



## Wayfinders

Seven Oaks School Division

**October 2017**

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University of Manitoba

**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 program on the ground to provide training on data collection and evaluation methodology.

For more info, please contact: [institute@indspire.ca](mailto:institute@indspire.ca) or call 1-855-463-7747 ext. 230.

## Project Abstract

Wayfinders is a community-based mentorship and outreach program that aims to provide opportunities for a better future to high-school students living in north-west Winnipeg and the Seven Oaks School Division in Winnipeg, Manitoba, Canada. Wayfinders supports academic and social success primarily for Indigenous, low-income, and immigrant populations, encouraging them to earn credits toward high school graduation while taking part in tutoring, career exploration, community mentorship and community service while earning credits towards post-secondary financial support. Through the Wayfinders program, students experience and learn the importance of a grounded education through processes of mentorship and curriculum, the importance of learning in community, and career planning for a self-sustaining future – serving as an exceptional model of success for Indigenous learners.

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## Executive Summary

Wayfinders is a community-based mentorship and outreach program that provides opportunities for secondary students living in the Elwick Community and Watson Street neighbourhoods in north-west Winnipeg and the Seven Oaks School Division in Winnipeg, Manitoba, Canada. Wayfinders supports academic and social success for students in communities where dropout rates are very high due to a variety of socio-economic factors – focusing primarily on students from Indigenous, low-income, and immigrant populations in the school division catchment. Offering one-to-one and small group adult mentorship, academic support, and relationship building opportunities, the program widens a participant's academic, personal, and professional network after school and on many weekends. The program encourages and helps students to earn credits toward high school graduation while taking part in tutoring, career exploration, community mentorship and community service. The program also offers an incentive to complete the program in the form of post-secondary financial support.

By the 2016-2017 school year Wayfinders entered its ninth year of programming with 375 students, dozens of tutor-volunteers, hundreds of networks in the community, and 14 Student Parent Support Workers (SPSW) on staff. The program focuses on building relationships (via mentorship and assistance) and fostering an environment where participants flourish as capable, caring young adults with goals and aspirations to make their communities a better place to live. Each year, the Wayfinders graduation rate rises (to a current rate of 80%) as well as the transition of participants to post-secondary study (85%). The Wayfinders assists each participant in developing confidence so they may be successful in high school while providing the mentorship each student needs to turn their aspirations in to goals and plans for a meaningful post-secondary course of study following high school.

Over five years, there has been a massive increase of Indigenous participants in the Wayfinders program as students achieve better results in school, fulfill the commitments required in the program, and create networks and opportunities for the future they didn't have access to before. Statistics indicate that for the 2017-2018 school year there will be 188 participants (approximately half the enrolment in the program), the largest enrolment of Indigenous participants ever. Through the Wayfinders program, students experience and learn the importance of engaging in community activities, working together and reaching their full potential and serves as an exceptional model of success for Indigenous learners.

## Description of the Program

“Working with young people to build capacity and realize a future of promise and possibility through mentorship, education and service to community.”

- Wayfinders Program Mission Statement

The Wayfinders Program offers one-to-one and small group adult mentorship, academic support, and relationship building opportunities that widen a participant's academic, personal, and professional network not usually and/or readily available in home environments. Attending Wayfinders after school and on many weekends, participants work with a team of administrators, staff, and other students to build study skills, interact with their communities and develop skills and experiences in a safe environment - receiving the personal, academic, and financial support needed to make successful transitions into post-secondary education.



The program's main platform is an after-school “drop-in” centre that operates six days a week for 52 weeks a year at three in-school locations and one main location. There are three programs operated in schools at West Kildonan Collegiate (101 Ridgecrest Avenue), Maples Collegiate (1330 Jefferson Avenue) and Garden City Collegiate (711 Jefferson Avenue). Its primary, new, and expanded centre is located at 950 Jefferson Avenue in the north-west of Winnipeg. All are located in Seven Oaks School Division in Winnipeg, Manitoba, Canada (see news story on next page). The program centres are open evenings, predominantly from 3:30 p.m. until approximately 8:00-9:00 p.m. and weekends.

# Program finding its way in new facility

## GARDEN CITY

By **DARREN RIDGLEY**

STAFF REPORTER

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A Seven Oaks School Division program is breathing a little easier now that, well, it has a little more room to breathe.

Wayfinders, a mentorship program that helps high school students in the division graduate outside of the normal school environment, is one of several division programs enjoying the new Adult Learning Centre at 950 Jefferson Ave.

With two classrooms to itself, the six-day-a-week program now has plenty of space for its students to stretch their legs and study, as opposed to their previously cramped strip-mall location at 660 Sheppard St.

The program began in order to reduce dropout rates in the area.

"Families in this community were having upwards of a 50% dropout rate in Grade 9," volunteer co-ordinator Awit Marcelino said.

"This program was built to hopefully offset that, and encourage higher graduation rates."

Support for the program has been good, as it has ballooned to about 250 students from its original class of 40, Marcelino said.

Not all of those 250 students show up to

each class, but she said they tend to see between 70 and 80 per session. The new facility allows for some opportunities they didn't previously enjoy.

"This is a lot better. We have two spaces. (One) is more for hanging out with your friends and doing homework. It can be a little louder. But the other one is meant to be for more hardcore, serious studying."

One of the new space's most prominent features is its open-concept kitchen, which gives students a chance to hone their cooking skills. When *The Times* visited, students were busy cubing cheese, laying out platters of crackers, and preparing noodle dishes for their peers.

"With this kitchen, we can do a lot more things like, how do you make a healthy meal on a budget," Marcelino said.

"More teaching, more workshops."

A yoga class is also getting started.

Site co-ordinator Meghan Loewen-Cook said the new site will give them some room to "think creatively."

"It's giving students an opportunity to get more involved, it's just made everything more open."

The program pairs students with student/parent support workers who keep tabs on their progress and stay in touch with their families in order to sort out how to help those students best. Marcelino said the idea



Photo by Darren Ridgley

From left to right: Maye Nonato, Harwinder Jassal, Romar Miranda, Justine Laurito, Francis Cruz and John Allen Angeles are some of the Wayfinders students enjoying their new location at 950 Jefferson Ave., which boasts an open-concept kitchen for preparing some study-time snacks.

isn't just to get kids a high school diploma, but to help them move on to post-secondary education.

Some students with the program, such as Nicholas Sosulski, have big plans in mind.

"It's definitely been a great experience.

They've helped me to know how to pursue what I want to be," he said of the program, adding he's decided on either pharmacology or ophthalmology as a career path.

Sosulski has also taken up the task of tutoring his peers in math and science.

"I know I like helping people," he said of his decision to help out.

Student Jocelyne Kolomyja has noticed an uptick in how many people show up since the move.

"It's nice, it's bigger. More people come," she said.

Kolomyja said since starting with Wayfinders about a year ago, she's come to enjoy working with the staff and her peers.

"I've made a lot of friends coming here," she said.

"There's more activities, more options."

Facebook.com/TheTimesWpg

Twitter: @TimesWPG

Participants range in age from 13-19 years old and must be enrolled in Grades 9-12 in a Seven Oaks School Division school. Participants include students from north-west Winnipeg, specifically Maples/Elwick communities.

This area includes: predominately new Canadians, Indigenous students, students living in foster care, and students from rural/northern communities attending urban high schools (for family health reasons or educational reasons).

WAYFINDERS is leading young people to a future of promise and possibility through mentorship and educational achievements.

### Program Goals:

- Provide the knowledge, skills and supports that will help students succeed in high school
- Provide academic support through volunteer tutors who possess the knowledge needed to help with all homework challenges
- Provide Program staff to help advocate for Wayfinders students' school successes and personal achievements
- Provide opportunities to visit and explore Manitoba colleges and universities
- Provide the supports needed to apply for college, university or other post-secondary training or education, as well as bursaries and scholarships
- Provide opportunities to participate in Community Service and Mentorship activities that will help students gain valuable life knowledge and skills

### for more information on the Wayfinders Program

check out:  
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Student Parent Support Workers  
Call the office for more information





Students are recruited in Grade 8 through community information sessions and/or recommendations from teachers and educational administrators.

To apply, students and their families and/or caregivers must complete an application form, a “consent to see records and share information” form, a publication authorization form, a bicycle use agreement, and indicate financial need via a Notice of Assessment from the Canada Revenue Agency.

Student's Commitment	Wayfinders' Commitment	Program Eligibility
<p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>Participate in after school homework support minimum 3 hours per week</li> <li>Participate in group and/or individual mentorship minimum 4 hours per month</li> <li>Participate in activities that will improve engagement and success in school</li> <li>Give back to the community through volunteering with a community organization or by helping with school or community events               <ul style="list-style-type: none"> <li>Grade 9: 10 hours per year</li> <li>Grade 10: 20 hours per year</li> <li>Grade 11: 30 hours per year</li> <li>Grade 12: 30 hours per year</li> </ul> </li> <li>Attend all school classes regularly and maintain an academic average of 70% by grades 11 and 12.</li> </ul>	<p><i>To support students' success in high school and their successful transition to post secondary education and/or training, Wayfinders provides:</i></p> <ul style="list-style-type: none"> <li><b>Long Term Incentives</b> - A scholarship of \$1000/year is held in trust until high school graduation to use for post secondary education costs such as tuition, books and tools.</li> <li><b>Short Term Incentives</b> - \$400 / year can be earned to develop a student's talents and interests, including lessons, memberships, equipment, and school supplies and needs.</li> <li><b>Student Parent Support Worker (SPSW)</b> - Is a positive and supportive Wayfinders staff mentor who supports students towards high school graduation and transitions to post-secondary education. SPSWs work with students to set goals in school and explore post-secondary and career options; connect with families and teachers on how to support students and their goals; and coordinate with volunteer tutors to work with students to understand and complete assignments, and prepare for exams. Each Wayfinders student is assigned their own Student Parent Support Worker.</li> <li><b>A Place to Study</b> - located at 950 Jefferson Ave. Wayfinders Program Centre is open for homework support 5 days a week. We offer students a place away from home and school where they can study on their own, in groups or with a tutor.</li> </ul>	<ul style="list-style-type: none"> <li>In grade 9, 10, 11 or 12 during the school year</li> <li>Live in the Seven Oaks School Division and/or attend a Seven Oaks School Division high school</li> <li>Families must meet the Canada Revenue Agency determined low income requirement. Wayfinders applications must include a family's most recent Income Tax Assessment from the Canada Revenue Agency. This requirement can be waived if students are in foster care or are transferring to the city from northern communities or have lived in Canada for less than a year.</li> </ul> <p><i>Each Spring, all grade 8's at Elwick Community School and all other grade 8 students living in the Program's geographic catchment area are invited to apply for Wayfinders' Program.</i></p> <p><i>Grades 10, 11 &amp; 12 students who are new residents to these communities may apply for the Program.</i></p> <p><i>If you have any questions or would like more information, please contact the Wayfinders office at 204-631-5849</i></p>



Once accepted in Wayfinders, students must agree to a **“Commitment Pledge”** agreeing to:

- 4-years participation (or continuous participation from their start date through high school graduation);
- 4-hours per month participation in mentorship activities and goal-setting;
- 3-hours per week of homework support;
- 40-hours of “community service”; and
- Regular attendance at all high school classes and a minimum 70% academic average.



