



ABORIGINAL STUDENT ACHIEVEMENT

a status report

may, 2011

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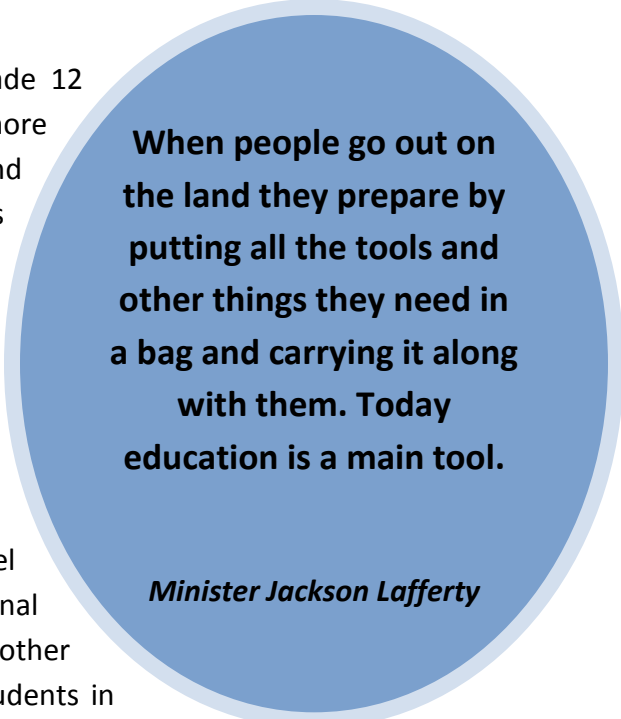
background:

The future of the Northwest Territories (NWT) depends on the strength of our people. Our success as a Northern society depends on our young people having the skills and knowledge to fully participate as Northern and global citizens. Aboriginal youth is the fastest growing segment of our population. They play a key role in the NWT's future. They have the responsibility to carry on Aboriginal languages and traditions, as well as have the skills and knowledge to shape Northern society in ways that are meaningful to Northerners, Canadians, and others around the globe.

Almost two-thirds (64%) of Kindergarten to Grade 12 students in the NWT are Aboriginal. Today, more Aboriginal students are staying in school longer and graduating from high school than in previous decades. In 1978, 10% of NWT high school graduates were Aboriginal students. In 2008, almost half of NWT high school graduates were Aboriginal students.

While education levels are improving, there remains a significant gap in education outcomes for Aboriginal students. Functional Grade Level (FGL) reporting shows significant educational achievement gaps between Aboriginal and other students. FGLs show that 53% of Aboriginal students in grade three in the NWT were reported as working on Grade _____ level curriculum in English Language Arts compared to 88% of other students. These FGL results correlate with graduation rates. In 2009, 44% of Aboriginal students in the NWT graduated from high school compared to 70% of other students.

There are several factors that contribute to educational achievement gaps between Aboriginal and other students. Absenteeism is a contributing factor. It is estimated that the average Aboriginal student in the NWT misses over 41 days of school each year. This means that by the end of grade nine the average NWT Aboriginal student has missed two years of schooling. This is more than twice the amount of schooling that other students miss. The relative newness of formal education in a number of communities is also a factor where students, who are now adults and parents, were not able to complete their own education. Limited economic and employment opportunities may also be serving as a disincentive towards higher levels of education.



When people go out on the land they prepare by putting all the tools and other things they need in a bag and carrying it along with them. Today education is a main tool.

Minister Jackson Lafferty

Education success in the NWT is largely defined around academic success. However, it is also important to ensure that education success addresses other key purposes of public education, namely providing students with the knowledge, skills and attitude to become confident and responsible citizens of their communities and to become the leaders of tomorrow. Aboriginal youth need to be, as the Tłıchǫ region refers to, 'strong like two people'. The Department of Education, Culture and Employment (ECE) is just one of the players responsible for ensuring that Aboriginal youth have the skills and knowledge needed for their future.

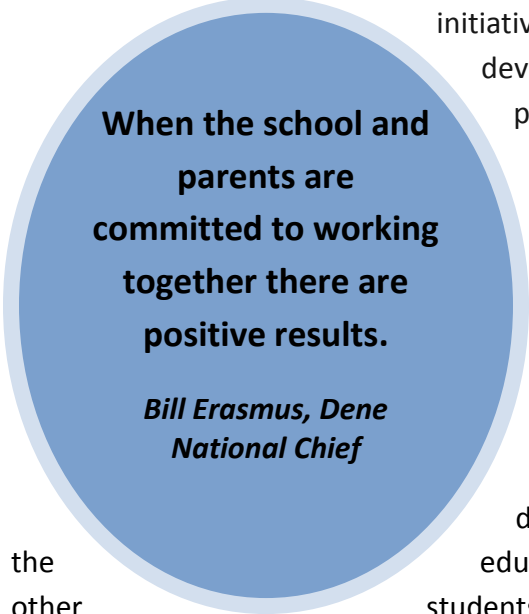


the aboriginal student achievement working group:

In 2009, the Minister of Education, Culture and Employment directed the department to focus on eliminating the educational achievement gap between Aboriginal and other students. This is in accordance with the 16th Legislative Assembly's goal of "Healthy, Educated People" and a "Strong and Independent North Built on Partnerships" discussed in *Northerners Working Together*.

