

# Canadian Aboriginal AIDS Network



## Summer Training Awards: Final Program Evaluation

A Program Component of the

## Aboriginal Capacity-Building Program on Community-Based Research

*September 2001*

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## Executive Summary

This report presents the findings of an evaluation of the Summer Training Awards, a program component of the Aboriginal Capacity-Building Program on Community-Based Research. The Summer Training Awards was designed to develop and enhance Aboriginal students' research skills and to increase the number of Aboriginal researchers capable of applying a community-based approach to HIV/AIDS research. Local and regional Aboriginal HIV/AIDS organizations were also expected to benefit from short-term research activities designed to increase their capacity to participate in community-based research. In this respect, the Summer Training Awards program is an innovative approach within the HIV/AIDS landscape in Canada. Within HIV/AIDS, it is the first training award program being offered to undergraduate students that focusses on community-based research and the Aboriginal community.

The Summer Training Awards Program had two program partners, the Canadian Aboriginal AIDS Network (CAAN) and HIV/AIDS Policy, Coordination and Programs Division (HIV/AIDS Division), Health Canada. Together, several key program objectives were developed:

- To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.
- To provide Aboriginal undergraduate students with experience and training in community-based AIDS research that is methodological sound, culturally appropriate, respectful and relevant to the community.
- To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.
- Local Aboriginal AIDS organizations will benefit from short-term community-based HIV/AIDS research initiatives.

The methodology adopted from the outset was participatory in nature. Individual stakeholders received a copy of the questionnaire by e-mail prior to a telephone interview. The first task in analysing the results was to tabulate all responses to the quantitative data. This was accomplished using Microsoft Excel. Qualitative data was grouped into categories and each category was assigned a label, such as recommendations or program weaknesses or strengths. Several key recommendations arose from the analysis of the data:

- The Canadian Aboriginal AIDS Network was able to support students, academic advisors and Aboriginal organization in undertaking the Summer Training Award at a local level. Therefore, CAAN should continue to administer the Summer Training Awards Program.
- The timing for announcing, responding to, and working on a local research project was such that a tremendous amount of work and effort was concentrated over a relatively short period of time. The Canadian Aboriginal AIDS Network must develop a work plan of activities and spread the work over a more reasonable time frame. Specifically, lengthen the call for participants, provide more time for Aboriginal organization, students

- and academic advisors to develop research proposal, and all recruitment of students.
- A number of Aboriginal organizations and students indicated the administrative and supervision burdens, coupled with the amount of funding they received, was considerable. Either ensure administrative burdens are reduced or increase the funding allocation to the local organization to assist in recovering administrative expense. Similarly, consider increasing the funding each student receives, even if it requires decreasing the number of training awards that are being offered.
- The Summer Training Awards program is capable of assisting individuals in understanding the philosophy of Aboriginal ownership, control, access and possession of research and in developing research that is methodological sound, culturally appropriate, respectful, and relevant.
- The Summer Training Awards program has been successful in terms of stimulating future plans for both students, Aboriginal organizations, and academic advisors.
- Finally, the Summer Training Awards program is equally capable of fostering relationships between Aboriginal organizations, students, and academic advisors.

In short, the Summer Training Awards program is capable of delivering and fostering community-based research at a local level through concrete activities designed to enhance and stimulate community-based HIV/AIDS research at the local Aboriginal HIV/AIDS level.

## **(1.0) Purpose of Report**

The purpose of this report is to present the findings of the evaluation of the Summer Training Awards program, a program component of the Aboriginal Capacity Building Program in Community-Based Research. This evaluation is meant to be used as a “knowledge development tool” to assist the Canadian Aboriginal AIDS Network to improve “the effectiveness of [the] project and [overall] program management (Health Canada, 1996).”

Several stakeholder groups were asked to participate in this participatory evaluation, that began in early June 2001. Stakeholder groups include, members of the Summer Training Award Review Committee, local Aboriginal organizations, Health Canada representatives, academic advisors, and summer students. A list of participants asked to participate in this evaluation has been included in Appendix A.

## **(2.0) Background Information about Summer Training Award Program**

Health Canada acknowledged that the full participation of Aboriginal communities was essential to ensure an effective response to the HIV/AIDS epidemic. Therefore, in partnership with the Canadian Aboriginal AIDS Network (CAAN), they initiated the development of a capacity building program that could respond to the needs and concerns of Aboriginal peoples. Health Canada’s HIV/AIDS Policy, Coordination and Programs Division has allocated \$300,000 annually toward a three-year Aboriginal Capacity-Building Program for Community-based Research, of which the Summer Training Awards is one of four components. Members of the Health Canada/Canadian Aboriginal AIDS Network working group on the Aboriginal Capacity-Building Program for Community-Based Research (ACBPCBR) assisted in the development of various components of this program.

The Summer Training Awards will help develop and enhance Aboriginal students’ research skills to increase the number of Aboriginal researchers capable of applying a community-based approach to HIV/AIDS research. Local and regional Aboriginal HIV/AIDS organizations are expected to benefit as well from short-term research activities designed to increase their capacity to participate in community-based research. The Summer Training Award program is an innovative approach within the HIV/AIDS landscape in Canada. Within HIV/AIDS, it is the first training award program being offered to undergraduate students that focuses on community-based research and the Aboriginal community. Through local Aboriginal organizations, students were provided concrete opportunities to conduct HIV/AIDS community-based research in collaboration with academic advisors. Over the summer months, students participated in research that was methodologically sound, culturally appropriate, respectful, and relevant.

The Summer Training Awards were available to undergraduate students in the health and social sciences who applied in partnership with Aboriginal organizations and academic advisors. Applications were solicited from Aboriginal students and Aboriginal organizations whose interests and/or programs related to HIV/AIDS programs and services, with a particular focus on

the application of a community-based research approach. This document not only highlights the Summer Training Award program, but also the Aboriginal Capacity-Building Program on Community-Based Research of which it is apart.

### **(3.0) Overview of Program Partners**

#### **(3.1) Canadian Aboriginal AIDS Network**

The Canadian Aboriginal AIDS Network was established in 1997 by Aboriginal people and organizations concerned by the threat of HIV/AIDS in their communities. These organizations acknowledged that Aboriginal peoples have specific cultural needs in addressing the HIV/AIDS epidemic that required the explicit attention of a national organization focussed on meeting the leadership and advocacy needs of Aboriginal people living with and affected by HIV/AIDS.

The mission of CAAN is to provide leadership, support, and advocacy for Aboriginal people living with and affected by HIV/AIDS regardless of where they reside.

#### **(3.2) HIV/AIDS Policy, Coordination and Programs Division (HIV/AIDS Division), Health Canada**

The Canadian Strategy on HIV/AIDS (CSHA) provides a framework for the federal government to respond to the HIV/AIDS epidemic in Canada. The HIV/AIDS Division of Health Canada oversees the implementation of CSHA. The Canadian Strategy on HIV/AIDS has six national goals:

1. To prevent the spread of HIV infection in Canada.
2. To find a cure.
3. To find and provide effective vaccines, drugs and therapies.
4. To ensure care, treatment and support for Canadians living with HIV/AIDS, their families, friends and caregivers.
5. To minimize the adverse impact of HIV/AIDS on individuals and communities.
6. To minimize the impact of social and economic factors that increase individual and collective risk for HIV.

#### **(4.0) Problem Statement: The Need Being Met in The Community**

In response to recommendations from consultations with key Aboriginal research and community stakeholders, Health Canada's HIV/AIDS Policy, Coordination and Programs Division allocated \$300,000 annually toward a four-year Aboriginal Capacity-Building Program for Community-Based Research (ACBPCBR). The program was designed to develop and enhance the capacity of Aboriginal community organizations and professional researchers to undertake Aboriginal community-based HIV/AIDS research.

