

**PROJECT TITLE:** SPO250 Pick Your Path!

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Final Report prepared by Mayela Lozano

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Actual Project Start Date 2021-01-03

Actual Project End Date 2021-04-10

**Questions**

1. Please summarize the project and its key accomplishments to date. In your answer, consider the impact your project has had so far on McGill's campus(es).  
(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Pick Your Path! (PYP) is one-week (March Break 2021) online learning experience for Indigenous high school students. The purpose of PYP is to pique participants' interest in post-secondary education by giving exposure to various areas of study they're interested in, as well as providing a mentorship experience. Participants will attend online sessions with McGill professors, students, and staff from different faculties. Each participant will be paired with a mentor, an Indigenous McGill student, who will meet with them during the week to talk about post-secondary education and work on the participants' Individual Project.

One of the key accomplishments is that we received 7 applications to participate in the program. Having positive response to the program following the equally positive response to PYP! Summer 2020 is very promising. Through the evaluation forms, the students shared that they have a clearer idea on how their path to University looks like, feeling more empowered to pursue their education, meeting our goal.

A second accomplishment was that all the online sessions were facilitated by Indigenous professors, graduate and undergraduate students. Through feedback from the presenters, we gathered that they were happy to provide University information to students early on their educational path, as they recognized the importance of supporting students in planning their next steps. Additionally, mentors shared in their evaluation form that they were able to form impactful connections with the students despite the short period of time, and that they learned from their mentees as much as their mentees learned from them.

2. Please describe the key successes and challenges of your project. (Minimum of two examples for each)  
(Unlimited characters, suggested minimum ½ page or approximately 250 words)

We have had several key successes whilst running PYP. Through the evaluation forms, the participants and their mentors shared positive comments regarding the program, including that they found their individual project and their mentorship experience to be meaningful. Furthermore, we found that the PYP model can be adapted and tailored to different educational levels, which will allow us to continue to expand the program. Likewise, the information gathered through the evaluation of this program in combination with the one gathered for PYP! Summer 2020 is key in informing our next steps with future PYP! cycles and applying for institutional and long-term funding. We are starting with a PYP Program for high school students this Summer 2021 and continuing with a projected PYP program for Indigenous students enrolled at John Abbott College and other CÉGEPs.

We also had some challenges whilst running. Firstly, we had planned to have 7 participants and 7 mentors. Unfortunately, due to miscommunication with our point of contact and Zoom fatigue due to the COVID-19 pandemic, three participants dropped out of the program. It is important for us to have more direct with participants in the future, as well as to consider how we can make the program more engaging and interactive for participants.

The other challenge we had was regarding the award for participants, as we have had delays on the shipment of their award. However, it is important to consider that we need to start the process of buying the awards with more time as to avoid delays, which we will do in future PYP cycles.

3. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?  
(Unlimited characters, suggested minimum ½ page or approximately 250 words)

We have three lessons learned that we would like to share with other SPF teams. As with the PYP we ran during Summer 2020, having good organization and time management skills is key to managing a program that involves external and internal partners. Likewise, when working with a high school or any educational institution that involves minors, it is important to ask for permission and send appropriate consent forms to be in contact with the students directly. We advise that an arrangement with the point of contact at the school, such as a guidance counsellor, be made in advance as to have an open line of communication with the students. We learned that it be difficult and time consuming for points of contact at the school to forward information about the program constantly to students, and it could lead to miscommunication or information lost. Another lesson that is applicable for projects that require purchasing goods, it is to start the purchasing process in advance as to avoid delays.

4. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.  
(Unlimited characters, suggested minimum 1 paragraph)

The main recommendation for the future of the project is to have tailored PYPs for each educational level: one for high school, one for CÉGEP and one for University. Through being able to run two PYPs for different targeted audiences, we were able to gather that there is a need for this type of programs and that it could be tailored to meet the students in the stage that they're at in their educational path.

Regarding opportunities for complementary projects, we've had several since running PYP during Summer 2020. We've facilitated the PYP March Break 2021 for Indigenous high school students as well as a PYP Fall 2021 with Indigenous CÉGEP students from John Abbott College. Branches also advised on the implementation of a PYP for students from low-income backgrounds, which took place on March Break 2021. We are planning a PYP for Indigenous students for Summer 2022, funded by the ISCEI.

