



**ELAN's ACE Initiative
TEST! Projects
Applicant Guide
August 2016**

Prepared for ELAN by Christie Huff Consulting
Virginia Armeni, Christie Huff, Paula Knowles

with the ACE Initiative Cross Sector Working Group
Virginia Armeni, Facilitator
Jennifer Cooke
Siu-Min Jim
Devon Reid
Guy Rodgers
Alexandra Vatcher-Evans

Table of Contents

ELAN’s ACE Initiative - Introduction	2
Launching Phase 2: TEST!	4
Deciding to Apply to TEST a Project	5
Test Project Support & Expectations	6
The Projects	8
Overall Description of TEST Project Phases	8
Choosing Your Project & Focus	10
Project #1 – Explorations of Self-Identity	11
Project #2 – I Am – We Are	13
Project #3 – Storytelling Time	15
Project #4 – Building Relationships	17
Appendix: Potential Partners and Resources	19

ELAN's ACE Initiative - Introduction

In February 2016, the Government of Canada's Department of Canadian Heritage agreed to fund a two-year Initiative proposed by the English Language Arts Network (ELAN) from its Strategic Funds for the Development of Official-Language Communities Program. This document begins by introducing the Arts & Culture, Communities, and Education (ACE) Initiative's purpose and the phases of action to be taken by March 2018.

At this time, four projects are being offered to be piloted, launching Phase 2 of the Initiative. The majority of the document is a guide for potential applicants to follow as they prepare applications for **ACE Initiative TEST! Projects**.

The overall goal of ELAN's ACE Initiative is to sustainably increase opportunities for English-speaking community members in all of Quebec's regions to access artistic and cultural experiences. The ACE Initiative builds on the efforts of innovators who have often worked in isolation.

Why? Exposure to artistic and cultural experiences is transformative for participants of all ages - facilitating learning about self and others, providing a multitude of paths to communicating important ideas and stimulating further learning.

Persistent gaps in access to artistic and cultural opportunities in English continue to be found across the province, with significant inequities in regions with smaller populations of Anglophones. The 2015 CHSSN/CROP Survey on Community Vitality findings indicated that only 1/3 of English-speaking respondents were aware of a community organization promoting the interests of the English-Speaking community in the field of arts and culture (Pocock, Baseline Data Report 2015-16, <http://chssn.org/pdf/2015-2016-CHSSN-Community-Vitality-Survey.pdf>, p. 28). Local access to arts and culture is described in the report by administrative region with the Montreal regions generally having the greatest access across all arts disciplines. The findings overall indicate gaps in access that the ACE Initiative aims to address. Applicants should cite relevant regional data when describing needs their proposed project will meet.

ACE Initiative Vision

Communities in all regions will benefit from the development of partnerships and strategies so that all generations of English-speaking Quebecers have access to arts and culture, particularly by overcoming obstacles specific to rural and remote communities.

Organizations specializing in arts and culture, as well as individual artists, will connect regularly with English schools and community organizers to share their knowledge, experience and skills.

Building on the extensive work already pioneered through initiatives such as ArtsSmarts, which fostered integration of arts and culture in education, students in English-speaking schools and communities will develop knowledge about Quebec's English-speaking artists. Educators will continue to develop expertise to bring artists into their schools to enhance student learning.

How? Achieving Impact - The ACE Initiative in Four Phases

Phase 1: ACE JAM! ELAN brought together 50 people who were nominated based on their knowledge and experience in the Arts, Community, and Education sectors, to participate in a 1-Day event on June 2, 2016. ACE JAM! participants reflected collectively on the current state of access to arts and culture across Quebec's regions. Together, they came up with ideas for overall strategies and pilot projects that will enable us to TEST a variety of approaches to enabling schools and communities to collaborate in increasing access to arts and culture experiences.

At the end of the event, a **Cross Sector Working Group** (CSWG) was formed to oversee the development of TEST projects, their implementation and the recommendations for scaling in Phase 3. A Strategic Planning Committee made up of organizational leaders in all three sectors will be launched in September 2016 to address some of the broader strategic priorities. The need for communications, networking & partnering, professional development, and other resourcing and capacity building strategies to address the access gap was made clear at ACE JAM!.