# Why Wayfinders?

Wayfinders' ambition is to provide equal, quality and fair education with appropriate educational support to each student in the program. We invite you to support Wayfinders so that even more students graduate from high school and move forward to a bright future – not only for themselves, but also for the communities in which they live.

Here is how your contribution will help the students of Wayfinders:

- \$1000/student/year is dedicated to being held in trust for post-secondary education upon the completion of required school credits
- \$600/student/year is used for student mentorship experiences
- \$500/student will allow a student to attend program or leadership camp
- \$100 will cover the cost of a Wayfinders student's school supplies for one school year
- \$150 will cover the cost of a Wayfinders student's gym clothing and shoes for one school year
- \$530/year covers a Wayfinders student's transit passes to attend school and Wayfinders programming
- \$400/month will cover the fuel needed to take students to daily mentorship activities locations
- \$2,500/year will cover the fees associated with the Wayfinders' vehicle registration and insurance
- \$3000/month covers healthy snacks and meals offered daily to students at the Wayfinders Program Centre
- \$35,000/year will cover the salary of the Wayfinders Student Parent Support Worker working with 25 Wayfinders students to ensure success at school and successful transitions to post-secondary education/training.

In order to continue offering a variety of experiences and supports to all our students, we require the assistance of organizations, groups and individuals. We appreciate any and all levels of support. Every contribution goes a long way.



**If you are interested in supporting Wayfinders through a cash donation or for more information, please contact: [info@wayfindersmanitoba.com](mailto:info@wayfindersmanitoba.com) or 204-631-5849 ext. 3249.**

**With your assistance, Wayfinders can help even more students move forward to a bright future.**

wayfinders



As part of the program, every Wayfinders student receives:

- An assigned Student Parent Support Worker who works with them and their family as an advocate at school and the program, formulating short- and long-term plans to achieve their academic and life goals.
- Homework support from a network of subject-specific volunteer experts, who work with them to improve achievement and explore new interests.
- Encouragement to invest in themselves through new life experiences.
- Opportunities to participate in activities that give back to and strengthen their own communities.
- On-site daily food program.
- School supplies.
- Mentorship opportunities and workplace experiences.
- \$600 per year towards passion and talent development such as arts lessons, athletic equipment or fees, workshops, and camps.
- \$1000 held in trust for education/post-secondary expenses after high school graduation.

Student Parent Support Workers (SPSWs) form the most crucial and central relationship with a participant and the Wayfinders program. Each SPSW work with approximately 20-30 students to provide direct mentorship support, advocacy in school, and build relationships with parents, caregivers, and/or families.

There are four main job requirements of an SPSW and they are:

- 1) Build Relationships:
  - Establish and maintain communication with students, families, and teachers;
  - Build relationships with student's families (may include home visits);
  - Build advocacy relationships with school staffs to assist students in meeting their academic goals; and
  - Develop knowledge of all students in a mentorship group (including informal and formal interviews and meetings, reviewing past and current academic performance and attendance, speaking with advocates).
- 2) Administration & Networking:
  - Connect with organizations and individuals and explore opportunities that may enhance the work of Wayfinders;
  - Work in collaboration with staff and volunteers to ensure adequate supervision and engagement;
  - Maintain up-to-date records on student involvement; and
  - Complete all documentation associated with activities and student incentives.

3) Mentorship:

- Assist participants in the development of an individualized mentorship plan;
- Develop a tutoring and mentorship plan with students in an SPSW group;
- Plan activities in conjunction with students, volunteers and other staff; and
- Provide and/or facilitate mentorship, post-secondary opportunities and volunteer activities alongside participants.

4) Professional Learning and Development:

- Participate in regular solo, small group and whole-team reflection of practice and participate in collaborative planning;
- Provide leadership in some areas of program development;
- Pursue workshops/conferences/reading that relates to work in developing a greater understanding of issues that pertain to the youth in Wayfinders; and
- Assist in developing a whole-team development and program delivery model.

The primary work a SPSW does is ensuring that the student has appropriate amount of tutoring and homework support. Each evening, other SPSWs, volunteers, and other program staff are available to work with students one-on-one or in small groups on specific academic tasks, skill development and homework. SPSWs also provide a small, healthy after-school snack for students upon arrival – always inviting Wayfinders participants to help prepare. Wayfinders serves an average of 85 hot meals every evening and nearly 150 healthy snacks each day.

SPSWs are recruited according to their ability to build relationships with high school students, families, and school staff to ensure a successful completion of high school and a transition to post-secondary education/training. SPSWs fulfill the various roles crucial to the functioning of the program centre and provide a variety of engaging and meaningful mentorship and volunteer opportunities for Wayfinders students. A rotating schedule is used to ensure staff consistency. In addition, some professional development funding and support is offered to assist staff to gain skills necessary to complete their jobs (such as crisis intervention, first aid, etc.).

Volunteers (often called “Service Learners”) are also recruited to work in the Wayfinders Program and often must have similar skills to SPSWs but also have specific skills to support programming and specific academic needs participants have. Volunteers commit to two hours per week but often exceed this amount.

SPSWs work with their participants to create and tailor a specific mentorship program that:

- Fosters support for their personal academic growth,
- Activities that offer new educational experiences in the program centre and the community,
- Forums to develop and showcase talent development, and

- Opportunities for academic and personal goal-setting through service learning and post-secondary exploration.

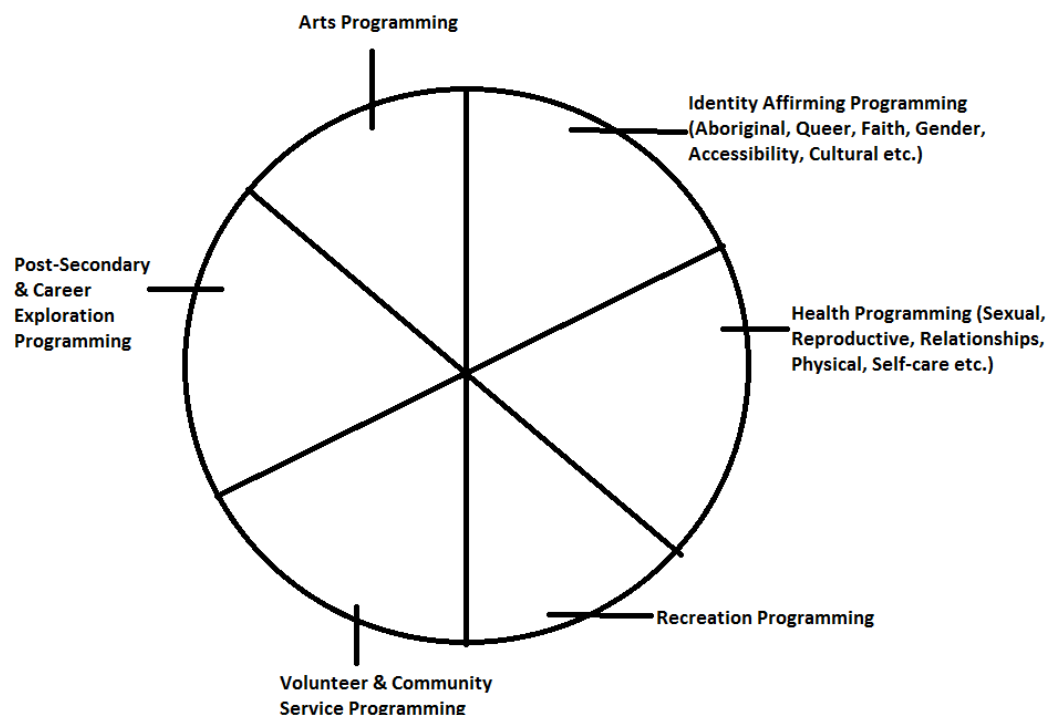
Once the plan is established by the SPSW and their participant, it is shared with teachers and families and is reviewed regularly to ensure flexibility and room as interests and goals change over time.

SPSWs report directly to parents and/or caregivers on a participant's progress and developments of short- and long-term goals and plans. Students are assessed according to their academic performance in their home high school program, participation in program activities and opportunities, and evaluation developed by SPSWs and Wayfinders administrators. These are shared in written and oral feedback provided to participants, teachers, and participants and/or parents (devised according to a participant's context).

Assessment includes:

- Daily and yearly student attendance;
- Reviews with participant's teachers;
- Written reports by SPSW's;
- Tracking student short- and long-term progress towards goals (by participant and SPSW's);
- Self-assessed student evaluations (oral and written);
- Reports from community participants and volunteers in Wayfinders program;
- High school credit completion; and
- Long-term incentive (bursary) monitoring.

In terms of specific mentorship experiences, SPSWs seek to provide opportunities in six areas of focus. These are:



In virtually all of these mentorship opportunities there are a number of on- and off-site activities for students to participate in. Each activity is designed and led by a staff member and/or community volunteer and designed to have deliverable outcomes reportable to parents and other community members and “build community.” Each Wayfinders participant therefore is expected to complete a minimum of 10 hours each year in “Service Learning and Community Service.” The minimum of expected hours increases as the student become older and more established in the program and there are many partnering agencies or community partners in areas of leadership, mentorship and education and other forms of volunteerism. Participants are usually offered transportation and/or there are bicycles available when needed.

