In.Business:
A National Mentorship Program for Indigenous Youth

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Infinity Consulting

Nurturing Capacity
Founding Sponsor
Preface

Nurturing Capacity: Building Community Success

Indspire supports communities to improve educational outcomes through the documentation and evaluation of their innovative practices. This community-led process is supported by an Indspire-funded Indigenous scholar, who works with programs on the ground to provide training on data collection and evaluation methodology.

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Project Abstract

The In.Business program was created by the Purdy Crawford Chair in Aboriginal Business Studies at Cape Breton University. This program encourages Indigenous high school students to pursue careers in business, an area typically underrepresented by Indigenous peoples. It aims to increase the number of Indigenous youth studying business at the post-secondary level, provides mentorship experiences with Indigenous business professionals, and increases confidence and independence to better prepare youth for being successful after high school graduation. Furthermore, the program allows youth to explore Indigenous business pathways and practices, and supports them in exploring Indigenous business, culture, and community simultaneously. The following evaluation provides an in-depth analysis of qualitative and quantitative data demonstrating a strong correlation between this program and improvements in learning and social and emotional development among Indigenous youth. Issues covered include possible long-term impacts and next steps to ensure further success for this program for Canada’s Indigenous youth.

Project Holder

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Executive Summary

In 2010, The Purdy Crawford Chair in Aboriginal Business Studies, housed in the Shannon School of Business at Cape Breton University, was established. The Chair focuses on four pillars of research, recruitment, curriculum, and mentorship to help Indigenous youth achieve their education and career goals in the field of business. Together, with its partners, the Chair works toward its goal of promoting successful Indigenous business narratives and stories from coast to coast and creating opportunities for youth to explore the study of business. In the short time since its inception, the Chair has achieved many milestones including creating a first of its kind in Canada mentorship program, The Business Network for Aboriginal Youth, to connect Indigenous youth with mentors (who are all volunteers) through social media. Mentorship is done on a volunteer basis.

In the fall of 2014, the Chair proposed a national expansion of The Business Network for Aboriginal Youth program to the federal government, based on the success of the provincial pilot project. The new program, In.Business, sought to incorporate the pillars of recruitment and mentorship by expanding the program to five regions across Canada, so that it could be accessible to any Indigenous youth regardless of geographical location. The program expansion would also allow for a greater sharing of Indigenous success stories and profiling of more and more mentors and Indigenous business role models.

The purpose of the In.Business program is: “to encourage Aboriginal students to study business in university. The program serves as a pathway into business education at the post-secondary level.”

Specifically, the program was designed as a best practice to address the lack of support (mentorship) and guidance offered to Indigenous high school students and the low rates of Indigenous youth who enroll in business programs at the post-secondary level.

The goals of the program are to:

- reduce in the feelings of isolation experienced by students as perhaps the “only” student interested in business in their school and increase their self-esteem or confidence and therefore support them in pursing their goals; and
- increase number of Indigenous youth studying business at the post-secondary level.

Through this program, mentors and teachers, are encouraged to support student participants as they learn valuable business skills and navigate real-world business scenarios. In addition, the program allows the students to network with other Indigenous youth during two conferences, work in dynamic groups towards a common goal, complete bi-weekly challenges for awards, and become familiar with Canadian post-secondary institutions to prepare for the future.

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1 The following information regarding program goals was obtained directly from an In.Business document Mentorship, Networking, and Technology: The Business Network for Aboriginal Youth prepared by Janice Esther Tulk, Mary Beth Doucette, and Allan MacKenzie.
The following evaluation assesses the effectiveness of the In.Business program in creating a positive impact in the areas mentioned above, as well as the overall view of the program from the perspective of the educators, mentors, youth, and caregivers participating in the program. This report provides an overview of this program and includes a logic model that demonstrates the project flow and processes. In addition, both qualitative and quantitative data sets prove that this program has been very successful in achieving its short and intermediate goals and is poised to achieve its long-term goals in the near future. In terms of the perceptions of this program, the evidence overwhelmingly supports it, and all participants included in this evaluation greatly value this unique program and unanimously called for its continuation and/or expansion. Finally, accomplishments, limitations, and next steps are outlined to assist the evaluator and the Purdy Crawford Chair in moving in a direction that allows this program, and possibly other initiatives, to grow and thrive.
In.Business: A National Mentorship Program for Indigenous Youth

Program Description

The In.Business program is a high-school based mentorship program facilitated by the Purdy Crawford Chair in Aboriginal Business Studies at Cape Breton University. Indigenous youth (from grades 10 to 12) team up with one another and an Indigenous mentor to explore all facets of business by using a learning model that is interactive, hands-on, fun, culturally-relevant and age-appropriate. During the school year, the youth, along with their mentors, work in small groups to complete challenges, communicate and problem-solve via social media, and present their work monthly via an E-newsletter and at the end of the program during a graduation celebration.

The program was originally piloted by the Purdy Crawford Chair in Aboriginal Business Studies from 2011 to 2014, under the program title The Business Network for Aboriginal Youth and was a mentorship initiative to provide Indigenous youth with business education opportunities. In 2014, the program received five million dollars in federally matched funds from Aboriginal Affairs and Northern Development Canada and private donors to expand the program nationally. In 2015, the program was officially renamed In.Business: A National Mentorship Program for Indigenous Youth. The new program used the pilot project as its model and divided the country into five regions (to serve the ten provinces and three territories), each with its own affiliated post-secondary institution.

The following table provides information regarding each region:

<table>
<thead>
<tr>
<th>Region</th>
<th>Delivery Partner</th>
<th>Provinces Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic</td>
<td>Cape Breton University</td>
<td> Nova Scotia &lt;br&gt; New Brunswick &lt;br&gt; Prince Edward Island &lt;br&gt; Newfoundland &amp; Labrador</td>
</tr>
<tr>
<td>Eastern</td>
<td>Nipissing University</td>
<td> Ontario &lt;br&gt; Quebec &lt;br&gt; Nunavut</td>
</tr>
<tr>
<td>Central</td>
<td>University of Winnipeg</td>
<td> Manitoba &lt;br&gt; Saskatchewan</td>
</tr>
<tr>
<td>Pacific</td>
<td>Vancouver Island University</td>
<td> Alberta &lt;br&gt; British Columbia</td>
</tr>
<tr>
<td>Northern</td>
<td>Yukon College</td>
<td> Yukon &lt;br&gt; Northwest Territories</td>
</tr>
</tbody>
</table>

The purpose of the In.Business program is:

2 The following information regarding program funding was obtained directly from an In.Business document Mentorship, Networking, and Technology: The Business Network for Aboriginal Youth prepared by Janice Esther Tulk, Mary Beth Doucette, and Allan MacKenzie.
“to encourage Indigenous students to study business in university. The program serves as a pathway into business education at the post-secondary level.”

Specifically, the In.Business program was designed as a best practice to address the lack of support and guidance offered to Indigenous high school students and the low rates of Indigenous youth who enroll in business programs at the post-secondary level.

The goals of the program are to:3
- reduce the feelings of isolation experienced by students as perhaps the “only” student interested in business in their school and increase their self-esteem or confidence and therefore support them in pursuing their goals; and
- increase number of Indigenous youth studying business at the post-secondary level.

There are four central value statements that are foundational to the success of the program. First, the program believes that encouraging the study of business will help improve the economic future of Indigenous communities. Furthermore, they value connecting students with peers and mentors as it establishes a support structure that will help students transition into post-secondary business students. Third, the program explores a variety of business options that help the students make informed decisions regarding their education and career paths. Finally, the program connects students, both in person and virtually, to address issues of isolation and disconnection between peers and mentors.

Student Recruitment

The program is presented to Indigenous high school students (grades ten to twelve) across the country in September. This is done by sending a promotional video to various schools in Indigenous communities, as well as urban high schools with large populations of Indigenous students. Regional managers also visit schools and do live presentations to students whenever possible. Interested students then apply by completing the online application and submitting letters of reference directly to the program administration. In order to apply, students must complete a Student Application Form and have a referee complete a Student Recommendation Form. The recommendation form must be filled out by a teacher or community member (non-family) and emailed to the appropriate Regional Manager for each region. Approximately 60 students are selected for each region (Atlantic, Eastern, Central, Pacific & Northern) per year. Once accepted, all students must actively participate in the challenges and conferences to remain in the program.

Once students have been accepted to the program, they attend an opening conference hosted by one of the five partner universities in a larger urban centre in their region. The students sign a contract that outlines the expectations of themselves, the program, and their mentors. The students are then placed into smaller groups and matched with a mentor. Each group selects a team name and they will remain in these “teams” throughout the year. The names chosen are usually culturally relevant and/or represent a unique aspect of the team members. For example, in the past, teams in the Atlantic Region have used Mi’kmag animal names. The students are expected to attend two conferences (at the beginning and end

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3 The following information regarding program goals was obtained directly from an In.Business document Mentorship, Networking, and Technology: The Business Network for Aboriginal Youth prepared by Janice Esther Tulk, Mary Beth Doucette, and Allan MacKenzie.
of the program), partake in 30 minutes per week of online discussions with their peers, and complete ten business-based challenges.

**Mentor Recruitment**

The ideal mentor for this program is someone who is Indigenous, has recently graduated from business or a related discipline, and values the importance of having a degree. Their role is to provide guidance, create a climate for open and honest communication, and offer constructive criticism to their mentees. Social media provides the platform for mentors and mentees to interact and they can communicate using Twitter, Facebook, text, email and/or any other professional social media outlets they are comfortable with. Overall, the program tries to select mentors that have diverse backgrounds and training and are from various geographical locations. They also sign contracts to demonstrate they are aware of their expectations and their role in the program. They must also complete a criminal record check. Resource binders outlining the program are given to mentors. They provide the mentors with communication and conflict resolution materials, information on the Seven Sacred Teachings (teaching passed down by Elders that are the cornerstone of the program), and sample challenges.

**National Advisory Committee**

The National Advisory Committee (NAC) is comprised of Elders, Indigenous business leaders, and Indigenous educators. The role of the NAC is to guide the development of the program. A large part of their mandate has been ensuring that Indigenous culture, ways of knowing, and business philosophies are integrated into all areas of the program. The NAC, and the program, believe that Indigenous youth need opportunities to see how their culture and way of life is a vital part of their lives, their education, and their careers in business.

**Conferences**

**The Opening Conference**

Once the students are accepted, they travel to an opening conference in November/December. Each year, the opening conferences are always held at the partner university in the appropriate region (i.e.: Atlantic Region opening conference is always held at CBU) giving the youth an opportunity to stay at a university (in campus dorms), attend business classes, eat in the dining hall, tour the campus, and learn about the various support services. Past conferences have also been held in reserve communities. At the conference, students connect with one another and their mentors. During the conference, the students break into smaller teams and compete in challenges that showcase their individual talents and strengths. The conference also supports Indigenous businesses by using Indigenous-owned and operated companies for catering, venues, and/or when purchasing any goods or services needed for the conference. It also features Indigenous speakers who are well-known, successful Indigenous leaders, activists, artists, educators, and politicians including Wab Kinew and Cindy Palmater. Following the conference, the students are free to interact with one another virtually and complete challenges in their teams with the support of their regional team leaders and mentors.

**The Closing Conference**

At the end of the year, all the students gather back together for a closing ceremony. They have challenges to complete, including 60 Second Sell and Building Bridges. The winner of the 60 Second Sell competition receives an entrance scholarship tenable to Cape Breton University, or any of the In.Business partner institutions.
**Technology and Challenges**

Following the opening conference, the majority of the program is delivered virtually; therefore, access to the necessary technology is ensured prior to beginning the program (i.e. regular smart phones or tablets, wireless internet connection are needed). Once the students are connected in their working groups (established during the opening conferences), they can begin completing challenges. There is a total of ten challenges throughout the entire program, each with a deadline. The challenges are completed on a bi-weekly basis and are facilitated by their mentors. They explore all aspects of business (investing, marketing, accounting, banking, etc.). For example, the Stock Market Challenge has the students try to make as much money as they can in a small amount of time in the stock market.

The goal of the challenges is to help the students explore all aspects of business so they can make informed decisions about their education plans in the future. In order to best communicate with their peers and mentors, the students use the video conferencing software Zoom Cloud. This reduces isolation and maintains the relationships created during the opening conference.

**Music Mogul Challenge**

The program also centers around the app-based game *Music Mogul*. This interactive, business-simulation game was developed by the Purdy Crawford Chair to support the program and provide the students with a relevant, hands-on learning experience that is accessible via any mobile device (such as a smart phone or lap top computer). The students explore all essential areas of business such as marketing, finance, and management. The game features music from popular Indigenous recording artists such as A Tribe Called Red, Joey Stylez, Red City, Mad Eskimo, and Elisapie. Furthermore, it also includes several visual artists including Neil Molloy, Nerijus Civilis, and Joseph Silverman. It is based in well-known Canadian cities with high populations of Indigenous peoples as well as several prominent Indigenous communities.