The Aboriginal Capacity-Building Program for Community-Based Research replaced the Aboriginal component of the Community-Based Research (CBR) Capacity-Building Program launched in March 2000. Although eligible, Aboriginal community organizations and regional coalitions chose not to apply, expressing the need for a more culturally-relevant program. Health Canada, in response, acknowledged that the full participation of Aboriginal communities was essential to ensure an effective response to the HIV/AIDS epidemic and in partnership with the CAAN went on to initiate the development of a capacity-building program that would respond to the needs and concerns of Aboriginal peoples.

As partners under the Canadian Strategy on HIV/AIDS, CAAN and Health Canada have strived to ensure a high standard of excellence in community-based research. In November 2000, a formal working group was convened to design the Aboriginal Capacity-Building Program. Appointed by Health Canada and CAAN, the working group included professional researchers, Aboriginal community members, and CAAN and Health Canada program consultants. Selection was based on applicants' knowledge and experience with HIV/AIDS and community-based research, with CAAN coordinating the activities of the Working Group.

A series of four meetings was held between November 2000 and March 2001. In addition to designing specific program components, the working group was also responsible for the development of the program's objectives, application processes, implementation plan, evaluation criteria and communications materials. The Summer Training Awards is one of six components under the Capacity-Building Program for Community-Based Research. The purpose of the Summer Training Award program was to establish an intermediary phase of the scholarship component to ensure qualified Aboriginal HIV/AIDS community-based researchers would be available for future Aboriginal community-based research initiatives.

#### **(5.0) Summer Training Awards Program: Goals and Indicators of Success**

Several goals were important to consider when determining the overall success of the Summer Training Awards program. The Summer Training Awards had four broad program goals and objectives:

- To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.

- To provide Aboriginal undergraduate students with experience and training in community-based AIDS research that is methodologically sound, culturally appropriate, respectful and relevant to the community.
- To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.
- Local Aboriginal AIDS organizations will benefit from short-term community-based research initiatives.

To achieve these goals and objectives several key activities were important. They are:

- A Summer Training Award Review Committee was established to review Summer Training Award applications.
- Students were selected to receive the summer training award.
- Local Aboriginal organizations identified a short-term community-based HIV/AIDS research project.
- Academic Advisors have agreed to share their expertise and guidance with Aboriginal students.
- The process, management, and implementation of the Summer Training Award program would be evaluated.

Early in the summer months, following the selection of applicants, key stakeholders (see Appendix A) were invited to participate in the development of key indicators of success concerning the Summer Training Awards. Below is a summary of key indicators submitted by respondents and has been used to ground and guide development of this evaluation plan.

**(5.1) To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.**

- Increase in the number of Aboriginal students undertaking graduate studies with a particular focus on community-based HIV/AIDS research. Increased number of Aboriginal students involved in HIV/AIDS research at academic and community level (long-term). Long-term involvement of students with Aboriginal organizations (as volunteers, part-time staff, consultants, and/or researchers, etc.).
- Increase in Aboriginal students' awareness of the Summer Training Award Program. Increased demand for Summer Training Awards in future calls for proposals (e.g., more proposals submitted AND/OR all ten grants used). Furthermore, new students (not the same students year after year) are applying for the Summer Training Awards each year.

- Increase in Aboriginal students' awareness of support for continuing their studies in health-related programs. Students involved in Summer Training Award Program return to school and finish their course of study.
- Creation of a database of Aboriginal students undertaking undergraduate and graduate studies in disciplines aligned with a community-based approach (e.g., health-related or social science programs).
- Development and dissemination of a recruitment package for Aboriginal students regarding existing health-related degree programs.

**(5.2) To provide Aboriginal undergraduate students with experience and training in community-based AIDS research that is methodologically sound, culturally appropriate, respectful and relevant to the community.**

- Full and active participation of Aboriginal students in community-based research. Improved understanding, on the part of the student, of the philosophy of Aboriginal research, including ownership, control, access, possession (OCAP), and the need for research to be community owned.
- Presentation of findings at gatherings of HIV/AIDS researchers (e.g., Canadian Association of HIV Researchers).
- Feedback from communities regarding the appropriateness, respectfulness and relevance of students' community-based research proposals. Transfer of knowledge about Aboriginal community-based research best practices among students and staff at Aboriginal organizations.
- Students eventually start showing up as the academic advisors (long-term, again, but what an indicator of success it would be!).
- Detailed student journals (re: local research projects) that describe the methodology used in community-based research in which they are involved.
- Feedback from students and principal investigators regarding the quality of the student's experience and training opportunities.
- Creation of a database of Aboriginal students involved in community-based research.

**(5.3) To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.**

- Academic advisors met with students regularly to help guide research. Full and active participation of academic advisors in the program, as evidenced by meetings, teleconferences, correspondences, etc..
- Academic advisors became involved with the Aboriginal organization, further developing advisor's understanding of research issues in Aboriginal communities.
- The organization develops links with academic experts for future research initiatives.
- Inclusion of Aboriginal research methodology and issues in curriculum at academic institutions with Aboriginal Organization involved in presentation (e.g., OCAP taught as part of a research methodology course).

- Student and supervisor at Aboriginal organization indicate evidence of support by academic advisor in developing and carrying out research initiative. Feedback from academic advisors about the quality of their partnership with other Summer Training Award Program participants. Feedback from Summer Training Award participants about the quality of their partnership with academic advisors.

**(5.4) Local Aboriginal AIDS organizations will benefit from short-term community-based HIV/AIDS research initiatives.**

- Increase in the number of local community-based HIV/AIDS related student research initiatives. Increased awareness of Aboriginal AIDS issues in the local community, resulting from student research projects. Research projects (or at least questions) based on the research carried out by the students in future initiatives.
- Policy and/or program recommendations developed from or based on student research projects. Policy decisions or changes within the organization based on results of the research.
- Development of programs as outcome of research findings.
- Transfer of knowledge about Aboriginal community-based research best practices among students and staff at Aboriginal organizations.
- Improved community support for community-based HIV/AIDS research resulting from student research projects. Aboriginal organization has better understanding of HIV/AIDS and its impact on their work and community.

**(6.0) Staffing**

Under the supervision of the National Programs and Projects Coordination, the Canadian Aboriginal AIDS Network, a Summer Training Awards Supervisor was hired to oversee key aspects of the implementation of the Summer Training Award Program. The consultant was ultimately responsible for various aspects of project management, including contracts with award recipients, program monitoring, review committee process, and program evaluation. Additionally, members of the Summer Training Award Review Committee provided key advice related to program evaluation.

**(7.0) Overall Evaluation Goals**

The goal of this evaluation is to account for what has been accomplished at the Summer Training Awards Program national level, to promote learning about which aspects of the program worked, provide feedback to inform decision making at all levels, community, regional and national, and therefore, increase the effectiveness of the project and program management. Recommendations are located throughout the section 9.0, Interpretations and Conclusions, but also provided as a list in section 10.0, Recommendations.

## **(8.0) Methodology**

The methodology adopted from the outset was participatory in nature. In other words, individual stakeholders were asked to participate in the development of indicators of success, in reviewing the final draft report (Review Committee Members), and in developing recommendations for future action. To this end, evaluation data was gathered from key stakeholders. Questions focussed on their experiences gained through participation in the Summer Training Awards.

The questionnaire was constructed based on the responses to the indicators of success, as submitted by participants. The questionnaires generally focussed on learning. That is, it highlights attitudes, perceptions, and knowledge gained surrounding individual participation in the Summer Training Award Program (Health Canada, 1996). Separate, but similar questions were asked of individual participants. Questions were divided between stakeholder groups, where the main questionnaire was divided into sections for students, academic advisors, and Aboriginal organizations. Review Committee completed a separate questionnaire than other program participants. Questions were divided between participant groups based on their role in the program, as students, academic advisors and Aboriginal organizations.