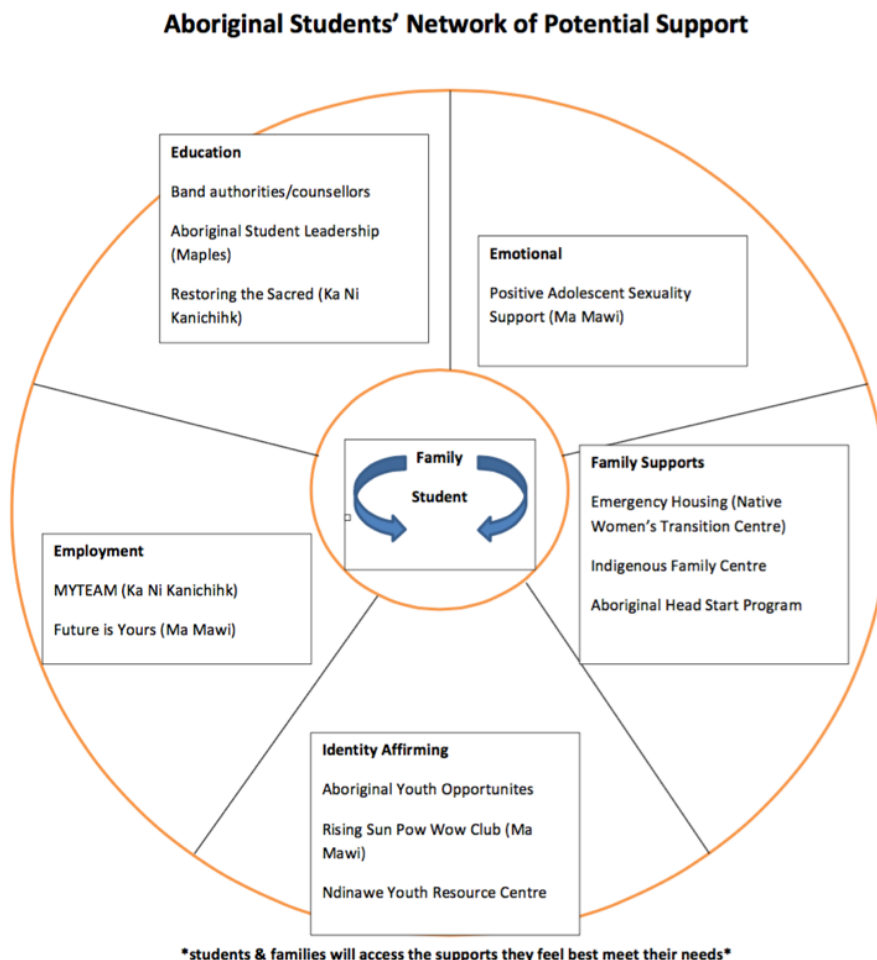
In terms of specific mentorship opportunities, there are currently more than 20 programming partnerships Wayfinders holds within Seven Oaks School division and in the larger Winnipeg and Manitoba community. These include:

- Art City
- Bear Clan Community Patrol
- Elwick Community School
- Food Matters Manitoba
- Garden City Collegiate
- Ka Ni Kanichihk
- Maples Collegiate
- Seven Oaks Adult Education
- Seven Oaks General Hospital
- Seven Oaks Immigrant Services
- Winnipeg Folk Festival
- YMCA/YWCA of Winnipeg

Wayfinders also collaborates with Elwick Village Resource Centre and the Seven Oaks Immigrant Services to offer parallel and partnership programming for the community including events such as “Our Winter Family Fun Day,” “Community Coffee Houses” and an annual “Canada Day Celebration.” Wayfinders fundraising events also integrate the community and at least two fundraising events are held yearly, a “Wayfinders Community Walk” and a golf tournament.

Wayfinders has developed a pro-active assessment and support delivery program and ensures that all SPSWs and other staff can assist participants to help them find resources they need to succeed. These involve processes and resources for participants who are:

- In Crisis
- Newcomers/Refugees
- Queer/LGBT
- Indigenous
- In Care



Updated Aug 30, 2016

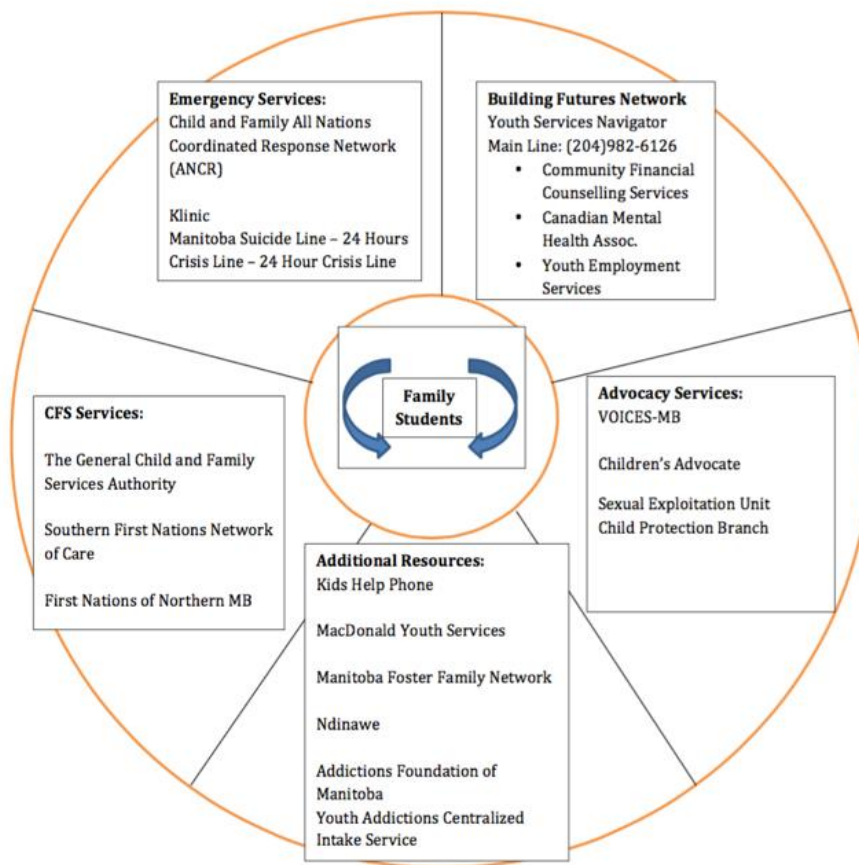
Indigenous participants have specific programming focused on their needs throughout



the program. During the initial application process with new participants an assessment is made on what specific needs are required to ensure success in the program. The following models are utilized to assess staff in connecting Indigenous students with programs and initiatives that can assist them.

Every participant, as a part of their Commitment Pledge must include plans for further education. As an incentive for this goal, a \$1000 bursary is given to successful participants for each successfully completed year of high-school (up to a maximum of \$4000). These funds are administered by the Winnipeg Foundation and may be used for any post-secondary education and training following completion of the Wayfinders Program. The Wayfinders Program also offers all participants an opportunity to earn an additional \$400 each year to support interest and talent development and to assist in paying for school and extra-curricular needs.

### Network of Support for Youth in Care MB



**\*students & families will access the supports they feel best meet their needs\***

The regular Wayfinders program runs during the school year but there is also a Summer



School program. For any Wayfinders participant in Grades 9 or 10 who requires to complete or upgrade up to 2 required courses there is a limited program option offered during summer months. This program primarily provides academic support and a small amount of SPSW mentorship related to a participant's regular participation.

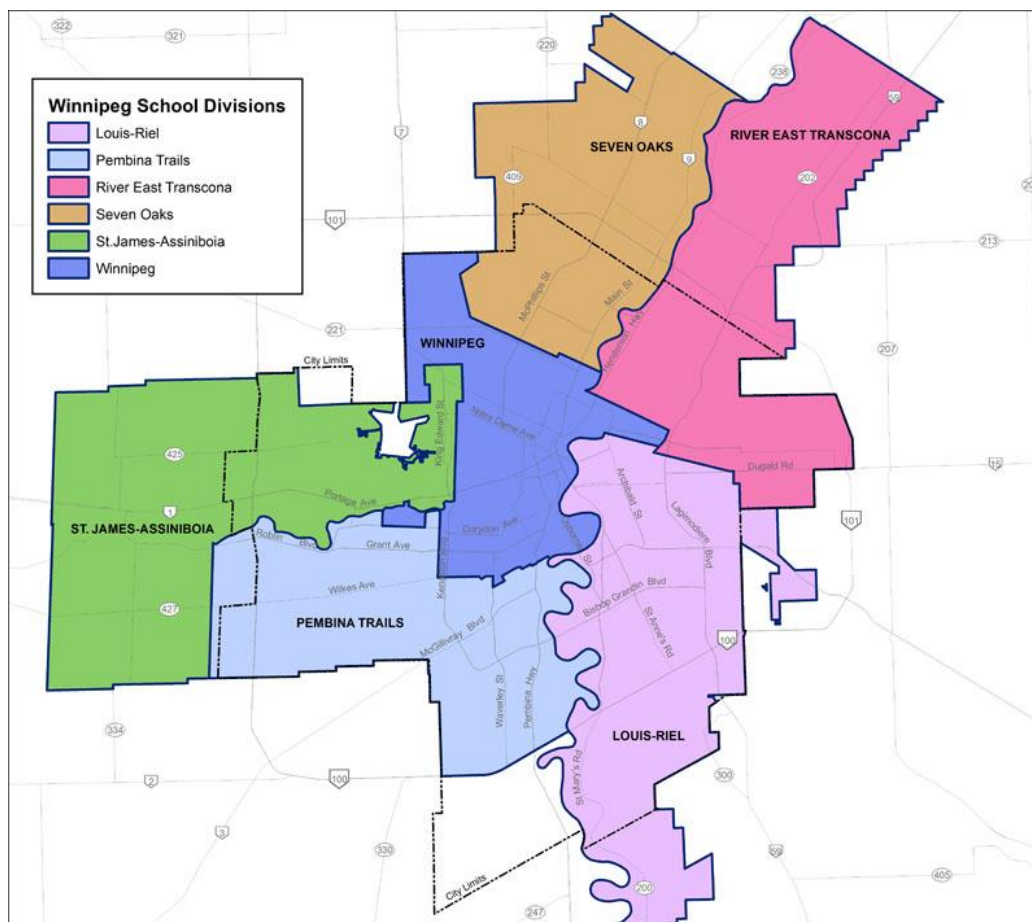
## Context

### Project Background

The Wayfinders program is an integral part of Indigenous Education within Seven Oaks School Division.