The Members of the Legislative Assembly also identified Strategic Initiatives to achieve these goals and priorities. Under the Building our Future Strategic Initiative a key action area is to Expand Programming for Children and Youth. ECE's Aboriginal Student Achievement (ASA)

initiative will expand programming for children and youth by developing and implementing a remedial plan with partners through a cost-shared arrangement.



When the school and parents are committed to working together there are positive results.

Bill Erasmus, Dene National Chief

In 2009/10 ECE held a series of partners' workshops to examine best practices and approaches to improving Aboriginal student achievement. The Aboriginal Student Achievement Working Group (ASAWG) evolved from these workshops.

The ASAWG was established for a one-year period to develop a draft NWT-wide education plan to eliminate educational achievement gap between Aboriginal and other students. It's mandate was to consider and make

the other recommendations on:

- early childhood and child care supports to ready young children for school;
- Kindergarten to Grade 12 supports to enable students to stay in, and succeed in school; and
- active engagement of parents, communities, and their leaders in supporting Aboriginal student achievement.

The ASAWG had membership from four Aboriginal organizations, a voluntary sector literacy organization, the NWT Teachers' Association, school boards and Aurora College, as well as three GNWT departments. Industry representatives also participated in ASAWG meetings.

The ASAWG had six meetings between April 2009 and April 2010. The Working Group examined key issues and promising practices for improving Aboriginal student achievement. It launched pilot projects in each region and a territorial-wide communication strategy to encourage

Aboriginal student achievement. ASAWG members also presented its priorities for closing the gap between Aboriginal and other students, to their constituents and members. The draft plan is the result of the ASAWG’s work.

The Aboriginal Student Achievement Working Group (ASAWG) led the development of the draft Plan. ASAWG members and alternates are:

- Inuvialuit Regional Corporation (IRC) Sandra Elanik
- Dene Nation Bill Erasmus, Rosa Wah-shee and Charles Mantla
- NWT Metis Nation Pearl Bird and Audrey Enge
- Native Women’s Association of the NWT Lisa Duncan and Lena Pedersen
- Northwest Territories Teachers’ Assoc. Tammy Steinwand and David Reid
- NWT Literacy Council Helen Balanoff
- Aurora College Sarah Wright-Cardinal and Joan Langevin
- DEC Superintendents Nolan Swartzentruber and Lucy Lafferty
- ECE- Advanced Education & Income Security Gloria Iatridis and Kathleen Mullin
- ECE - Education & Culture Roy Erasmus (Chair)
- ECE - Early Childhood & School Services Rita Mueller and Angus Lennie
- ECE – Education Operations & Development Janet Grinsted and Cheryl Fennell (ASA Interim Coordinator)
- ECE - Public Affairs Amy Doerksen
- Health and Social Services-Addictions Marlene Villebrun
- Justice Dawn Anderson



aboriginal student achievement education plan priorities:

The draft Aboriginal Student Achievement Education Plan is a collaborative effort to eliminate the achievement gap between Aboriginal and other students in the NWT. The draft Plan has four (4) priorities and ten (10) elements.

Early Childhood and Childcare – with the elements of:

- early childhood and childcare that reflects the local community and culture;
- strengthening Kindergarten programming and curriculum;
- helping parents; and
- partnering with NWT Health and Social Services to improve the quality of programs and services for children.

Student and Family Support - with the elements of:

- working toward positive student-home-school relationships;
- helping youth complete their education; and
- providing tools and resources to help students progress through schooling.

Aboriginal Language Curriculum and Resource Development - with the elements:

- developing Aboriginal language curriculum and resources for Kindergarten to Grade 12; and
- having more NWT Aboriginal language instructors, teachers, resources and mentors.

Literacy - with the element of:

- increasing and improving literacy skills of all Kindergarten to Grade 12 students.



partners' views on asawg priorities:

The ASAWG members sought input from their respective areas on Aboriginal Student Achievement Education Plan priorities. Fourteen (14) agencies provided input. This input was the focus of discussions at the final ASAWG meeting in April 2010. Partners' input is summarized below in light of ASAWG priorities and expected outcomes.

priority 1: early childhood and childcare

Element 1: Quality early childhood and childcare reflecting local community and culture

Expected Outcomes:

- Quality school early childhood and child care programs that meet the child's development needs and reflect the local community and culture.
- Schools with quality early childhood and child care facilities that meet health and nutrition, sanitation, safety, and physical space standards and reflect the local community and culture.
- Competitive wages and benefits for trained early childhood and child care staff, working in school and community-based facilities.