Phase 2: TEST! Offers projects designed to TEST different ways for communities to access artistic and cultural experiences between October 2016 and July 2017. Our goal is to integrate what has already been learned/developed by other organizations, for example by promoting knowledge gained about how to prepare school leaders and teachers to work with artists, and vice versa. The projects all aim to meet an expressed need to ensure that community and school participants are authentically engaged throughout the creative process, not just as audiences for an end product.

Successful applicants will be offered coaching and consulting support, including professional development to build teams' capacities to develop the strongest TEST project models possible. Each team will also be supported by ELAN to document their work including video footage to be used in reporting on and sharing their projects provincially. To contribute to achieving the Initiative's overall desired impact, the projects in Phase 2 will be granted to four different regions.

Phase 3: SCALE! Will document the development processes of all TEST projects and report on what enables or hinders larger scale projects. Ideally, all of the projects become guides for communities in all regions to achieve their own increase in access to interactive experiences of arts and culture across a variety of disciplines. User-friendly tools will be developed and distributed province-wide.

Phase 4: REINVEST! ELAN will work with the CSWG and Strategic Planning Committee throughout Phases 2 & 3 to attain the ACE Initiative's overall goals by developing strategies and tools to create and sustain ACE Connections. By March 2018, the work produced by these two teams and the successful project applicants will be analyzed and summarized for all stakeholders with recommendations on how to go even further over the next five years.

Launching Phase 2: TEST!

The four projects presented in this document were inspired by project templates designed during the ACE JAM! event. By applying for a project, applicants are offering to be part of a learning process with the goal of enabling schools and communities province-wide to learn from the selected TEST! Projects' experiences.

All projects are designed to encourage pedagogical approaches that have been demonstrated to engage learners, including inquiry-based, constructivist, and community-based service learning methodologies.

In all projects, the successful applicants will guide participants through 5 Phases, beginning with Initiating the ACE Collaboration and concluding with Sharing and Celebrating. These Phases are described in detail in the Projects section.

Each project provides participants with opportunities to engage in creative processes to explore aspects of culture and heritage using at least two artistic disciplines.

The Project Outlines beginning on page 11 describe the broad project themes, potential participants to involve, unique elements and anticipated social impacts, with the understanding that applicants will adapt the projects to local contexts and needs. Particular considerations are highlighted for integrating the contributions and involvement of Arts, Community, and Education participants as well as for potential partners.

A discipline is an art form (e.g. performing arts). Each discipline may have several sub-disciplines (e.g. theatre, dance, music) and many styles or genres (e.g. for music - classical, folk, jazz, hip hop, rap).

ELAN is committed to providing support to all potential applicants to identify partners, resources, and/or artists as needed. Please email ace-initiative@quebec-elan.org to let us know that you are interested in developing a Project Planning Team (PPT, described in the next section).

Applicants should carefully review the sections that follow **as soon as possible**:

- **Deciding to Apply to TEST a Project:** Who can apply? Forming a Team & the Project Coordinator Role
- **ELAN's TEST Project Support & Expectations:** Funding & Resourcing and ACE Team support offered to successful applicants; Overall Expectations applicants need to meet
- **The Projects!:** Overall Description of Project Phases, Choosing Your Project and Focus and finally, the four Project Outlines

Deciding to Apply to TEST a Project

Who Can Apply? Forming a Team

Whether you have already reviewed the TEST! Projects and have a specific one in mind or are just generally interested in applying, you need to begin by reaching out to local representatives from the Arts & Culture, Community, and Education sectors to form a **Project Planning Team (PPT)** and decide which **organization** will submit the project application. The organization that applies may be from any of the ACE sectors - non-profit status is not required. The organization needs to have someone available to act as the **Project Coordinator**.

PPT members will work together as guides and mentors throughout the project development and implementation phases. Commitment from representative(s) of each of the ACE sectors to support the project's successful implementation is required in the application.

Where can you find team members to represent each sector?