The object of the game is for players to manage a fictitious Indigenous band and plan a successful Canadian tour. In order to become a “Music Mogul,” the band must play 39 towns or cities or gross one million dollars during the tour. The player must choose the hometown and name of the band, plan and schedule the tour, negotiate pricing for merchandise, purchase advertising, buy and sell merchandise, take out and repay loans, and upgrade equipment for larger venues. The students compete with one another during the game for prizes such as having the most fans and grossing the highest profits. However, participants can also be fired by the band for making poor choices. Throughout the game, there are several hidden “Easter eggs” meant to be discovered. They are intentional inside jokes or hidden messages. For example, the bank in the game was named the First Bank of Unama’ki (Mi’kmag for Cape Breton Island). This helps to provide more relevance and deepen the cultural connection between the students and game, as well as the program.

The first version of the game was launched in November, 2014. Following this pilot, in February, 2015, fifteen current and six former students formed a focus group and provided recommendations, ideas, and suggestions to improve the game. Currently, Music Mogul is available as a free download from Google Play for Android devices and from the App Store for iOS devices. In 2015, it was awarded the Silver ICE (Innovation, Creativity and Enterprise) Bucket Award, which is organized each year by a diverse group of advertising and marketing professionals to celebrate creative advertising made in Atlantic Canada.
Canada. Music Mogul was recognized for being an innovative and unique education tool for Indigenous youth.

**Website Information**

The In.Business website features an overview of the program, and application information for youth and mentors. It also provides links to each regional site containing Regional Manager contact information, deadlines, and student and mentor profiles. Furthermore, information about regional partners is also provided. Conference dates and locations and links to conference reports are also published on the website. Each region produces a conference report sharing highlights from each conference, the communities represented each year, a list of award and challenge winners and the prizes they received, and photos. Finally, a monthly E-newsletter is provided on the website for each region. It includes an overview of what each region is doing, a student of the month feature (with a biography and picture), a list of each tribe name and the mentor leading the tribe, reminders of important dates (challenge deadlines, conference dates, university recruitment windows, etc.) and contact information.

**Yearly Timeline**

The following table provides information regarding the yearly timeline of the program:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and Selection</td>
<td>September/October</td>
</tr>
<tr>
<td>Opening Conference</td>
<td>November</td>
</tr>
<tr>
<td>Virtual Interaction with Mentors/</td>
<td>December – May</td>
</tr>
<tr>
<td>Bi-weekly Educational Challenges</td>
<td></td>
</tr>
<tr>
<td>Closing Conference</td>
<td>May/June</td>
</tr>
<tr>
<td>Student Updates</td>
<td>July/August</td>
</tr>
</tbody>
</table>
Context

Indigenous Youth and Post-Secondary Study in Canada

Canada has a young and growing Indigenous population. In fact, the Indigenous population rose by 45% between 1996 and 2006, compared to 8% for the non-Indigenous population making Indigenous youth the fastest growing segment of the Canadian population. Currently, there over 500,000 Indigenous people under the age of 25. In addition, by 2025, over 600,000 young Indigenous peoples are expected to enter the work force increasing the need for programming at the post-secondary level, as the employment rates of Indigenous youth increase dramatically with continued education (Association of Universities and Colleges of Canada, 2013). For example, the employment rate of Indigenous youth with high school certification is much higher than the employment rate of those without any certification, at 56% and 24%, respectively. These rates continue to rise, reaching 76% among those with a university degree (Indigenous and Northern Affairs Canada, 2016). Currently, the proportion of Indigenous youth aged 15 to 29 with some type of post-secondary certification increased between 2006 and 2011 from 19% to 21%, yet the increase among non-Indigenous youth was greater during the same period (Indigenous and Northern Affairs Canada, 2016).

According to recent research, most young Indigenous people in Canada aspire to attend post-secondary institutions after completing high school. Much like their non-Indigenous counterparts, they recognize the value of a college or university education (Canada Millennium Scholarships Foundation, 2005). A recent survey of First Nations people living on-reserve shows that 70% of those between the ages of 16 and 24 hope to complete some form of post-secondary education, and almost 80% of parents wished for their children to attain post-secondary education (Canada Millennium Scholarships Foundation, 2005). Despite the optimism of Indigenous people and the value they place on education, only 39% of those between the ages of 25 and 64 have graduated from some form of post-secondary education (Canada Millennium Scholarships Foundation, 2005). A disconnect still exists between the career aspirations of Indigenous young people in Canada and their actual enrollment in education institutions and their labour market participation rates (Holmes 2006; The First Nations Education Steering Committee, 2014).

This disconnect has been attributed to many factors including a “leaky educational pipeline,” wherein too many Indigenous students fail to complete high school and make a successful transition to post-secondary institutions (The First Nations Education Steering Committee, 2014). Furthermore, research from the Native Centre at the University of Calgary found that many Indigenous students “take a meandering route through the education system after high school” meaning that they do not enroll immediately after high school, may be fulling parental or have caregiving roles, and are often working to support themselves and their families (Cunningham, 2014). There are also student-identified barriers many Indigenous youth have identified, which also hinder their transition from high school to post-secondary education. Many of the barriers identified include inadequate financial resources, poor academic preparation, a lack of self-confidence and motivation, absence of role models who have post-secondary education experience, a lack of understanding Indigenous culture on campus and experiences of racism on campus (The Assembly of First Nations, 2012; Canada Millennium Scholarship Foundation, 2005; The First Nations Education Steering Committee, 2014).
Supporting Indigenous Enrollment and Success in Post-Secondary Education

In order to ensure effective student transitions from high school to university, several factors must be considered, including early exposure of students to post-secondary options and post-secondary environments, adequate counselling and interventions with high school students, increasing encouragement and support, enhancing financial support, and perhaps, most importantly, increasing family education to ensure caregivers are aware of opportunities and capable of supporting their children (Association of Universities and Colleges of Canada, 2013; Holmes, 2006). According to Cunningham (2014), post-secondary institutions need to partner with high schools to engage, inspire, and offer meaningful programming to youth to empower them and provide a positive vision for the future.

Currently, there are sixty First Nations-owned and controlled post-secondary institutions delivering a wide range of programs to approximately 100,000 learners (The Assembly of First Nations, 2012). Within mainstream Canadian universities, “widespread efforts are being made to address the multi-dimensional needs of Indigenous students at all levels of the education system, and important progress is being made” (Association of Universities and Colleges of Canada, 2013).

According to the Association of Universities and Colleges of Canada (2013) a snapshot of Canadian universities reveals:

- 78% offer social and cultural activities such as sweat lodges and pow-wows;
- 71% offer gathering spaces;
- 68% have elders on campus;
- 71% offer linkages with local Aboriginal communities;
- 62% provide tailored academic counselling;
- 65% provide general counselling;
- 58% provide peer-to-peer mentoring;
- 45% provide employment or career counselling;
- 25% provide on-campus housing; and
- 10% provide day care.

While both Indigenous-controlled and mainstream Canadian post-secondary institutions are working hard to ensure the success of Indigenous youth, more programs, initiatives, and funding are needed. According to the Canadian Council on Learning (2007), the most successful interventions are those that focus on parental and community involvement, the inclusion of language, culture, and Elders; focus on trusting relationships; increasing community understanding of their roles and responsibilities; and provide mentoring/employment opportunities for all professions. Furthermore, increased partnerships between Indigenous communities, education institutions, affiliated organizations, research organizations, and community stakeholders are ensuring that Indigenous youth can overcome pre-existing barriers and emerge from high school prepared for post-secondary education (Aboriginal Human Resource Development Council of Canada, 2006).

Encouraging the Study of Business

According to Statistics Canada, only 12% of funded Indigenous students in Canada pursue business in post-secondary education, compared to 17.6% of non-Indigenous students (Aboriginals Affairs and Northern Development Canada, 2012). Research into why the fields of business, science, and technology
are often dominated by non-Indigenous or non-minority groups at North American universities is based on several factors that rarely have to do with interest in the area. Often times, students in minority groups are not successful because of a lack of supports in place both in school and at home, increased home and work life commitments, and systemic racism (Anderson & Kim, 2006). In addition, the interest in post-secondary pursuits usually begins well before high school graduation. Therefore, successful initiatives to increase Indigenous interest in studying business must include high-school level interventions. This ensures that youth are aware of the possibilities of pursuing a future in business well before university applications are due (The Assembly of First Nations, 2012).
Brief History

Historical Overview

Purdy Crawford Chair in Aboriginal Business

The Purdy Crawford Chair in Aboriginal Business Studies is housed in the Shannon School of Business at Cape Breton University. It was established in 2010 and named after Purdy Crawford, an Honorary Chief, who pledged to promote the interest of Indigenous peoples to study business at the post-secondary level. The Chair focuses on four pillars to help Indigenous youth achieve this goal:

- **research** – focusing on best practices in business;
- **recruitment** – to increase enrollment of Indigenous youth at universities across Canada, particularly in business related fields;
- **curriculum** – focusing on developing Indigenous business curriculum resources and materials suitable for the post-secondary level and comparable to existing mainstream resources; and
- **mentorship** for high school students by linking them with Indigenous business professionals.

Currently, the Purdy Crawford Chair utilizes an Advisory Council to ensure cultural-relevance and to assist in guiding the various programs and initiatives. Together, the Chair and the National Advisory Committee work toward a common goal of promoting successful Indigenous business narratives and stories from coast to coast and creating opportunities for youth to explore the study of business. In the short time since its inception, the Chair has achieved many milestones including:

- creating a national dialogue on best practices for engaging indigenous youth in business;
- publishing the first textbook in Indigenous business studies titled *Indigenous Business in Canada: Principles and Practices*;
- hosting national roundtables for successful Indigenous business people, students, and researchers to network and share; and
- creating a first of its kind in Canada mentorship program, *The Business Network for Aboriginal Youth* (now operating under the title In.Business) to connect Indigenous youth with mentors through social media.

In the fall of 2014, the Chair proposed a national expansion of *The Business Network for Aboriginal Youth* program to the federal government based on the success of the pilot project. The new program, In.Business, sought to incorporate the pillars of recruitment and mentorship by expanding the program to five regions across Canada, so that it could be accessible to any Indigenous youth regardless of their geographical location. The program expansion would also allow for a greater sharing of Indigenous success stories and profiling more mentors and Indigenous business role models.

**Connections Indspire Principles**

The In.Business program closely aligns with the following Indspire principles:

- **Principle 2**: As an expression of respect, reciprocity and reconciliation, strengthened partnerships between Indigenous peoples, governments (federal, provincial and territorial) and public institutions are the basis of working relationships,
- **Principle 5**: Learning is viewed as lifelong, holistic, and experiential, which is rooted in language and culture, is place-based, spiritually oriented, communal and open to multiple ways of knowing the world.
- **Principle 6**: Programs, schools and systems are responsive to both the aspirations and needs of
Indigenous peoples.

- **Principle 7:** Recognizing the legacy of the colonial histories of Indigenous peoples, education is also a process of decolonization, which seeks to strengthen, enhance & strengthen and embrace Indigenous Knowledge and experience through various strategies including but not limited to anti-racist, anti-oppressive pedagogies and Indigenous pedagogies.

The Purdy Crawford Chair acknowledges the Indspire principle that “as an expression of respect, reciprocity and reconciliation, strengthened partnerships between Indigenous peoples, governments (federal, provincial and territorial) and public institutions are the basis of working relationships.” This is evident in the ways in which the In.Business program has created a strong working relationship with the federal government, the provincial government of Nova Scotia, Indigenous community members, educators, Elders, and Cape Breton University. Through these relationships, the In.Business program is able to provide Indigenous youth with the necessary skills to succeed in post-secondary endeavors. Furthermore, this program, and the Chair, have deep roots in Indigenous business and leadership systems. Rather than implementing already existing programs and initiatives to target high school youth based on transferring mainstream business practices, the Chair created a culturally responsive program focused on reconciliation and dedicated to improving the education of Indigenous youth. It therefore rejected the typical Eurocentric style of studying business and leadership in favour of Indigenous knowledges and value systems.

It recognizes the Indspire principle that “learning is viewed a lifelong, holistic, and experiential, which is rooted in language and culture, is place-based, spiritually oriented, communal and open to multiple ways of knowing the world.” For this reason, the In.Business program is not merely an “intervention” or “stepping stone” to university, rather it is a program that validates who Indigenous youth are and the communities they come from. For example, as a part of the program, the youth must complete challenges simulating real-world business situations requiring the application of specific skills (i.e. budgeting, marketing, employee management, etc.). Furthermore, many of these challenges require youth to draw on the economic strengths of their communities and the successes of individual community members. These challenges require the youth to work together with their peers and focus on promoting existing Indigenous businesses as models for the youth to learn from. The program includes the input of Elders and family members and focuses on bi-directional and bi-generational learning.