Partners said that:

- The first step to developing quality early childhood programs and childcare services is to consult with the community. Consultations would determine how to set up quality programs/services that are grounded in the culture and language of the local community and actively engage elders.
- Clear definitions are needed of the various types of programs and services that are typically available for children six years of age and younger (e.g. childcare, early childhood, family, preschool, junior kindergarten and kindergarten programs).
- Planning for quality early childhood programs and childcare services would benefit from a review of past efforts to implement universal childcare in the NWT.
- Quality early childhood programs and childcare services can be school and/or community based but parents in every NWT community should have access to affordable, quality programs and services. Priority should be given to communities without any programs/services or inadequate programs/services.

There are many problems that plague our students so we all have to work together to improve successes.

***Chief Eddie Sangris,
Yellowknives Dene First
Nation***

- Every youth enrolled in an education/training program who does not have funding for childcare supports, should have access to free, quality childcare.
 - Early childhood and childcare programs should be housed in facilities that meet health, sanitation, safety, and physical space standards. In cases where there are no existing programs and/or space, the school can be a good place to locate early childhood programs and childcare services.
 - It is important to build on successful models and practices (e.g. Aboriginal Head Start, Health and Social Services' Healthy Family Program, and school-based programs) and enhance and complement existing programs.
- Regardless of the location of the program, competitive wages and benefits and training should be available to early childhood and child care staff. Training and equality among community and school programs are important.

Element 2: Kindergarten

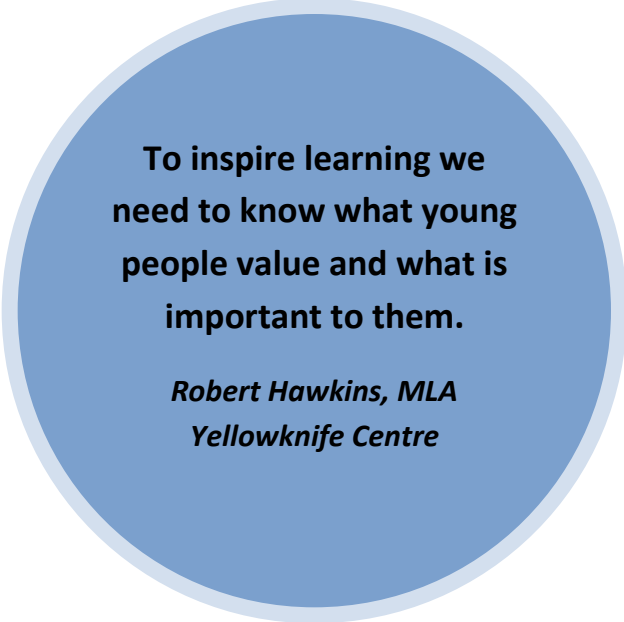
Expected Outcomes:

- Full-day compulsory kindergarten for all five year old children in the NWT.
- Optional junior kindergarten for four year old children in the NWT.

Partners said that:

- Extensive consultation is needed with parents, schools, and communities to determine appropriate approaches to childcare services and early childhood programs.
- Compulsory full-day kindergarten for all five-year old children and optional junior kindergarten for four-year old children could both negatively and positively impact early childhood programming options. On the positive side, it could make early childhood programs available where currently none exist. On the negative side, it could make it difficult for other early childhood programs/services including privately run services to compete.
- It is preferable to take a comprehensive rather than a compulsory or mandatory approach to childcare services and early childhood programs. A comprehensive

approach will consider the challenges attracting and engaging young children in early childhood programs, local languages and cultures, and parental and elder involvement in early childhood.



**To inspire learning we
need to know what young
people value and what is
important to them.**

*Robert Hawkins, MLA
Yellowknife Centre*

Element 3: Helping parents

Expected Outcomes:

- Parents learning essential parenting skills through programs that teach and support good nutrition, literacy, self-esteem, and child development.

Partners said that:

- Parenting and parental involvement are central to student successes.
- Parents need to be supported to learn essential parenting skills.
- Programs targeting parents that are flexible and grounded in the culture and language of the local community are needed. These programs would teach good nutrition, literacy, self-esteem, and child development practices. These programs would build on successful models/practices and existing programs such as Health and Social Services' Healthy Family Program and the NWT Literacy Council's family literacy program.

Element 4: Partnering with Health and Social Services for Children

Expected Outcomes:

- Assessment of all babies and children six years of age and younger.
- All babies and children six years of age and younger meeting health and developmental benchmarks.
- All young children receiving interventions when required.
- All children with special needs receiving the support they need.

Partners said that:

- The *Early Childhood Framework for Action* is a broad five to ten year plan that guides the development of young children six years of age and younger. It deals with everything from childcare licensing to policy for early childhood programs. The Framework guides the partnership between GNWT Health and Social Services and Education, Culture and Employment. The *Early Childhood Framework for Action* needs to be updated/revised and resources need to be allocated to support its implementation.