- **Provincial and Local Arts & Culture** organization(s) can help you to connect with artists. As the umbrella organization for all arts disciplines, ELAN should be contacted by all applicants and will be liaising with the other major arts and culture sector partners.^{1*} (QDF, QWF, QAHN, etc.) We encourage you to contact local arts organization(s), even if they do not specifically represent English-speaking artists as they may have knowledge of current/upcoming local initiatives and potential resources.
- **Community** organizations representing the interests of the English community (where applicable *QCGN member organizations and/or *CHSSN NPIs). Community members are also present through the schools' Home & School Association (QFHSA) or Parent Participation Organization, and on their Governing Boards.
- **Education** community leaders: school principal, *CLC Coordinator (where there is one), interested teachers and staff. An arts consultant with the school board or from LEARN Quebec may be available to provide some support to the education community leaders.

Project Coordinator Role

Due to the complexity of the projects and the number of participants involved in each project, a **Project Coordinator** should be selected from the PPT as early as possible. The Project Coordinator will be responsible for a number of functions, including but not limited to:

- Completing and submitting the application
- Contacting partners for funding and other resources
- Overall project coordination including scheduling between artist, community and school participants
- Documenting and reporting (see Overall Expectations of Selected Project Planning Teams)

¹ *See the **Potential Partners Appendix** for the full names of these organizations.

TEST Project Support & Expectations

Funding & Resourcing

Successful applicants will have access to up to \$5000 that can be used to cover the cost of project coordination, documentation and video production of the project process. Project Planning Teams are expected to match the funds provided through financial or in-kind contributions (service or material donations, volunteer hours, etc.)

ELAN's ACE Initiative Team (the ELAN staff and the consultants contracted to support the initiative) will support selected PPTs and Project Coordinators to meet all expectations related to the overall success of the ACE Initiative and each project.

Support ELAN's ACE Team will provide for Selected PPTs

Selected applicants will be provided with general and targeted support to build each PPT and Project Coordinator's capacity to achieve maximal success in their implementation. Working with the Strategic Planning Committee and Cross-Sector Working Group, ELAN will ensure that teams are equipped with the knowledge, skills and other support they need to be successful including:

- Ongoing consulting and coaching support to each PPT and Project Coordinator throughout the project planning to:
 - Further develop a project timeline that reflects the creative process and also provides an action plan for coordination/ implementation
 - Respond to the site's needs' while also surfacing and responding to common needs (for partners or funding or how-to guides, etc.)
- Training to ensure that the major stakeholders have timely and evidence-based training to develop their abilities' to work together effectively as needs are identified. For example, we know that for artists and teachers to work together some professional development may be needed for each to understand the others' needs and ways of working. We will work with the organizations with expertise in this area of capacity building to support this professional development need.
- Video Documentation Support
 - The PPT will be expected to document the creation and execution process with still photos or, preferably video). ELAN will take charge of editing the videos or photos to create a how-to- video that will be available on-line or via DVD.

Your responses the application question regarding past experience and anticipated professional development needs will help us finalize our Capacity Building plans.

Overall Expectations of Selected Project Planning Teams

During each phase of the project implementation, the Project Coordinator will be asked to check-in regularly with the ACE Consultant assigned to the PPT to share observations, challenges and learning.

At the completion of the project, each Project Coordinator will be asked to participate in a final interview with the ACE Lead Consultant.

Each Project Coordinator will also submit a brief report (template to be provided to successful applicants with their selection letter) including:

- The number of people who participated in the activities or events throughout the project, broken down by demographic: pre-school, elementary, secondary, adult, senior.
- Feedback from the PPT and participants. *The ACE Consultant will work with each Project Coordinator to determine the most appropriate means of gathering this feedback and will assist with the development of online or paper-based measurement tools as required (survey, interview or focus group questions).
- Key learnings and recommendations based on experience to be shared with other communities who will implement this project.
- Photo/video footage as committed to in application to support the documentation of their project implementation and outcomes to be used in a promotional video by ELAN. (A process for ensuring that individuals have given permission for the use of their image will be developed with each site.)

The Projects

Overall Description of TEST Project Phases

As described in Launching Phase 2 (pg. 4), the implementation of each TEST project is divided into 5 Phases. The length of each phase and timeline should be determined by the PPT, taking into account particular community events, artist availability and the school's calendar. Each project is designed to be implemented and completed within one school year. The exact length of time is flexible and adaptable to each school's and community's needs. *If your PPT believes extending the project into the summer could work, for example, by creating a product that summer tourists could experience, creativity is encouraged!*

PHASE 1 – Initiate ACE Collaboration & Project Application

TEST! Project Phase 1 begins with recruiting PPT members and choosing an organization to apply and a person to act as Project Coordinator.