In terms of establishing “programs, schools and system that are responsive to both the aspirations and needs of Indigenous peoples,” the In.Business program operates on a strengths-based, student-focused model that is not based on identifying personal deficits, problematic family dynamics, or negative community aspects. All Indigenous youth are encouraged to use their unique personal and cultural aspects as a point of entry into their educational experiences. For example, choices are offered for all challenges and the students are encouraged to integrate their passions, talents, and personal stories into each challenge. Furthermore, at the very heart of this program, is the notion that mentorship is foundational for student success. Each and every student must believe success is possible and this possibility comes from learning alongside one another in a collaborative environment. Research indicates that Indigenous students are underrepresented in the field of business and in many fields of study at the post-secondary level. This phenomenon is not attributed to a lack of drive, family supports, or knowledge of the importance of post-secondary education. More often, it is related to a lack of supports offered at these institutions and feelings of isolation, disconnection, and exclusion from the curriculum. Indigenous youth may not be able to their see their value or potential as entrepreneurs, executives, and leaders without opportunities to learn and apply these skills prior to transitioning to
post-secondary. The In.Business program makes the possibility of Indigenous business leaders a reality.

Finally, the Purdy Crawford Chair also “recognizes the legacy of the colonial histories of Indigenous peoples, education and that there must be process of decolonization, which seeks to strengthen, enhance and embrace Indigenous Knowledge and experience through various strategies including but not limited to anti-racist, anti-oppressive pedagogies and Indigenous pedagogies.” It is for this reason that the In.Business program was co-created using a large-scale, long-term collaborative process. The Purdy Crawford Chair could have saved time and resources by designing and delivering a mentorship model based on previous mainstream, non-Indigenous best practices. However, they chose to create something ground-breaking, based on Indigenous ways of knowing. Decolonizing education requires taking risks and rejecting mainstream standards as the only way to educate youth, in this case, in the field of business. This program represents a form of decolonization. It is collaborative, based around community and Indigenous business practices and principles, and centered on student success. It values reconciliation by finding a place for all voices and centers on Indigenous businesses as examples of best practices and standards. It deconstructs hierarchies of knowing and of those who can know. Under this program, for example, it would be possible for a mentor or Regional Manager to recognize that in certain contexts and in certain situations, the student may be the one with important knowledge to share.

In.Business 2015-2016, Northern Region
Data Results

Overview

The data presented below reflects the short-term, intermediate, and long-term goals of the implementation of In.Business program. When possible, data sets were compared on certain outcome measures. In order to effectively measure the success of the program, several data sets were used, as well as qualitative and quantitative surveys and interviews. Through a combination of charts, graphs, and thematic analysis, the following outcomes were measured:

- Short-Term Goals: increase in program engagement and positive program experiences; increase in self-confidence, independence, knowledge of business skills; increase in cultural knowledge and Indigenous business practices; and increase in travel experiences and cultural awareness; and increase in positive student-mentor and peer relationships for Indigenous students.
- Intermediate Goals: increase in preparation and planning for post-secondary schooling; increase in success at schools leading to parity in graduation; and increased knowledge and appreciation of self, spirituality, community, and culture for Indigenous youth.
- Long-Term Goal: Engaged, educated, and confident youth capable of achieving success in school and business.

I. The First Five Years

The following data was retrieved from participant exit surveys from the 2011-2012 and 2012-2013 program years. It also includes a breakdown of the number of participants who applied, how many were accepted, and their post-secondary plans.

2011-2012

The following highlights are from the exit surveys completed by the student participants:

- 100% of respondents stated that, given the opportunity, they would participate in the program again.
- 94% of respondents noted that the social media challenges provided a fun way to learn about business concepts.
- Several of the participants expressed interest in continuing in business and as one participant mentioned, “I’ve always wanted to own my own business, and after this program, I know that I can!”
- Finally, one participant connected their experience back to their community and stated, “I want more people from my community in this program.”

2012-2013

The following highlights are from the exit surveys completed by the student participants:

- 94% of respondents say they gained valuable experience through this mentorship program and as one student expressed, “they helped me get excited about business.”
- 100% of respondents would recommend this program to a fellow student and as one participant elaborated, “I want other students to have the same great experience I did.”
The following data table highlights some of the final numbers gathered following the last five years of the project. From 2011 to 2014, the mentorship program operated in Nova Scotia. For the 2014-2015 school year, it operated in two regions: Atlantic (Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island, and Québec) and Central (Manitoba and Nunavut). By the 2015-2016 school year, it was operating in five regions (Atlantic, Eastern, Central, Pacific, Northern) with students from all provinces and territories.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015 (Atl)</th>
<th>2015 (Ctl)</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in the program</td>
<td>232</td>
<td>60</td>
<td>56</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>438</td>
<td></td>
</tr>
<tr>
<td>Completed the program</td>
<td>144</td>
<td>62%</td>
<td>40</td>
<td>67%</td>
<td>24</td>
<td>43%</td>
<td>22</td>
<td>73%</td>
</tr>
<tr>
<td>Grade 12 Completions</td>
<td>72</td>
<td>50%</td>
<td>21</td>
<td>53%</td>
<td>4</td>
<td>17%</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Attended PS</td>
<td>51</td>
<td>71%</td>
<td>16</td>
<td>76%</td>
<td>1</td>
<td>25%</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Enrolled in business</td>
<td>10</td>
<td>20%</td>
<td>7</td>
<td>44%</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>42%</td>
</tr>
</tbody>
</table>

This data table provides the following information:

- Nearly 450 Indigenous youth across the country have accessed the program in the past five years and 63% have completed the program.
- Of those who completed the program, 127 graduated from high school and another 73% attended post-secondary institutions. Finally, another 33% enrolled in business.

II. Music Mogul Feedback

During the 2014/2015 year, the students provided the following feedback regarding the Music Mogul game:

- 74% agreed that it was a fun way to learn business concepts and apply them.
- Particularly, they stated it helped them learn about money, banking, and pricing.
- The following participated noted, “when I first started playing the game my highest rating was 98%. But after I got used to it I achieved a rating of 100% 3 times – but I forgot to take a screenshot of these. I love the game and am proud of what I have accomplished!”

III. Student Surveys

In 2016, following the 2015-2016 program year, students from the Atlantic, Central, and Pacific regions completed surveys after completing the program. A total of 131 students participated in the survey (Atlantic = 42; Central = 47; and Pacific = 42). All of the students who completed the survey were Indigenous. The first section of the survey gathered information on grade, age, self-identification, and home province. The second section of the survey asked the students a variety of questions related to
engagement, motivation, leadership, community investment, and confidence which were ranked on a five-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

Section two of the survey is divided into these ten areas:
- Working in groups
- Leadership
- Using social media
- Time management
- Self-confidence
- Self-determination
- Personal career goals
- Post-secondary plans
- Mentorship
- Future plans

Section One: Demographics

The following charts highlight the demographic information (age, grade, self-identifcation, and home province) from each region.

Grade
These charts demonstrate that most of the participants were in grades 11 or 12 when they participated in the program. In fact, of the 131 participants surveyed:

- 40% of the surveyed students were in grade 12, while another 38% were in grade 11.
These charts highlight that most of the participants were between the ages of sixteen and seventeen when they participated in the program. In fact, of the 131 participants surveyed:

- 40% were seventeen, 31% were sixteen, and only 13% of all participants were eighteen.
## Self-Identification

<table>
<thead>
<tr>
<th></th>
<th>First Nations</th>
<th>Métis</th>
<th>Status</th>
<th>Non-Status</th>
<th>Inuit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atlantic Region</strong></td>
<td>71.4%</td>
<td>7.1%</td>
<td>14.3%</td>
<td>2.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Central Region</strong>¹</td>
<td>44.7%</td>
<td>27.7%</td>
<td>4.3%</td>
<td>14.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Pacific Region</strong>²</td>
<td>35.7%</td>
<td>11.9%</td>
<td>33.3%</td>
<td>7.1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The participants also further identified themselves as:

- **Atlantic Region**: Mi’kmaq, Maliseet, Iroquois, and Cree. The majority identified themselves as Mi’kmaq (55%).
- **Central Region**: Ojibwe, Cree, and Dakota. The majority identified as Ojibwe (17%).
- **Pacific Region**: Stz’uminus, Blood Tribe, Mnxuxian, Homalco, Squamish, and Piita.

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¹ Three participants did not answer the question.
² Five participants did not answer the question.
Home Province

Province - Atlantic Region

- NB: 64%
- NS: 32%
- NL: 4%

Province - Central Region

- MB: 64%
- SK: 32%
- Missing: 4%
These charts demonstrate that while there was representation for each of the provinces located in the three regions most the participants were from Nova Scotia (55%), Manitoba (64%), and British Columbia (74%).

Section Two: Program Engagement

The following section highlights the average response from each of the ten student survey areas. Each survey sub-section is separated according to region (Atlantic, Central, and Pacific). Once again, there were a total of 131 responses across all regions.

Working in Groups

The statements in this section were:

- *I enjoy working with others in small group activities.*
- *I am comfortable participating in small groups to discuss ideas in order to solve problems.*
- *I am comfortable working in a team environment.*
The working in groups data reflects the following trends:

- Over half of the participants from the Pacific (52%) and Atlantic (55%) regions strongly agreed with the statement *I enjoy working with others in small group activities*. Furthermore, on average over 83% of all participants strongly agreed or agreed with this statement.
- When asked about the statement *I am comfortable participating in small groups to discuss ideas in order to solve problems*, an average of 45% of all participants felt very strongly about working in small groups to solve problems.
- On average, 77% of all participants agreed or strongly agreed with the statement *I am comfortable working in a team environment*.

Leadership

The statements in this section were:

- *I feel good about helping others.*
- *I am confident speaking in front of large groups.*
- *I am comfortable leading a team activity.*
### Leadership - All Regions

<table>
<thead>
<tr>
<th>Feel</th>
<th>Good</th>
<th></th>
<th>Speaking</th>
<th></th>
<th>Leading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific</td>
<td>67%</td>
<td>29%</td>
<td>26%</td>
<td>29%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>64%</td>
<td>32%</td>
<td>31%</td>
<td>23%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Atlantic</td>
<td>71%</td>
<td>21%</td>
<td>31%</td>
<td>32%</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlantic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The *leadership* data reflects the following trends:

- Over 60% of the participants from the Pacific (67%), Central (64%), and Atlantic (71%) regions strongly agreed with the statement *I feel good about helping others*. Furthermore, on average over 95% of all participants strongly agreed or agreed with this statement.
- When asked about the statement *I am confident speaking in front of large groups*, 57% of the students from the Pacific region, 29% from the Central region, and 50% from the Atlantic region strongly agreed or agreed with this statement. However, an average of 36% of all participants were felt neutral about the statement, which still shows some degree of comfortability.
- Over 50% of all participants agreed or strongly agreed with the statement *I am comfortable leading a team activity*. The majority of the remaining participants in each region were “neutral.”

### Using Social Media as a Communication Tool

The statements in this section were:

- *I know where to get information about career opportunities, such as scholarships, awards, jobs, summer camps, etc.*
- *I am comfortable using social media to communicate with others.*
- *I use social media responsibly.*
The statements in this section were:

- I know where to get information about career opportunities, such as scholarships, awards, jobs, summer camps, etc., 69% of the students from the Pacific region, 57% from the Central region, and 72% from the Atlantic region strongly agreed or agreed with this statement.

- Over 65% of the participants from the Pacific (67%), Central (66%), and Atlantic (67%) regions strongly agreed or agreed with being comfortable using social media to communicate with others.

- 60% all participants strongly agreed with the statement I use social media responsibly. The majority of the remaining participants in each region were agreed with this statement.

**Time Management**
The statements in this section were:

- I always submit assignments on time.
- I think I am good at managing my time.
- I think it’s important to know when assignments are due.
The time management data reflects the following trends:

- Most of all participants strongly agreed or agreed with the statement *I always submit assignments on time*. Of these students, the majority agreed with the statement (37%), while 26% strongly agreed.
- When asked about the statement *I think I am good at managing my time*, an average of 42% of all participants agreed, while 28% strongly agreed.
- On average, 75% of all participants strongly agreed with the statement *I think it’s important to know when assignments are due*. In fact, 90% of students from the Pacific region, 64% of the students from the Central region, and 71% of the students from the Atlantic region strongly agreed with this statement. Furthermore, of the remaining 25%, 20% agreed with the statement.

