduation rate. Being from a single parent household negatively correlated with age appropriate graduation and positively correlated with leaving school early. On the other hand, Spence et al. (2007) found that families with two or more children positively correlated with graduation.

Residential Mobility

High rates of residential mobility also contribute to lower education achievement levels (Hammond, Linton, Smink, & Drew, 2007). Frequent moving disrupts learning, reduces achievement (Raham, 2009) and has a negative effect on establishing the positive peer relationships that support academic success (Burack et al., 2013).

The Rempel, Lounavuori and Lancaster (2013) study of the mobility of NEET youth (that is, youth who were Not in Education, Employment or Training) found that 60.7% of Aboriginal youth in 13 selected communities in Manitoba who were not in education, employment or training aged 15-29 had high rates of residential mobility as compared to 39.3% on non-Aboriginal NEET youth. The overall graduation rate for mobile NEET youth in the Brandon area was 31.2% (Rempel et al., 2013).⁴

Community Factors that Contribute to Scholastic Success

Community factors also influence the scholastic success of Aboriginal learners (Spence et al., 2007; Lamb, 2014; Hare & Pidgeon, 2011). These factors include the level of schooling among adults, occupational diversity, employment ratio and average income.

The human capital of a community is an important measure of how well adults are able to assist learners with their schooling, setting community expectations for learning and expectations that education will lead to greater employment opportunities (Spence et al., 2007). Community factors, such as the labour force participation and average income, are proxy measures for wealth and economic strength. Impoverished communities or those with higher proportion of minorities have higher dropout rates (Battisti et al., 2014; Friesen & Krauth 2012; Hammond et al., 2007; Spence et al., 2007).

Spence et al. (2007) analyzed the relationship between several measures of educational achievements (e.g., age-appropriateness, graduation rate and withdrawal rate) and isolation, school type, demographic, economic and human capital.⁵ Their research found several community factors that affected scholastic success such as having a provincial school in the community; employment in the

⁴ Residential mobility is defined as two or more moves in the previous 12-month period.

⁵ The analysis of educational success of First Nations students was conducted using combined data from the 1996 Census and Department of Indian Affairs and Northern Development Education Survey for 1995/1996.

community; adults in the community with a trade certificate or postsecondary education.

Attendance in a provincial school was associated with a positive age-appropriate rate. The age-appropriate rate is a *measure of the number of students behind the norm* (Spence, 2007 p.152). The proportion of adults with a trade certificate or post-secondary education was also positively associated with graduation rates. The proportion of adults with some university education negatively correlated with the withdrawal rate. Factors that negatively correlated to graduation were the ratio of employed individuals to the total population and the age ratio (Spence, 2007 p.153)⁶.

Employment Goals

The research on the influence of an individual's employment goals on education achievement is inconclusive. Spence et al., (2007) found that some Indigenous students perceive that education is either (a) irrelevant to the low-end jobs available or (b) there are lack of jobs in the community.

Students that worked while going to school had poorer performance and were more likely to leave school early (Lamb, 2014). However, Lamb (2014) found a positive correlation between employment and staying in school when Aboriginal youth ages 18-25 were able to find employment within their census subdivision. Lamb (2014) speculated that employment was a proxy for employment opportunities in the community and staying in school was an incentive to attain greater employment opportunities.

⁶ The age ratio is a measure of the number of children (0-14 years) to 100 adults (15 years and over).

Chapter 5: Programs and Policies Aimed at Improving Scholastic Success of Aboriginal Students

Many jurisdictions, school divisions and government departments have developed and implemented programs and policies aimed at improving scholastic success of Aboriginal students. However, there is very little research on the effectiveness of these programs and policies (Hammond et al., 2007; Office of the Auditor General of Manitoba, 2016).

Friesen and Krauth (2012) advised that studies are needed to address the evidence gap, improve decision-making and evaluate the effectiveness of programs targeting scholastic success of Aboriginal students. With that in mind, we have provided some examples of programs and policies from the literature.

Culture and Language

Much of the literature supports incorporating Aboriginal culture and language into the curriculum (Baydala et al., 2009; Lewthwaite & McMillan, 2010; Raham, 2009) because a strong primary language accelerates English language learning and strengthens cultural identity (Berger, 2009; Raham, 2009). Studies have shown language instruction in the students' mother tongue rather than a secondary language aids literacy development (Berger, 2009; Raham, 2009). Knowledge of one's Aboriginal language is also an important component of cultural enrichment (Raham, 2009; Manitoba Education, Citizenship and Youth, 2007; Office of the Auditor General Manitoba, 2016).