### Seven Oaks School Division

The Seven Oaks School Division is located in Treaty One territory, on the traditional territory of the Anishinaabe, Cree, Dakota, Oji-Cree peoples, as well as the homeland of the Métis Nation. It is a school division in north-west Winnipeg, Manitoba established to service the neighborhoods of West Kildonan, Garden City, Maples, Riverbend, Amber Trails, West St. Paul, and St. Andrews. It currently has 24



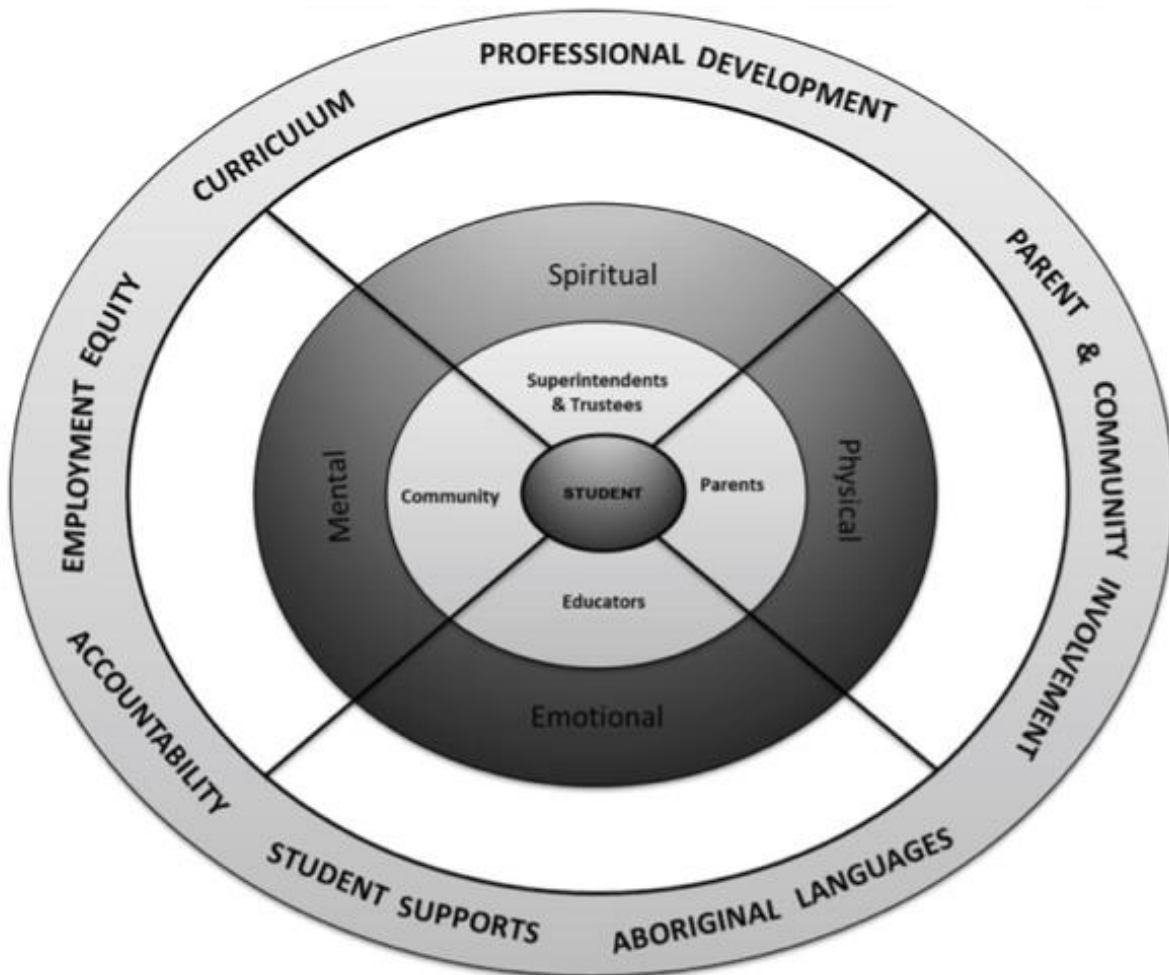
schools, 11,000 students (with an estimated growth to 11,550 by 2016), and 1,311 staff positions.

The division's mission statement is "The Seven Oaks School Division is a community of learners, every one of whom shares responsibility to assist children in acquiring an education which will enable them to lead fulfilling lives within the world as moral people and contributing members of society."

### ***Indigenous Education in Seven Oaks School Division***

According to Seven Oaks Division Superintendent Brian O'Leary, the division-wide Indigenous student population annually is approximately between 10-15% (1100-1650) declared (status and non-status). Administrators in the division recognize that – due to a myriad of historical, social, and political factors – some Indigenous learners in the division experience a high levels of student disengagement and absenteeism, incidences of mental health and behavioural issues, lower than standard levels of literacy and numeracy, challenging levels of parental engagement, and low aspirations for academic success. In response, Seven Oaks School Division has implemented a robust and ongoing, division-wide Aboriginal education policy that serves to engage Indigenous and non-Indigenous parents, families, schools, and staff in initiatives throughout that build community. In the policy, Seven Oaks School Division serves to engage all stakeholders, parents, community, schools, and staff in initiatives that work to naturally weave the recommendations from Manitoba Association of School Superintendents position paper on Aboriginal Education (2011), the recommendations from the Royal Commission on Aboriginal Peoples (1996) and suggestions from the Canadian Council of Learning (2009) on Redefining Success for Aboriginal Learners. The policy builds from the work of the Seven Oaks School Division Aboriginal Education Action Planning Committee and a strategic planning process undertaken in the fall of 2012 and is renewed, revisited, and re-committed to yearly by administration.

## SEVEN OAKS SCHOOL DIVISION ABORIGINAL EDUCATION POLICY



The Seven Oaks School Division Policy employs seven principles in its “Division Aboriginal Education Policy.” These are:

### **1. Curriculum**

The division will ensure that Aboriginal perspectives are implemented as basic expectations in all core curricular areas including Social Studies, ELA, History, Math, Science, Physical Education, the K-8 Arts and in French Immersion as outlined by the province. In addition, teachers will implement the following:

- Distinctive learning outcomes for Aboriginal education will be implemented as a basic expectation - as per outlined in Social Studies curriculum.
- Residential School curriculum will be implemented for Grade 9 Social Studies and Grade 11 History courses.
- Treaty Education will be implemented for all learners.
- High schools will offer Aboriginal studies courses including Aboriginal Studies 12 and World Issues.
- The division will support the implementation of holistic learning opportunities which includes development of physical, emotional, mental and spiritual aspects of learners- as identified through the First Nations Life Long Learning Model from the Canadian Council of Learning.
- The division will create authentic Aboriginal learning spaces that support experiential learning that reflect Aboriginal learning for all students.

### **2. Professional Development**

Professional learning opportunities will be offered to afford all staff in the division with opportunities to develop a healthy knowledge and appreciation of Aboriginal history, culture, perspective and ways of teaching and learning. Professional learning opportunities will be offered in both English and French.

Seven Oaks School Division will also be committed to offering Aboriginal language programs for students, staff and parents of the division.

### **3. Parent and Community Involvement**

Staff at all levels shall seek to engage Aboriginal parents/community in active and meaningful ways that demonstrate respect and reciprocity. These include:

- Staff will seek to increase Aboriginal parent/child/caregiver participation in all programming.
- A wide variety of Aboriginal people and community resources will be utilized in the development and implementation of Aboriginal education outcomes.

### **4. Student Supports**

The division will develop and maintain supports for students transitioning from rural, northern and outside of Winnipeg Aboriginal communities to attend school in Seven Oaks School Division. The division will provide culture and language programming to support academic success and retention of cultural identities. Learning opportunities will be created to ensure every student graduating from

Seven Oaks School Division has a healthy knowledge and appreciation of Aboriginal histories, cultures and perspectives. When possible student learning will include opportunities for experiential learning that reflect Indigenous ways of teaching and learning.

## **5. Employment Equity**

The division will maintain and further develop initiatives for hiring Aboriginal peoples for various positions at all levels in Seven Oaks School Division.

## **6. Accountability: Assessment and Evaluation**

The Superintendents and Trustees will be responsible for ensuring the implementation of the Aboriginal Education Policy by:

- Supporting the planning and organization of the educational programs consistent with the goals of this Aboriginal Education policy.
- Ensuring annual plans of all schools and departments include Aboriginal education outcomes.
- Providing opportunity for parents/guardians/community, students and educators to have on-going input into as well as assessment and evaluation of targeted funding which may include:
  - BSSAP - Building Student Success with Aboriginal Parents
  - AAA - Aboriginal Academic Achievement Grant
- The division will hire support personnel (i.e. Support Teachers, Artist-in-Residence, Elder-in-Residence, Youth Transition/Mentorship workers, Community Connectors) to assist with the implementation of this policy.
- Data will be accurately collected and reported to support the implementation and evaluation of initiatives (i.e. Aboriginal self-declaration data, attendance and graduation rates).
- Administrators will be responsible for the implementation of the Aboriginal Education policy at the school level to ensure Aboriginal education outcomes are met.
- Teachers and support staff will be responsible for ensuring that teaching and learning practices are consistent with the goals outlined in this Aboriginal Education policy.

The Seven Oaks School Division Aboriginal Education Policy is available at:

<http://www.7oaks.org/Governanceleadership/boardoftrustees/Policies/Policies%20Section%20I/IDAAD.pdf>.

Programs that currently underway and fall under the purview of the Seven Oaks Division Aboriginal Education Policy include:

- A “Circle Garden” teaching space illustrating the 13 moons of the year and traditional teachings (which all schools can book and visit).
- An Indigenous “scholar-in-residence” to assist in curriculum/program consultation and division planning.
- Indigenous education consultants in administration.
- Indigenous teachers throughout the division.

- Mandated Indigenous education curriculum from Kindergarten to Grade 12.
- Specific Indigenous-focused professional development for teachers.
- Indigenous education school representatives.
- Treaty education training.
- Elders in residence.
- Pow-Wow clubs across the division.
- A yearly division-wide Graduation Pow-Wow.
- A “school of the month” program highlighting an Indigenous education program.
- Indigenous language programs for students, staff and parents in the Division.
- Seven Oaks Co-operative Vocational Education Program.
- The Seven Oaks School Division MET School.
- Indigenous language programming.
- Wayfinders Program.

Seven Oaks School Division believes that communities are more sustainable and mutually beneficial when they build upon relationships and responsibility to one another to ensure all students benefit. The division recognizes that Aboriginal peoples have been largely unacknowledged in past education systems that have contributed to failing academic success rates. By incorporating authentic learning of and with Aboriginal Peoples Seven Oaks School Division believes it can forge a rich collective identity that honours Aboriginal peoples and “all our relations.” This policy serves to guide division initiatives that support and draw from Aboriginal people’s rich culture, history, perspectives and ways of teaching and learning. Most of all, Seven Oaks School Division recognizes that everyone benefits from Indigenous education as it can enrich the experiences of all learners.

## **Brief History of the Project**

In 2007, administrators of Seven Oaks School Division began a program in response to parents, leaders, and professionals from Indigenous, immigrant, and other Canadian communities. They wished to have a program for students from their communities who were experiencing at-risk, complex, and unstable circumstances that distracted from academic success. They sought a program that offered two goals:

1. To support high school students from disenfranchised communities academically, professionally, and personally; and
2. To support, empower, and encourage successful transitions for these students to post-secondary education and training.

At that time, a proposal was written and a successful application was made under the Pathways to Education Canada fund. After further community consultation and research, the Wayfinders program began its programming in 2008 with one coordinator and twenty-five participants in Grade nine and ten.