When the PPT has formed and identified potential project(s) to apply for and has ideas regarding the focus and choice of **artistic disciplines**, team members need to reach out to other leaders in the community to gauge interest and ensure the project is feasible.

While PPTs will need to provide an initial description of the project in the application, we understand that your focus will evolve and deepen as the artistic and cultural aspects of the project are developed collaboratively. PPT members will need to discuss the potential of the community, economic, and educational impacts of the project.

Applicants are encouraged to begin the exploration of potential disciplines and styles to involve by mapping out local English-speaking artists in your region including professional artists, artisans, traditional tradespeople, etc. While we encourage local artist engagement, we also recognize that exposure to diverse styles is important and that PPTs may need to bring an artist from another region of Quebec into their community. For more ideas on how to find and fund an artist, see the Appendix.

During this phase, educators will identify potential links to the Quebec Education Program (QEP), including Broad Areas of Learning and Cross-curricular & Subject Specific Competencies to be developed through the project.

This phase is complete when the Application Form is submitted by the Project Coordinator. Projects that are not selected for funding will still be offered support from ELAN and ACE partners when possible, particularly to access the general capacity building support offered (training through webinars for example).

PHASE 2 – Beginning Well: Designing your Project Together

This phase begins by ensuring that the PPT and Project Coordinator are supported in their roles. The ACE Consulting Team will provide coaching and consulting support to review and further develop the project's design and timeline including addressing professional development needs and developing activities to support effective implementation before the project officially begins.

Activities will need to be designed and implemented to introduce the project to all stakeholders (for example, hosting a Meet & Greet, planning Ice Breaker activities, etc.).

The focus of the project will be explored by having students/teachers/artists and community members engage in processes of exploration. This idea-generating period should begin with one of the Broad Areas of Learning in order to frame the guiding question(s) of the project. Participants can choose how to explore themes through questioning, reflection, discussion, researching, noticing patterns, comparing/contrasting ideas, analyzing, and making collaborative decisions about the direction of the project.

Links to the QEP, Broad Areas of Learning and Competencies to be developed during the project implementation will be finalized, including student/teacher learning assessment activities as needed.

PHASE 3 – Project Implementation through Discovery, Interaction, Experimentation & Creativity

During the project implementation artists work collaboratively with teachers and community organizers to explore the selected project focus through the creative processes involving the artistic disciplines.

Throughout, participants will be guided to reflect on their explorations, and learning assessments will be completed as needed.

The ACE Consultants will support PPTs and Project Coordinators to be open and adaptive, letting the learning that emerges from the creative process guide the facilitators and participants in decisions regarding the project's development.

PHASE 4 - Product Completion and Participant Reflection

In this phase, final products take shape.

All participants (students, teachers, artists & community members) reflect back on the process and what they have learned.

Final student/teacher assessment of learning is completed.

PHASE 5 - Sharing and Celebrating

The focus in this phase is on sharing and celebrating what has been learned.

Applicants are encouraged to develop creative and engaging experiences for all participants to present/demonstrate what they have experienced and developed.

Working with the ACE consultants, the Project coordinator will ensure that feedback is gathered from project participants and leaders whether through interviews, surveys, focus groups or other creative methods of capturing reactions and reflections on the experience.

The phase and the project is complete when the Project Coordinator has participated in an exit interview and has submitted a final report, documents, and video footage to ELAN.

Choosing your Project and Focus

The four projects that follow each have unique elements included in their project descriptions.