Therefore, policy that expands programs offered in the Aboriginal mother tongues spoken in Brandon, such as legislation passed in Nunavut that compels schools to offer schooling in Inuktitut, would increase student academic success. Culturally enriched education can also improve exam scores (Kanu, 2007). This is only a first step. Teachers themselves must begin to see the importance of teaching Aboriginal language and advocate for language instruction in their classrooms. Policy is not always enough to overcome teacher attitudes (Berger, 2009).

For examples of programs that support language and cultural instruction in Manitoba and Nunavut see Appendix 1.

Teacher Development

Studies show that the teacher to student relationship is very important to scholastic success. Therefore, funding to improve teachers' cultural competence and capacity for successfully integrating Aboriginal content and perspectives into curriculum is warranted. Greater opportunities for staff and teachers' development to build cultural competence are needed to create an inclusive learning environment.

See Appendix 1 for examples of programs that support teacher professional development.

Student Engagement

Participation in extracurricular activities correlates with scholastic success, according to the Statistics Canada report, *Participation in Extracurricular Activities and High School Completion among Off-Reserve First Nations People* (Arriagada, 2015). Participation in school activities (curricular and extracurricular) posits MacIver (2012), contributes to a positive sense of belonging that motivates academic achievement (Arriagada, 2015; Crooks, Chiodo, Thomas, Hughes, 2009; Friesen & Krauth, 2012; Raham, 2009). Engaged students were able to describe future goals and identify areas of competence and strengths (Whitley, 2014).

In Manitoba, several school divisions have introduced programs to enhance student engagement. Programs focus on personal development using traditional perspectives; Aboriginal arts and culture; and leadership. Program evaluation to assess the effectiveness of the initiatives to improve student engagement has not yet been undertaken.

See Appendix 1 for examples of programs developed to enhance student engagement.

Community Engagement

Elders and community members today believe that the disintegration of traditional beliefs has caused a lack of identity and self-esteem in Aboriginal youth. As such, developing community connections (e.g., inviting Elders' participation) would enrich the classroom learning experience). There has been a push to include Elders in the learning of traditional values relevant to the well-

being of students in the education system. Preston et al. (2014) concluded that Elders' teachings would benefit youth and their teachers. Elders and community members can provide recommendations for modifying curriculum of adding to existing curriculum that support the interests and values of Aboriginal communities. The Brandon School Division has introduced the Native Elder program as a learning partnership to improve the scholastic success of Aboriginal learners. See Appendix 1 for examples of programs developed to enhance student engagement.

Program evaluation to assess the effectiveness of the initiatives to improve community engagement has not yet been undertaken.

Inclusive School Climate

The research shows that the true size of the Aboriginal population in a school may be under-represented because of reluctance of student to self-identify. Students perceive that disclosing their Aboriginal status they will experience discrimination. As a result, they will not self-declare their Aboriginal status.

An inclusive school climate can mitigate perceptions of discrimination. Studies show that Aboriginal and non-Aboriginal students benefit from an inclusive school climate. An inclusive school climate may also reduce racism among non-Aboriginal students (MacIver, 2012). Numerous studies recommend integrating Aboriginal cultural perspectives into the classroom to create a more inclusive school climate (Kanu, 2007; Lewthwaite & McMillan, 2010; McIver 2012). In Manitoba, the Lord Selkirk School Division Aboriginal education program has integrated the Seven Sacred Teachings into its Aboriginal education program. See Appendix 1 for examples of programs developed to create an inclusive school environment. Program evaluation, to assess the effectiveness of the initiatives to improve the school climate has not yet been undertaken.

EAL Program Approach to Literacy

Early proficiency in literacy is a strong predictor of school completion. Children that learn to read in their first language develop greater proficiency skills earlier (Raham, 2009). Therefore, strategies aimed to improve scholastic success and high school graduation rates may begin as early as pre-school.

One approach to augmenting literacy skills of Aboriginal students in British Columbia is the English as a Second Dialect (ESD) program. Battisti et al., (2014)

found that Aboriginal students enrolled in the ESD program improved their grade 7 literacy. In Manitoba, the equivalent program is the English as an Additional Language (EAL) program. Battisti et al., (2014) concluded district specific programs were effective, whereby each district receiving the funding was able to implement interventions of their own choosing. The British Columbia experience demonstrates that the EAL program approach to literacy may be beneficial to Aboriginal learners who have gaps in their literacy levels.

See Appendix 1 for examples of programs developed to improve literacy. With the exception of the British Columbia ESD program, program evaluation has not yet been undertaken.

Chapter 6: Conclusions and Recommendations

Conclusions

Two overarching conclusions emerged from this research:

1. The relationship between public policies and the political will for action.
2. The lack of data and/or the sharing of information across sectors.