By 2011-2012 the first Wayfinders cohort reached Grade twelve and full data began to be assembled on the program. By this time there was one administrator, nine SPSWs, and 194 participants. Since this time, the following partners have come on board to provide support:

- Province of Manitoba (financial),
- Seven Oaks School Division (financial),
- RBC Foundation (financial),
- University of Winnipeg (in-kind service learning practicum students),
- Red River College (in-kind service learning practicum students), and
- MB4youth/Urban Green Team (financial, summer staffing).

In 2013 Wayfinders became an incorporated entity, registered in the City of Winnipeg with a set of by-laws, elected Board of Directors, and a no-fee membership. According to the by-laws, an annual meeting is held where directors are voted upon, by-laws are amended, and any issues emerging from the membership are discussed.

In 2014-2015 a full data assessment was completed on the program with the following data:

	# of students enrolled in the program (as of Feb. 1, 2015)	# of students enrolled in the program (as of July 31, 2015)	# of returning students who are enrolled (as of Feb. 1, 2015)	# of returning students who are enrolled (as of July 31, 2015)	# of returning students who are enrolled (as of Feb 1 2016)	Credit Completion (students who completed the required amount of credits at their grade level)
<b>Grade 9</b>	<b>85</b> (2014/15 cohort)	<b>40</b> (2015/16 cohort)	<b>85</b> (2014/15 cohort)	-	<b>65</b> (2015/16 cohort)	<b>70%</b> (2014/15 cohort)
<b>Grade 10</b>	<b>99</b> (2014/15 cohort)	<b>69</b> (2015/16 cohort)	<b>99</b> (2014/15 cohort)	<b>66</b> (2015/16 cohort)	<b>88</b> (2015/16 cohort)	<b>77%</b> (2014/15 cohort)
<b>Grade 11</b>	<b>73</b> (2014/15 cohort)	<b>85</b> (2015/16 cohort)	<b>73</b> (2014/15 cohort)	<b>84</b> (2015/16 cohort)	<b>86</b> (2015/16 cohort)	<b>71%</b> (2014/15 cohort)
<b>Grade 12</b>	<b>70</b> (2014/15 cohort)	<b>75</b> (2015/16 cohort)	<b>70</b> (2014/15 cohort)	<b>62</b> (2015/16 cohort)	<b>76</b> (2015/16 cohort)	<b>80%</b> (2014/15 cohort)

Of this the following were the statistics regarding Indigenous participation:

	# of Aboriginal students	
	As of Sept 1 (2015)	As of Feb 1 (2016)
<b>Grade 9</b>	<b>11</b>	<b>25</b>
<b>Grade 10</b>	<b>33</b>	<b>44</b>
<b>Grade 11</b>	<b>35</b>	<b>35</b>
<b>Grade 12</b>	<b>18</b>	<b>27</b>



In 2015-2016 Wayfinders had reached the following participant participation:

<b>Grade</b>	<b># of students enrolled in the program (as of February 1)</b>	<b># of students enrolled in the program (as of July 31)</b>	<b># of returning students who are enrolled (as of February 1)</b>	<b># of returning students who are enrolled (as of July 31)</b>	<b># of students enrolled but not meeting commitment</b>
<b>Grade 9</b>	<b>65</b> (2015/16 cohort)	<b>48</b> (2016/17 cohort)	<b>65</b> (2015/16 cohort)	-	(new cohort)
<b>Grade 10</b>	<b>88</b> (2015/16 cohort)	<b>67</b> (2016/17 cohort)	<b>88</b> (2015/16 cohort)	<b>64</b> (2016/17 cohort)	<b>30</b>
<b>Grade 11</b>	<b>86</b> (2015/16 cohort)	<b>109</b> (2016/17 cohort)	<b>86</b> (2015/16 cohort)	<b>107</b> (2016/17 cohort)	<b>38</b>
<b>Grade 12</b>	<b>76</b> (2015/16 cohort)	<b>103</b> (2016/17 cohort)	<b>76</b> (2015/16 cohort)	<b>103</b> (2016/17 cohort)	<b>33</b>

Of this, the following were the statistics regarding Indigenous participation:

<b>Grade</b>	<b># of Aboriginal students</b>	
	<b>As of February 1</b>	<b>As of July 31</b>
<b>Grade 9</b>	<b>25</b> (2015/16 cohort)	<b>21</b> (2016/17 cohort)
<b>Grade 10</b>	<b>44</b> (2015/16 cohort)	<b>26</b> (2016/17 cohort)
<b>Grade 11</b>	<b>35</b> (2015/16 cohort)	<b>41</b> (2016/17 cohort)
<b>Grade 12</b>	<b>27</b> (2015/16 cohort)	<b>37</b> (2016/17 cohort)

These statistics indicate that there has been a dramatic 32% increase in Indigenous participant participation over two years in the Wayfinders program. Statistics also illustrate that the overall graduation rate is 80% amongst participants and the participation in post-secondary studies among former students is 85%.

In the 2016-2017 school year, Wayfinders entered its ninth year of programming and allows in approximately 90-95 new students per year. The 2016/2017 cohort size was 375 students with 14 Student Parent Support Workers (SPSW) on staff, one Administrative Assistant, one Director and – for the first time – one Assistant Director. This same year, over 80 Service Learner volunteers participated on-site, offering homework support or another aspect of the program.

In 2016-2017 Wayfinders had reached the following participant participation:

<b>Grade</b>	<b># of students enrolled in the program (as of February 1)</b>	<b># of students enrolled in the program (as of July 31)</b>	<b># of returning students who are enrolled (as of February 1)</b>	<b># of returning students who are enrolled (as of July 31)</b>	<b># of students enrolled but not meeting commitment</b>
<b>Grade 9</b>	<b>83</b> (2016/2017 cohort)	<b>50</b> (2017/2018 cohort)	<b>48</b> (2016/2017 cohort)	-	(new cohort)
<b>Grade 10</b>	<b>86</b> (2016/2017 cohort)	<b>92</b> (2017/2018 cohort)	<b>67</b> (2016/2017 cohort)	<b>85</b> (2017/2018 cohort)	<b>25</b>
<b>Grade 11</b>	<b>100</b> (2016/2017 cohort)	<b>89</b> (2017/2018 cohort)	<b>109</b> (2016/2017 cohort)	<b>78</b> (2017/2018 cohort)	<b>28</b>
<b>Grade 12</b>	<b>101</b> (2016/2017 cohort)	<b>124</b> (2017/2018 cohort)	<b>103</b> (2016/2017 cohort)	<b>118</b> (2017/2018 cohort)	<b>37</b>

Of this, the following were the statistics regarding Indigenous participation:

<b>Grade</b>	<b># of Aboriginal students</b>	
	<b>As of February 1, 2017</b>	<b>As of July 31, 2017</b>
<b>Grade 9</b>	<b>39</b> (2016/2017 cohort)	<b>30</b> (2017/2018 cohort)
<b>Grade 10</b>	<b>39</b> (2016/2017 cohort)	<b>48</b> (2017/2018 cohort)
<b>Grade 11</b>	<b>44</b> (2016/2017 cohort)	<b>44</b> (2017/2018 cohort)
<b>Grade 12</b>	<b>41</b> (2016/2017 cohort)	<b>66</b> (2017/2018 cohort)

As statistics suggest there will be 188 Indigenous students in the Wayfinders program for the 2017-2018 school year, the highest amount yet.

The 2016-2017 programming year also saw several new partnerships with organizations in the community to assist Wayfinders participants fulfill their commitment pledge.

Reflecting the increase in Indigenous student demographics (see chart on following page) most of these partnerships we focused in areas of the Indigenous community:

- **WithART**, an initiative of the Winnipeg Arts Council, gives a community-based program an opportunity to work alongside a professional artist in the creations, development and expression of an idea to be expressed as part of an artistic project. Wayfinders students are exploring how clothing can serve as a great representation of some key concepts that young people need to find success. For example, “wisdom coats”, “safety hoodies,” and “dream pants” all have been made by a large group of students over the course of the past year.
- **Bear Clan Youth Patrol** has been a partnership opportunity created between Wayfinders and Bear Clan as a way to raise familiarity and ownership over Winnipeg’s North End community. Students participate in a “mock patrol” community walk and are mentored by Bear Clan volunteers and staff.
- **SEED Winnipeg Money Stories program** is a ten-week course facilitated by SEED to assist students in developing financial literacy and money-savings skills for a cohort of 10 students.
- **Momenta Leadership Program** is a year-long initiative in partnership with Momenta to develop leadership and facilitation skills with a group of Grade 10 and Grade 11 students. Through outdoor education and adventure programming the cohort of students learn about successful programming and build their own programming for younger Wayfinders students and the community.

In addition, Wayfinders has begun a **Wayfinders Summer School** for Grade 9 and 10 offering Wayfinders students opportunities to complete a full (non-repeater) credit Physical Education credit (necessary for graduation and one many students have difficulty fulfilling during the school year). 2017 had the largest summer school cohort to date with the majority of students getting one or more credits.

Indigenous students, along with their parents and caregivers, are increasingly choosing Wayfinders as a model program to achieve success in their schooling. There is a dramatic increase in enrolment and academic achievement while participating in the Wayfinders program, especially at Grades nine and ten. At Grades eleven and twelve students tend to stream into post-secondary or other programs during year, using Wayfinders as a platform.

The following statistics highlight the increase in Indigenous student success and in enrolment over the past five years:

<b>Year</b>	<b>Students Registered in Wayfinders</b>	<b>Indigenous Students (% of total)</b>	<b>Completion of Wayfinders Commitment<sup>1</sup></b>	<b>Indigenous Student enrolments throughout year</b>
2012-2013	260	53 (20% of total)	Grade Nine: 54% Grade Ten: 80% Grade Eleven: 75% Grade Twelve: 75%	Grade Nine: +6 Grade Ten: -2 Grade Eleven: +8 Grade Twelve: +4
2013-2014	273	75 (27% of total)	Grade Nine: 65% Grade Ten: 71% Grade Eleven: 55% Grade Twelve: 50%	Grade Nine: +4 Grade Ten: +5 Grade Eleven: 0 Grade Twelve: +3
2014-2015	327	132 (42% of total)	Grade Nine: 70% Grade Ten: 77% Grade Eleven: 71% Grade Twelve: 80%	Grade Nine: +14 Grade Ten: +11 Grade Eleven: 0 Grade Twelve: +9
2015-2016	315	131 (42% of total)	Grade Nine: 70% Grade Ten: 66% Grade Eleven: 65% Grade Twelve: 68%	Grade Nine: +4 Grade Ten: +18 Grade Eleven: -6 Grade Twelve: -10
2016-2017	375	163 (43% of total)	Grade Nine: 60% Grade Ten: 55% Grade Eleven: 70% Grade Twelve: 65%	Grade Nine: +7 Grade Ten: +12 Grade Eleven: +5 Grade Twelve: +12

By 2016-2017, the Wayfinders Program has graduated more than 600 participants in its history, averaging around 100 participants per evening. It offers more than 1000 small-group mentorship opportunities and 200 community service, post-secondary and career exploration experiences. According to its website, while “at the end of the Grade 9, 60% of our students are on track for on-time graduation... by Grade 12, 78% are on track.”<sup>2</sup>

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<sup>1</sup> Percentage of students meeting all commitments of program which includes completion of required credits, community service, and graduation requirements

<sup>2</sup> For more see: <http://www.7oaks.org/school/Wayfinders/Pages/default.aspx>.