Participants in the evaluation received a copy of the questionnaire prior to a telephone interview, thus providing individuals an opportunity to reflect on their experiences. The questionnaire was translated into both official languages. All participants were contacted either by telephone or e-mail to schedule an appointment for the telephone interview. Potential participants received the questionnaire on August 27, 2001 with telephone interviews taking place between August 28 and September 5, 2001. A copy of each questionnaire and accompanying cover letter are included in Appendix B. Not all potential participants chose to participate. However, the Review Committee suggested a 60% response rate to adequately identify trends and patterns.

The questionnaire method was chosen because it is generally a quick and easy way to obtain a wide variety of information, is relatively inexpensive to administer, and facilitates comparisons of responses. Choosing to couple the telephone method with the questionnaire allowed probes to be asked and to learn more about answers to specific questionnaire items, particularly the open-ended questions (McNamara, 1998). It also had the added advantage of increasing response rates.

Several difficulties were considered when utilizing a telephone interview method. Telephone interviews reduce anonymity, particularly when a participant may wish to make an unflattering remark, can escalate the cost of administering an evaluation, and introduce interview bias into participants' responses. It is hoped, however, that benefits outweigh these potential problems, particularly when it was necessary, in some cases, to clarify questions or to probe in more detail specific responses (McNamara, 1998), thus increasing the richness of the data.

## **(8.1) Analysing the Data**

When analysing the data, it was important to be mindful of the goals of the evaluations. The goal of this evaluation was to identify trends and patterns that point to the impact the Summer Training Award Program had for the student, the Aboriginal organization, the academic advisor, and the Review Committee.

The first task in analysing the results was to tabulate all responses to the quantitative data. All responses were tabulated and frequencies calculated using the computer program, Microsoft Excel.

Analysing the qualitative data required a slightly different approach. Qualitative data included all responses to the open-ended question, as well as probes asked during the telephone interview. All data will be read thoroughly prior to grouping comments into similar categories. Each category was assigned a label, such as concerns or recommendations, and attempts were made to identify patterns or trends. For example, many participants recommended terms of reference be developed for each stakeholder group, particularly the academic advisor. Participants were confronted with problems of role definition and responsibilities of the academic advisor.

Once all data, both quantitative and qualitative data were tabulated and organized, it was important to lend some perspective, particularly comparing the results of the original program goals and indicating any outcomes that focus on success or weakness of the program design. Finally, information is presented in recommendation format to assist program staff and program partners to make improvements, draw conclusions about the program's operation or in meeting goals and objectives. Overall, interpretation of data will justify the evaluation's conclusions and recommendation.

## **(9.0) Interpretations and Conclusions**

### **(9.1) Response Rates**

The questionnaire was e-mailed and/or faxed to 25 individuals. Of this, a total of 15 responded and agreed to participate. In short, the overall response rate was 60%. Table 1 provides a breakdown of individuals responding by group.

**Table 1:  
Response Rate by Summer Training Award Group**

	<b>Total Possible Participants</b>	<b>Total Response Number</b>	<b>Total (%)</b>
<b>Summer Training Award Review Committee</b>	3	3	100.0
<b>Aboriginal Organization</b>	5	4	80.0
<b>Aboriginal Summer Training Award Student</b>	7	5	71.4
<b>Academic Advisor</b>	8	2	25.0
<b>Health Canada Representative</b>	2	1	50.0
<b>TOTAL</b>	25	15	60.0

Response rates for all groups were fairly high ranging from a low of 25% (academic advisors) to a high of 100% (review committee members). It's encouraging to note, particularly given the tight time lines for summer training research projects, translation issues, and other obstacles, that organizations (80%) and students (71.4%) managed to respond at relatively high rates. Academic Advisors (25%), however, did not participate in the evaluation of the Summer Training Awards Program to the extent we hoped.

### **(9.2) Responses from Review Committee Members**

The review committee had three members, appointed by CAAN. A fourth respondent was an outside observer to the review process, but provided input and participated in the evaluation from a Health Canada perspective. Table 2 highlights how respondents felt, when asked to outline whether the terms of reference for the review committee clearly outlined roles and responsibilities.

**Table 2:  
Terms of Reference for Roles and Responsibilities of Review Committee Members.**

	<b>Frequency</b>	<b>Total (%)</b>
<b>Yes</b>	4	100.0
<b>No</b>	0	0.0
<b>TOTAL</b>	4	100.0

A total of four individuals responded and agreed (100%) that the terms of reference clearly outlined roles and responsibilities of review committee members.

Review committee members were also asked to rate the scoring guide used to evaluate summer training award applicants. Table 3 highlights responses surrounding the scoring guide as a mechanism to evaluate student and organizational suitability.

**Table 3:**  
**Scoring Guide as a Mechanism to Evaluation Student and Organizational Suitability.**

	Frequency	Total (%)
Yes	4	100.0
No	0	0.0
<b>TOTAL</b>	4	100.0

Although all respondents (100%) agreed the scoring guide was a useful tool to evaluation organizational and student suitability, one participant noted, improvement could be made. For example, the scoring guide was felt to be general and did not attach specific scores to questions. As this participant stated, “Novice reviewers may feel confused or unsure about scoring parameters and norms for scoring.” Addressing this issue would have the added benefit of standardizing scores.

**Recommendation:** The Canadian Aboriginal AIDS Network, for its administrative successor, must review and improve the scoring guide, providing detailed instructions to reviewers about scoring methods and how scores should be assigned to specific items. A copy of the review committee’s terms of reference and scoring guide is available in the document, “Summer Training Award Applicants: Written Summary and Justification.

### **(9.3) Responses from Students, Organization and Academic Advisors**

Students, organizations and academic advisors were asked to provide information about how they learned about the Summer Training Award Program. Table 4 summarizes the information they provided.

**Table 4:**  
**How Participants Learned About the Summer Training Award Program**

	Frequency	Total* (%)
Received information from a Student	0	0.0
Approached by an Academic Advisor	1	9.0
Received Health Canada Announcement	0	0.0
Received Canadian Aboriginal AIDS Network Announcement	4	36.3
Received information from an Aboriginal Organization	8	72.7

	Frequency	Total* (%)
<b>Participated in the Development of the Summer Training Awards Program</b>	1	9.0
<b>Word of Mouth</b>	1	9.0
<b>TOTAL</b>	15	136.0

\*n=11, Percentages do not total 100% due to multiple responses

The most common method through which participants learned about the Summer Training Award program was through the Aboriginal organization (72.7%), followed by information provided the Canadian Aboriginal AIDS Network (36.3%), word of mouth (9%), through an academic advisor (9%), and through participation in the development of the Summer Training Awards as a pilot project (9%).

The short time line between the announcement of the program, the drafting of summer research proposals, and the recruitment of students was extremely tight. A number of participants indicated difficulties encountered in managing these numerous demands.

**Recommendation:** The timing for announcing, responding to, and working on a local research was such that a tremendous amount of work and effort occurred over relatively short periods of time. The Canadian Aboriginal AIDS Network must develop a work plan of activities, taking into account local planning and work necessary at each stage, that would spread the work over a more reasonable amount of time. More specifically, lengthen the call for participants and provide more time for organizations to develop research proposals and recruit students. This would also enable students more time to establish relationships with academic advisors.

**Recommendation:** The Canadian Aboriginal AIDS Network must develop a communication strategy that capitalizes on current success and encourages development in areas of weakness, with respect to how individuals learn about the Summer Training Awards Program. For example, develop methods of improving communication through academic advisors to student and organizations and increases the effectiveness of information potential participants may receive from the Canadian Aboriginal AIDS Network.