Public Policies and Political Will for Action

There are multiple and complex factors and interactions that contribute to scholastic success of Aboriginal students. That said, the literature consistently identified family, individual, community and school factors that impede scholastic success. According to Kanu (2007), policies and programs should address the macro- and micro-structural barriers to success.

Across the literature, there are recommendations for strategies that contribute to scholastic success but very few of these strategies have been evaluated to determine their effectiveness.

Overarching these factors and recommendations is the explicit need for strong, evidence-based public policies and political will. The Office of the Auditor General, Manitoba drew the same conclusions in its January 2016 report on the Manitoba Education and Advanced Learning's programs and policies aimed at improving Aboriginal students' educational outcomes. The report covered the period September 2014 through June 2015 (Office of the Auditor General Manitoba, 2016). As an overarching comment, the Office of the Auditor General Manitoba found that "the Department's planning, monitoring and reporting processes are not adequately supporting its efforts to improve educational outcomes for Aboriginal students (p. 3)".

Public policies depend on political will for development, implementation and evaluation of programs. The proposed *First Nation, Métis and Inuit Education Policy Framework* (draft, 2016) developed by the Aboriginal Education Directorate, Manitoba Education and Advanced Learning, identifies several activities and initiatives that would help address these macro- and micro-structural barriers to scholastic success. In spite of this effort, we offer two observations that speak directly to political will:

1. At the time of this report (July 2016), the Manitoba policy framework is still under revision, which brings into question the timing of and extent to which the policy will actually be implemented.
2. In contrast, the Ontario Ministry of Education's policy document on First Nation, Métis and Inuit Education was implemented in 2007.

Data Collection and Sharing of Information

While provincial policies and programs are intended to trickle down to school divisions, individual school divisions have the ability to develop, implement and evaluate programs at the local level. To the best of our knowledge and based on publicly available information on Aboriginal programs in Brandon, we could not determine if any of BSD's programs or policies aimed at Aboriginal student scholastic success have been evaluated to assess the impact of the interventions.

As noted previously, we were unsuccessful in exploring Brandon School Division's *Tell Them From Me*[™] survey data. Notably, the Brandon School Division does not currently use the TTFM to survey data pertaining to Aboriginal students such as the individual, school and family variables. For example, data that is relevant to school climate such as bullying and teacher-student relationships are not disaggregated to allow a comparison of Aboriginal and non-Aboriginal students.

We have no doubt that this information would have been extremely helpful in contributing to the understanding of the scholastic success of Aboriginal students in Brandon. We were also unsuccessful in trying to access information from Sioux Valley High School.

Across the literature and with the Office of the Auditor General, it is clear that that data collection and the sharing of information with appropriate stakeholders is essential to developing, implementing and evaluating policies and programs.

Key Recommendations

The following key recommendations aimed at actions that could be undertaken by the Brandon Urban Aboriginal Peoples' Council:

Recommendation 1: We recommend that BUAPC establish a sub-committee of the Council to identify, plan for and implement the shared use of data for

pre-school, school-aged, post-secondary and workforce Aboriginal children, youth and adults in Brandon and area.

Considerations could include:

- Monitoring and reporting processes for programs and policies that aim appropriate, timely and relevant data collection and sharing of information.

Recommendation 2: Public access to information about progress in meeting goals

Based on our experience and from the others, such as the Office of Auditor General Manitoba, it is clear the lack of publicly accessible information diminishes accountability for progress in improving school environments and scholastic success of Aboriginal students.

Coupled with the need for public access is the need for greater transparency regarding progress made by the Brandon School Division and the Dakota Tribal Council to increase scholastic success. This includes data about financing, staffing, curricula development and integration as well as professional development activities.

Specific items could include:

- the number, role, placement and skills of First Nation, Métis and Inuit (FNMI) teachers;
- First Nation, Métis and Inuit teacher and staff ratio to FNMI learners;
- number of Aboriginal learners enrolled in Indigenous language instruction;
- revenue and expenditure on development of Indigenous curriculum; and,
- the extent to which Indigenous history and culture are into the curriculum.

Recommendation 3: Develop and/or expand programs for Aboriginal students

A fundamental shift in the delivery of education requires commitment and the resources to develop and implement culturally relevant curricula including land-based and culture programs. Aboriginal appropriate curricula, on reserve and off reserve is chronically underfunded (Berger, 2009).

The Brandon School Division has developed programs to Aboriginal students, however existing programs target schools with the largest numbers of self-declared Aboriginal students. Studies show that self-declaration of Aboriginal status is under-reported and non-Aboriginal students may benefit for programs aimed to increase cultural inclusion. As such, we recommend that BUAPC encourage Brandon School Division to increase funding for programs that aimed all grade levels of Aboriginal students.