All PYP complementary projects or expansions will be led by the Branches Outreach Program at Enrolment Services, unless stated otherwise. Interested people can get in touch through email at [outreach.branches@mcgill.ca](mailto:outreach.branches@mcgill.ca)

5. Would you or your project team member(s) be willing to serve as a mentor to SPF project teams? Please choose one. If yes, SPF Staff will contact you with more information.  
(800 characters maximum)

Yes  No

6. In your application, you listed the following sources of funding:

Faculty of Engineering	\$2,000.00	Confirmed
"Indigenous Studies and Community Engagement Initiative (ISCEI)" funded by the Andrew W. Mellon Foundation	\$2,000.00	Confirmed
Branches Core Funding	\$3,500.00	Confirmed

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.

*(1,800 characters maximum)*

We confirm we received funding from those sources for Pick Your Path! Summer 2020. For the Pick Your Path! March Break 2021, we were partly funded by the Branches Program.

7. Did you purchase equipment or make an installation on campus?  Yes  No  
If yes, please briefly describe how these items will be maintained and used in the future.  
*(1,800 characters maximum)*

We made a purchase of 4 laptops through the Le James Bookstore's Institutional Sales, following McGill's EPEAT Gold Registration. The laptops were gifted to the PYP participants as an award and will therefore not be used in future PYP cycles.

8. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the "Actual" column.

Selected Key Success Indicators	Target	Actual
# of Indigenous students participating in IMPRESS/PYP	6	4
# of Indigenous students who applied to IMPRESS/PYP	8	7
# of Indigenous McGill students participating as mentors in IMPRESS/PYP	6	4

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

*(1,800 characters maximum)*

We have planned to have 7 Indigenous participants in PYP; however, 3 of them dropped out of the program. The feedback we got from our point of contact, the guidance counsellor in their high school, was that students are suffering from Zoom fatigue and needed to rest during the break. Likewise, since we had less students, we selected 4 Indigenous mentors instead of what was originally planned.

9. Please report on your progress with the standard SPF Key Success Indicators in the "Actual" column.

Standard SPF Key Success Indicators	Actual
# of volunteers directly or indirectly engaged in the project	-
# of people (student, staff, or other) trained in the context of the project	-
\$ raised for project activities subsequent to SPF funding	X
# of tons of GHG emissions reduced by your project	-
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	10

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.  
*(Unlimited characters; point form acceptable.)*

## External:

- Kahnawake Survival School: Echo Hamelin, Guidance counsellor
- Kahnawake Education Center: Janice Beauvais, Student and Community Engagement Consultant
- Cree School Board: Natasha Erickson, Coordinator of Student Success

## Internal:

- Faculty of Law: Worked with Aaron Mills, Assistant Professor.
- Indigenous Law Association (ILADA): Worked with students Amanda Bowie-Edwards and Brandon Montour.
- Faculty of Science: Worked with Dr. Mélanie Guigueno, Assistant Professor (Department of Biology); PhD student Broderick Causley (Department of Mathematics and Statistics); and Jacky Farrell, Science Outreach Program Advisor.
- Faculty of Management: Worked with Lisa Cohen, Associate Professor and Director of EDI; Joy Bennett, Senior Development Officer; PhD student Cameron McRae; and undergraduate student Leon Picha.
- Faculty of Education: Worked with Stephen Peters, Assistant Director of OFNIE.
- Faculty of Medicine: Worked with Dr. Kent Saylor, Director of Indigenous Health Professions Program (IHPP); Alex Allard-Gray, IHPP Outreach Administrator; and Richard Budgell, Associate Professor of Inuit and Northern Health Promotion.
- First Peoples' House : Worked with Terry Young, Student Advisor.
- Skills21: Worked with Carrie Hanson, Skills Development Officer.
- Jack.org: Worked with students Jarren Fefer, Elizabeth Strong and Jady Normore.
- ISA: Worked with Co-Chair Sativa Kawakami

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below.  
(1,800 characters maximum)

Since running PYP last summer 2020, we have continued to work on submitting funding applications. We are in the process of submitting a joint funding proposal to the Ministère de l'Éducation et de l'Enseignement supérieur (MEES), which will be submitted by the Office of the Provost of Indigenous Initiatives. The Branches Outreach Program will work closely with the Graduate & Postdoctoral Studies Office (GPS) and the Office of First Nations and Inuit Education (OFNIE) in the facilitation of said proposal. Likewise, we are working on a funding proposal with the Crossroads Program at John Abbott College and potentially other CÉGEPs to implement Pick Your Path at a larger scale.