<u>Project Title</u>	<u>Who it serves</u>	<u>Main Artistic Discipline(s)</u>	<u>Unique elements</u>
Explorations of Self-Identity	Primarily, youth in at least two different regions in Quebec	Media Arts and Traditional Art Forms	Participants from at least two different regions in Quebec will work together
I Am - We Are	Youth and community members of all ages	Performing &/or Visual Arts	Artist-in-Residence Program
Storytelling Time	Parents/Caregivers; children (0-5); elementary/high school age youth; youth-at-risk; older adults	Literary &/or Performing Arts	The large scope of participants
Building Relationships	Youth and community elders	Multi-disciplinary	Can be easily adapted to a variety of community and/or youth age groups; participants will engage with all four disciplines before focusing on two

Project #1 - Explorations of Self-Identity

Project Description

In this project, participants will delve into the topic of identity through explorations of the question: *“Who am I?”* Participants may consider how identity develops, possibly exploring the role of family (widely defined), community and heritage. Throughout the process of this project, participants will be guided to broaden their perspectives on self-identity by exploring their own experiences and that of other Quebec citizens through sharing across communities.

One of the unique aspects of this project is its combination of artistic disciplines – applicants will need to draw on artists from **Media art** ("Media art" refers to artworks that depend on a technological component to function) **and Traditional art forms**. Youth will have the opportunity to explore the relationship between these two art forms as well as the benefit of developing and exchanging skills with community members.

Who will the project involve?

This project is meant to create dialogue and understanding between **youth in schools from two or more regions of Quebec**. Interested applicants looking for schools to partner with should contact the ACE consulting team at ace-initiative@quebec-elan.org for suggestions of other interested schools to contact. While exchanges between urban and rural communities are encouraged, all projects that enable youth to exchange between Quebec regions will be considered.

What is the anticipated social impact?

While the anticipated social impacts of the project should be determined by the PPT, some suggested potential impacts include:

- building understanding, connection and acceptance between youth in different regions;
- creating a sense of belonging and pride in one’s own community and/or family

How can artists contribute to this project?

Finding artists from the media arts and traditional arts who can collaborate to design the teaching and learning processes is central to this project. When seeking out school partners, the PPT might consider having one artist come from each community involved - a community that has a rich traditional arts heritage in a more rural or isolated area might seek a partner school in a more urban area with greater access to emerging media artists, for example.

What can community members expect from this project?

The product and sharing experience should enable participants from the community to engage in the process and production using the media arts and traditional art forms while forming positive relationships with participants, including building relationships and contacts within and between the partner communities.

How will this project fit into a school and classroom setting?

Applicants need to consider how they will manage connections with the other partner school(s) throughout the different phases of the project. The PPT will need to establish strong

collaboration between partnering schools – creating the conditions for strong relationships amongst the project leaders, clarifying roles and responsibilities, selecting ongoing communication methods, etc.

Possible Broad Areas of Learning

- Media Literacy
- Citizenship & Community Life

Resourcing: Particular² Partners & Sources of Funding

- The Arts Faculties of the CEGEPs/universities to connect with media artists (Dawson College, Champlain College, Concordia University, etc.)
- Syn Studio (in Montreal) specializing in media arts and animation

² In addition to the general list of Potential Partners recommended in the Appendix.

Project #2 - I Am - We Are

Project Description

In this project, participants will explore the topics of acceptance, tolerance, respect and social inclusion - specific themes could explore any issue related to the interaction of self with others. Some examples of potential themes: bullying, self-esteem, courage, happiness, kindness and empathy building, friendship, love, family, healthy choices, sexual identity. PPTs are encouraged to select a theme that resonates with the participants and fits with the project title.

An **artist-in-residence** component makes this project unique. This aspect of the project will allow for a full and deep exploration of the creative process between participants and the artist(s) working on this project. The residency component can be used fully by one artist or shared between two artists. While the performing arts and/or visual arts are suggested for the project's main artistic disciplines, other choices will be considered.

Who will the project involve?

This project is meant to create dialogue and understanding between **youth and their parents/guardians, teachers and other significant adults.**

What is the anticipated social impact?

While the anticipated social impacts of the project should be determined by the PPT, some suggested potential impacts include:

- Building a trusting relationship of understanding and acceptance between youth and adults in their lives;
- Strengthening bonds between parents/guardians or other significant adults and child/youth
- Developing/increasing self-acceptance and self-compassion in youth;
- Helping youth to express who they are
- Encouraging a culture of empathy and compassion in the community

How can artists contribute to this project?

The main focus of this project is the exploration of topics through **performance-based and/or visual artistic disciplines**, other disciplines such as literary arts, media arts, and architecture may also apply depending on the approach taken. Other artists may contribute their expertise from any related discipline or style/genre including music, theatre, spoken word, improvisation, costume design, set design, script-writing, media arts, etc. Artists will work closely with participants in the design process and will need to be skilled at helping to create a safe space for discussion and creativity.