Respondents were also asked whether the communication they received clearly outlined all information requirements needed to participate in the Summer Training Awards. Table 5 highlights responses.

**Table 5:  
Communication and Information Requirements Received Concerning the Summer Training Award Program**

	Frequency	Total (%)
Not at All	0	0.0
A Little	0	0.0
A Lot	4	36.4
Quite a Lot	6	54.5
No Response	1	9.1
<b>TOTAL</b>	11	100.0

The majority felt communication and information requirements, such as research project proposals, academic transcripts, and letters of support, etc., was either a lot (36.4%) or quite a lot (54.5%). One individual (9.1%) chose not to provide a response.

However, when asked how future communication could be improved, several themes were evident. Foremost, while communication clearly articulated information requirements, students, academic advisors and organizations also felt that relative to the amount of time to complete a research project, the funding received, and the time line for announcing the program, the information burden could be reduced. Another issue was the dissemination and posting of the Summer Training Award announcement. Some felt the announcement could have been more widely advertised, such as in local community newsletters, in Aboriginal-specific newspapers, over the radio, and possibly the Aboriginal People Television Network. Other issues surrounded translation and recruitment of students. For example, “more systematic translation” of documents, particularly the announcement and the questionnaire for the evaluation would be helpful. As well, beginning “student recruitment in either March or April” would be a tremendous asset. This may explain, in part, the difficulties students and organizations encountered when attempting to recruit academic advisors. Without translation and announcing the program after students had left school for the year created undue problems, problems that could easily be corrected in future years.

**Recommendation:** A number of organizations and students indicated the administrative and supervision burdens, coupled with the amount of the grant they received, was sizeable. The Canadian Aboriginal AIDS Network must advocate with Health Canada to ensure either administrative burdens are reduced (either by requiring fewer supporting documents) or increase the funding allocation to the organization to assist in covering administrative expenses. Similarly, as one review committee member commented, consider increasing the funding level each student receives, even if it requires decreasing the number of training awards that are being offered.

A key aspect of the program design was how well information about community-based research flowed between academic advisors, student, and organizations. Were academic advisors able to meet with students? Were students and Aboriginal organizations able to meet with their academic advisors? Table 6 demonstrates how each party viewed this flow of information and direction

**Table 6:**  
**Provided or Received Direction from Academic Advisors to Students or Aboriginal Organization**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Not at All</b>	0	0.0	0	0.0	2	50.0	2	18.0
<b>A Little</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Lot</b>	3	60.0	1	50.0	0	0.0	4	36.0
<b>Quite a Lot</b>	2	40.0	1	50.0	2	50.0	5	46.0
<b>NR</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.00

As Table 6 demonstrates, academic advisors provided direction to students or Aboriginal organizations either a lot (50%) or quite a lot (50%). Students indicated they received direction from their academic advisors either a lot (60%) or quite a lot (40%). Aboriginal organizations, however, responses varied. They indicated direction from academic advisors was either not at all (50%) or quite a lot (50%). A probe question was asked of respondents. When asked how roles and responsibilities could be improved, several respondents suggested terms of reference be developed for each student, organization, and particularly for academic advisors. It was clear that for some respondents, the role and responsibilities of the academic advisor were unclear.

**Recommendation:** The Canadian Aboriginal AIDS Network should develop terms of reference or job descriptions for participants that clearly outlines roles and responsibilities.

Another key aspect of the Summer Training Awards Program was how well the Canadian Aboriginal was able to provide support to Summer Training Award participants. Table 7 outlines the perceived level each participant received from the Canadian Aboriginal AIDS Network.

**Table 7:**  
**Support from the Canadian Aboriginal AIDS Network**

	Students		Academic Advisor		Organization		Total	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
<b>Not at All</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Little</b>	0	0.0	1	50.0	1	25.0	2	18.0
<b>A Lot</b>	3	60.0	0	0.0	0	0.0	3	27.0
<b>Quite a Lot</b>	1	20.0	1	50.0	3	75.0	5	46.0
<b>NR</b>	1	20.0	0	0.0	0	0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

As Table 7 demonstrates, students rated the Canadian Aboriginal AIDS Network as either a lot (60%) or quite a lot (20%). Similarly, Aboriginal organization stated they perceived support from the Canadian Aboriginal AIDS Network as quite a lot (75%). Academic advisors viewed the support from the Canadian Aboriginal AIDS Network as quite a lot (50%) or a little (50%). The Canadian Aboriginal AIDS Network is able well situated to provide support to Summer Training Award participant. Overall, participants rated the support they received from the Canadian Aboriginal AIDS Network between a lot or quite a lot (73%).

**Recommendation:** The Canadian Aboriginal AIDS Network is able to provide support Aboriginal organizations, students and academic advisor undertaking local community-based HIV/AIDS research projects. Therefore, the Canadian Aboriginal AIDS Network should continue to administer the Summer Training Awards Program.

Asked whether participants learned the principles of ownership, access, control and possession as it applies to Aboriginal-focussed community-based research, participants responses are outlined in Table 8.

**Table 8:  
Gained an Understanding of the Principles of Ownership, Access, Control and Possession**

	Students		Academic Advisor		Organization		Total	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
<b>Not at All</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Little</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Lot</b>	3	60.0	1	50.0	3	75.0	7	64.0
<b>Quite a Lot</b>	2	40.0	1	50.0	1	25.0	4	36.0
<b>NR</b>	0	0.0	0	0	0	0	0	0.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

The value of participating in the Summer Training Awards Program is evident. Participants gained an understanding of the philosophy of Aboriginal community-based research, either a lot or quite a lot (100%). The value of the Summer Training Awards Program in communicating the philosophy of Aboriginal research, ownership, access, control and possession, is clearly evident.

**Recommendation:** The Summer Training Awards Program should remain an important vehicle for transmitting the philosophy of Aboriginal research to students, Aboriginal organizations and Academic advisors.

Similarly, students, Aboriginal organizations and academic advisors learned and gained an understanding of what is meant by methodological sound, culturally appropriate, respectful and relevant, as demonstrated in Table 9.

**Table 9:  
Gained Understanding of Methodological Sound, Culturally Appropriate, Respectful and Relevant Research**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Not at All</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Little</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Lot</b>	2	40.0	2	100.0	2	50.0	6	55.0
<b>Quite a Lot</b>	3	60.0	0	0.0	2	50.0	5	45.0
<b>NR</b>	0	0	0	0.0	0	0.0	0	0.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Participants rated the learning experience as either a lot or quite a lot (100%). Again, the value of the Summer Training Awards Program was evident. Participants clearly gained valuable understanding was methodological sound, cultural appropriate, respectful, relevant research.

**Recommendation:** As before, the Summer Training Awards Program is an important communicator for assisting individuals to gain knowledge of methodological sound, cultural appropriate, respectful and relevant research. Given the importance of community-based HIV/AIDS research within the Aboriginal community, Health Canada must address the issue of sustainability beyond the three year Aboriginal Capacity-Building Program for Community-Based Research.

The issue of whether the Summer Training Awards was able to facilitate knowledge of issues faced by the Aboriginal community with respect to HIV/AIDS was also important. Table 10 demonstrates the knowledge gained by students and academic advisors of HIV/AIDS in the Aboriginal community.

**Table 10:  
Gained an Understanding of HIV/AIDS in the Aboriginal Community**

	Students		Academic Advisors		Total	
	Frequency	%	Frequency	%	Frequency	%
<b>Not at All</b>	0	0.0	0	0.0	0	0.0
<b>A Little</b>	0	0.0	0	0.0	0	0.0
<b>A Lot</b>	2	40.0	1	50.0	3	43.0
<b>Quite a Lot</b>	3	60.0	1	50.0	4	57.0
<b>NR</b>	0	0.0	0	0.0	0	0.0
<b>TOTAL</b>	5	100.0	2	100.0	7	100.0

Students and academic advisors indicated gained a more complete understanding of how HIV/AIDS affects the Aboriginal community from either a lot (43%) or quite a lot (57%).