References

- Aboriginal Education Directorate (2016). *First Nation, Métis and Inuit education policy framework (draft document)*.not cited in text Winnipeg, Manitoba, Canada: Manitoba Education and Advanced Learning. Retrieved from: www.edu.gov.mb.ca/aed/fnmi_framework/document.pdf
- Aboriginal Education Office (2007). *Ontario First Nation, Métis, and Inuit education policy framework*. Toronto, Ontario, Canada: Ontario Ministry of Education. Retrieved from: www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
- Agbo, S. (2004). First Nations perspectives on transforming the status of culture and language in schooling. *Journal of American Indian Education, 43*(1), 1-31.
- Atleo, M., & Fitznor, I. (2010). Aboriginal educators discuss recognizing, reclaiming, and revitalizing their multi-competences in heritage/English-language use. *Canadian Journal of Native Education, 32*, 13-34.
- Arriagada, P. (2015). *Participation in extracurricular activities and high school completion among off-reserve First Nations People. Insights on Canadian society*. Ottawa: Statistics Canada. Catalogue No. 75-006x.
- Battisti, M., Friesen, J., & Krauth, B. (2014). English as a second dialect policy and achievement of Aboriginal students in British Columbia. *Canadian Public Policy, 40*(2), 182-192.
- Bazylak, D. (2002). A study of factors contributing to the success of female Aboriginal students in an inner city high school. Unpublished master's thesis. Saskatoon, Saskatchewan, Canada: University of Saskatchewan.
- Baydala, L., Rasmussen, C., Birch, J., Sherman, J., Wikman, E., Charchun, J., Bisanz, J. (2009). Self-Beliefs and behavioural Development as Related to Academic Achievement in Canadian Aboriginal Children. *Canadian Journal of School Psychology, 24*(1); 19-33.
- Baydala, L., Rasmussen, C., Bisanz, J., Kennedy, M., Weigum, N., Worrell, S., Charchun,...Wikman, E. (2009). Evaluating success: Mother earth's children's charter school longitudinal study. *Canadian Journal of Native Education, 32*(2), 78-93.
- Berger,P.(2009). Eurocentric roadblocks to school change in Nunavut. *Études/Inuit/Studies, 33*(1/2):55-76.

- Berger, P. (2009). Inuit language, culture, and parental engagement in schooling in one Nunavut community. *Canadian Journal of Native Education*, 32(1), 73-92.
- Bombay, A., Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian residential schools: Implications for the concept of historical trauma. *Transcultural Psychiatry*, 51(3), 320-338.
- Brandon School Division. (2006). Brandon School Division graduation outcomes, 2003-2005: Action research in the Brandon School Division. Retrieved from <https://www.bsd.ca/News/publications/Documents/2003-2005GraduationStudyReport.pdf>
- Brandon School Division. (2011). Brandon School Division annual education results report 2010/2011. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/AERR2010-11.pdf>
- Brandon School Division. (2012). Brandon School Division annual education results report 2011/2012. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/AERR201112final.pdf>
- Brandon School Division. (2013). Brandon School Division annual education results report 2012/2013. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/AERR1213.pdf>
- Brandon School Division (2014). Brandon School Division annual education results report 2013/2014. Retrieved from: <https://www.bsd.ca/News/publications/Documents/2013-2014%20Annual%20Education%20Results%20Report.pdf>
- Brandon School Division. (2015). Brandon School Division annual education results report 2014/2015. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/Annual%20Education%20Results%20Report%202014-2015.pdf>
- Brandon School Division. (2012). Brandon School Division student achievement summary 2011-2012. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/2011-12BSDStudentAchievementSummary.pdf>
- Brandon School Division. (2013). Student achievement summary 2012-2013. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/2012-13%20Student%20Achievement%20Summary%20Report.pdf>