Self-Confidence

The statements in this section were:

- *I feel good about being an Indigenous person.*
- *I feel good about meeting new people.*
- *I like to learn new things.*
The self-confidence data reflects the following trends:

- Most of the participants strongly agreed or agreed with the statement I feel good about being an Indigenous person. Of these students, the majority strongly agreed with the statement (82%), while 15% agreed. In fact, 88% of students from the Pacific region, 79% of the students from the Central region, and 79% of the students from the Atlantic region strongly agreed with this statement.
- When asked about the statement I feel good about meeting new people, over 54% of all participants strongly agreed, while 36% agreed.
- On average, 80% of all participants strongly agreed with the statement I like to learn new things.

Support Self-Determination of Communities
The statements in the section Supporting Self-Determination of Communities were:

- I feel optimistic about my community’s future.
- I am proud of my community.
- I am comfortable answering questions about my culture and my community.
The supporting self-determination of communities data reflects the following trends:

- When asked *I feel optimistic about my community’s future*, 53% of the students from the Pacific region, 45% from the Central region, and 48% from the Atlantic region strongly with this statement.
- 59% of the participants strongly agreed with the statement *I am proud of my community*, while another 28% agreed.
- 85% all participants strongly agreed or agreed with the statement *I am comfortable answering questions about my culture and my community.*

**Personal Career Goals**

The statements in this section were:

- *I feel optimistic about my future.*
- *I will make an important contribution to my community in the future.*
- *I do my best because doing well will play a role in achieving my future goals.*
The personal career goals data reflects the following trends:

- 85% of the participants strongly agreed or agreed with the statement *I feel optimistic about my future*. Of these students, 60% of students from the Pacific region, 51% of the students from the Central region, and 40% of the students from the Atlantic region strongly agreed with this statement.

- When asked about the statement *I will make an important contribution to my community in the future* 50% of all participants strongly agreed, while 38% agreed.

- On average, 70% of all participants strongly agreed with the statement *I do my best because doing well will play a role in achieving my future goals*.

### Post-Secondary Plans

The following table demonstrates the students’ responses when asked what their post-secondary plans are.
This data table reflects the following trends for each region:

- **Atlantic Region**: 28% of the students planned on attending university after graduation. Another 5% planned on studying business at community college, while another 5% planned on taking some time off.

- **Central Region**: 45% of the students planned on attending university after graduation. Another 6% planned on studying business at university. Furthermore, 6% planned on attending community college, while another 4% planned on studying business at community college.

- **Pacific Region**: 24% of the students planned on attending university after graduation. Another 12% planned on studying business at university. Furthermore, 7% planned on attending community college.

- **Overall**: On average, 34% of all participants from all regions planned on attending university, while 6% planned on studying business.

The students also provided information on what programs they planned on pursuing after high school. The most popular programs mentioned for all regions are presented below.
This pie chart reflects the following trends for all regions:

- 58% of the students from all regions planned on pursuing the arts, while 23% noted they would study business. The remaining 10% and 9% mentioned studying fine arts and the trades, respectively.

Furthermore, the most popular institutions and programs stated were:

<table>
<thead>
<tr>
<th>Top Programs Identified</th>
<th>Atlantic</th>
<th>Central</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
<td>Business</td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Trades</td>
<td>Arts</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
<td>Arts</td>
<td>Law</td>
</tr>
<tr>
<td></td>
<td>Trades</td>
<td>Engineering</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Kinesiology</td>
<td>Fine Arts</td>
<td>Culinary Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Universities /Colleges Identified</th>
<th>Atlantic</th>
<th>Central</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NSCC Kingstech</td>
<td>University of Winnipeg</td>
<td>Simon Fraser University</td>
</tr>
<tr>
<td></td>
<td>Dalhousie</td>
<td>University of Manitoba</td>
<td>University of British Columbia</td>
</tr>
<tr>
<td></td>
<td>Bonar Law School</td>
<td>University of Saskatchewan</td>
<td>University of Victoria</td>
</tr>
<tr>
<td></td>
<td>Cape Breton University</td>
<td>Red River College</td>
<td>University of Alberta</td>
</tr>
<tr>
<td></td>
<td>NBCC</td>
<td>Cape Breton University</td>
<td>University of Regina</td>
</tr>
</tbody>
</table>
Mentorship
When asked if they would be willing to be a peer mentor in the future, the students responded:

![Graph showing future mentor preferences by region]

This data table reflects the following trends for each region:

- 34% of the students from all regions stated they would be a mentor in the future. Furthermore, 40% of the students from the Central regions stated they would mentor, compared to 26% from the Atlantic regions and 36% from the Pacific region.
- Only 12% of the students who answered the question were not interested in mentoring, while less than 1% were not sure.

Future Plans
When asked what they saw themselves doing ten years from now, the participants had a wide range of responses. The following is a breakdown of their responses (all regions):

- 42% of the participants did not answer the question.
- 27% of the students listed a specific job they wished to be doing in ten years including nursing; law; business administration; engineering; teaching; baking; law enforcement; mechanics; photography; and physician.
- 21% noted they wish to own and operate their own business.
- 15% mentioned working, being happy, and being able to support themselves and their families.
- 5% stated they wished to travel, while another 5% had a desire to return to their communities to work and help people.
- 4% mentioned having completed university by this time and having a degree.
- 1% wanted to be successful while another 1% hoped to be playing sports professionally.
- Finally, only 1% of the respondents who answered the question were uncertain.
IV. Student Testimonials

Four student testimonial videos were created to assist in promoting the program to other students. These short testimonials feature former students speaking about their experiences participating in the In.Business program.

Student Testimonial #1

“Before, I wasn’t really interested in business. [After hearing about the program], I was like maybe I could take a shot at it. It helped me decide what I want to strive for after I finish high school and it helped me choose my career options. The program helped me choose what I want to do after I finish graduating.”

Kyle Simon, former In.Business student

Student Testimonial #2

“My favourites challenge was the first challenges because we got to choose between two topics and that topic that I chose was about the economic development in our communities... and I had a wonderful time finding out all the information about our community and our businesses and I made a video about it. In the video, I explained...about the fish plant, and our new school, and our clinic, our doctors that we have in our community, and the band office, and the population that we have in our community. Our goal in our community is to be a drive to community, not a drive by community.”

Shania Googoo, former In.Business student

Student Testimonial #3

“I thought I’d take the opportunity, since I have a little bit of background in business, to go ahead and try to apply and pursue getting a management degree so that’s basically my goal in this mentoring group. I expect to learn more about business and what business is so that’s what I’m hoping to get - a better understanding of how to manage a business properly. The guest speakers that we’ve had have helped a lot to better our understanding of how to properly run a business or help in community and I think that’s very important”

Patrick Denny, former In.Business student

Student Testimonial #4

“[Through the entrepreneurial challenge], I got to know my next-door neighbor even better. I basically spent three weeks with him learning about his business and continued on with him and I still work with him now...I want to major in marketing and finance for university...I want to be more in control of my Aboriginal roots...Once I get my education done, I’ll be able to make my own business with the entrepreneurial skills that I have achieved... I would recommend this program to other Aboriginal youth because sit will open the door in the future for any opportunities.”

Charles Jesso, former In.Business student
Student Testimonial Analysis

When analyzed together, the following themes have emerged:

- All of those who provided testimonials mentioned the community they live in and linked this to the program. For one student, this meant researching the economic development of her community, while another interviewed a neighbor and entrepreneur, who he still works with to this day.

- The students stated that learning about business through the program lead to an increase in their confidence, knowledge of specific business skills, and interest in post-secondary skills.

- The students expressed interest in a range of business areas such as entrepreneurship, research, economic development, community-based businesses, marketing, finance, and management.

- Most of the students had some idea of what they wanted to pursue in university and all of these students identified wanting to study business.

- The students linked the program to their Indigenous culture and roots and saw the value of fusing business and Indigenous knowledge.
V. Narrative Photography

Several candid photographs of the program spaces, students, conferences, staff members, and challenges have been included in this report along with a brief narrative analysis. These photographs provide additional support when evaluating the importance of the In.Business program as they showcase how the students, mentors, and staff come together to learn.

Photograph #1

The first photograph from the Atlantic region 2015-2016 conference highlights one of the most important aspects of the program, which is when small groups of youth come together to plan, learn, share ideas, and collaborate. As shown in the above photograph, small group gatherings occur during the conferences with a mentor and/or program facilitator and provide the foundation of the mentorship relationship. This photo also brilliantly captures the dynamic nature of these meetings as the students are gathered in a circle, smiling, and engaging with one another.
The second photograph from the Eastern region 2015-2016 opening conference highlights another important aspect of the program: providing access to Indigenous ways of knowing, knowledge, and traditions, throughout the program. Here, a student is smudging prior to a large group meeting at the opening conference. Smudging is an integral practice, prayer, and part of life for many Indigenous people in Canada. By offering smudging, the program is normalizing an often daily part of some youths’ lives, while also providing opportunities to engage in traditional practices that may otherwise not be available for others.
Photograph #3

The third photograph is from the Northern region 2015-2016 closing conference and shows the small group that won Purdy Awards for the final challenge. Here, the students are proudly displaying their awards as evidenced by their smiling faces, tall postures, proximity to one another, and how they are holding their awards. The photo below shows a closer picture of the award trophies and clearly the Purdy Crawford Chair has taken the time and resources necessary to create professional awards that any student would be proud to win.
The fourth photograph from the Pacific region 2015-2016 conference shows the students engaging in team building activities that are fun, hands-on, and allow the students to move and laugh. Here, the students and regional facilitators are seen engaging in an “ice breaker” type activity that allows the students to get to know one another, creates a collaborative and supportive atmosphere, and makes learning fun and interesting. Finally, it is good to note that the students are wearing In.Business t-shirts. Further team building that occurs when all the students are given team shirts promoting their participation in the program. The students are all dressed alike, symbolizing their connection to one another and their involvement in the program.
The final photograph from the Central region 2015-2016 conference shows the students engaging in a presentation with their small groups. Here, the students are engaged in learning, while still having fun. All of the students are given a chance to participate in the group presentations and are learning the invaluable business skills of collaboration, team work, time management, presenting ideas, and being creative and innovative.
Photography Analysis

When analyzed together, the following conclusions have emerged from these five photographs:

- All of the photographs depict the students **engaged in learning** in a collaborative, hands-on, fun way.
- The students from all five regions were captured in both their **small and large group settings** sharing and presenting ideas, playing games, meeting and collaborating, and celebrating their successes.
- The regional facilitators and staff from all regions are present at all times during the conferences and are seen **learning alongside the students**.
- Finally, the program **integrates practices that are culturally meaningful and relevant** for the students as evidenced in the photograph of the student smudging.
**Qualitative Interviews**

As part of the formal evaluation process, interviews were conducted by Infinity Consulting during the evaluation period (January, 2017) via telephone. There were a total of fifty-three people interviewed from three regions (Atlantic = 18; Central = 18; and Pacific = 17). Participating high school personnel (including the principals and teachers), students, parents, and program mentors were interviewed. The questionnaire used by the interviewer consisted of seven to nine open-ended questions given in an interview format so that participants could use their own words while someone else recorded their responses. Given the open-ended nature of this interview, the responses generated span a wide range and encompass many experiences. As such, the transcriptions of these interviews were analyzed and similar responses were grouped together thematically. However, whenever possible direct quotations have been incorporated into the report to capture the participants’ actual responses.

The breakdown of the interview participants is as follows:

![Interview Participants Pie Chart]

- **School Staff**: 51%
- **Students**: 21%
- **Parents**: 17%
- **Mentors**: 11%
Administrators, Teachers, Advisors, and Elders

There was a total of eleven high school staff members interviewed. Of those staff members interviewed, two are administrators, five are advisors or guidance counsellors, three are teachers, and one is an Elder affiliated with the school.

Q1. Please tell me about your role within the In.Business program and how long you have been associated with it.

- 36% of the school staff identified their role as promoting the program and referring or recruiting students for the program.
- Furthermore, 36% of the participants stated their main role is to support students once they are in the program by assisting them with challenges and getting them to and from conferences. Another 18% felt noted their role was to help students complete their applications.
- 27% of the interviewees were also responsible for assisting and supporting the program staff with facilitating the program.

Q2. Can you tell me briefly about the In.Business program and why you think it is an important program?

- 55% of the school staff described the program as a youth mentorship program that “encourages students to learn about business and ensures success because they have to apply and find references, complete several challenges that help the students to grow and be more successful, and create and present a resume.”
- 27% of the participants felt that networking was an important aspect of the program, while another 27% noted the mentorship by Indigenous university students was the most important part of the program.
- 27% of the school staff mentioned that the students were able to strengthen their skills, both social and academic, and that this was an important part of the program.
- Furthermore, they identified the following valuable aspects of the program: encourages enrollment in post-secondary education (18%); helps Indigenous youth grow and become successful (18%); promotes future mentorship and giving back to the community (18%); and it teaches basic business skills (9%).
- Finally, according to one educator, an important part of this program is that “economic status isn’t a pre-requisite to applying so all students are welcome to participate.”