Does the Summer Training Awards Program facilitate increased understanding of the principles of community-based research? Table 11 demonstrates the knowledge participants gained of the principles of community-based research.

**Table 11:  
Increased Understanding of Community-Based Research**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Not at All</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Little</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Lot</b>	1	20.0	1	50.0	1	25.0	3	27.0
<b>Quite a Lot</b>	4	80.0	1	50.0	3	75.0	8	73.0
<b>NR</b>	0	0	0	0.0	0	0.0	0	0.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Participants indicated they had increased their understanding of community-based research either a lot or quite a lot (100%).

Is the experience gained through participation in the Summer Training Awards worthy of

sharing with others that may share a similar interest? Table 12 demonstrates participants' plans to share their experience with others.

**Table 12:  
Plans to Share with Others the Experience of Participating in the Summer Training Awards Program**

	Students		Academic Advisor		Organization		Total	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
<b>Not at All</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>A Little Likely</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Likely</b>	3	60.0	1	50.0	1	25.0	5	46.0
<b>Quite Likely</b>	0	0.0	1	50.0	3	75.0	4	36.0
<b>NR</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Of those responding, participants indicated that they likely or quite likely (82%) would share their experience participating in the Summer Training Awards. At the recent skills building day held at this Canadian Aboriginal AIDS Network's Annual General Meeting (2001), all local projects represented by one student and three organizations shared their findings and experience with workshop participants.

An important aspect of the Summer Training Awards Program was its ability to foster partnerships between students, academic advisors and Aboriginal organizations. Tables 13 to 15 demonstrate the partnerships that were establish between participants. The Canadian Aboriginal AIDS Network, in an effort to facilitate partnerships among local research projects, provided a list of all Summer Training Award projects to each participant. Therefore, each table also demonstrates the partnerships that were establish between peers working at other local research projects across the country.

**Table 13:  
Partnerships with Aboriginal Organizations**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Poor</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Fair</b>	0	0.0	0	0.0	1	25.0	1	9.0
<b>Good</b>	0	0.0	1	50.0	1	25.0	2	18.0
<b>Very Good</b>	4	80.0	1	50.0	2	50.0	7	64.0
<b>NR</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

As Table 13 demonstrates, students indicated the partnership established with the Aboriginal organization was very good (80%). Academic Advisors indicated this relationship was either good (50%) or very good (50%). Probably owing to existing networks, such as membership within the Canadian Aboriginal AIDS Network, Aboriginal organization indicated they the partnerships they establish with other Aboriginal organizations hosting a summer training that was conducting a community-based research project was either good (25%) or very good (50%).

Student partnership building was similar to the experience of Aboriginal organizations. Table 14 indicates the partnership established with students.

**Table 14:  
Partnership with Students**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Poor</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Fair</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Good</b>	2	40.0	1	50.0	3	75.0	6	55.0
<b>Very Good</b>	2	40.0	1	50.0	1	25.0	4	36.0
<b>NR</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Academic advisors indicated partnerships with students were either a good (50%) or very good (50%). Aboriginal organizations indicated the partnerships with students also good (75%)

or very good (25%). Of the ability of students to establish partnerships with other Summer Training Award students, students indicated they partnerships were either good (40%) or very good (40%).

Partnerships with academic advisors, for direction and support, were key to the success of local research projects, particularly for students and organizations when learning about community-based research and methodological sounds principles. Table 15 indicates the quality of partnerships with academic advisors.

**Table 15:  
Partnership with Academic Advisors**

	Students		Academic Advisor		Organization		Total	
	Frequenc y	%	Frequency	%	Frequenc y	%	Frequenc y	%
<b>Poor</b>	1	20.0	0	0.0	2	50.0	3	27.0
<b>Fair</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>Good</b>	0	0.0	1	50.0	0	0.0	1	9.0
<b>Very Good</b>	2	40.0	1	50.0	2	50.0	5	46.0
<b>NR</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Overall, the partnership students and academic advisors were able to establish with academic advisors was limited. Students indicated the partnership they establish with their academic advisor was poor (20%) or fair (20%). Aboriginal organizations shared a similar experience. They indicated the partnership they established with the academic advisor was poor (50%). Academic advisors, however, indicated they were able to establish successful working partnerships with other academic advisors. They indicated partnerships were either good (50%) or very good (50%).

**Recommendation:** As indicated earlier, the Canadian Aboriginal AIDS Network should develop clear terms of references that outline roles and responsibilities for each participant, be they student, Aboriginal organization or Academic advisor.

The Summer Training Awards Program had a positive effect that will influence the future plans for students, Aboriginal organizations and academic advisors.

Students were asked, as result of their participation in the Summer Training Award Program, whether they now planned to complete and finish their academic training. Table 16 provides a summary of their responses.

**Table 16:**  
**Influence of the Summer Training Award Program on Future Academic Career Plans.**

	Frequency	Total (%)
Yes	5	100.0
No	0	0.0
<b>TOTAL</b>	5	100.0

Of the five students that responded, 100% indicated that they would return to, complete and finish their academic training as a result of their participation in the Summer Training Award Program. One student indicated an interest in continuing on to the master's level, through application made to the scholarship component of the Aboriginal Capacity-Building Program on Community-Based Research.

One of the primary objectives of the Summer Training Award Program was to develop students' interest in community-based research and in HIV/AIDS more generally. Students were asked whether they now plan to focus on community-based HIV/AIDS research within their academic training. Table 17 provides a summary of responses.

**Table 17:**  
**Influence of the Summer Training Award Program to Influence Academic Training in Community-Based Research and HIV/AIDS.**

	Frequency	Total (%)
Yes	3	60.0
No	1	20.0
No Response	1	20.0
<b>TOTAL</b>	5	100.0

A total of 3 students or 60% indicated they would like to continue to focus on academic training in the area of HIV/AIDS and community-based research. Clearly, the Summer Training Award Program has the potential to achieve its first goal of increasing the number of Aboriginal people who undertake community-based research. The program has clearly demonstrated the potential to stimulate, in collaboration with organizations and academic advisors, to continue their formal program of studies.

Table 18 demonstrates plans to participate in future calls of the Summer Training Awards Program.

**Table 18:  
Plans to Participate in Future Calls of the Summer Training Awards Programs**

	Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%
<b>Not Likely</b>	0	0	0	0.0	0	0.0
<b>A Little Likely</b>	0	0	0	0.0	0	0.0
<b>Likely</b>	0	0	0	0.0	0	0.0
<b>Quite Likely</b>	2	100.0	4	100.0	6	100.0
<b>NR</b>	0	0.0	0	0	0	0.0
<b>TOTAL</b>	2	100.0	4	100.0	6	100.0

Academic advisors, for example, indicated they will quite likely participate in future calls of the Summer Training Award program. Similarly, Aboriginal organizations also indicated they were quite likely (100%) planning to participate in future calls.

However, would participants encourage others to participate in the Summer Training Awards program? Specifically, would they encourage their peers? Table 19 indicates plans to encourage peers to participate in future calls of the Summer Training Awards Program.

**Table 19:  
Plans to Encourage Peers to Participate in Future Calls of the Summer Training Awards Program**

	Students		Academic Advisor		Organization		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Not Likely</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>A Little Likely</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Likely</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Quite Likely</b>	4	80.0	2	100.0	4	100.0	10	91.0
<b>NR</b>	1	20.0	0	0.0	0	0.0	1	9.0
<b>TOTAL</b>	5	100.0	2	100.0	4	100.0	11	100.0

Overall, participants indicated it would be quite likely they would encourage their peers to participate in future calls of the Summer Training Awards Program.