- More joint initiatives between Health and Social Services and Education, Culture and Employment are needed at the local and regional levels including on the front-line.



priority 2: student and family support

Element 5: Positive student-home-school relationships.

Expected Outcomes:

- Trained counsellors in all NWT schools with more than 50 students.
- Trained district-based counsellors to work with small schools with less than 50 students.
- School staff training and cultural orientation to promote understanding of local community and culture.
- Student counselling and interventions that reflect the local community and culture.
- More interagency training to involve and support students in and outside the school.
- More community support for students attending school regularly and achieving academic success.

Partners said that:

- Trained in-school counsellors are needed at all levels from early childhood to postsecondary to help students address the many issues that impact on their school successes.
- Effective counsellors have diverse skills and sound knowledge of the social and cultural environment of the students they work with.
- There is a need to strengthen connections between the home and school to improve relationships with parents and out-of-school supports for students.
- The previous school-community counsellor program may be a model to follow.

**Everyone should think
about their responsibility
for language.**

*Ted Blondin, Chair Tlicho
Community Services Agency*

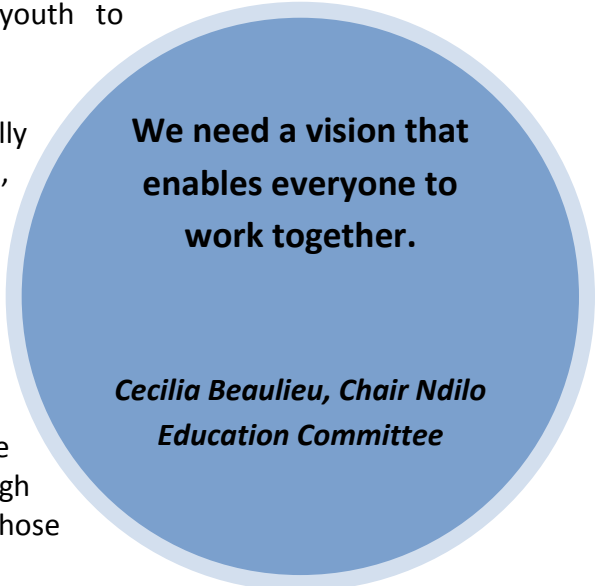
Element 6: Helping NWT youth complete their education

Expected Outcomes:

- Alternative education programs accessible to more NWT youth.
- Stronger community-based partnerships among community schools and Aurora College.
- More programs to support youth to attend school regularly, stay in school, and graduate from Grade 12.
- More programs that promote positive self-esteem among youth.
- School and workplace programs to promote the school-work connection.

Partners said that:

- Every effort has to be made to support youth to successfully complete their education.
- Aboriginal students need help successfully navigating through the processes of enrolling, and transitioning into postsecondary institutions.
- NWT Student Financial Assistance (NWT SFA) and contributions from Aboriginal organizations help students at a postsecondary level but similar financial support may not be available for those endeavouring to finish high school. Financial aid should be prioritized for those seeking to complete high school.
- Alternative education programs and Aurora College provide other pathways for students to complete their education. These options need to be better supported.
- This ASAWG priority should be addressed within the context of ECE's recent *Youth Literacy Gap Analysis* report (2010).



**We need a vision that
enables everyone to
work together.**

***Cecilia Beaulieu, Chair Ndilo
Education Committee***

Element 7: Providing tools to help kids progress through schooling

Expected Outcomes:

- Resources for children and youth to make successful transition from:
 - home to pre-school,
 - pre-school to school,
 - elementary school to junior high,
 - junior high to high school, and
 - high school to postsecondary school.
- More community belonging and support to help students make transitions.
- A plan to overcome barriers like childcare and financial assistance that prevent youth from staying in, and succeeding in school.
- More alternative education programs accessible to youth.
- Homework programs, tutoring programs, and library support to help students progress in school.

Partners said that:

- Tools are only part of the answer. A broad range of supports including alternative programs are needed.
- This priority and the previous priority for helping NWT youth complete their education, are similar.



priority 3: aboriginal language curriculum and resource development

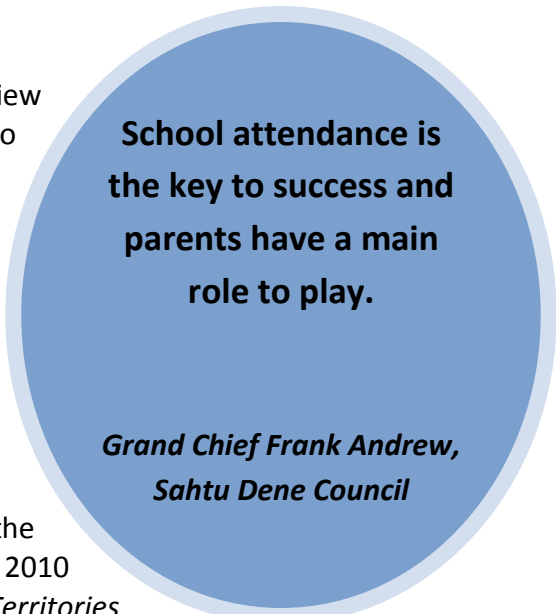
Element 8: Develop Aboriginal language curriculum and resources

Expected Outcomes:

- An Aboriginal language curriculum by 2013 to revitalize, promote, and sustain NWT Aboriginal languages.
- Learning from Aboriginal people elsewhere about Aboriginal language curriculum development.
- Participation from Aboriginal language curriculum resource people.