Q3. What do you see as the main benefits to students? Can you provide an example?

- 45% of the educators interviewed identified the business skills the students learn as being the main benefit. Specially, the students are “developing crucial skills to work in the community and be successful.”
- Another 45% stated the greatest benefit of the program was the mentorship because the students are “being connected with positive role models.”
- 36% felt the main benefit was the confidence and increase in self-esteem and independence and another 36% believed the students taking an active role in their own future was the main benefit. One educator shared a story of a former student and program participant who, “excelled in the program and took it seriously and made a great effort and landed a job (internship) at a credit union, which benefitted his opportunity for employment.”
- Other benefits identified include: meeting other Indigenous youth (27%); exposure to university life and expectations (18%); networking (18%); connecting with the Indigenous community (9%).
Q4. Do you see any areas for improvement? If so, what would you recommend? Please provide an example if possible.

- 27% of the school staff interviewed did not see any areas for improvement and one interview noted the increase in students’ confidence and how advanced the technology the program uses is.
- Another 27% called for a strengthening of the mentor-student relationships. Specifically, they asked for greater communication between the students and mentors, more face-to-face meetings and social outings together, and to ensure the relationships are maintained despite the distance.
- 27% of the educators suggested improvements to the recruitment and application process. Specifically, they called for including younger participants, taking more students each year, and promoting the program on social media.
- Other recommendations included: updating the app and software (9%); incorporating hands-on challenges (9%); focusing on entrepreneurship (9%); and including Indigenous business perspectives (9%).

Q5. What have the students told you about the In.Business program since its inception? Please provide an example.

- 54% of the educators interviewed said the students valued the business skills they are learning, as well as the increase in confidence in their abilities to succeed in university.
- Another 54% claimed the students reported enjoying the networking aspects and meeting other Indigenous youth from their region at the conferences and working in groups together.
- 36% of the educators mentioned the students loved the challenges and for one student this meant winning the RBC Challenge.
- The educators also discussed the following student-identified benefits: increase in empowerment (9%); increase in enrollment at post-secondary institutions (9%); opportunity to travel (9%); learning how to work in the community (9%); and developing relationships with mentors (9%).
- Finally, one educator discussed some of the drawbacks of the program as identified by a student. This student, while they did enjoy the program overall, felt there was “not enough time together as group, not enough time to complete the challenges and the deadlines for challenges was poor as it was the same time as exams.”

Q6. What are some of the supports for students within the In.Business program?

- 82% of the educators interviewed discussed the mentorship aspects of the program and as one educator stated, “it builds relationships with people from the business community who are Indigenous role models. It inspires and empowers them.”
- 36% of the school staff noted the check-in supports available to the students via online and in-person meetings. These “check-ins” can be with a school staff member, program staff member, or mentor.
- Another 36% discussed the personal support aspects of the program and how it helps the students to “find their voice” and support them in all areas of their lives, not just academic pursuits.
27% of the interviewees mentioned the regional managers as being a major source of support, while another 18% noted that the program handles the students travel arrangements and logistics during conferences.

Finally, one educator discussed the Elder supports within the program and how one Elder even attended a funeral with a student.

Q7. Is there anything else you would like to add?

- One educator did not have anything to add.
- 63% of the participants added that this was a great opportunity and another 18% elaborated stating the program “encourages youth to take active role in their future,” while another added “we can see the confidence and see them achieve their own dreams.”
- Another educator stated it’s a “great program and glad it’s going and youth get the experience and become interested in post-secondary.”
- Two of the participants made some suggestions for improvement including more travel time for conferences “because it’s a long day of travelling to jump right into the conference,” and they need to “provide more opportunities and continue to build the program up and that more communication is needed because distance between the mentors and students is hard.”
Mentors

There was a total of six mentors interviewed.

Q1. What do you think the best part of the In.Business program is? Please share a few examples.

- 67% of the mentors felt the best part of the program was the networking or connecting of youth that occurs. For one participant, the program, “brings everyone together and network and communicate and share ideas.” Furthermore, “it puts youth into groups without friends so they are forced to make new friends.” These networking and business skills are invaluable.
- 17% believe the best part of the program is “giving an opportunity to high school students that they wouldn’t normally get,” while another mentor values that the program “assists students in finding their passion and how to work toward goal.”

Q2. What do your friends/peers who are in the program think of the In.Business program? Can you share any examples (positive or negative)?

- All of the mentors stated their peers and friends involved with the program had positive feedback.
- 50% of the mentors elaborated saying the program is an opportunity to give back to Indigenous youth and preserve cultural education.
- Another 33% mentioned that the program allows for networking and travel, while 33% discussed how the program “encourages post-secondary education, mentorship and creates higher success rates in the Indigenous community.”
- In terms of negative aspects, one mentor noted that “social media makes it harder.” However, they did not elaborate on this statement.

Q3. Is there anything about the In.Business program you don’t like? If so, please share an example.

- One participant could not identify any negative aspects of the program.
- 50% of the mentors stated the loss of the momentum as being the greatest drawback of the program. One mentor noted that it is “difficult to get youth to complete the challenges and maintain relationships after the conference,” while another stated that the “conferences could be longer and focus more on maintaining momentum (especially closing conference).”
- Another mentor said the program requires more participants and more funding, while another felt the challenges not having pre-set deadlines was problematic.
- Finally, one mentor expressed concerns over “the micromanagement of mentors by program staff” noting that the staff must “give the mentors the opportunity to teach the students and not micro-manage the students. Once the program staff take over, the youth and mentors lose interest and feel less confident, especially when program coordinators would sit in on meetings.”

Q4. Do you have any suggestions that you think might improve your experience in the program?

- 67% of the mentors suggested meeting face to face with the youth more often and finding ways to increase the connection between youth and mentors. One mentor stated that, “more interactions and chances to meet more would help, as some youth lose interest via social media.” Specifically, one mentor suggested meeting closer to four times as opposed to only twice, during the opening and closing conferences.
- 33% of the interviewees suggested adapting the challenge to make them more “engaging yet educational” and “setting deadlines to make the program flow better.” However, they did not elaborate to provide more detailed feedback.
Finally, one mentor called for “an organized transition period” following the program to assist the youth once the year is over.

Q5. What did you learn (or are you learning) while going to the In.Business program as a mentor?
- 67% of the mentors learned valuable teaching skills. For nearly half of these mentors, this included learning ways to effectively engage youth, while the remaining mentors learned how to adapt and meet the needs of individuals. For one mentor, learning teaching skills meant both the youth and mentors gained confidence. According to this interviewee, “once I was more comfortable to speak publicly, the youth are engaged and they gained confidence to share ideas.”
- Another 33% of the participants noted that both youth and mentors learn business skills through the program and as one mentor stated, “the program gives a broader knowledge in business industry and helps us to appreciate all aspects of business.”
- Finally, 33% of the mentors learned that “these programs build capacity” and are “good for networking.”

Q6. Please share more about your mentorship experience? I.e. Did it meet your expectations? How often do you connect with students?
- 67% of the mentors discussed how being a mentor was an opportunity for them to grow and learn and identified an increase in their own mentorship and leadership skills (i.e. communication skills, confidence, and time management).
- 50% noted the experience was positive and that it met their expectations. As one mentor shared, “I like helping youth and I got to develop bonds and grow as an individual.”
- 33% identified being able to share advice and teach others as a powerful part of the mentorship process and to quote one interviewee, “the program provides a connection to the real world for students and a chance to think out loud and get feedback.”

Q7. Would you recommend that other youth from your community participate in this program? Why or why not?
- All the participants stated they would recommend this program to youth from their communities.
- 83% of the mentors elaborated and stated the following reasons for their recommendation: personal growth (67%); networking (50%); increased communication skills (17%); learn business skills (17%); and travel (1%).

Q8. Is there anything else you would like to add?
- 33% of the mentors interviewed did not have anything to add.
- Another 33% made slight suggestions to strengthen the program and as one participant stated, “[the program needs to] highlight entrepreneurship and have more successful stories integrated into the programming.” Furthermore, another mentor suggested ensuring the program continue stating, “the longer this program is available the more success it will have. This will support and inspire Indigenous people in business.”
- Finally, 33% of the mentors added positive statements about the program. For one mentor, the program is a “great learning process and it was great to learn lots from the youth,” while another “wished I had this type of support for and hope it continues because it’s a great opportunity to learn, travel, and network for Indigenous youth.”
**Students**

There was a total of 27 Indigenous students interviewed. Of those students interviewed, 23 are current students, two are former students of the program, and two are peer mentors.

**Q1. What do you think the best part of the In.Business program is? Please share a few examples.**

- 56% of the youth interviewed stated that meeting other Indigenous youth and working with them in the program was the best part of the program.
- 41% of the students mentioned the business skills they would be learning and how these skills would help them in post-secondary pursuits and beyond.
- Another 30% of the program participants felt the best part of the program was the mentorship.
- 15% of the students appreciated the university preparation, tours, and information provided. According to one student, “having the university tours are important and get you thinking about university.”
- Finally, 15% of the students discussed the conferences and how important they are and as one participant stated, “the beginning and ending conference are awesome and fun and there is lots of networking,” while another claimed, “there were fun challenges and speakers were great!”

**Q2. What do your peers who are in the program think of it? Can you share any examples (positive or negative)?**

- All of the students’ peers enjoyed the program and gave them positive feedback.
- 44% of the peer feedback centered around making new friends and how they were able to “network and share stories and experiences.”
- 33% of the peers thought it was a great opportunity overall. Another 22% enjoyed the challenges and group work as it allowed them to learn and grow. According to one student, “they love it and learn to become a team and learn skills.”
- 15% of their peers valued the mentorship aspect of the program and as one student reported, “the mentors are helpful and are open with them”, while another stated, “the mentor helps us understand the work and helps to know how to approach problem and our peer mentors help show us how to do things.”
- 13% of the students interviewed claimed their peers valued travelling, while another 13% value the business skills the program teaches.
- Finally, 7% of the students’ peers felt the program provided post-secondary information and assistance, as supportive and as one participant stated, “treated them like adults and gave them the freedom to make decisions, which makes it great.”

**Q3. Is there anything about the In.Business program you don’t like? If so, please share an example.**

- 78% of the students could not identify anything they did not like about the program. In fact, one student stated, “it opened me up, whereas before I was socially anxious and that improved my social skills.”
- Some of the negative aspects mentioned were not being able to communicate with other regions, only meeting as a group twice (opening and closing conferences), having to share rooms and beds with strangers, and having more breaks.

**Q4. Do you have any suggestions that you think might improve your experience in the program?**

- 48% of the students interviewed did not have any suggestions for improving the program.
19% of the students suggested improvements be made to the challenges including stricter deadlines, more defined criteria and expectations, more “exciting” challenges, and more challenges in general.

Another 11% called for longer conferences and more conferences, so the students could network, learn, and interact with their peers, while another 7% wanted more accountability for mentors. According to one student, “our mentor didn’t comment back right away on challenges when really needed help.” Another student suggested having more than one mentor in case one is not available.

Other suggestions included minor ideas such as: having private accommodations, having more breaks during meetings, and creating or using a finance app.

Finally, one student noted that the program needs to be promoted and explained during recruitment. Many students are scared off when they “see all the homework.” They elaborated stating, “it is a chance to see and expand horizons and they should sell and promote this program more.”

Q5. What did you learn (or are you learning), while going to the In.Business program?

78% of the students stated they learned invaluable business skills including: marketing, market research, finance, advertising, budgeting, public speaking, time management, leadership, organization, prioritizing, communications, and networking. Specifically, one student stated they learned “more about self-public speaking and help build confidence and support on speaking publicly,” while another learned “time management and how to build a schedule and manage time.”

Another 30% described how the program helped prepare them for post-secondary study. As one student mentioned, “I learned about post-secondary schooling and what to expect and the standards needed to succeed.”

Furthermore, 15% of the students noted the program taught them how to fuse business and their Indigenous culture and way of life. According to one student, “I am learning more about business and pathways for a career in business and that I can bead and drum and learn to be a business woman.”

Finally, 4% noted they learned to be more confident, while another 4% learned how to network.

Q6. Do you currently have a mentor or peer mentor? If so, describe your experience (i.e. Is it helpful? How often do you see your mentor or peer mentor? Would you like to be a mentor or peer mentor some day?)

All of the students interviewed had a mentor and 89% were very satisfied with the relationships. They felt their mentors were helpful, engaged, connected, knowledgeable, and relatable. According to one student, “the mentors were helpful and the main reason why love business.” Another student noted that “It was very helpful because they were willing to meet with the students and always available if I need help.”

67% of the students interviewed described their interactions as social media based (Facebook or Zoom Cloud) and positive. In some cases, this support extended beyond the program. In fact, one student stated, “she would chat to us and wish us luck during our exams.”