- Brandon School Division. (2014). Student achievement summary 2013-2014. Retrieved from: <https://www.bsd.ca/News/publications/Documents/2013-2014%20Student%20Achievement%20Summary%20Report.pdf>
- Brandon School Division. (2015). Student achievement summary 2014-2015. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/Student%20Achievement%20Summary%20Report%202014-2015.pdf>
- Brandon School Division. (2012). Year end progress report 2011-2012. Retrieved from: <https://www.bsd.ca/Division/AboutUs/Documents/YearEndProgressReport2012.pdf>
- Brandon School Division. (2013). Year end progress report 2012-2013. Retrieved from: <https://www.bsd.ca/News/publications/Documents/web%20version%20201213.pdf>
- Brandon School Division. (2014). Year end progress report 2013-2014. Retrieved from: <https://www.bsd.ca/News/publications/Documents/Year%20End%20Progress%20Report%202013-2014.pdf>
- Brandon School Division. (2015). Year end progress report 2014-2015. Retrieved from: <https://www.bsd.ca/division/aboutus/pages/year-end-progress-report-2014-2015.aspx>
- Burack, J. A., D'Arrisso, A., Ponizovsky, V., Troop-Gordon, W., Mandour, T., Tootoosis, C.,...Fryberg, S. (2013). 'Friends and grades': Peer preference and attachment predict academic success among Naskapi youth. *School Psychology International*, 34(4), 371-386.
- Castagno, A., Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.
- Crooks, C., Chido, D., Thomas, D., & Hughes, R. (2009). Strengths-based Programming for First Nations Youth in Schools: Building Engagement Through Healthy Relationships and Leadership Skills. *International Journal of Mental Health Addiction*, 8, 160-173.

- Dijkers, M. (2015). What is a scoping review? *KT Update*, 4 (1), 1-5. Retrieved from: <http://ktdrr.org/products/update/v4n1/dijkers ktupdate v4n1 12-15.pdf>
- Friesen, J., & Krauth, B. (2012). *Key policy issues in Aboriginal education: An evidence-based approach*. Toronto: Council of Ministers of Education.
- Garakani, T. (2014). Young people have a lot to say . . . with trust, time, and tools: The voices of Inuit youth in Nunavik. *Canadian Journal of Education*, 37(1), 233-257.
- Gooden, B., Kuryliw, A., Malazdrewicz, G., & Osiowy, T. (2006). Graduation outcomes, 2003-2005: Action research in the Brandon School Division. Retrieved from: <https://www.bsd.ca/News/publications/Documents/2003-2005GraduationStudyReport.pdf>
- Government of Manitoba. (2016). High school graduation rates and student achievement statistics. Education and training. Retrieved from: http://www.edu.gov.mb.ca/k12/grad_rates/index.html
- Hammond, C., Linton, D., Smink, J., & Drew, S., (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities in Schools, Inc.
- Hallet, D., Want, S., Chandler, M., Koopman, L., Flores, J., & Gehrke, E., (2008) Identity in flux: Ethnic self-identification, and school attrition in Canadian Aboriginal youth. *Journal of Applied Developmental Psychology*, 29(1), 62-75.
- Hare, J., & Pidgeon, M. (2011). The way of the warrior: Indigenous youth navigating the challenges of schooling. *Canadian Journal of Education*, 34(2), 93-111.
- Kanu, Y. (2006). Getting them through the college pipeline: Critical elements of instruction influencing school success among Native Canadian high school students. *Journal of Advanced Academics*, 18(1), 116-145.
- Kanu, Y. (2007). Increasing school success among Aboriginal students: Culturally responsive curriculum or macrostructural variables affecting schooling? *Diaspora, Indigenous, and Minority Education*, 1(1), 21-41.
- Lamb, D. (2014). Aboriginal early school leavers on-and off-reserve: An empirical analysis. *Canadian Public Policy*, 40(2), 156-165.

- Lewthwaite, B., & McMillan, B. (2010). She can bother me, and that's because she cares: What Inuit students say about teaching and their learning. *Canadian Journal of Education*, 33(1), 140-175.
- MacIver, M. (2012). Aboriginal students' perspectives on the factors influencing high school completion. *Multicultural Perspectives*, 14(3), 156-162.
- Manitoba Education, Citizenship and Youth. (2007). Kindergarten to grade 12 Aboriginal languages and cultures: Manitoba curriculum framework of outcomes. Retrieved from:
http://www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf
- Manitoba School Boards Association. (2011, November). *Initiatives in Aboriginal education*. Survey Results.
- McCluskey, K., Baker, P., McCluskey, A. (2005). Creative problem solving with marginalized populations: Reclaiming lost prizes through in the trenches interventions. *The University of Winnipeg—Gifted Children Quarterly*, 48(4), 330-341.
- Melnechenko, L., & Horsman, H. (1998, December). *Factors that contribute to Aboriginal students' success in school in grades six to nine*. [Amicus Monograph No. 23673275]. Regina, Saskatchewan, Canada: Saskatchewan Education.
- Office of the Auditor General Manitoba (2016, January). Improving educational outcomes for kindergarten to grade 12 Aboriginal students. Department of Education and Advanced Learning. Retrieved from:
http://www.oag.mb.ca/wp-content/uploads/2016/01/AB_ED_K_to_12_OAG_2016_WEB.pdf
- Pirbhai-Illich, F. (2010). Aboriginal students engaging and struggling with critical multiliteracies. *Journal of Adolescent & Adult Literacy*, 54(4), 257-266.
- Preston, J. P., & Claypool, T. R. (2013). Motivators of educational success: Perceptions of grade 12 Aboriginal students. *Canadian Journal of Education*, 36(4), 257-279.
- Preston, J. P., Taylor, C., DesRoches, D., & Taylor, A. (2014). Fostering the educational success of off-reserve Aboriginal learners on Prince Edward Island. Retrieved from: <http://uakn.org/wp-content/uploads/2014/08/UAKN-Atlantic-Final-Report-Fostering-the-Educational-Success-of-Off-Reserve-Aboriginal-Learners-on-PEI-.pdf>