**Recommendation:** Overall, participants' experience within the Summer Training Awards Program had positive effects. Not only did they learn about community-based research, they increased their knowledge of HIV/AIDS in the Aboriginal community. Every effort must be made to continue the Summer Training Awards during the three-year Aboriginal Capacity-Building for Community-Based Research Program. However, equally important is the consideration of sustainability beyond the three years the Aboriginal Capacity-Building for Community-Based Research program. The Canadian Aboriginal AIDS Networks, in collaboration with Health Canada, need to focus some effort towards ensuring the Summer Training Awards occurs each summer through the three years but beyond.

Table 20 highlights the importance of continuing the Summer Training Award Program. It demonstrates this year's participants' resolve to continue their involvement in the Aboriginal community HIV/AIDS movement.

**Table 20:  
Plans to Continue Involvement (Work/Volunteer) in the Aboriginal Community AIDS Movement**

	Students		Academic Advisor		Total	
	Frequency	%	Frequency	%	Frequency	%
<b>Not Likely</b>	0	0.0	0	0.0	0	0.0
<b>A Little Likely</b>	1	20.0	0	0.0	1	14.0
<b>Likely</b>	2	40.0	1	50.0	3	43.0
<b>Quite Likely</b>	1	20.0	1	50.0	2	29.0
<b>NR</b>	1	20.0	0	0.0	1	14.0
<b>Total</b>	5	100.0	2	100.0	7	100.0

Students and academic advisors were particularly motivated to continue their involvement in the Aboriginal organization or in the Canadian Aboriginal HIV/AIDS movement in general. Of those responding, 72% indicated their participation was likely or quite likely.

## **(10.0) Recommendations**

### **(10.1) Key Recommendations**

The Canadian Aboriginal AIDS Network was able to support students, academic advisors and Aboriginal organizations in undertaking the Summer Training Award at a local level. Therefore, CAAN should continue to administer the Summer Training Award Program.

The timing for announcing, responding to, and working on a local research project was such that a tremendous amount of work and effort was concentrated over a relatively short period of time.

The Canadian Aboriginal AIDS Network must develop a work plan of activities and spread the work over a more reasonable time frame. Specifically, lengthen the call for participants, provide more time for Aboriginal organizations, students to link with academic advisors in order to develop research proposal and carry out the necessary work. Consider extending the term of the award to six months, thus allowing more opportunity for the academic advisor, student and Aboriginal organization to learn from one another.

A number of Aboriginal organizations and students indicated the administrative and supervision burdens, coupled with the amount of funding they received was considerable. Either ensure administrative burdens are reduced or increase the funding allocation to the local organization to assist in recovering administrative expense. Similarly, consider increasing the funding each student receives, even if it requires decreasing the number of training awards that are being offered.

The Summer Training Awards Program is capable to assisting individuals in understanding the philosophy of Aboriginal ownership, control, access and possession of research results and in developing research programs that is methodologically sound, culturally appropriate, respectful and relevant. Similarly, the Summer Training Awards Program has been successful in terms of stimulating future plans for both students, Aboriginal organizations, and academic advisors. The program has also fostered relationships between Aboriginal organizations, students, and academic advisors. For these reasons, the Summer Training Awards Program must be continued.

## **(10.2) Secondary Recommendations**

The Canadian Aboriginal AIDS Network must develop a communication strategy that capitalizes on current success and encourages development in areas of weakness, with respect to how individuals learn about the Summer Training Awards Program. Consider, for example, developing methods for improving communication through academic advisors to students and organizations, and increases the effectiveness of information potential participants receive from the Canadian Aboriginal AIDS Network. Also, there is a need to advertise the Summer Training Awards in a cost-effective and efficient manner. Explore all methods of advertising, such as posting award announcements on campuses, in student recruitment centres, or in similar other locations where Aboriginal students congregate.

The Canadian Aboriginal AIDS Network should develop terms of reference or job descriptions for participants that clearly outline roles and responsibilities. A number of participants indicated difficulty, for example, in understanding the role of the academic advisor in terms of administrative and supervision demands. For example, you may wish to indicate that academic advisors are required to meet with the student and Aboriginal organization at least once a month over the course of the local research project.

It would be important to disseminate and share information about the Summer Training Awards Program by providing opportunities for students and Aboriginal organizations to present their

work to the broader community. This may have the added benefit of increasing interest in Aboriginal community-based HIV/AIDS research, but also increase up-take in future calls.

Similarly, create opportunities for Summer Training Award participants to network and share their experiences. That is, CAAN must develop, in collaboration with Health Canada, some cost-effective methods where all organizations, students, and academic advisors are provided the opportunity to meet, hear about, and learn from other local research projects. It would also be important to provide opportunities for students, academic advisors, and organizations to present and de-brief once they have completed their projects.

Overall, participants' experience within the Summer Training Awards Program had positive effects. Not only did they learn about community-based research, they increased their collective knowledge of HIV/AIDS in the Aboriginal community. Every effort must be made to continue the Summer Training Awards Program during the three-year Aboriginal Capacity-Building for Community-Based Research Program. However, it is equally important to consider the issue of sustainability that moves the program beyond three years. The Canadian Aboriginal AIDS Network, in collaboration with Health Canada, need to focus some effort towards ensuring the Summer Training Awards Program moves beyond its current three year mandate.

### **(11.0) Limitations of the Evaluation**

All evaluations, whether they are contracted through independent consultants or conducted internally, involve limitations. This evaluation is no different. As such, several key limitations of this evaluation are to be noted when applying or interpreting the final results. Interviews and questionnaires were completed for a relatively small number of key stakeholders (review committee members, students, organizations and academic advisors). Thus, this evaluation lacks the statistical power necessary to make broad sweeping generalizations about the Summer Training Awards and participating students, academic advisors and Aboriginal organizations. However, this was not the intent when we conducted an evaluation of the Summer Training Awards. This evaluation is a combination of both qualitative and quantitative data. Therefore, it has the potential to provide richly detailed and in-depth information about individual experiences and the overall scope and management of the Summer Training Awards. We caution the reader that to generalize from the data and analysis to populations as a whole may prove fruitless. The data as it is presented, however, can help flesh out a picture of what the experience of participating in the Summer Training Awards was like for the people most directly involved.

## **APPENDICES**

## **Appendix A: List of Summer Training Award Participants**

### *Summer Training Award Review Committee*

Art Zoccole, Canadian Aboriginal AIDS Network  
Kim Thomas, Canadian Aboriginal AIDS Network  
Mac Saulis, Carleton University

### *Aboriginal Organizations*

Alana Phillips, Native Friendship Centre of Montreal  
Ken Clement, Healing Our Spirit  
Renee Masching, Healing Our Nations  
Alex Archie, Healing Our Spirit  
Guylaine Chastroux, First Nations of Quebec and Labrador

### *Aboriginal Summer Training Award Students*

Lance Delisle, Native Friendship Centre of Montreal  
Kim Beauvais, Native Friendship Centre of Montreal  
Tammy Price, Healing Our Spirit  
Gabriel Saulnier, Healing Our Nations  
Allison Beardsworth, Healing Our Nation  
David Clellamin, Healing Our Spirit  
Jean-Louis Fontaine, First Nations of Quebec and Labrador

### *Academic Advisors*

Ruth Faber and Libby Laurie-Monaco (NFCM)  
Professor Wahab (NFCM)  
Jim Morrin, Institute of Indigenous Government (HOS)  
Jacqueline Gahnagan and Charlotte Loppie, (HON)  
Helen Allen (HOS)  
Jacques Thibault, (FNQL)

### *Health Canada*

Neil Burke, CBR Matrix Team Leader  
Fabel Kane, CBR, Program Consultant

**Appendix B:  
Instruments Used to Collect Data/Information**

## Sample Cover Letter

My name is Randy Jackson and I have been contracted by the Canadian Aboriginal AIDS Network to undertake an evaluation of the Summer Training Awards, a program component of the Aboriginal Capacity-Building Program on Community-Based Research. You have been chosen to participate in this evaluation because of your involvement in the Summer Training Awards, either as a student, academic advisor, or Aboriginal organization. A separate questionnaire should be completed for each student, organization, and academic advisor.