In terms of the frequency of check-ins, 33% met with their mentors whenever the challenges were due, 15% met regularly every 2 to 3 weeks, and another 15% did not see their mentors often. According to one student, “my mentor took too long for help and feedback when challenges were due and that was discouraging.”
82% of the students interviewed stated they would love to be a mentor. As one student stated, “I would love to teach First Nations youth,” while another said, “I want to help youth and guided them onto the right path and bring them positive perspective of Indigenous peoples. I am hopeful for change by being a mentor for others.” Another student mentioned they would love to give back and “share the same experiences.”

Finally, 7% stated they would consider being a mentor but did not feel ready for the role. To quote one student, “I need to mature more and become more self-disciplined first.”

Q7. Would you recommend that other youth from your community attend the In.Business program? Why or why not?

- All of the students stated that they would recommend this program to other students.
- 56% of the felt the program was a “great opportunity.” According to one student, the program “builds confidence and a network with friends and you learn so much and makes you feel accepted.” For another student, the program is “eye opening to what you can accomplish.”
- Another 41% of the youth would recommend the program because it helps them learn about business. As one student stated, “I had no prior business knowledge and now I’m going to the University of Manitoba.”
- 11% of the youth would recommend this program to Indigenous youth specifically because it “expands horizons and develops skills that aren’t taught in school.” Furthermore, another youth stated, “there aren’t too many programs where Indigenous youth get to meet more Indigenous youth and learn skills.”
- Finally, 7% of the interviewees would recommend the program because it relates to university and opened their eyes to the possibilities of a post-secondary education.

Q8. Is there anything else you would like to add?

- 70% of the students did not have anything to add.
- The remaining 30% echoed their earlier sentiments by praising the program. As one student said, “it’s a good enriching program,” while another said “this is a really awesome program, please continue to get other kids involved, it’s great!”
- Finally, one student noted the program provided lots of personal attention and two more mentioned meeting new friends.
Parents and Caregivers

There was a total of nine parents of Indigenous program participants interviewed.

Q1. Please tell me what grade your child(ren) are in and what your overall impression of the In.Business program is in relation to your child(ren).

- 67% of the parents had a child in grade 12, the remaining parents had children in grade 11 (11%), grade 10 (11%), and grade 9 (11%).
- All of the parents and their children were satisfied with the program.
- 22% of the parents felt the program is a “good opportunity to learn business and learn new things.”
- Another 22% of the parents interviewed were excited that they were able to do the challenges with their child and as one parent stated, “we would plan and work on it together we were able to bounce ideas off each other.”

Q2. What do you see as the main benefit to your child(ren)? Can you provide an example?

- 55% of the parents mentioned their child’s interest in post-secondary schooling and business as the main benefit. Half of these parents elaborated stating, “before, she didn’t know what to do it and now wants a career in business and to attend university.”
- 33% of the participants discussed their children getting to meet new people as the main benefit. For one parent, it was an “opportunity to meet with other students from area and talk with mentor.” Furthermore, 11% felt that “being exposed to outside community and continues to inspire her.”
- 22% of the parents interviewed identified the knowledge their children gained as the main benefit, while another 33% discussed how the program affords to opportunity of children to become “involved in Indigenous issues and apply this knowledge.”

Q3. Did you see any areas for improvement? If so, what would you recommend? Provide an example if possible.

- 55% of the parents did not identify any areas for improvement and as one parents stated, without this program, “they don’t get to see these business opportunities.”
- Most of the remaining suggestions were minor and included: having more in-person meetings; having an orientation; increasing peer mentorship and including more grade 12 students; including more adult chaperones to conferences.

Q4. What, if anything, has been the biggest change, positive or negative, that you have noticed in your child(ren) since attending the In.Business program? Please give an example.

- 55% of the parents stated the biggest change in their child was an increase in confidence. According to one parent, “my daughter used to be nervous and is now dedicated and works hard to get challenges done.”
- 44% of the parents also identified an increase in maturity, independence, and direction for the future. As one parent stated, “she is more interested in business and seeing different opportunities after high school.”
- Furthermore, 33% of the parents felt the biggest change was the increase in knowledge and business skills, while another 33% noticed their child knew more about their Indigenous culture, history, and worldviews. According to one parent, the program “has open up her eyes to Indigenous issues and business perspectives making her more aware.”
Finally, the parents noted that the program opens doors and the students are able to network with other Indigenous youth.

Q5. Would you recommend other students from your community to attend the In.Business program? Why or why not?

- All of the parents and caregivers would recommend the program to other youth in the community.
- 55% of the parents interviewed would recommend the program because their children get the chance to learn about business so they can “make their own careers.”
- 33% of the parents valued the program because it has increased their child’s confidence and independence. For one parent this was evident when her daughter “did a presentation at the school and got two more cousins involved which was really important and nice.”
- 22% of the parents would also recommend the program because it’s a community-based program that values Indigenous peoples and Indigenous ways of knowing.
- Finally, 9% of the parents mentioned the mentorship and relationships formed as being the basis for their recommendation.

Q6. If your child(ren) has or had a mentor or peer mentor, did you think it was beneficial? Please explain.

- All of the parents felt the peer mentors were beneficial. 55% of the parents stated that the mentor was “inspiring,” and was “someone to look up to.”
- Another 33% mentioned that the mentors helped with weekly challenges, have a background in business, and are always there for the students (i.e. via Facebook or Zoom Cloud).

Q7. Is there anything else you would like to add?

- 33% of the parents did not have anything to add.
- 22% of the parents expressed hope that the program continues as it is a “great opportunity for kids to network with other Indigenous youth.”
- Another parent was “grateful for the opportunity for my daughter to attend...It exposes them to business opportunities at a young age,” while another praised the mentor claiming, “the mentor is great idea and helps with the challenges.”
- Finally, 22% of the parents provided suggestions for improvement. One parent stated that it would be beneficial to for the businesses to be in contact with schools to share experiences to help youth get involved once or twice a month.
- Another parented noted that a child’s success in the program is dependent on social media is, which is dependent of having internet connection.
Results & Conclusions

Overview

This section will provide highlights from the data results presented in the previous section, as well as the main conclusions that can be drawn from evaluating the In.Business program overall. While the purpose of this evaluation is to assess the effectiveness of this program, the richness of the data gathered cannot be overlooked. For example, the achievement of data-focused goals such as academic student success or positive survey results should not overshadow the increase in participant-identified feelings of cultural connectedness, collegiate collaboration, and increase in student achievement.

Analysis

These results have yielded a number of conclusions regarding the overall effectiveness of this program. In general, most of the feedback is extremely positive.

Highlights from the First Five Years and Music Mogul Focus Group Data:

- Nearly 450 Indigenous youth across the country have accessed the program in the past five years and 63% have completed the program.
- Of those who completed the program, 127 graduated from high school and another 73% attended post-secondary institutions. Finally, another 33% enrolled in business.
- According to student exit surveys, 100% of respondents stated they would participate in the program again and 94% rated the social media challenges as a fun way to learn about business concepts.
- The students reported an increase in confidence and as one participant stated, “I’ve always wanted to own my own business, and after this program, I know that I can!”
- 94% of respondents say they gained valuable experience through this mentorship program and as one student expressed, “they helped me get excited about business.”
- 100% of respondents would recommend this program to a fellow student and as one participant elaborated, “I want other students to have the same great experience I did.”
- Of the 18 grade 12 students enrolled in the pilot years, 78% went on to post-secondary institutions and 44% pursued studies in business.
- 74% of the students agreed that the Music Mogul Game was a fun way to learn business concepts and apply them.
- The following participant noted, “when I first started playing the game my highest rating was 98%. But after I got used to it I achieved a rating of 100% 3 times – but I forgot to take a screenshot of these. I love the game and am proud of what I have accomplished!”
Highlights from Student Survey Data:

- 78% of the surveyed students were in grades 11 and 12 with 71% being between the ages of 16 and 17.
- The participants identified themselves First Nations, Status, Non-Status, Métis, and Inuit.
- Most the participants were from Nova Scotia (55%), Manitoba (64%), and British Columbia (74%).
- Over 83% of all participants enjoyed working in small groups, while 45% felt very strongly about working in small groups to solve problems, and another 77% were comfortable working in a team environment.
- 95% of all participants enjoyed helping others, and half of the students were comfortable leading a team activity.
- Over 65% of the participants were comfortable using social media to communicate with others and another 60% all participants felt they used social media responsibly.
- On average, 75% of all participants strongly agreed with the statement I think it’s important to know when assignments are due.
- 82% of the participants strongly agreed or agreed with the statement I feel good about being an Indigenous person. 54% felt good meeting new people and 80% liked to learn new things.
- 59% of the participants strongly agreed with the statement I am proud of my community, while another 85% were comfortable answering questions about their community.
- 85% of the participants were optimistic about their future, while 70% strongly agreed with the statement I do my best because doing well will play a role in achieving my future goals.
- 34% of all participants from all regions planned on attending university and 23% noted they would study business.
- 34% of the students from all regions stated they would be a mentor in the future.
- 27% of the students listed a specific job they wished to be doing in ten years including; nursing; law; business administration; engineering; teaching; baking; law enforcement; mechanics; photography; and medicine.
- 21% noted they wish to own and operate their own business.
Highlights from Student Testimonial Data & Narrative Photography Data:

- All of those who provided testimonials mentioned the community they live in and linked this to the program.
- The students stated that learning about business through the program lead to an increase in their confidence, more knowledge of specific business skills, and interest in post-secondary skills.
- The students expressed interest in a range of business areas, such as entrepreneurship, research, economic development, community-based businesses, marketing, finance, and management.
- Most of the students had some idea of what they wanted to pursue in university and all of these students identified wanting to study business.
- Finally, the students were able to link the program to their Indigenous culture.

As one student stated:
“I would recommend this program to other Aboriginal youth because it will open the door in the future for any opportunities.”

The photography analysis revealed the students are:
- engaged in learning at all times;
- working in small and large group settings;
- learning alongside their mentors; and
- accessing practices that are culturally meaningful and relevant
Highlights from In-Person Interviews:

- 72% of the school staff identified their role as promoting the program and supporting students.
- 90% of the educators stated the main benefits were learning business skills and mentorship.
- In regards to improvements, 27% of the educators called for a strengthening of the mentor-student relationships, while another 27% suggested including younger participants, taking more students each year, and promoting the program on social media.
- 63% of the school staff stated this was a great opportunity and elaborated stating the program “encourages youth to take active role in their future,” and “we can see the confidence and see them achieve their own dreams.”
- 67% of the mentors felt the best part of the program was the networking and for one participant, the program, “brings everyone together and network and communicate and share ideas.”
- 50% of the mentors stated the loss of the momentum as being the greatest drawback of the program as it is “difficult to get youth to complete the challenges and maintain relationships after the conference.”
- 67% of the mentors suggested meeting face to face with the youth more often and finding ways to increase the connection between youth and mentors.
- 67% of the mentors learned valuable teaching skills, including ways to effectively engage youth and how to adapt and meet the needs of individuals.
- 56% of the youth interviewed stated that meeting other Indigenous youth was the best part of the program and 41% mentioned the business skills they would be learning.
- 78% of the students could not identify anything they did not like about the program. In fact, one student stated, “it opened me up, whereas before I was socially anxious and that improved my social skills.”
- 78% of the students stated they learned invaluable business skills, 30% stated it prepared them for post-secondary study, and 15% of the students noted the program taught them how to fuse business and their Indigenous culture and way of life.
- All of the students interviewed had a mentor and 89% were very satisfied with the relationships. They felt their mentors were helpful, engaged, connected, knowledgeable, and relatable.
- 82% of the students interviewed stated they would love to be a mentor and as one student said, “I want to help youth and guided them onto the right path and bring them positive perspective of Indigenous peoples. I am hopeful for change by being a mentor for others.”
- 55% of the parents mentioned their child’s interest in post-secondary schooling and business as the main benefit.
- The parents stated the biggest changes in their child was an increase in confidence (55%); an increase in maturity (44%); an increase in business skills (33%); and an increase in knowledge about their Indigenous culture (33%).
- All of the parents and caregivers would recommend the program to other youth in the community.
Conclusions

Several conclusions can be made from the above analysis:

- The In.Business program is currently helping Indigenous high school students increase their business and leadership skills, confidence, and independence. Furthermore, it encourages them to embrace their natural talents and form strong peer and mentor relationships.
- The program has been successful in educating youth on post-secondary opportunities and careers in the business field and integrates Indigenous and community-based business practices.
- The quantitative data lends itself toward the accomplishment of many of the goals of the program, such as an increase in student engagement and inclusion, the creation of strong mentorship bonds, and an increase in post-secondary enrollment for grade 12 participants.
- The qualitative interviews demonstrated that the participating students, family members, school staff, and mentors are committed to the youth being successful throughout the program and beyond.
- The qualitative analysis reveals that the In.Business program is integral to the development of strong, confident, educated, and empowered Indigenous youth across the country.