Partners said that:

- An Aboriginal language curriculum and resources are urgently required. However, is the proposed time frame realistic? Are the resources available to develop the curriculum. Are the people in place to implement it?
- ECE should continue to work toward updating the Kindergarten to Grade 9 Dene Language Curriculum.
- There is a need to revisit the Curriculum Review Development Implementation (CRDI) cycle to ensure that ECE's Culture-Based Education Policy is reflected.
- ECE should continue to use and build on culture based resources, specifically *Dene Kede* and *Inuuqatigiit*, as the foundation for curriculum delivery. Teacher resources should be enhanced.
- Stronger connections need to be made with the follow-up work being done from the March 2010 Aboriginal Languages Symposium, *Northwest Territories Aboriginal Languages Plan – A Shared Responsibility* report.



**School attendance is
the key to success and
parents have a main
role to play.**

***Grand Chief Frank Andrew,
Shtu Dene Council***

Element 9: NWT Aboriginal language instructors, resources, and mentors

Expected Outcomes:

- Stronger Aurora College NWT Aboriginal language instructors' program.
- Well-trained Aboriginal teachers able to teach the NWT Aboriginal language curriculum.
- Relationships between the Teacher Education Program and the Teaching and Learning Centres for the development of Aboriginal language teacher resource materials.
- A mentorship program to help support Aboriginal language teachers in their work.
- Aboriginal parents and community members engaged in the school as speakers and carriers of their language and culture.

Partners said that:

- Elders have a vital role to play as instructors, resource people, and mentors. Innovative approaches and more supports including training are needed to support the work of elders and other Aboriginal language instructors, resources, and mentors.
- Two steps that could be taken to support this priority are:
 - 1) promoting teaching as a career choice; and
 - 2) learning from efforts to recruit and retain northern nurses and social workers.
- Stronger connections need to be made with the follow-up work being undertaken from the March 2010 Aboriginal Languages Symposium report, *Northwest Territories' Aboriginal Languages: A Shared Responsibility*.



priority 4: literacy

Element 10: Increase and improve literacy skills

Expected Outcomes:

- A family literacy coordinator to support development of literacy skills with families of school aged children.
- Collaboration with literacy partners to evaluate and support family literacy activities.
- Literacy resource centres in all NWT communities.
- More school-aged children with access to the resources needed for their school courses.
- Expansion of current successful NWT literacy initiatives.
- More NWT students reading at or above their grade level according to Canadian literacy standards.

Partners said that:

- It is very important to strengthen capacity and fund community-based and regional literacy programs.
- Many groups, regions, and communities are involved in successful literacy programs. These should be supported and used as models in other regions/communities. Some successful literacy programs are the South Slave District Education Council's Literacy Leadership Initiative, the NWT Literacy Council's family literacy programs, and various school and community library programs.
- The role and responsibilities of a family literacy coordinator position(s) should be clarified. Some people think that each NWT region should have a coordinator. Others think that the position(s) should be broadened beyond family literacy to focus on literacy in general (e.g. literacy coordinator(s)).
- Regionally - based literacy position(s) would strengthen the capacity of schools and the NWT Literacy Council to support effective family literacy programming.

Education is critical to us all and to breaking dependencies and encouraging full participation in our communities.

***J. Michael Miltenberger,
MLA Thebacha***

regional meetings - outline and goals:

Over the past year the Minister provided the draft Plan to Aboriginal and education leaders in the regions, undertaking a series of regional consultation meetings in order to accomplish a number of goals:

- to test the draft Plan with a wider audience;
- for leaders to lend their support to the draft Plan or provide input to reshape it; and
- for political leaders, education leaders, and frontline staff to discuss and arrive at action and implementation plans for their communities based on the themes of the draft Plan as accepted.

Meeting Plan:


Each regional meeting was 3 days in duration. The first two days were plenary sessions and group visioning exercises, on the final day participants broke into community groups to discuss specific actions for their community based on the previous days' discussions. Interpreters for the local Aboriginal language were available throughout on request. The meetings were co-chaired by ECE Minister Jackson Lafferty, the regional Aboriginal leaders and the District Education Authority Chair. They took place during the following times:

September 28 – 30, 2010	Norman Wells	Sahtu region
November 17 – 19	Behchokò	Tłı̨chǫ region
January 5 – 7, 2011	Fort Simpson	Deh Cho region
January 18 – 20	Yellowknife	North Slave/Akaįtcho region
April 5 – 7	Hay River	South Slave region
May 3 – 5	Inuvik	Beaufort Delta region



Representatives from each community were invited to their regional meeting. The general meeting outline for each region was consistent but respected and reflected regional cultural differences.