The purpose of this evaluation is to review your experiences and obtain your perspective of the Summer Training Awards Program. Throughout the evaluation process we are looking for patterns, trends, and similar information from a variety of parties to determine the success or weaknesses of the Summer Training Awards Program.

The interview will be conducted by telephone. Based on your answers during the telephone interview, I will complete the questionnaire that has already been sent to you. The interview will take approximately 20 to 30 minutes. You do not need to answer question that may cause you discomfort. All information you provide will remain confidential. By choosing to continue with the questionnaire/interview, you understand that this serves as your consent to participate. All information provided as part of an interview/questionnaire will be destroyed once a final report has been completed.

Meegwetch,

Randy Jackson

**Summer Training Awards Program**  
**EVALUATION**  
*(Review Committee Members)*  
*Summer 2001*



*This survey is intended to provide the Canadian Aboriginal AIDS Network with information about the success and weakness of the Summer Training Awards program. Please read each question and FILL-IN or CIRCLE your answer. Use blank space at the end of this questionnaire or attach a separate sheet of paper if you need additional space to answer any of the questions. Fill in or circle only one answer unless otherwise indicated. You do not have to answer any question that you are not comfortable with. All information will remain confidential. There is no need to put your name on this form. Your returned survey will serve that you understand this and is your consent to participate. All survey responses will be destroyed once a final report has been prepared.*

<b>Q1</b>	<b>Did the terms of reference clearly outline your role and responsibility as a review committee member?</b>
	<input type="checkbox"/> Yes <i>(if yes, skip to question Q3)</i> <input type="checkbox"/> No

<b>Q2</b>	<b>How might we change the terms of reference to better reflect your role and responsibility as a review committee member?</b>

<b>Q3</b>	<b>Was the scoring guide useful to determine student and organizational suitability?</b>
	<input type="checkbox"/> Yes <i>(if yes, skip to question Q5)</i> <input type="checkbox"/> No

<b>Q4</b>	<b>How might we change the scoring guide to better reflect student and organizational suitability?</b>

<b>Q5</b>	<b>What are the three greatest strengths of the Summer Training Awards Program?</b>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

<b>Q6</b>	<b>What are the three greatest weaknesses of the Summer Training Awards Program?</b>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

<b>Q7</b>	<b>What top three recommendations can you provide about the Summer Training Awards Program?</b>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

<b>Q8</b>	<b>Do you have any other comments or observations about the Summer Training Awards program that you would like to share with us?</b>

*Thank you for agreeing to participate in the evaluation of the Summer Training Awards Program.*

**SUMMER TRAINING AWARDS 2001  
PROGRAM EVALUATION**  
(Students, academic advisors, and organizations)



This questionnaire is intended to provide the Canadian Aboriginal AIDS Network with information about the success and/or weakness of the Summer Training Awards program. We will be looking at overall trends and patterns through information gathering strategies from a variety of sources. Although this will be a telephone interview, you are being provided a copy of the questionnaire prior to the interview to assist you in reflecting on your experiences as a participant in the Summer Training Awards Program. You do not have to answer any question that causes discomfort. All information you provide will be kept confidential. There is no need to put your name on this form. By agreeing to be a respondent in the telephone interview, you have also provided consent to participate. Once completed, all responses and questionnaires will be destroyed after a final report has been prepared. A separate questionnaire should be completed for the student, the organization and the academic advisor.

**SECTION ONE:**

<b>Q1</b>	<b>How did you learn about the summer training awards program?</b>				
<b>Check all that apply</b>	<input type="checkbox"/>	Received information from a student.			
	<input type="checkbox"/>	Approached by academic advisor.			
	<input type="checkbox"/>	Approached by an Aboriginal organization.			
	<input type="checkbox"/>	Received an announcement from Health Canada.			
	<input type="checkbox"/>	Received communication from the Canadian Aboriginal AIDS Network.			

<b>Q2</b>	<b>Did the communication you receive clearly outline the information requirements needed to participate in the Summer Training Awards?</b>	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite A Lot</b>
		1	2	3	4

<b>Q3</b>	<b>How could future communication about the Summer Training Awards Program be improved?</b>				

<b>Q4</b>	<b>What role did you fulfil during the Summer Training Awards?</b>				
	<input type="checkbox"/>	A student <b>(please skip to section 2 and then also complete section 5).</b>			
	<input type="checkbox"/>	An academic advisor <b>(please skip to section 3 and then also complete section 5).</b>			
	<input type="checkbox"/>	A staff person within an Aboriginal organization <b>(please skip to section 4 and then also complete section 5).</b>			

**SECTION TWO: STUDENTS**

*(Note to Students: Complete sections 1, 2 and 5 only).*

<b>Q5</b>	<b>As a result of your participation in the Summer Training Awards Program, do you plan to complete and finish your academic training?</b>
	<input type="checkbox"/> Yes <input type="checkbox"/> No ( <i>Skip to question Q8</i> )

<b>Q6</b>	<b>As a result of your participation in the Summer Training Awards Program, do you plan to focus on community-based HIV/AIDS research within your academic training?</b>
	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Q7</b>	<b>In future calls, do you plan to apply to the Summer Training Awards Program, the MA or PhD component of the Aboriginal Capacity-Building Program on Community-Based Research?</b>
	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Q8</b>	<b>On a scale of 1 to 4, were 1 is not at all and 4 is quite a lot, how would you rate your experience participating in the Summer Training Awards Program.</b>	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite A Lot</b>
	I was able to met, discuss, and receive direction about my research project with my academic advisor.	1	2	3	4
	I felt supported and encouraged by the Canadian Aboriginal AIDS Network to participate in the Summer Training Awards Program.	1	2	3	4
	I felt supported and encouraged by my academic advisor throughout the Summer Training Awards Program.	1	2	3	4
	I felt supported and encouraged by the Aboriginal organization throughout the Summer Training Awards Program.				
	I have gained an understanding of the philosophy of Aboriginal research, particularly the principle of OCAP (ownership, control, access, and possession).	1	2	3	4
	I have a better understanding of HIV/AIDS in the Aboriginal community.	1	2	3	4
	I have increased my knowledge of what is meant by methodologically sound, culturally appropriate, respectful and relevant research.	1	2	3	4
	I have a better understanding of community-based research.	1	2	3	4

<b>Q9</b>	<b>On a scale of 1 to 4, how likely are the following statements, based on your experience participating in the Summer Training Awards Program</b>	<b>Not Likely</b>	<b>A little Likely</b>	<b>Likely</b>	<b>Quite Likely</b>
	I will share the findings of my research project with the wider academic community (such as submitting abstracts to present at the Canadian Association of HIV Research Annual Conference).	1	2	3	4
	I plan to continue either working or volunteering in an HIV/AIDS Aboriginal community-based organization?	1	2	3	4
	I will encourage other students to participate in future calls of the Summer Training Awards.	1	2	3	4

<b>Q10</b>	<b>On a scale of 1 to 4, how successful do you feel the partnerships with other participants was?</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
	The partnership I established with the Aboriginal Organization.	1	2	3	4
	The partnership I established with the academic advisor.	1	2	3	4
	The partnership I was able to establish with other Summer Training Award students.	1	2	3	4