- Raham, H. (2009). *Best practices in Aboriginal education: A literature review and analysis for policy directions*. Report prepared for the Office of the Federal Interlocutor, Indian and Northern Affairs Canada. Retrieved from: [http://www.firstpeoplesgroup.com/mnsiurban/PDF/education/Best Practices in Aboriginal Education-2009.pdf](http://www.firstpeoplesgroup.com/mnsiurban/PDF/education/Best_Practices_in_Aboriginal_Education-2009.pdf)
- Rempel, K., Lounatvuori, A., & Lancaster, G. (2013). *Final research report: Exploration of factors that contribute to youth at-risk mobility in 13 rural and Northern Manitoba communities*. Submitted to: Homelessness Partnering Secretariat, Human Resources and Skills Development Canada.
- Restoule, J. P., Mashford-Pringle, A., Chacaby, M., Smillie, C., Brunette, C., & Russel, G. (2013). Supporting successful transitions to post-secondary education for Indigenous students: Lessons from an institutional ethnography in Ontario, Canada. *International Indigenous Policy Journal*, 4(4), 1-10.
- Richards, J. (2008). *Backgrounder 116: Closing the Aboriginal/non-Aboriginal education gaps*. Toronto: C.D. Howe Institute. Retrieved from: https://www.cdhowe.org/pdf/Backgrounder_116.pdf
- Spence, N., White, J., & Maxim, P. (2007). Modeling educational success of First Nations students in Canada: Community level perspectives. *Canadian Ethnic Studies*, 39(1-2), 145-167.
- Statistics Canada. (2001). *Census Aboriginal Population Profiles*. Retrieved from: <http://www12.statcan.ca/english/profil01/AP01/Index.cfm?Lang=E>
- Statistics Canada. (2006). *National Household Survey*. Retrieved from: <http://www12.statcan.gc.ca/census-recensement/2006/index-eng.cfm>
- Statistics Canada. (2006). *Census Profile*. Brandon, Manitoba. Retrieved from: <http://www12.statcan.gc.ca/census-recensement/2006/index-eng.cfm>
- Statistics Canada. (2011). *Census Profile*. Brandon, Manitoba. Retrieved from: <http://www12.statcan.gc.ca/census-recensement/index-eng.cfm>
- Statistics Canada. (2011). *National Household Survey*. Brandon, Manitoba. Retrieved from: <http://www12.statcan.gc.ca/census-recensement/index-eng.cfm>
- Tunison, S. (2013). The Wicehtowak partnership: Improving student learning by formalizing the family-community-school partnership. *American Journal of Education*, 119(4); 565-590.

- Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Report. Retrieved from: [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)
- Whattam, T. (2003). Reflections on residential schools and our future: Daylight in our minds [electronic version]. *International Journal of Qualitative Studies in Education*, 16(3), 435-448.
- White, M., Hill, H., Kemp, S., MacRae, J., Young, L. (2010). *Poverty and education: A teacher's perspective: Summary of the findings of the focus group research*. British Columbia Teacher's Federation (BCTF) Research Report.
- Whitley, J. (2014). Supporting educational success for Aboriginal students: Identifying key influences. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 49(1), 155-181.
- Whitley, J., Rawana, E., Brownlee, K. (2014). A comparison of Aboriginal and Non-Aboriginal students on the inter-related dimensions of self-concept, strengths and achievements. *Brock Education*, 23(2), 24-46.