The draft Plan was distributed to participants in advance, along with discussion questions, to facilitate informed discussion.



We need to continue traditional teachings but we also need to teach youth the skills to become doctors and lawyers so they have more opportunity to survive and contribute.

Chief Ted Tsetta, Yellowknives Dene First Nation

Meeting Framework:

Day 1:

ECE provided a presentation outlining the following:

- the mandate of the Aboriginal Student Achievement program, working group members;
- work undertaken to date, including the social marketing campaign;
- main themes of the draft Education Plan;
- the input process into the draft Education Plan; and
- next steps and timelines.

Leaders discussed the education vision and goals for their region, as well as the main themes of the draft Plan and their significance to the region. Frontline workers and other stakeholders observed the discussion in order to be prepared for day 3, although ultimately were invited to participate fully in the entire meeting. ECE staff were in attendance as technical advisors and to answer specific operational questions.

Day 2:

Participants discussed the main themes of the leaders vision on day 1 and questions

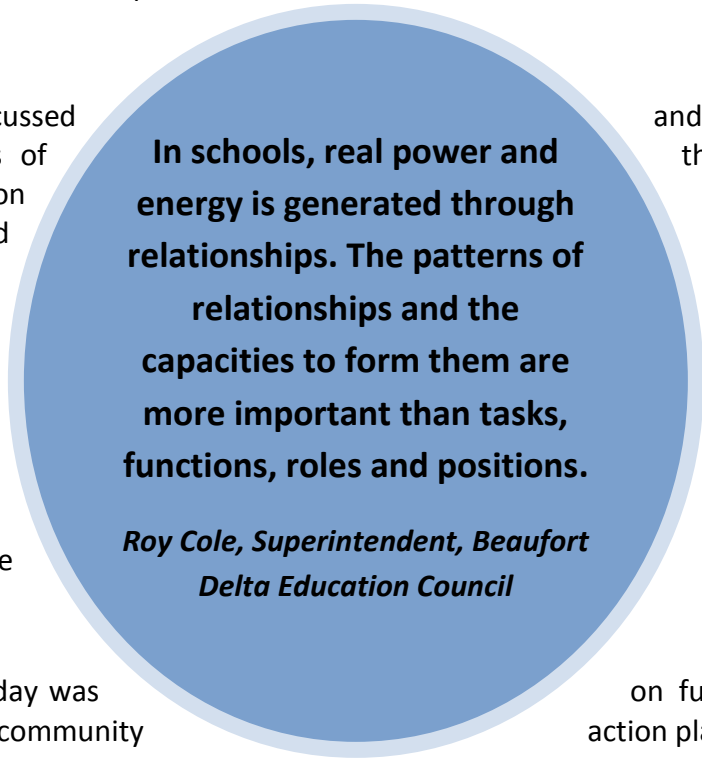
Every participant to discuss each rotating

Each working facilitator and interpreter where

Day 3:

The focus of the day was beginnings of community

The outcome of the three days was a foundation document to guide the region's K-12 focus and form part of the overall Education Plan.



and provided feedback on the draft Plan guided by and direction provided based on the provided in advance.

had the opportunity theme during workshops.

group had a recorder and an requested.

on future planning and the action plans.

What We Heard in the Regional Forums:

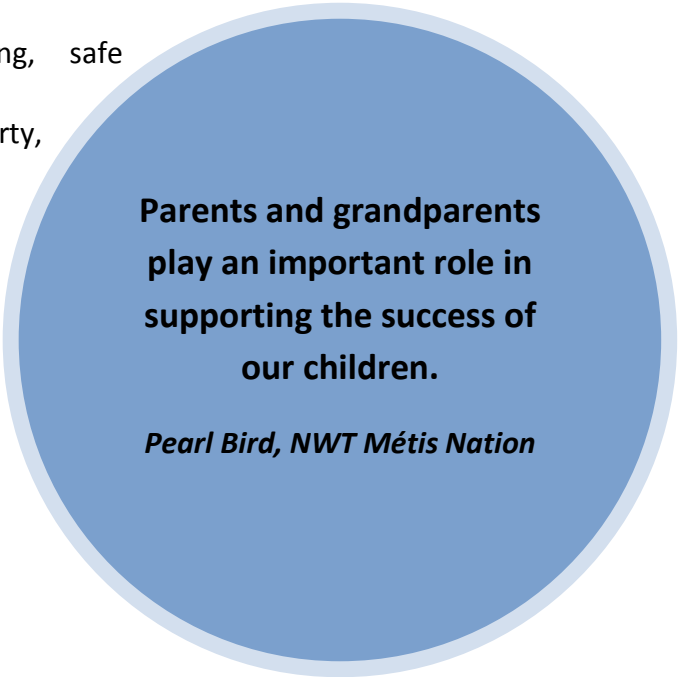
Participants in the regional forums confirmed that the four key pillars identified by the ASA working group are indeed the four main areas of primary focus, namely early childhood, literacy, student and family supports and Aboriginal language curriculum and resource development.