Artists' Role with the Artist-in-Residence Component

Artists will work within the school during a period of at least three months. The residency provides time and space for collaboration with students, teachers and other adults in an integrated approach to reflection, research, presentation and/or production. She/he enables a different language through which students, teachers, and significant adults can understand and

engage with each other. The **artist-in-residence** component will allow for a deeper connection between artists, teachers and students/community members.

What can community members expect from this project?

Parents/guardians, teachers and other significant adults in a youth's life (i.e. family friend, mentor) will have opportunities to work alongside both the artist(s) and the youth involved in this project. The manner in which they will participate can take many forms and should be determined by all participants involved in this project. Community expertise regarding the subject area chosen might be needed or desired as well.

How will this project fit into a school and classroom setting?

The PPT will consult school leaders (the principal can guide the team on how/when to approach the school's Staff Council and/or Governing Board as needed) and potential artist(s) to discuss the desired length of the residency as well as the artists' and school's specific requirements (e.g. space to work, scheduling within the day).

The school principal and teachers can also help the artist's integration by discussing with the artist their desires and needs in regards to integration into the school culture. This may include invitations to staff functions, inclusion regarding meetings and memos, etc., throughout the duration of the residency. Staff should be fully aware of the artist's role prior to her/his arrival at the school. The **Project Coordinator** will also play an important role in ensuring a **smooth implementation and positive experience** for both **the artist(s) and the school faculty and staff**.

Possible Broad Areas of Learning

- Health & Well-Being
- Citizenship & Community Life

Resourcing: Particular Partners & Sources of Funding

- Regional/local organizations who work with youth on topics related to the theme (the CISSS Community Liaisons can help you to connect if these partnerships are not already developed between the Education and Community Sectors)

Project #3 - Storytelling Time

Project Description

This project has a focus on storytelling as a means of developing emergent-literacy and school readiness skills (0-5yrs) by engaging community members in varied ways through its creative process. Students could participate by learning about the needs and interests of young children in order to develop and host a creative story-telling event.

The uniqueness of this project is in the combination of participants as well as the inquiry-based approach to learn about the children's needs. Artists from the **Performing** and/or **Literary Arts** along with other local artists/artisans will assist the students in the story development and preparation of the performance.

Who will the project involve?

This project has a large scope of possible participants: parents/caregivers and children (0-5yrs); elementary/high school students and teachers. The designers of this project particularly saw opportunities to engage students in secondary schools' WOTP program and/or older adults in the community. Not all participants need to be involved on all levels as there are a multitude of potential roles and responsibilities.

What is the anticipated social impact?

While the anticipated social impacts of the project should be determined by the PPT, some suggested potential impacts include:

- Improved emergent-literacy and/or school readiness
- Enhanced parent-child relationships
- Improved sense of community connection and self-esteem for students
- Strengthened inter-generational relationships and connection

How can artists contribute to this project?

While a combination of performance-based art with literary arts is suggested, applicants are encouraged to think creatively and propose disciplines according to their PPT's vision. Art disciplines and styles to consider could include all those that would enhance the creation of all aspects of a performance - story-creation, puppetry, storytellers, script-writers, musicians, artisans/craftspeople (knitters, seamstress, woodworkers), costume designers and visual artists, as well as coordination of an arts-based event. Graphic design may also be a component.

The selection of artists should include consideration for the participants the PPT decides they will be working with in roles such as storytellers, performers, and production staff/crew. The applicant organization needs to have a Project Coordinator who has experience in facilitating relationship-building in diverse groups.

What can community members expect from this project?

Community members of all ages could become involved in this project with specific participants groups becoming engaged in different phases of the project. For example, story ideas may

emerge through interactions between parents/caregivers of children in the 0-5 year group with suggested topics/questions coming from elementary/early secondary students. Set and/or costume design could be developed through teamwork between school-aged students and youth-at-risk participants. Other production needs for performance(s) may be met by community members. Finally, all community members may be included in the final production/presentation to celebrate their roles, and/or engage as audience members.