Appendix 1: Programs to Enhance the Scholastic Success of Aboriginal Learners

Appendix 1. Programs to Enhance the Scholastic Success of Aboriginal Learners

Success Factor Targeted	Title of Measure	Description of Program	Location of Program	School Level Targeted	Impact	Source
Culture and Language	Aboriginal Academic Achievement	<ul style="list-style-type: none"> Books, visual resources, cultural speakers & artists Native studies course offered 	Border Land School Division, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education	<ul style="list-style-type: none"> Develop a resource library Cree language (optional) 	Kelsey School Division, MB	Grade 6	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education	<ul style="list-style-type: none"> Develop a resource library Integrated curriculum: Seven Sacred Teachings, Michif Language into Basic French and the science of tipi making (Grade 7 science) Grade 9 Aboriginal Studies program elective (Ecole Selkirk Junior High) and First Nations, Metis and Inuit Studies 40S- MB education approved (LSRCSS) 	Lord Selkirk School Division, MB	Grade 7, 9	Unknown	Initiatives in Aboriginal Education Survey June 2015

Footsteps Program	<ul style="list-style-type: none"> Grade 4-6 social studies program supplemented by cultural programming at Rene Deleurme Centre Resource library Current Topics in First Nations Métis and Inuit Studies 40S high school course 	Louis Riel School Division, MB	Grade 4-6, High School	Unknown	Initiatives in Aboriginal Education Survey June 2015
Heritage Language Program	<ul style="list-style-type: none"> Cree and Ojibwe classes (After school) 	Seven Oaks School Division, MB	Not specified	Unknown	Initiatives in Aboriginal Education Survey June 2015
Centre for Youth, Science Teaching and Learning (CRYSTAL) project	<ul style="list-style-type: none"> Education Framework based upon <i>Inuit Qaujimagatuqangit</i>—traditional Inuit ways and knowledge (see Pinasuaqtavut, 2004) Multiple Instructional strategies Reciprocal learning Use of local resources Opportunities for cooperative learning Incorporate 1st language use 	Nunavut	Middle years Inuit students	Effective learning environments are <i>responsive to cultural norms of students</i>	Lewthwaite & McMillan (2010)
Literature review of culturally responsive educational initiatives	<ul style="list-style-type: none"> Pedagogy and curriculum meet needs of local culture and Aboriginal learners Educators understand dynamics of racism 	United States and Canada	Not specified	<ul style="list-style-type: none"> School environment, language and community culture critical to success of formal learning 	Castagno & Brayboy (2008)

					<ul style="list-style-type: none"> • Culturally responsive curriculum: <ul style="list-style-type: none"> • Improves learning • Self-esteem 	
	Aboriginal Immersion	<ul style="list-style-type: none"> • Indigenous curricula • Cree and Stony language instruction • Program & teaching based on Indigenous approaches (e.g., Medicine Wheel) • Aboriginal teachers and staff (30%) • Community advisory group 	Mother Earth Charter School Lake Wabamun, Alberta	K-8	<ul style="list-style-type: none"> • Student performance declined, however students were not compared to an equivalent <i>regular program</i> group 	Baydala et al. (2009)
School Climate (Inclusive Schools)	Aboriginal Cultural/Elder Advisor	<ul style="list-style-type: none"> • Role model accessible to students • Provides guidance to students • Provides cultural perspectives and advice to school 	Brandon School Division, MB	All students in participating schools	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Promoting Aboriginal Awareness	<ul style="list-style-type: none"> • Ideas for Aboriginal-focused initiatives promoted by volunteer representatives for each school at divisional team meeting 	Hanover School Division, MB	Unspecified	Evaluation of initiatives conducted in May, annually	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education	<ul style="list-style-type: none"> • Integrate cultural elements into curriculum (e.g., presentations) • Build positive sense of belonging through cultural connections • Girls & boys' cultural awareness groups • Seven Teachings Project 	Interlake School Division, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015

Aboriginal Education	<ul style="list-style-type: none"> • Integrate cultural elements into curriculum (e.g., storytellers, Elders, feasts) • Cree language class 	Kelsey School Division, MB	Unspecified, Grade 6 (Cree language)	Unknown	Initiatives in Aboriginal Education Survey June 2015
Engage Aboriginal Learners and Community	<ul style="list-style-type: none"> • Aboriginal Artists In-Residence • Elder In-Residence • Cree and Ojibwe language program • Making Connections Aboriginal Youth Film Project • Aboriginal education resource kits • Parent/Community engagement (Gitchi Misawedamowinan Program) 	The Seven Oaks School Division, MB	Middle School, High School	Unknown	Initiatives in Aboriginal Education Survey June 2015
Instructional Methodologies and Elements of Instruction for Increasing Success of Aboriginal Learners	<ul style="list-style-type: none"> • Integrating Aboriginal perspectives into (a) student learning outcomes, (b) instructional methods and strategies, (c) learning resources and materials, (d) student assessment, and (e) curriculum philosophy 	Canada	High School Grade 9 Social Studies	<ul style="list-style-type: none"> • Students in the integrated classroom scored higher on exams, had greater conceptual understanding • Learner engagement & positive outcomes linked to teacher confidence & instructional capacity 	Kanu, Y. (2006)