Participants also agreed that many people and organizations have a role and responsibility for the education of students. This responsibility is shared between schools, educators, parents, families, regional and community leaders, employers, and others in the community.

Participants also agreed that it is important for all stakeholders to work closely together and have strong working relationships that support the education of students. This was evidenced by the commitment of community leaders to work together to support students in obtaining the education outcomes they desire.

Some common themes identified in all regional meetings include:

- Partners should work together to improve parental involvement in their children's education and a variety of supports should be provided for parents;
- More focus is required on early childhood programs and services;
- Each community should have a plan and perhaps a committee to work on improving their students' achievement;
- More classroom time is needed for languages and culture-based education;
- Improve communication between leaders and educators so they can continue to work together effectively;
- Improve student attendance;
- Improve technology capabilities;
- School needs to be an encouraging, safe environment for students; and
- Address social challenges such as poverty, addictions and bullying.



**Parents and grandparents
play an important role in
supporting the success of
our children.**

Pearl Bird, NWT Métis Nation

Follow Up:

The Education Plan will be produced containing information for each region describing the outcome of the regional meetings including the vision and goals, priorities and action plan. This document will be shared with the participants as a guide for future investments, measurement and evaluation.

The completed Education Plan will be tabled in the August 2011 session and will be a transitional initiative for the consideration of the next Assembly.



appendix a

asa pilot projects:

**1. Beaufort Delta Divisional Education Council
Community/School: Tuktoyaktuk, Mangilaluk**

Building Achievement through Improved Attendance

- Monthly attendance awards open to all students K-12
- Expand extra-curricular activities for week's attendance greater than 80%
- On the land activities
- Public awareness program on attendance
- Counselling for students with attendance issues
- School to host meals for students, parents, teachers 2 times over school year
- Contact with home will focus on student's education
- Provide taxi rides/alarm clocks if necessary

- The BDDEC is contributing \$25K matching funds

2. Dehcho Divisional Education Council

Regional School Counsellor

- Full-time position provides service for all grade levels
- provide support and counselling to students and their families for attendance
- offer workshops on parenting, visit homes, work with children in school setting
- For all Dehcho schools - with emphasis on greatest needs

- Divisional Education Council providing \$75K plus in-kind support from Dehcho schools and Dehcho Health and Social Services (social worker)

**3. Sahtu Divisional Education Council
Colville Lake**

Attendance Initiatives

- Hot healthy breakfast for all students every Friday
- Rewards for high school students each week for perfect attendance includes:
 - Co-op gift certificate weekly
 - Pizza/movie night at school bi-weekly

- Computer Literacy Night
 - Gas draw for 5 gallons of gas on a bi-weekly basis
 - Fresh fruit mornings for all students
- \$25K matching funds:
 1. Behdzi Ahda First Nation is providing \$5K;
 2. Colville School & community volunteers provide \$20K in-kind support.

4. Tłıchǫ Divisional Education Council

Behchokǝ: Chief Jimmy Bruneau and Elizabeth MacKenzie Elementary

Attend for Success

- Multi-media person will help students develop attendance related videos
 - Each school will have a small extra-curricular club
 - Post videos on YouTube, TG Facebook site, TCSA website at www..ca
 - CBC North may use messages as public service announcements
 - Print campaign to promote attendance --in English and Tłıchǫ
 - Elder to make home visits every two weeks with a school employee
 - School will Celebrate Successes ie. pencils that say “100% Attendance”
 - honoring perfect attendance at assemblies
- TCSA is providing \$25k; also in-kind funding from EMES and CJBS

5. South Slave Divisional Education Council

Katloodeechee: Chief Sunrise Education Centre

Get R.E.A.L. - Return, Earn And Learn

- Alternative high school program to keep or attract at risk students
 - Earn industry recognized certificates i.e.-first aid, WHMIS, Service Excellence
 - Students will work on High School courses at their own pace
 - Evening hours in coordination with the Youth Centre
 - Students will participate in a school based catering business
 - Credits will be packaged if meet required expectations (CTS/core subjects)
 - Students will do catering for program and things like breakfast program
- SSDEC/ DEA funding \$35K

- K'atlodeeche First Nation in-kind contribution *long term use* of a building

6. Yellowknife Education District No. 1

Yellowknife: Sir John Franklin High School

SJF High School Transition Program

- For Aboriginal students at risk of leaving school before completion, when moving from grade 8 to high school; or disengaged Gr. 9-12 students