### **SECTION THREE: ACADEMIC ADVISORS**

*(Note to Academic Advisors, complete Section 1, 3 and 5 only)*

<b>Q11</b>	<b>On a scale of 1 to 4, were 1 is not at all and 4 is quite a lot, how would you rate your experience participating in the Summer Training Awards Program.</b>	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite A Lot</b>
	I was able to met, discuss and provide direction about the research project to the student.	1	2	3	4
	I was able to met, discuss and provide direction about the research project to the Aboriginal organization.	1	2	3	4
	I felt supported and encouraged by the Canadian Aboriginal AIDS Network to participate in the Summer Training Awards Program.	1	2	3	4
	I have gained a greater understanding of the philosophy of Aboriginal research, particularly the principle of OCAP (ownership, control, access, and possession).	1	2	3	4
	I have increased my knowledge of what is meant by methodologically sound, culturally appropriate, respectful and relevant research.	1	2	3	4
	I have a better understanding of HIV/AIDS and the Aboriginal community.	1	2	3	4

<b>Q12</b>	<b>On a scale of 1 to 4, how likely are the following statements, based on your experience participating in the Summer Training Awards Program</b>	<b>Not Likely</b>	<b>A little Likely</b>	<b>Likely</b>	<b>Quite Likely</b>
	I will continue to be involved in the area of HIV/AIDS and the Aboriginal community.	1	2	3	4
	If approached in the future, I will gladly agree to participate in future calls of the Summer Training Awards Program.	1	2	3	4
	I will encourage other students to participate in future calls of the Summer Training Awards.	1	2	3	4
	I will encourage other academics to participate in future calls of the Summer Training Awards.	1	2	3	4
	I will share my experience of the Summer Training Awards Program with a wider academic community.	1	2	3	4
	I will encourage Aboriginal research methodology (e.g. OCAP) in the curriculum within academic institutions.	1	2	3	4
	I will encourage HIV/AIDS issues and the impact within Aboriginal population in the curriculum within academic institutions.	1	2	3	4

<b>Q13</b>	<b>On a scale of 1 to 4, how successful do you feel the partnerships with other participants was?</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
	The partnership I was able to establish with the Aboriginal Organization.	1	2	3	4
	The partnership I established with the student.	1	2	3	4
	The partnership I established with other academic advisors.	1	2	3	4

#### **SECTION FOUR: ABORIGINAL ORGANIZATIONS**

*(Note to Aboriginal Organizations, complete Sections 1, 4 and 5 only)*

<b>Q14</b>	<b>On a scale of 1 to 4, were 1 is not at all and 4 is quite a lot, how would you rate your experience participating in the Summer Training Awards Program.</b>	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite a Lot</b>
	I was able to met, discuss, and receive direction about the research project with the academic advisor.	1	2	3	4
	I felt supported and encouraged by the Canadian Aboriginal AIDS Network to participate in the Summer Training Awards Program.	1	2	3	4
	The organization has gained a better understanding of the philosophy of Aboriginal research, particularly OCAP (ownership, control, access, and possession).	1	2	3	4

	The organization has increased its knowledge of what is meant by methodologically sound, culturally appropriate, respectful and relevant research.	1	2	3	4
	The organization has a better understanding of community-based research.	1	2	3	4

<b>Q15</b>	<b>On a scale of 1 to 4, how likely are the following statements, based on your experience participating in the Summer Training Awards Program</b>	<b>Not Likely</b>	<b>A little Likely</b>	<b>Likely</b>	<b>Quite Likely</b>
	The research project will influence organizational policy and practice.	1	2	3	4
	I will gladly agree to participate in future calls of the Summer Training Awards Program.	1	2	3	4
	I will encourage other Aboriginal organizations to participate in future calls of the Summer Training Awards.	1	2	3	4
	I will encourage students I know to participate in future calls of the Summer Training Awards Program.	1	2	3	4
	I will share the findings of our research project with the wider community (such as submitting abstracts to present at the Canadian Association of HIV Research Annual Conference.	1	2	3	4

<b>Q16</b>	<b>On a scale of 1 to 4, how successful do you feel the partnerships with other participants was?</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
	The partnership the organization was able to establish with the student.	1	2	3	4
	The partnership the organization was able to establish with the academic advisor.	1	2	3	4
	The partnership the organization was able to establish with other Aboriginal organizations.	1	2	3	4

**SECTION FIVE: CONCLUDING COMMENTS**

<b>Q17</b>	<b>Were you able to develop resource materials (i.e., dealing with the issue of ethics of research) through the research project?</b>
	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Q18</b>	<b>What will be the impact of the research project at the local level in your community?</b>
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<b>Q19</b>	<b>What were the three greatest strengths of the Summer Training Awards Program?</b>
	1. 2. 3.

<b>Q20</b>	<b>What were the three greatest weaknesses of the Summer Training Awards Program?</b>
	1. 2. 3.

<b>Q21</b>	<b>What top three recommendations can you provide about the Summer Training Awards Program?</b>
	1. 2. 3.

<b>Q22</b>	<b>Do you have any other comments or observations about the Summer Training Awards program you would like to share with us?</b>

*Thank you for agreeing to participate in the evaluation of the Summer Training Awards Program.*

**Appendix C:  
Summer Training Award Announcement**

## **Summer Training Awards in Community-Based Research**

### **A Program Component of the Aboriginal Capacity Building Program for Community-Based Research (CBR) of the Canadian Strategy on HIV/AIDS (CSHA)**

#### **ANNOUNCEMENT**

The Canadian Aboriginal AIDS Network, Inc. (CAAN), in partnership with Health Canada, is pleased to announce that we will sponsor the Summer Training Awards as part of the Aboriginal Capacity-Building Program for Community-Based Research. Up to ten Training Awards will be granted to Aboriginal undergraduate students in Canada in an effort to build and enhance community-based research skills in the area of HIV/AIDS. Aboriginal students are being solicited by CAAN and its membership to develop community-based research proposals. CAAN member and other organizations will be eligible to host the summer students. The Summer Training Awards in Community-based will increase the capacity of students to conduct relevant community-based research and further develop student skills and experience in community-based research methodology.

#### **Who is Eligible?**

Aboriginal undergraduate Arts or Science students currently enrolled full-time, and continuing, in a Canadian University or College. Successful students will undertake a CBR initiative under the supervision of an Academic Advisor and a host organization. The student will be housed within the community-based AIDS service organization.

**Project Term:** May 15-August 31, 2002

#### **Summer Training Award Amount:**

Each student will receive \$4000 each. Host organizations and academic advisors will each receive a stipend of \$400 to cover administration and supervision fees associated with the management of the community-based research initiative.

#### **Application Process:**

CAAN is seeking Aboriginal students that meet the following criteria:

Minimum 2<sup>nd</sup> year student enrolled full-time, and continuing, in University or College Arts or Science programs.

GPA of 75% or equivalent (transcripts submitted with application)

Successful completion of Research Methodology and/or Research Analysis courses thereby demonstrating knowledge in quantitative/qualitative methodology/analysis.

Experience in HIV/AIDS and/or Community-based HIV/AIDS organizations.

Letter of support from local host organizations.

Identify and supply a letter from an institutionally based Academic Advisor.

A description of the research to be conducted (project title, research question, research objectives).

A letter from the student indicating their interest and long-term goals in CBR and HIV/AIDS (e.g., continuing education to MA or PhD levels and remaining involved in HIV/AIDS community work).

**Deadlines for Submissions:** April 1, 2002

Applications will be reviewed by the CAAN Community-Based Research Committee. All Applications received are confidential.

**Please Submit all Applications to:**

Art Zoccole, Executive Director  
Canadian Aboriginal AIDS Network  
251 Bank Street, Suite 602  
Ottawa, Ontario, K2P 1X3  
Phone: 613-567-1817 (1-888-285-2226)  
Fax: 613-567-4652  
E-mail: [caan@storm.ca](mailto:caan@storm.ca)

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