10. Please indicate the McGill stakeholder groups that were involved with your project as a team member or collaborator/partner. Choose all that apply.

- Undergraduate  Postgraduate  Administrative Staff  Academic Staff  Alumni

11. Please rate your project team's overall satisfaction with the support provided by the SPF Staff. Choose only one response.

- Very Dissatisfied  Dissatisfied  Neither Satisfied Nor Dissatisfied  Satisfied  Very Satisfied

12. Please provide any feedback or recommendations regarding your team's experience with the SPF  
(Unlimited characters, suggested minimum 1 paragraph)

As with our last experience working with the SPF team, it has been positive. Stéphanie Keller-Busque was been very supportive and incredibly helpful when figuring out budget changes and purchasing goods.

13. If there is additional information you would like to share about your project, please use the field below.

(Unlimited characters)

14. Has involvement in this SPF project positively impacted your team in the area of professional growth? Please choose one. If you would like to elaborate, please use the field below.

(800 characters maximum)

- Yes  No  Prefer Not to Share

Being involved in this SPF project has positively impacted the Branches team. Through this project, we further developed our skills when managing a program fully online. It also allowed us to enhance our communication skills when connecting with external and internal partners.

15. Has involvement in this SPF project positively impacted your team in the area of personal growth? Please choose one. If you would like to elaborate, please use the field below.

(800 characters maximum)

- Yes  No  Prefer Not to Share

As with the PYP we facilitated last summer 2020, this cycle of PYP has also positively impacted my personal growth. I gained further understanding of the difficulties Indigenous youth can encounter when envisioning and planning their educational path and how a mentorship experience such as PYP can have a big impact on them.

16. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Budgeting | <input checked="" type="checkbox"/> Networking         | <input type="checkbox"/> Systems Thinking           |
| <input type="checkbox"/> Communications       | <input checked="" type="checkbox"/> Planning           | <input checked="" type="checkbox"/> Teamwork        |
| <input type="checkbox"/> Conflict Resolution  | <input checked="" type="checkbox"/> Problem Solving    | <input checked="" type="checkbox"/> Technology      |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Project Management | <input checked="" type="checkbox"/> Time Management |
| <input checked="" type="checkbox"/> Listening | <input type="checkbox"/> Public Speaking               | <input type="checkbox"/> Writing                    |
| <input checked="" type="checkbox"/> Mentoring | <input type="checkbox"/> Stakeholder Engagement        | <input type="checkbox"/> Other (Please specify in   |
| <input type="checkbox"/> Negotiating          | <input type="checkbox"/> Stakeholder Identification    | the field below)                                    |

Other:

17. Since starting your SPF project, has your team improved its knowledge of sustainability? Please choose one. If you would like to elaborate, please use the field below.

(800 characters maximum)

- Yes  No  Prefer Not to Share

18. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)  
(1,800 characters maximum)

Aaron Mills, Brandon Montour, Broderick Causley, Cameron McRae, Leon Picha, Stephen Peters, Kent Saylor, Alex Allard-Gray, Richard Budgell, Terry Young: Indigenous men.  
Echo Hamelin, Janice Beauvais, Mélanie Guigueno, Amanda Bowie-Edwards, Jady Normore, Sativa Kawakami, Destiny Gregoire: Indigenous women.  
Natasha Erickson, Jacky Farrell, Lisa Cohen, Joy Bennett, Carrie Hanson, Elizabeth Strong, Veronica Amberg: women.  
Mayela Lozano: member of ethnic minority (Mexican), immigrant, woman.

### THANK YOU FOR COMPLETING YOUR FINAL REPORT!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.