Teacher Cultural Competency and Professional Development	"From Cultural Awareness to Cultural Competency"	<ul style="list-style-type: none"> Integrating aboriginal perspectives/ issues into regular curriculum 	Manitoba Education	Professional Development	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Academic Achievement	<ul style="list-style-type: none"> Instructional strategies Aboriginal Perspectives in Education and Art 	Pembina Trails School Division, MB	Professional Development	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Treaty Education Initiative	<ul style="list-style-type: none"> Collaboration between Long Plain First Nation and the Portage la Prairie School Division 	The Portage la Prairie School Division, MB	Professional development	Unknown	Initiatives in Aboriginal Education Survey, June 2015
Student Engagement	Finding My Way	<ul style="list-style-type: none"> Student personal development using traditional perspectives, concepts and tools from Aboriginal communities 	Brandon School Division, MB	Middle School	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education Program	<ul style="list-style-type: none"> Aboriginal Educator/ advisor on curriculum development Support & resources for students, parents, staff 	Evergreen School Division, MB	All students	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education Initiatives	<ul style="list-style-type: none"> Aboriginal Art Club Enhance student- teacher relationship through group meetings Aboriginal Student Centre (LSRCSS) Drumming group Young Brothers of Red Nation Working Group (grade 5-6 boys) 	Selkirk School Division, MB	Grade 5-6	Unknown	Initiatives in Aboriginal Education Survey June 2015

	Aboriginal Youth Leadership Program	<ul style="list-style-type: none"> • Building leadership capacity- (Students receive high school credit for participation) 	Louis Riel School Division, MB	High School	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Northern Lights Project	<ul style="list-style-type: none"> • Information sessions for career exploration • Intensive creative problem solving (CPS) training • On-the-job placements (5-week) • Develop growth plans for program participants • Aboriginal culture • Aboriginal social workers and teacher assistants hired 	Manitoba	High School age, Mature adult	38 out of 58 participants returned to school, graduated, or found employment	McCluskey, K., Baker, P., McCluskey, A (2005)
Community Engagement	Native Elder Program	<ul style="list-style-type: none"> • Assist with curriculum development • Role model accessible to students • Develop working relationship with school administration & counselors 	Brandon School Division, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Building Student Success with Aboriginal Parents (BSSAP)	<ul style="list-style-type: none"> • Networking relationships with community organizations (e.g., Brandon Friendship Centre) • Parent engagement in planning programs, traditional teachings, cultural clubs etc.) • Organize community activities (e.g., feasts, ceremonies) • Cree lessons & curricular resources 	Brandon, Flin Flon, Selkirk, Winnipeg School Divisions, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015

	Community Schools Partnership Initiative (CPSI)	<ul style="list-style-type: none"> Strengthen parent, school and community relationships 	Brandon School Division, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Waywayseecappo First Nation Partnership	<ul style="list-style-type: none"> Educational partnership to cooperatively deliver educational services Community involvement in education Ojibwe language Off-campus classroom 	Park West School Division, MB	Nurse-Grade 8, 14-17 years (off-campus classroom)	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Community Education	<ul style="list-style-type: none"> Free Cree and Ojibwe classes offered after school to community members 	The Seven Oaks School Division, MB	Unspecified	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Wicehtowak Partnership (Pleasant View School District and Buffalo Trail Cree Nation)	<ul style="list-style-type: none"> Culturally appropriate curriculum resources (Harmony Cultural Resource Binders K-12) Anti-racism training sessions for all grades Comprehensive policies to ensure eradication of racism Language and culture programs and activities Foster co-governance among parents, families, community & schools 	Edmonton, Alberta	K-12	Increased positive relationships between school district and community organizations representing Aboriginal families	Tunnison, S. (2013)
Literacy	English as a Second Dialect (ESD) program	<ul style="list-style-type: none"> Aboriginal students that speak 'non-standard' variations of English assigned to the English 	British Columbia	Grades 5-7	Reading test gains increased in tandem with the #	Battisti, M., Friesen, J., & Krauth, B. (2014)

		as a Second Dialect (ESD) program <ul style="list-style-type: none"> English proficiency is assessed annually Instruction plan developed for each enrolled student designed. 			years enrolled in ESD	
	Aboriginal Academic Achievement Grant	<ul style="list-style-type: none"> Literacy support 	Brandon School Division, MB	Grade 3-4	Unknown	Initiatives in Aboriginal Education Survey June 2015
	Aboriginal Education in Early Years School	<ul style="list-style-type: none"> Cultural resource library Artists in residence- Aboriginal writer 	Lord Selkirk School Division, MB	K-4	Unknown	Initiatives in Aboriginal Education Survey June 2015