In order for a program to be considered a best practice, several aspects must be present. The program must be deeply rooted in meeting the needs of the community it serves and it must achieve or exceed its mandate and goals. Finally, the program must follow guiding principles that are supported by current, relevant research. Throughout this evaluation, the In.Business program has established itself as consistent with its goal “to encourage Indigenous students to study business in university. The program serves as a pathway into business education at the post-secondary level.” Furthermore, it is effective in meeting the program’s objectives of decreasing isolation among Indigenous youth, implementing high and achievable expectations for youth, simulating post-secondary business studies, and supporting mentors, school staff, families and most importantly, students, to improve earning outcomes.

The In.Business program does an excellent job of assisting high school students to increase their business and leadership skills, confidence, and independence. The conferences ensure that youth have an opportunity away from their home and community and usually occur at a post-secondary institution. Here, the youth have a chance to experience “university life” and are able to access tours and program information that might otherwise be unavailable to them. The conferences also allow the youth to come together and work together in a competitive, yet communal, environment, fostering strong bonds and mentor relationships. Finally, the program has been successful in educating youth on post-secondary opportunities and careers in the business field and integrating Indigenous and community-based business practices. The challenges ensure that youth are exposed to all business aspects (i.e. marketing, advertising, management, budgeting, etc.), while integrating Indigenous business practices and principles. In addition, the challenges ensure that youth are exploring economic development and
businesses in their own communities and often include the participation of family and community members.

The qualitative interviews demonstrated that the youth participating in the program are aware of its value and are committed to pursuing post-secondary careers in business. In fact, 34% of all participants from all regions planned on attending university and 23% noted they would study business. Furthermore, 78% of the students stated they learned invaluable business skills, 30% stated it prepared them for post-secondary study. Many of the students noted the program taught them how to fuse business and their Indigenous culture and way of life and, as one student stated, “I am learning more about business and pathways for a career in business and that I can bead and drum and learn to be a business woman.” Furthermore, 82% of the students interviewed stated they would love to be a mentor and as one student said, “I want to help youth and guided them onto the right path and bring them positive perspective of Indigenous peoples. I am hopeful for change by being a mentor for others.” Finally, 67% of the mentors felt the best part of the program was the networking and for one participant, the program, “brings everyone together and network and communicate and share ideas.”

The qualitative analysis reveals that the In.Business program is integral to the development of strong, confident, educated, and empowered Indigenous youth in Canada. An average of 72% of all students, mentors, and school staff interviewed felt that the most valuable aspect of the program was the networking and mentorship aspect. In addition, 55% of the parents and 63% of the school staff noted an increase in the students’ confidence and as one student stated, “I’ve always wanted to own my own business, and after this program, I know that I can!” Perhaps the best example of the how this program positively impacts Indigenous youth is summed up by one co-creator who stated, “my daughter used to be nervous and is now dedicated and works hard to get challenges done, she is more interested in business and seeing different opportunities after high school. It has open up her eyes to Indigenous issues and business perspectives making her more aware.”
Accomplishments & Lessons Learned

Lessons Learned

Several lessons have been learned since the Purdy Crawford Chair began its In.Business program including:

- Maintaining strong, capable mentors is essential;
- Conferences need to include cultural elements and infuse Indigenous practices and ways of knowing throughout;
- The mentorship relationship must be bidirectional;
- Business simulation games and apps must be regularly updated and relevant;
- Youth strengths and needs must be considered to optimize learning;
- School staff and families must be encouraged to participate in the program along with youth;
- Evaluation (for both students and staff) must be continuous and consistent;
- Training and professional development for staff and mentors is necessary; and
- Student supports after conferences, during challenges, and beyond the program are critical.

Limitations

There were a few limitations identified by interviewees throughout the course of this evaluation that ranged from a need for stronger mentor-student relationships, increasing the numbers of participants accepted into the program, and increasing parent engagement and participation in the program. In regards to the mentor-student relationship, 27% of educators called for a strengthening of these relationships, and 67% of the mentors suggested meeting face-to-face with the youth more often and finding ways to increase the connection between youth and mentors. The students also commented on the need for more mentorship, particularly if the relationship breaks down. They also suggested increasing the frequency of the meetings, or widening the mentorship circle to include more than one mentor per group. According to one student, “my mentor took too long for help and feedback when challenges were due and that was discouraging.” Providing the youth with more options for mentorship would allow mentors to have peers supports and increase the effectiveness of program delivery.

Another concern was with regards to program applicants and acceptance. All of the educators, mentors, youth, and parents interviewed during the evaluation process stated they would suggest this program to other youth in their communities. Furthermore, there is an interest in growing the mentorship aspects of the program. Specifically, 89% of the participating youth valued mentorship and 82% would like to be mentors themselves in the future. Clearly, the current participating youth are engaged and interested in continuing their participation in the program. Accepting more youth to the program would meet the needs of the community and ensure current youth can continue their participation in the program as future mentors.

Some of the parents found their role in the program to be unclear. In some cases, this allowed for them to take an active role in their child’s participation in the program. However, some parents mentioned wanting more in-person meetings with program staff, being included on decision making, having a parents’ orientation, and including more adult/parent chaperones to conferences. This inclusion would assist the students in their success in the program, as families would be encouraged to complete challenges and program requirements together. Furthermore, when families engage in conversations about business, community practices, and post-secondary plans it offers opportunities for students and
families to begin planning for the future. It creates chances for the parents to be included in their child’s decision-making process and allows them to better support the students.

Finally, some youth noted that program challenges often conflicted with school commitments, homework, and exams. Since teachers are already aware of the program and school administrators and staff are somewhat responsible for facilitating program promotion and recruitment, it might be useful to include aspects of the program into regular school experiences. This would prevent students from feeling conflicted, while still learning effective time management skills and responsibility. Rather than choosing between studying for an exam versus completing a challenge, the students could be encouraged to use the program assignments as part of their school work and even present what they have learned to other students, thus increasing business knowledge in the school community.
Next Steps

The evaluative process yielded several next steps in order for the Purdy Crawford Chair to move forward with this program and continue to achieve success. Through capacity building, greater transitional supports, and on-going evaluation, the In.Business program will continue to grow and succeed.

Building Capacity

In order for the In.Business program to grow and strengthen, it must build capacity. The staff acknowledges that this is an essential piece of program delivery. However, it is also one of the most challenging aspects, as it requires considerable time and resources to build and sustain relationships, encourage investment, and ensure integrity. One of the best ways to build capacity is to include the families and community members of the youth participating in the program. Specifically, many of the parents interviewed requested being officially included in the program by being a part of the orientation process and having defined and clear roles and responsibilities. According to the Assembly of First Nations (2012), “the interconnectedness of First Nations individuals to their families and their communities requires understanding before considering the design and development of supports to assist First Nations learners on their educational journey.” Furthermore, this could also meet the demand of accepting more youth to the program as entire families could work with participating youth, transferring business knowledge and skills to caregivers and siblings. Given that increasing student acceptance is a capacity, resources, and funding issue, schools and families could be engaged to ensure more youth are reached. Home or school challenges could be initiated for some students who do not meet the full requirements of the program, but can still have an opportunity to learn crucial business skills.

Transitions & Secondary School Supports

Transitional supports are needed to ensure the youth are successful once they enter post-secondary school. While the program does an excellent job of setting the students up for initial success, post-secondary education is often a four-year endeavour requiring long-term supports, regardless of field of study. Half of the mentors interviewed discussed the loss of the momentum as being the greatest drawback of the program as it is “difficult to get youth to complete the challenges and maintain relationships after the conference,” while several youth also identified difficulties feeling supported between conferences. The best way to ensure momentum continues after graduation is to capitalize on the mentorship piece of the program and encourage former student participants to become mentors themselves. Those students who have successfully transitioned to post-secondary institutions can offer support to high school students while still maintaining a connection to the program and accessing supports.

On-Going Evaluation

A large part of the current success of the program, thus far has been continuous and purposeful evaluation of the program. Since its infancy, the program staff and Purdy Crawford Chair personnel have been focusing on best practices from existing programs and research and working with co-creators, administrators, program partners, teachers, mentors, and youth. While this report is a formal evaluation of the program, it relied heavily on the data already collected and analyzed by the In.Business program staff and program partners. It is critical they continue to seek the input of staff, partners, mentors, youth, and teachers, in order to expose barriers and improve what already works. Moreover, in order to
determine the ways in which this program meets the needs of culturally diverse students and in particular Indigenous students, caregivers must play a large part in program evaluation. Specifically, input regarding their role in the program should be implemented and addressed.
Interactive Tools

The following web links could be useful and may provide Indspire with additional information:

1. The In.Business website

2. The Purdy Crawford Chair in Aboriginal Business YouTube channel
   ➢ https://www.youtube.com/user/PurdyCrawfordChair

3. Information regarding Purdy Crawford Chair in Aboriginal Business
   ➢ https://www.youtube.com/watch?v=zmjd8LWdUdM

4. Links to regional monthly newsletters

5. The Music Mogul App can be downloaded onto any smartphone or handheld device from the following link:
   ➢ http://www.musicmogul.ca

6. Information regarding the video conferencing software, Zoom Cloud
   ➢ https://zoom.us
References


Appendix A: Logic Model

**Inputs**
- Staff time and skills
- Collaboration among staff, community leaders, mentors, Elders, and partners
- Materials and resources (i.e., for conferences, mentors training)
- Technology (apps)
- Student, school, community, and involvement
- Administration
- Financial resources
- Planning, research, and evaluation time and resources
- Student recruitment and admissions
- Data collection and analysis
- Conferences coordination and planning

**Activities**
- Provide useful feedback and problem solve with youth
- Ensure attendance, punctuality, positive attitude
- Complete tasks and challenges, meet with peers and mentors regularly
- Promote and recruit Indigenous youth
- Create and design relevant business challenges
- Ensure culturally responsive program practices that align with program mandates and goals
- Develop and administer tools to best orient, teach, and transition youth
- Ensure youth are safe, learning, and fully engaged in all aspects of program
- Create and sustain partnerships (financial, cultural, and spiritual)

**Participation**
- Students
- In. Business Staff
- Mentors
- Parents, Elders & Community Members
- Partner Organizations

**Outputs**

### Short Term
- Increase in program engagement and positive program experiences
- Increase in self-confidence, independence, knowledge of business skills

### Intermediate
- Increase in cultural knowledge and Indigenous business practices
- Increase in travel experiences and cultural awareness

### Long Term
- Increase in positive student-mentor and peer relationships for Indigenous students
- Engaged, educated, and confident youth capable of achieving success in school and business

**Outcomes**

### Short Term
- Promote and recruit Indigenous youth
- Create and design relevant business challenges
- Ensure culturally responsive program practices that align with program mandates and goals
- Develop and administer tools to best orient, teach, and transition youth
- Ensure youth are safe, learning, and fully engaged in all aspects of program
- Create and sustain partnerships (financial, cultural, and spiritual)

### Intermediate
- Increase in cultural knowledge and Indigenous business practices
- Increase in travel experiences and cultural awareness

### Long Term
- Increase in positive student-mentor and peer relationships for Indigenous students
- Engaged, educated, and confident youth capable of achieving success in school and business

**Time Frame**
- One year
- Two years
- Five years
Appendix B: Planned Evaluation Framework

Name of Project: InBusiness Date: August 24, 2017
Planned Evaluation Framework

Qualitative Data

Interviews
Administrators, Educators, Parents, Students, Elders, and Community Members should all be considered when developing the list of people to be interviewed.