## Project Model

The Project Model that most resembles the Wayfinders Program is the “Holistic Approach to Measuring Indigenous Learning” as published by the Canadian Council of Learning (CCL) in 2009.

In that report<sup>3</sup> an Indigenous “perspective on learning includes the following key attributes”:

**Education is Holistic**—It engages and develops all aspects of the individual (emotional, physical, spiritual and intellectual) and the community, and stresses the interconnectedness of all life under the Creator.

**Education is Lifelong**—It begins before birth and continues through old age and involves the intergenerational transfer of knowledge.

**Education is Experiential**—It is connected to lived experience and reinforced by traditional ceremonies, meditation, storytelling, observation and imitation.

**Education is Rooted in Aboriginal Languages and Cultures**—It is bound to language, which conveys a community’s unique values and worldview while ensuring cultural continuity.

**Education is Spiritually Oriented**—It possesses a spiritual element which is fundamental to the learner’s path to knowledge. This is manifested in spiritual experiences such as ceremonies, vision quests and dreams.

**Education is a Communal Activity**—It is a communal process in which parents, family, Elders and community have a role and responsibility.

**Education Integrates Aboriginal and Western Knowledge**—It is an adaptive process that draws from the best of traditional and contemporary knowledge. (10)

As the CCL remarks:

*Aboriginal learning is a highly social process that nurtures relationships within the family and throughout the community. These relationships serve to transmit social values and a sense of identity, and also help to ensure cultural continuity. As a result, the value of individual learning cannot be separated from its contribution to the collective well-being. (10)*

This is almost an exact description of the Wayfinders program as well. On virtually all counts – with some more than others – the Wayfinders program fulfills all of these

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<sup>3</sup> Report available at the Assembly of First Nations website:  
[http://www.afn.ca/uploads/files/education2/state\\_of\\_aboriginal\\_learning\\_in\\_canada-final\\_report\\_ccl\\_2009.pdf](http://www.afn.ca/uploads/files/education2/state_of_aboriginal_learning_in_canada-final_report_ccl_2009.pdf)

criteria. While the CCL divides their models up in areas of First Nations, Inuit, and Métis education – the Wayfinders program embodies an multi-cultural, multi-Indigenous approach that incorporates all of these elements in a culturally-based model that welcomes in non-Indigenous and new immigrant populations. There are still Indigenous-specific areas however and in some areas, such as spiritual orientation, languages, and cultures, students are offered opportunities to explore these in group environments and on an individual basis if they wish.

## **Logic Model Used for the Project**

See Appendix 1

## Performance Indicator and Measures

Wayfinders follows a 2016-2019 Strategic Plan to assist in planning and assessing performance and measure success. This plan follows six steps:



This strategic plan has come up with five broad goals to be sought over the next three years of the program. These are:





## Evaluation

The Wayfinders Program is an excellent initiative supporting Indigenous student success for the following reasons.

The program embodies:

### **1) Formal and Informal Relationships Based in Indigenous Educational Practices**

Relationships in the Wayfinders program – specifically between SPSWs and Wayfinders participants – embody what researchers McCluskey, Noller, Lamoureux, and McCluskey (2004) describe as “formal” and “informal” relationships<sup>4</sup>. In their study entitled “Unlocking Hidden Potential through Mentoring” McCluskey et al. describe these processes as resembling localized and traditional Indigenous educational practices. They describe the two as follows:

- A “formal” mentoring relationship is found through planning and systems where the mentor and mentee have actively sought out to participate in a specific program (85). Most often this is in programs where the mentor is older, more experienced and can be authoritative to provide career or educational support and guidance to the mentee. The purposes of the formal mentoring relationship are to assist the mentee, in a fixed time, to become successful in their endeavors (85)
- An “informal” mentoring relationship is less structured and allows a mentee and mentor to develop a relationship on their own time and structure. The relationship is often based on commonalities and can be short-term, for instance to assist a mentee hone and identify talents, skills or unique qualities (86-87)

Both formal and informal mentoring practices are utilized throughout the model of SPSWs in the Wayfinders program.

### **2) Principles Leading to Academic Achievement**

Indigenous participants, like virtually all students participating in the Wayfinders program, have seen a marked and quantifiable increase in school performance, participation, and connection to the school environment. Seven Oaks School Division has seen an increase in graduation rates and post-secondary participation. The Wayfinders program is an excellent initiative for integrating and empowering Indigenous students to enter mainstream educational institutions and attain careers that assist them to function well in society.

### **3) Principles Leading to Mental Health & Wellbeing**

Throughout all interviews in this project, Indigenous participants remarked that their sense of identity, mental and physical health, and feelings of empowerment

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<sup>4</sup> For more see: McCluskey, K. W., Noller, R. B., Lamoureux, K., & McCluskey, A. L. A. (2004). Unlocking hidden potential through mentoring. *Reclaiming Children & Youth*, 13(2), 85-93.

have all increased exponentially during their time in the Wayfinders program. In addition, students reported to attending to their physical well-being more – including participating in more sports, personal goal-setting and achieving those goals. After being introduced to local Seven Oaks Hospital Wellness Institute, they began to utilise its services. Participants also reported more time interacting with the natural world, including engaging in a community gardening program that grows, cultivates, harvests and preserves produce for use in in-school nutrition programming.

#### **4) Multi-dimensional Aspects of Community Service, Connections & Integration**

Wayfinders participants connect with community partners and engage in several, ongoing initiatives and activities on an informal and formal basis to both benefit the community at large and provide networking opportunities for academic and personal interests. Much of the City of Winnipeg – from the public and private sphere – integrate with the program in formal and informal programming. All post-secondary institutions in Manitoba also interact in various ways with the program. Indigenous participants specifically gain connections with potential employers, future mentors, and Indigenous organizations throughout the Winnipeg and Manitoba community.

#### **5) Focuses on Personal and Professional Growth and Planning**

Wayfinders participants find a distinct career path via the program usually into post-secondary studies or college. Some participants also find other educational journeys and this is also encouraged through the program. Due to the high level of mentorship and role-modelling in the program participants also comment that witnessing success in their SPSWs and community partners is very influential and encouraging. Participants also comment that the financial incentives are crucial to their success in the program.

### **Outcomes: Most Significant Accomplishments and Lessons Learned**

During this report, the following were interviewed during three site visits:

- six SPSWs
- four sets of parents
- eleven students
- two administrators

All were self-declared Indigenous peoples from First Nations, Inuit, and Métis communities. Most were self-described urban Indigenous peoples.

In addition to providing information found throughout this report, interviewees made specific comments in these areas:

***On experiences with the Wayfinders Program:***

- "I learned how to ask for help and not be embarrassed about it." (participant)
- "I really like the people I work with. They're so nice." (participant)
- "I love the programs. I've discovered who I am through this place." (participant)
- "I notice that I am more dedicated to going to school and class since I joined Wayfinders. I was doing really bad before but now I am better." (participant)
- "I don't want to play video games as much. I do school work far more." (participant)
- "I take a relationship-first approach with my participants. I want this place to be a home-base for students and a safe place." (SPSW)
- "I started working here two years ago and don't want to go anywhere else." (SPSW)
- "Training couldn't prepare me for what I got when I started the job. This job is very unpredictable." (SPSW)
- "My son learned how to make plans for his career, make a budget and save for a mortgage. These are things he learned how to do in the Wayfinders Program." (parent)
- "He eats here even. It's great for us and supports our family. I know he is taken care of." (parent)
- "The more he goes to the Wayfinders Program the more confidence my son has. He didn't know what he wanted to do for post-secondary studies and now he knows. He's come out his shell a lot." (parent)
- "My son asks for help more and more now and doesn't mind doing so." (parent)
- "This program is a highlight in our division." (admin)
- "Our growth since we began is amazing. Our staff is our strength." (admin)

***On what makes the Wayfinders program successful:***

- "I did a lot of volunteering and went on a lot of trips. I went to the border of Ontario and hiked – I never knew that could be a part of learning." (participant)
- "Everyone is welcome here. I even like coming here after school cause I can get something to eat and finish my homework even when I don't feel like it." (participant)
- "I love the programs and opportunities. That's what keeps me coming here." (participant)
- "I learned how to be a proud Métis. I loved going to Manito Ahbee and doing beadwork." (participant)
- "One student that I worked with specifically is now graduating. He has a mixed bag of challenges and he has overcome them all. I have built a relationship over three years with him and I have tried to be there throughout all of these challenges. Our relationship has been central to that. One time

- this student didn't even want to go home and they had a place to come here." (SPSW)
- "We offer competitive salaries and thus far our school division supports us well." (SPSW)
  - "I really appreciate the opportunities I've been given to train in other areas. As a result, I think we have a really well rounded staff." (SPSW)
  - "I have a student right now who is turning 18. She struggled through school and even during her early days of Wayfinders. She's now in year three. Something happened in this last year in the program and she has finally seen a purpose for her work here – she just had to work at things and keep coming. She is now about to graduate and has a plan for the future." (SPSW)
  - "The best part of the Wayfinders Program has been the connectedness to the community my son has found." (parent)
  - "We meet kids where they are at. This makes us able to handle the challenges they face on a day to day basis." (admin)
  - "There are more and more reasons for kids to be challenged in school. We try to identify immediately what students need to address their studies and their futures." (admin)

***On areas needing development in the Wayfinders Program:***

- "I'd like to see more money to support us to go to university and maybe another Wayfinders transport car. The car is used a lot and it's hard to get it." (participant)
- "More computers. The computers are old and terrible." (participant)
- "Sometimes it's too loud in here." (participant)
- "I'd like to see another building or a bigger one then now." (participant)
- "We have so many systemic issues outside our program it can get overwhelming. I feel very stressed." (SPSW)
- "I want to make this place even safer for all peoples from all backgrounds." (SPSW)
- "I would put more staff in this place to have a better ratio between SPSW and student. I value relationships and this is often the thing hardest to do with a huge caseload." (SPSW)
- "We need a second vehicle badly. Our programming is challenged without it." (SPSW)
- "I'd like to see an Indigenous language program here." (SPSW)
- "Some staff are having difficulty handling the stress load. Some have to go on leave and we could use some help from administration in this area."
- "I'd like to see a bigger library." (parent)
- "Could the program hire students to do some of the work around here? Sometimes students get paid for work but it's honorariums not employee pay." (parent)
- "Chances to learn public speaking." (parent)
- "I would like to see some individualized educational plans for my daughter's health issues that transfer between the school and the Wayfinders Program."