1. Transition Liaison Counsellor for counselling and intervention

- Work with "at risk" incoming and struggling Aboriginal students
- Department will maintain records

2. Transition Liaison Analyst

- Establish baseline data and data collection monitoring system

- Over \$50,000 in-kind contributions by YK #1's partners

7. Yellowknives Dene First Nation

Dettah: Kaw Tay Whee School

Five Main Areas of Focus

- Increased attendance, and decreased lateness
- Increased access to and education related to healthy food choices
- Increased education related to healthy activity choices and outdoor living
- Increased education related to the everyday use of literacy skills
- Increased opportunity for learning opportunities outside classroom

- Over \$25,000 in-kind contributions from Literacy and Health Promotion

8. Yellowknives Dene First Nation

Ndilo: K'álemì Dene School

Native/Northern Arts & Crafts Program

- Elders and community members will help students learn to make traditional arts and crafts each day after school.
- Local artisans will teach:
 - Sewing, Beading
 - Fish Scale Art, Tufting, Quilling
 - Drumming and Drum making
 - Working with fur
 - Carving, Painting, Pottery
 - Singing, and Song writing
- Students will be able to choose areas of interest
- Access will depend on attendance
- \$15,000 from NWT Arts Council;
- \$5,000 in-kind each by K'álemì Dene School staff; also supplies

9. Yellowknife Catholic Schools

Weledeh, St. Patrick High School and Ecole St. Joseph School

Mentorship to Improve Student Attendance

- Mentorship Coordinator and Community Liaison Worker for at risk students
- Survey may be done to identify systemic barriers like bus passes, alarm clock, or breakfast
- Provide incentives for improved attendance, etc
- \$150,000 per year from other funding sources

appendix b

asa social marketing and communications campaign:

- One of the main priorities of the Aboriginal Student Achievement (ASA) Initiative is to develop a Communications Plan to support and raise awareness of the importance of Aboriginal student achievement and success in northern community schools.
- A multi-layered Communications Plan was presented to the ASA Working Group in November 2009.
- The Communications Plan clearly identifies the importance of developing a social marketing campaign to target student absenteeism. The campaign will educate students, parents and the community about the importance of school while also changing public perception around education. The campaign also intends to help people understand that a child does not learn unless he or she is in school.
- To assist in the development and implementation of the social marketing campaign, Outcrop Communications was engaged to work with the Department of Education, Culture and Employment (ECE).
- Outcrop is a Yellowknife-based marketing and advertising company.
- ECE works closely with Outcrop to effectively execute various aspects of the Communications Plan that includes short-term and long-term goals.
- To ensure campaign materials reach their intended target audiences, stakeholders are consistently engaged in the development of materials through a variety of activities. An example of this are the youth focus groups conducted during the initial stages of the project to test the look and feel of campaign materials. The feedback received from participants was consistent and as a result the advertising has simple and clear messaging with accompanying artwork and visuals that demand, and hold your, attention.
- Our ongoing media awareness campaign was launched in February 2010. The campaign started with a series of 4 print ads that have since been expanded to include cable TV, radio and television spots, as well as event banners and multi-lingual posters.
- ECE is committed to using different mediums of communications to get our important message out. Creative approaches and techniques to reach our target audiences continue to be researched and tested. Most recently we had large decals developed to be adhered to floor spaces located in high traffic areas. Presently, our decals are featured in theatres, recreation centres and school front lobbies in communities across the NWT.

- ECE, alongside Outcrop, continue to develop new ads to keep the messaging fresh and top of mind. The strategic placement of media ads align with attendance trends. ECE also works to capitalize on large events that bring various stakeholders together like Skills Canada, Super Soccer in Yellowknife and the Hay River Track and Field Meet. ECE's presence at these events includes the placement of banners, sponsoring Most Sportsmanlike awards, providing healthy snacks and donating t-shirts for participants.
- Education Week in the NWT takes place annually during the last week in February. For the past two years, the theme for Education Week has centered on promoting the importance of regular school attendance. During Education Week 2011, ECE launched the "Thumbs Up" contest co-sponsored by the Northwest Territories Teachers' Association. Window decals were sent to every household in the NWT that included contest rules. To enter this free contest, families emailed ECE three goals they committed to that will help them in their learning journey. Running over the course of 10 weeks, the contest just recently ended and participation was outstanding. ECE received submissions from every region within the NWT and some included goals like "Toss out the Wii" to "Read together every day" and "Eat healthy meals".
- To provide stakeholders with regular updates on the ASA Initiative, ECE distributes regular e-newsletters. The content includes highlights from the ASA Regional Minister's Forums.
- Moving forward, ECE investigating innovative ways to build connections and foster more strong relationships within our education system. ECE is looking at tapping into the success of social media and incorporating technology to develop an online community of support for students, parents, educators and community members.

appendix c

ASA Presentation to Regional Meetings