Planned Interviewees:

<table>
<thead>
<tr>
<th>Name/Number</th>
<th>Position / Role</th>
<th>In Person / Teleconference / Skype</th>
<th>Who is responsible for setting up interview</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Smith</td>
<td>National General Manager</td>
<td>Teleconference - prior</td>
<td>Carrie Bourassa</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Regional Manager</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Two from each area with three being peer mentors</td>
<td>Mentors including Peer Mentor</td>
<td></td>
<td>Brian Smith</td>
<td>5 to 10 in each region</td>
</tr>
<tr>
<td>Five from each region</td>
<td>Students (returning)</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Five from each region and Ten from Atlantic</td>
<td>Students (new)</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Mary Beth Doucette</td>
<td>Executive Director</td>
<td></td>
<td>Brian Smith</td>
<td>Person who came up with the program with Keith Brown</td>
</tr>
<tr>
<td>Alan McKenzie</td>
<td></td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Janice Tulk</td>
<td>Senior Research Associate</td>
<td>Teleconference</td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>Elder at Atlantic Conference</td>
<td>At conference</td>
<td>Brian Smith</td>
<td></td>
</tr>
</tbody>
</table>
### Name/Number

<table>
<thead>
<tr>
<th>Name/Number</th>
<th>Position / Role</th>
<th>In Person / Teleconference / Skype</th>
<th>Who is responsible for setting up interview</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>Elders at other conferences</td>
<td>3 Telephone</td>
<td>Brian Smith</td>
<td>If they are okay doing telephone interviews – do protocol in advance</td>
</tr>
<tr>
<td>School Teachers</td>
<td>Telephone</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Aboriginal Student Advisors</td>
<td>Telephone</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>Telephone</td>
<td></td>
<td>Brian Smith</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Interview Questions

<table>
<thead>
<tr>
<th>Position / Role</th>
<th>Questions</th>
</tr>
</thead>
</table>
| Elders, Administrators, School Teachers, Senior Research Associates, Principals, Aboriginal Student Advisors, Executive Director, National General and Regional Managers | 1) Please tell me about your role within the InBusiness program and how long you been associated with it?  
2) Can you tell me briefly about the InBusiness program and why you think it is an important program?  
3) What do you see as the main benefits to students? Can you provide an example?  
4) Do you see any areas for improvement? If so, what would you recommend? Provide an example if possible.  
5) What have students told you about the InBusiness program since its inception? Please provide an example.  
6) What are some of the supports for students within the InBusiness program?  
7) Is there anything else you would like to add?  

Megweetch/Thank you! |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Students, Mentors and Peer Mentors | 1) What do you think the best part of the InBusiness program is? Please share a few examples.  
2) What do your friends/peers who are in the program think of the InBusiness program? Can you share any examples (positive or negative)? |
<table>
<thead>
<tr>
<th>Parents</th>
<th>1) Please tell me what grade your son/daughter(s) is/are in and what your overall impression of the <strong>InBusiness program</strong> is in relation to your son/daughter(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3) Is there anything about the <strong>InBusiness program</strong> you don’t like? If so, please share an example.</td>
</tr>
<tr>
<td></td>
<td>4) Do you have any suggestions that you think might improve your experience in the program?</td>
</tr>
<tr>
<td></td>
<td>5) What did you learn (or are you learning) while going to the <strong>InBusiness program</strong>?</td>
</tr>
<tr>
<td></td>
<td>6) Do you currently have a mentor or peer mentor? If so tell me about that experience. (ie. Is it helpful? How often do you see your mentor or peer mentor? Would you like to be a mentor or peer mentor some day?)</td>
</tr>
<tr>
<td></td>
<td>7) Would you recommend that other youth from your community attend the <strong>InBusiness program</strong>? Why or why not?</td>
</tr>
<tr>
<td></td>
<td>8) Is there anything else you would like to add?</td>
</tr>
<tr>
<td></td>
<td><strong>Megweetch/Thank you!</strong></td>
</tr>
</tbody>
</table>

**Additional questions for Mentors/Peer Mentors Only – Stop here if interviewing Students**

|  | 9) As a mentor or peer mentor (circle) can you tell me about the process and experience in that role and transitioning from a student to mentor/peer mentor? |
|  | 10) Did you receive any support or training for this role from the **InBusiness program**? |
|  | 11) When you were a student did you have a mentor or peer mentor? If so was it helpful? Please explain. |
|  | 12) Do you think it is important to the success of the students and the program to have mentors/peer mentors? Why or why not? |
|  | 13) Is there anything else you would like to add? |
|  | **Megweetch/Thank you!** |
2) What do you see as the main benefits to your son/daughter(s)? Can you provide an example?
3) Do you see any areas for improvement? If so, what would you recommend? Provide an example if possible.
4) What, if anything, has been the biggest change, positive or negative, that you have noticed in your son/daughter(s) since attending the **InBusiness program**? Please give an example.
5) Would you recommend other students from your community to attend the **InBusiness program**? Why or why not?
6) If your son/daughter(s) has or had a mentor or peer mentor did you think it was beneficial? Please explain.
7) Is there anything else you would like to add?

Megwetch/Thank you!

---

### Quantitative Data

<table>
<thead>
<tr>
<th>What are you collecting? (Annual reports, Attendance, grades, etc.)</th>
<th>What are you analyzing? (Attendance, grades, etc.)</th>
<th>Where/who are you getting the data from?</th>
<th>Timelines for the data (eg. pre, 6 months, 1 year)</th>
<th>Delivery Date</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Surveys from Opening and Closing)</td>
<td></td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Interviews</td>
<td>Some are edited and those available on the YouTube channel – to review for report</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you collecting? (Annual reports, Attendance, grades, etc.)</td>
<td>What are you analyzing? (Attendance, grades, etc.)</td>
<td>Where/who are you getting the data from?</td>
<td>Timelines for the data (eg. pre, 6 months, 1 year)</td>
<td>Delivery Date</td>
<td>Expected Outcomes</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Number of Challenges Completed</td>
<td>How many students who completed the challenges</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed program – get 3 credits</td>
<td>How many students who completed the program and received the three credits of those who were in the program</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many went on to University?</td>
<td>Number of students who graduated that continued on to post-secondary</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many went into Business?</td>
<td>Number of students that actually went into business of those who went to Post-secondary</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td>Brian Smith</td>
</tr>
<tr>
<td>How many actually graduated post-secondary of those eligible to graduate?</td>
<td>Graduation rates</td>
<td>Brian Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photos – any from the program (6 to 8) at the conference or of the kids – that have permission</td>
<td></td>
<td>Brian Smith – put in touch with Anne Tress Doucette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links to YouTube webinars and anything else you want highlighted on our website</td>
<td>send links to Carrie that you want to highlight</td>
<td>Janice Tulk</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other

Attend one of the weekly Teleconferences with the Managers – September 22 at 10:00 am CT – Brian will send electronic invitation.
Note: Timeline changed to researcher to complete report by Feb. 15th, 2017, then it will go for editing and posting.

Signatures

Terry Ramirez, Indspire Program Coordinator

Brian Smith, National Manager

Researcher

Mary Beth Doucette, Executive Director
Appendix C: Consent and Interactive Forms

Indspire
50 Generations Drive, Ohsweken, Ontario, N0A 1M0
P: 519-445-3016

INDIVIDUAL CONSENT
(Please print or write legibly)

Name, and role in the: In.Business Program of the individual/Personnel, Student (over 18), Community Member, Elder/Knowledge Keeper:

Name: ___________________________________________________________

Role: _____________________________________________________________

☐ INDIVIDUAL CONSENT
I agree to participate in this study described above. I have made this decision based on the aforementioned information.

I have had the opportunity to receive any additional details I wanted regarding the research and understand I may ask questions in the future.

NAME: ______________________________
SIGNATURE: ______________________________ DATE: ______________________________

GROUP CONSENT
(Please print or write legibly)

☐ GROUP CONSENT
I agree to participate in this study described above. I have made this decision based on the aforementioned information.

I have had the opportunity to receive any additional details I wanted regarding the research and understand I may ask questions in the future.

NAME: ______________________________
SIGNATURE: ______________________________ DATE: ______________________________

CONTACT INFORMATION (OPTIONAL)
Please provide your contact information if you would like to be contacted to review your transcript and/or receive a copy of the research results.

EMAIL ADDRESS: _________________________________________________

PHONE NUMBER: _______________________________________________
Dear Parents/Guardians;

I am currently involved in an exciting project with Indspire, is an Indigenous-led national registered charity that invests in the education of Indigenous people for the long-term benefit of these individuals, their families and communities, and Canada. Inspire is dedicated to helping Indigenous youth reach their potential. Through a letter of understanding with Indspire and InBusiness I have been invited to document the: InBusiness Program through telephone interviews, skype interviews and in-person interviews (possibly at conferences to be negotiated)

I am inviting students to participate in INDIVIDUAL INTERVIEWS in December 2016 and January 2017 at dates TO BE SCHEDULED. This INTERVIEW will be audiotaped to provide a clear record of what transpired. All the information provided will be considered confidential and no names will be shared.

I hope you agree to have your student be a part of the conversation. Please see the attached informed consent letter.

Sincerely,
DR. CARRIE BOURASSA
306-519-1745 infinityconsulting@sasktel.net

PARENT/LEGAL GUARDIAN CONSENT
The undersigned does hereby give permission for our (my) child, 

Name of Child: _________________________________________________________________

NAME: _______________________________________________________________________

RELATIONSHIP: __________________________________________________________________

SIGNATURE: ___________________________________________________________________

DATE: ________________________________________________________________________

Please provide your contact information if you would like to be contacted to review their transcript and/or receive a copy of the research results.

EMAIL ADDRESS: ________________________________________________________________

PHONE NUMBER: ________________________________
November 9th, 2016
InBusiness Program
Infinity Consulting Evaluation

Dear Parents:

I am a Metis consultant (owner and President of Infinity Consulting) hired by Indspire to do an evaluation of In.Business Program by conducting interviews with your children who are under the age of 18 by telephone, skype or possibly in person at 1 or more conferences in December and January (to be negotiated).

The purpose of the study is to evaluate the InBusiness Program for Indspire’s Nurturing Capacity program. Participation is completely voluntary and your decision to participate or not participate will in no way affect your existing relationships, work situation or provision of services.

This study is part of a joint research project between InBusiness and Indspire. This research will involve one student researchers who will work on the project in her fulfillment of her degree requirements and will be funded by the Research Contractor (Paulete Poitras). This opportunity helps build student’s research capacity.

WHAT IS INVOLVED?
The following will take place:

- Individuals (including parents and students) who could be interviewed will be identified and names provided to the researcher for interviewing purposes
- Collection of relevant demographic data
- Observation of the InBusiness Program and activities (possibly a site visit or at conferences)
- Interviews with the InBusiness Program staff, students (former and present including mentors and peer mentors), parents, Elders (if applicable) and administrators to document their experience and hear their perceptions of the program model.
- Determine the types of collection of various data related to student use of the centre.
- Documentation of specific strategies used for student supports.
- Collect data that shows increase in attendance due to the program and/or increased graduation rates or student performance (to be provided by administration).
- Document how, if any, the InBusiness Program reflects the seven foundational guiding principles Indigenous for educational practice.

➢ There will be no remuneration for participating in this research.

POTENTIAL BENEFITS AND RISKS
The direct benefits of participating in this study include:

- The ability to voice concerns and hopes about the InBusiness Program and the learning that may come from gaining new insights and perspectives;
- The sharing of resources on challenges, solutions and positive outcomes; and
- The opportunity to have your voice heard, your opinions valued and respected.
For the larger scientific community and the community at large, this research may offer insights into the types of programming needed to address the needs of Indigenous students.

**MINIMAL RISKS**
There also may be minimal risks associated with participation as some individuals could experience psychological risks or social risks related to voicing their opinion in a group setting. Care will be exercised if there are issues that need follow up. If deemed necessary, individuals will be provided with names of people who could most appropriately sort through any issues.

**CONFIDENTIALITY**
In the research gathering session, all the information you provide will be considered confidential. Prior to starting the session you will be asked to sign a confidentiality agreement to indicate that you will respect the confidentiality of the interviewed discussion.

In written reports of this research and oral presentations, excerpts from the research may be discussed but no names will be associated with any quotes. This helps us to represent your voice and opinion without compromising your confidentiality. The audiotapes will only be used for the purpose of creating written records and will not be associated with your name. These audiotapes/computer video files will be kept in locked filing cabinets/ secure password protected computers and will only be viewed by the researchers and research assistants who have signed confidentiality agreements.

Data collected during this study will be kept for five years and stored in locked filing cabinets. All data will be confidentially shredded or destroyed after seven years unless phases of the research are still occurring. Only the researchers and research assistants will have access to the data. All individuals who have access to the data will sign confidentiality agreements.

**VOLUNTARY PARTICIPATION**
Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. It is very important to us that you decide whether or not you would like to share your thoughts with us.

**PUBLICATION OF RESULTS**
Results of this study may be published in professional journals, presented at conferences and on Indspire’s website. Feedback about this study will be mailed to you if you choose to provide your address. The results will be available June 30, 2017. If you have any questions at any point during the study, of after the study please contact (Sonia Prevost-Derbecker at Indspire by phone (519) 445-3024 or via email tmartin@indspire.ca)

**CONTACT INFORMATION AND ETHICS CLEARANCE**
If you have any questions about this study or require further information, please contact the Principal Investigator, Dr. Carrie Bourassa at 306-519-1745 or infinityconsulting@sasktel.net . This proposal for the planned study has been reviewed and received ethics clearance through Indspire Ethics Committee.

If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office (contact: Sonia Pervost-Derbecker at Indspire by phone (519) 445-3024 or via email tmartin@indspire.ca).
Thank you for your valuable insight in this research.

I hope you will agree to allow your child to be part of this exciting Nurturing Capacity project and as well, consider volunteering to be part of the study as we also welcome parental involvement.

Sincerely,

Carrie Bourassa, PhD
Owner/President
Infinity Consulting