Sometimes there are so many people in the program some individual needs get lost.” (parent)

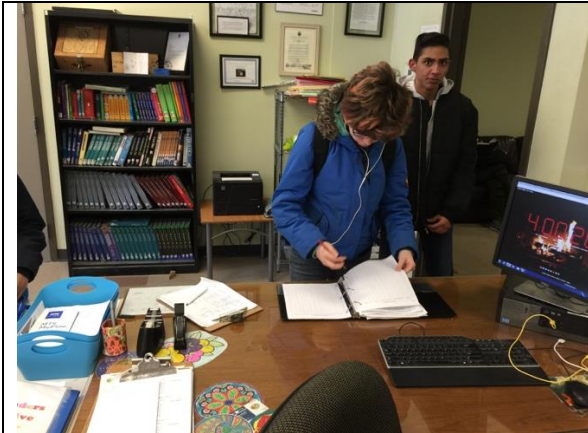
- “Better communication between teachers and SPSWs” (parent)
- “We could use some more comprehensive examining of elements of the program. We could use more technology and infrastructure. We also have an ongoing need for money for scholarships, hiring, and training for staffing.” (admin)
- “There’s definitely additional need then we have the capacity to serve. Expanding our reach in our programming is crucial moving forward. We have some challenging and specific needs that are emerging.” (admin)

***On the most impactful parts of the Wayfinders Program:***

- I can see my future career now. I want to work in construction and maybe even start my own business.” (participant)
- “I loved walking with the Bear Clan patrol and making our community safe.” (participant)
- “I’ll never forget coming here. I can’t believe I made it.” (participant)
- “I would recommend this to my friends.” (participant)
- I met people from all over the world at Wayfinders. That’s cool.” (participant)
- “The personal touch and relationships.” (SPSW)
- “I’ve wanted for a long time to join the leadership team here and several opportunities have allowed me to do so.” (SPSW)
- “We have a great relationship with the community and we’re seen as helpful. Sometimes we have to keep explaining what we do but when people find out we find partners quickly.” (SPSW)
- “Before the Wayfinders Program my son was very insular... the program exposed him to volunteer opportunities he had never had before. He has a job now and a long-term goal for the future.” (parent)
- “My daughter and I have a better relationship. I don’t have to nag and remind her to do her homework.” (parent)
- “I hope Wayfinders is here 50 years from now.” (admin)
- “I love our building and our place in the community. We have come a long way and have more to go, I would like to see our successes increased and more partnership – particularly with the high schools in the area.” (admin)

## Photographs of Project

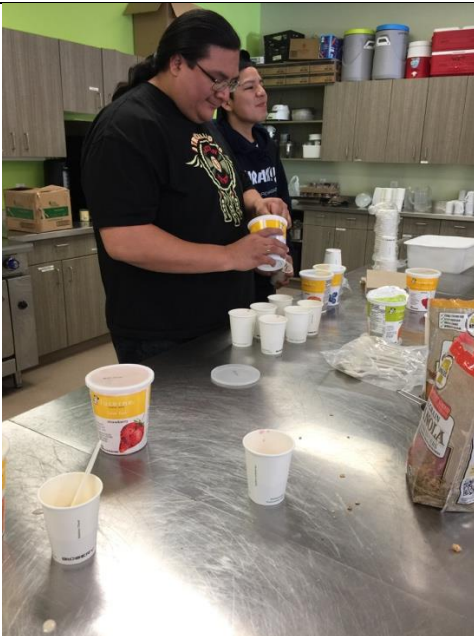
Here are photographs taken (with permission) of the Wayfinders Program site. All photographs taken by the Researcher (on visits throughout March 2017) and Wayfinders staff during duration of program.



Wayfinders Program participants arrive



Wayfinders Program participants meet with SPSWs



Wayfinders Program after-school snack preparation



SPSW meets with Wayfinders Program participant





Wayfinders Program materials and work preparation area



Wayfinders Program participants begin work



Wayfinders program in-action



Wayfinders Participants with Volunteer participants after talk on employment opportunities



Wayfinders Program participants during community programming



Wayfinders Participants during community programming





Wayfinders Program participants and SPSWs during tutoring



Wayfinders Program participants during tutoring



Wayfinders participants attend Festival du Voyageur, Winnipeg, MB



Wayfinders participants participate in winter programming



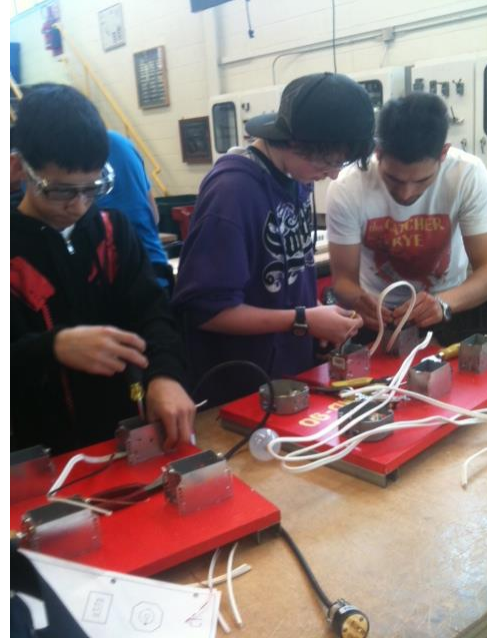
Wayfinders Program participants working in community garden



Wayfinders Program participants participate in Orange Shirt Day for Residential School Survivors



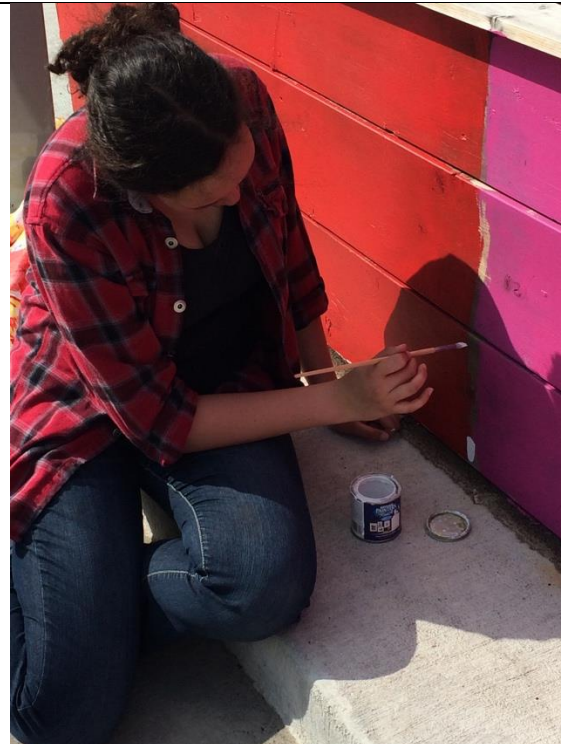
Wayfinders Program participants participate in PARKing Day 2017



Wayfinders Program participants during mentorship experience



Wayfinders Program participants during mentorship experience



Wayfinders Program participants during mentorship experience



## Next Steps for the Project

The Wayfinders Program will continue to expand its programming as it settles into its new location. The program has intentions to expand its programming as it recruits new students for the 2017-2018 school year and beyond.

The program will continue to focus on 6 programming areas:

- Health and Wellness
- Art
- Recreation
- Post-Secondary Exploration
- Identity-Affirming programming
- Service Learning

The Wayfinders Program will continue to create meaningful programming opportunities to engage all students. There is further plans to engage Indigenous learners and offer expanded programming in this area.

## Recommendations

Based on the findings in this report, this researcher recommends the following for the Wayfinders program to expand its success in Indigenous Education:

- Expand partnerships with existing Indigenous programs in the community, such as the Ka Ni Kanichak or the North End Family Centre, where the Indigenous community can provide further input, influence, and decision making power in the mentoring program.
- Resources allocated towards a second vehicle for programming.
- Expansion of staffing to ensure adequate – and fixed ratio – caseloads for SPSWs.
- Devise a culturally appropriate mentoring culture within the SPSW training infrastructure to enable SPSWs to better access information that can assist them to do their jobs, better fulfill the Indigenous education goals of SOSD, and build institutional supports within the Wayfinders program (for instance: how to approach Elders and mentors in a culturally relevant way). Training may include the following: cultural protocols; residential schools (and intergenerational effects), history and context (on issues such as child welfare FAS/FAE, gangs and poverty); and other cultural issues.
- A stress relief and assistance program for staff, specifically SPSWs.
- Specify programming that is culturally-based and provide intensive programming such as cultural camps (or develop partnerships with existing initiatives in SOSD).

- Expand resources to include newer technology and items involving “heavy use” such as bicycles and other equipment.
- Seek funding and resources to develop culturally appropriate Indigenous mentoring initiatives involving Indigenous academic, employment, and other career options. Develop resource and recruitment materials in this area.
- Help develop Indigenous mentoring paradigms throughout SOSD as a “best practice” model and expand the Wayfinders Program to other high schools in the division.

## Appendix I: Logic Model

Inputs: Resources Human & Financial	Strategies/Major Activities	Outputs of Performance Indicators	Short Term Outcomes or Objectives	Inter-mediate Outcomes or Objectives	Ultimate Goal/Impact
14 Student Parent Support Workers	Everyday after- school program	Assessment of participants via qualitative and quantitative methods	Improved relationships with students and staff	Higher grad rates for our equity students (higher Indigenous rates).	Increase graduation rates
1 Admin Assistant	Student activities/ programming		Expansion of programs	More consistent tutors – better established program, better tutor retention.	Increase student participation and engagement.
1 Assistant Director	SPSW training	Participant Individual goal- setting sessions with SPSW's,	Improved service learning	More student participation – higher level of engagement	Develop a stronger tutoring program.
1 Director	Engagement with Schools and teachers.	Student appreciative enquiry evaluations	Serving a wider/diverse community	More leadership within program – students leading activities/ programming Improved community connections	Secure better/expanded physical space that is more accessible to students.
2 facilities	Mentorship initiatives with Community Partners	Grad rates	Supportive of northern communities and youth in care	Participatory development (center of their own development).	Offer more staff development with a focus on continuous learning.
Participants	Healthy Eating program	Post-secondary enrolment/ completion	Fundraising – both at the grassroots level and with funders	Better relationships with schools and teachers	Improve engagement with students.
Volunteers	Community Pledge	Long-term incentive (bursary) monitoring,	Cross-generational (Wayfinders babies – both students and staff)	More community representation at Board level	Improve community connections.
Seven Oaks School Division administration	Infrastructure: bike program, gardening, kitchen/meal planning, mural/arts	Grads transition to program volunteers	Culture of acceptance – foster openness		
Community Partners including: - Province of Manitoba (financial) Seven Oaks School Division (financial) RBC Foundation (financial) - University of Winnipeg (in-kind service learning)	Funding  Employee Training				

Inputs: Resources Human & Financial	Strategies/Major Activities	Outputs of Performance Indicators	Short Term Outcomes or Objectives	Inter-mediate Outcomes or Objectives	Ultimate Goal/Impact
practicum students) - Red River College (in-kind service learning practicum students) - MB4youth/ Urban Green Team (financial, summer staffing)			Strong leadership (both staff and students) and management  Securing more physical space  More recognition of program (Government / Awards) and increased demand for our program Increase in staff/resources More partnerships  Union – more competitive wages/benefits	More interaction with Board (stronger relationship)  Cultural exchanges  Culturally inclusive and respectful community  More established presence in schools – expanded physical space /  Serving a larger area  Students autonomy Streamlined crisis intervention and mental health supports  Staff/student ratio (physical space) is conducive to quality relationships  Better documentation of students  Better feedback/evaluation from students  Better/more consistent evaluation of staff	Work towards a more culturally inclusive and respectful community.

## Appendix II: Final Evaluation Framework Plan

### Qualitative Data

#### List of people interviewed:

Name/Number	Position/Role	Consent	Location of Interview	Interviewer	Date Interviewed	Notes
SPSW 1	SPSW	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Recorded interview (13:57)
SPSW 2	SPSW	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Recorded interview (11:38)
SPSW 3	SPSW	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Recorded interview (12:22)
SPSW 4	SPSW	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Recorded interview (11:31)
Student/Participant 1 (male)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Did not wish to be interviewed on tape (approx. 5 mins)
Student/Participant 2 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Did not wish to be interviewed on tape (approx. 12 mins)
Student/Participant 3 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Did not wish to be interviewed on tape (approx. 10 mins)
Student/Participant 4 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Group interview; did not wish to be interviewed on tape (approx. 15 mins)



<b>Name/Number</b>	<b>Position/Role</b>	<b>Consent</b>	<b>Location of Interview</b>	<b>Interviewer</b>	<b>Date Interviewed</b>	<b>Notes</b>
Student/Participant 5 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Group interview; did not wish to be interviewed on tape (approx. 15 mins)
Student/Participant 6 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Group interview; did not wish to be interviewed on tape (approx. 15 mins)
Student/Participant 7 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Group interview; did not wish to be interviewed on tape (approx. 15 mins)
Student/Participant 8 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	Feb. 21/2017	Group interview; did not wish to be interviewed on tape (approx. 15 mins)
Parent set 1	Parents of participants	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Recorded interview (9:11)
Student/Participant 9 (male)	Past Participant (2008-2012)	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Recorded interview (9:59)
Student/Participant 10 (male)	participant	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Recorded interview with parent present (12:16)
Parent set 2	Parent of participant	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Recorded interview with

Name/Number	Position/Role	Consent	Location of Interview	Interviewer	Date Interviewed	Notes
						participant (12:16)
Parent set 3	Parent of participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Did not wish to be interviewed (approx. 7 mins)
Parent set 4	Parent of participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 1/2017	Did not wish to be interviewed (approx. 12 mins)
Administrator 1	Administrator	Verbal (recorded)	950 Jefferson Ave.	N. Sinclair	March 14/2017	Recorded interview (20:06)
Student/Participant 11 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 14/2017	Did not wish to be interviewed on tape (approx. 9 mins)
SPSW 5	SPSW	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 14/2017	Did not wish to be interviewed on tape (approx. 6 mins)
SPSW 6	SPSW	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 14/2017	Did not wish to be interviewed on tape (approx. 8 mins)
Student/Participant 3 (female)	participant	Verbal (unrecorded)	950 Jefferson Ave.	N. Sinclair	March 14/2017	Did not wish to be interviewed on tape (approx. 10 mins)
Administrator 2	Administrator	Via email	Via email	N. Sinclair	March 31/2017	Via email
Administrator 3	Administrator	Verbal	Via phone	N. Sinclair	August 28/2017	Phone call

<b>Name/Number</b>	<b>Position/Role</b>	<b>Consent</b>	<b>Location of Interview</b>	<b>Interviewer</b>	<b>Date Interviewed</b>	<b>Notes</b>
Administrator 4	Administrator	Via email	Via email	N. Sinclair	March 29/2017	Via email

Researcher Signature: \_\_\_\_\_

## Interview Questions

Position/Role	Summary of Findings/Themes
Administrators	<ul style="list-style-type: none"> <li>- WF built on “informal” and “formal” mentorship program</li> <li>- Student Commitment Pledge key to program</li> <li>- scholarship of \$1000/year is held in trust until high school graduation to use for post-secondary education costs such as college or university tuition, books</li> <li>- \$400 / year can be earned to develop a student’s talents and interests, including lessons, memberships, equipment, and school supplies</li> <li>- SPSWs are positive and supportive Wayfinders staff mentor who supports students towards high school graduation and transitions to post-secondary education. SPSWs work with students to set goals in school and explore post-secondary and career options; connect with families and teachers on how to support students and their goals; and coordinate with volunteer tutors to work with students to understand and complete assignments, and prepare for exams. Each Wayfinders student is assigned their own Student Parent Support Worker.</li> <li>- Main site located at 950 Jefferson Ave. Centre is open for homework support 6 days a week.</li> <li>- Students must be in Grade 9, 10, 11 or 12 during the school year, live in the Seven Oaks School Division and/or attend a Seven Oaks School Division high school and generally meet the Canada Revenue Agency determined low income requirement.</li> <li>- 950 Jefferson continues to provide an excellent base for tutoring and mentorship opportunities.</li> <li>- Evening participation ranges from 60 to 100 students who are connecting with their SPSW’s and a range of volunteers.</li> <li>- Connecting students to the right volunteer tutor is challenge</li> <li>- Another challenge is meeting the tutoring and mentorship needs of students with special needs.</li> <li>- Need to develop volunteers and onsite resources to support these students.</li> <li>- Continue to need to engage students not actively engaged in school, students transitioning from northern communities and students with significant academic challenges due to gaps in learning (inconsistent attendance in previous high school or middle school) and cognitive/social-emotional challenges.</li> </ul>

Position/Role	Summary of Findings/Themes
Student Parent Support Workers	<ul style="list-style-type: none"> <li>- Student Parent Support Workers (SPSWs) build relationships with high school students, families and school staff to ensure a successful completion of high school and a transition to post-secondary education/training.</li> <li>- SPSWs also fulfill the various roles crucial to the functioning of the program centre and provide a variety of engaging and meaningful mentorship and volunteer opportunities for Wayfinders students.</li> <li>- Tasks include: establish and maintain communication with students, families and teachers; build relationships with student's families that may include regular contact and home visits; build advocacy relationships with school staffs to assist students in meeting their academic goals; develop knowledge of all students in your mentorship group that includes: review of past and current academic performance and attendance in the development of an individualized mentorship plan; connect with organizations and individuals that may enhance the work of Wayfinders; and maintain up-to-date records on student involvement with school and Wayfinders</li> <li>- SPSWs report a need for further staff development, support and mentorship: need to enhance mentorship and support program for staff.</li> <li>- Needed is a staff mentorship program that will pair a new staff member with a more experienced staff member to help them better understand the day to day operations of programming, and their roles in it.</li> <li>- Program development is one of the most successful initiatives and is a team task</li> <li>- Staff has strong expertise but needs to explore skill development in the areas of mentorship, cultural competence and inclusion.</li> </ul>

Position/Role	Summary of Findings/Themes
Student/Participants	<ul style="list-style-type: none"> <li>- Overwhelming positive experience with program</li> <li>- Aspects students enjoy are staff are caring, compassionate, committed</li> <li>- Worries that staff are overburdened</li> <li>- Would like more Tutors – lack of</li> <li>- Appreciate connections with families</li> <li>- Program creates less barriers</li> <li>- Healthy focus to programs</li> <li>- Safety in program, good boundaries</li> <li>- Dynamic experiences</li> <li>- Availability</li> <li>- Humor</li> <li>- Stylish</li> <li>- Strong Relationships with students</li> </ul>
Parents	<p>Parents report improvements in academic and social life of participants, highlighting areas where they see strength in:</p> <ul style="list-style-type: none"> <li>- Diversity, programming, differences</li> <li>- Like long term and short term incentives</li> <li>- Appreciate creativity throughout programs including food/garden work, multiple work sites, and accessibility</li> <li>- Chances to network and availability to resources, and funding</li> <li>- Responsive staff relate to students</li> <li>- Zero staff turnover</li> <li>- Physically active/healthy</li> <li>- Equitable</li> <li>- Custom, tailored approach to individual students</li> </ul>

Researcher Signature: \_\_\_\_\_

### Quantitative Data

Collected	Analyzed	Obtained Data From	Timeline of Data	Actual Outcomes
Program Participation and School Attendance Rolls 2013-2017 (five documents)	Academic performance, absences, overall Grade improvements	Wayfinders	2013-2017	Overall student performance
Year-End reports 2012-2018 (six documents)	Success indicators, areas of improvement, narrative of year of program	Wayfinders	2013-2018	Data highlights for each year and expansion of program
Promotional Materials (brochures, pamphlets, photographs)	Recruitment initiatives and registration data	Seven Oaks School Division	2016-2017	Basic information of program and recruitment strategies
Publicity (media, articles)	Narrative of program, interviews, “face” of program to public	Wayfinders and Archival research	2016-2017	Narrative of program and predominant highlights
Staff support materials (schedules, training manuals, etc.)	SPSW hiring and training materials	Wayfinders	2017	How staff are trained, expectations, and deliverables
Wayfinders Registration package	Student Commitment Pledge and participant requirements	Wayfinders	2016-2017	Expectations and Outcomes of program for participants
Videos	Student experience	Wayfinders	2015-2017	Student experiences
Family reporting materials	Parent interactions with Wayfinders program	Wayfinders	2017	Parent reporting mechanisms



Collected	Analyzed	Obtained Data From	Timeline of Data	Actual Outcomes
Report: Wayfinders Organizational Plan 2016	Strategic plan, data collection of staff/admin/SPSWs	Wayfinders	2013-2017	Vision, mission, guiding principles, priorities, and planned strategies/activities for past and into 2016-2019

Researcher Signature: \_\_\_\_\_