How will this project fit into a school and classroom setting?

There will be several overlapping moments in this project between the various groups of students and community members. Teachers for the classes to be engaged will need to be involved in planning the activities and timeline with the project coordinator, who will take the lead role in coordinating and scheduling working sessions between the groups. Teachers will help foster a learning environment where teamwork, listening skills and cooperation are enhanced.

Possible Broad Areas of Learning

- Environmental Awareness and Consumer Rights
- Citizenship & Community Life
- Health and Well-Being
- Personal and Career Planning

Resourcing: Particular Partners & Sources of Funding

- Regional/local organizations that work independently and/or collaboratively to support early childhood, emergent literacy, and/or youth development. The CISSS Community Liaison can help to identify these organizations if the education and community partners are not already connected. Depending on the area, there may be an active Avenir d'enfants collaboration, a CISSS Community Table, and/or a PAÉLÉ. (Contact the ACE Team if you need support in identifying/connecting with these organizations).

Project # 4 - Building Relationships

Project Description

In this project, participants will engage with a multitude of artistic disciplines to explore the theme of **relationship-building between youth and elders**. For example, projects may focus on finding commonalities and differences between the generations; learning from each other and appreciating the expertise and knowledge each generation has to offer; building connections, understanding and harmony between generations, etc.

This multidisciplinary project begins with an exploration of 4 different art disciplines and then continues with a focus in 2 disciplines selected by the participants.

Who will the project involve?

This project is meant to create connections between the youth and elders in the school(s) and communities involved. Other definitions of the generations to be involved will also be considered.

What is the anticipated social impact?

While the anticipated social impacts of the project should be determined by the PPT, some suggested potential impacts include:

- Enhanced understanding between generations
- Acknowledgement and acceptance of youth ideas and knowledge
- Acknowledgement and acceptance of seniors' contributions and wisdom
- Decreased isolation for senior citizens

How can artists contribute to this project?

Artists from four artistic disciplines will be involved at different stages of this project. Beginning with a one-week long introduction to each discipline (over a period of approximately four weeks), participants will explore themes chosen and develop **Guiding Questions** from the overall theme of **Building Relationships**.

Two artistic disciplines will finally be chosen by participants to explore in more depth as the project continues and develops. Stories shared and lessons learned from each other will be explored more fully through these two disciplines.

What can community members expect from this project?

The primary group of community members targeted for this project is community elders. They may be drawn from a variety of sources (Lion's Club, Legion, church groups, seniors' residences, etc.) and invited to work with youth either at the school or at the community locale, whichever is most feasible and conducive to participation.

How will this project fit into a school and classroom setting?

Teachers and administrators must be comfortable with the very open-endedness of this project - it will be difficult to plan far ahead until the final two artistic disciplines have been chosen. Adaptability and flexibility in coordinating this project will be important.

Possible Broad Areas of Learning

- Personal and Career Planning
- Health and Well Being
- Citizenship and Community Life
- Media Literacy

Resourcing: Particular Partners & Sources of Funding

- [Quebec Anglophone Heritage Network](#)
- [Seniors Action Quebec](#)
- Local organizations that work with seniors (Church groups, Royal Canadian Legion, Service organizations: Lion's, Optimist, Rotary Clubs, etc.,)

Appendix: Potential Partners and Resources

Arts - Most of the organizations listed below are located in Montreal but several have province-wide mandates. This list is not comprehensive – there are many other arts organizations and independent artists who have not been listed here.

English Language Arts Network (ELAN) http://www.quebec-elan.org/eng/pages/home	Umbrella organization for connecting with other arts organizations and individual artists. Only a few artistic disciplines have their own organization with lists of members. Other disciplines, particularly music can be difficult to contact directly. ELAN has good contacts in all artistic disciplines and most sub-genres.
Art Hives http://www.arthives.org/	“Building communities by making art.” Expertise in developing engaging spaces for citizens to explore art.
Blue Metropolis Foundation http://bluemetropolis.org/	“Produces an Annual Literary Festival of international calibre and offers a wide range of educational and social programs year-round, both in classrooms and online.” Well connected writers/authors.
Fam Group http://famgroup.ca/	Musicians, vocalists (ELAN is also in contact with dozens of musicians and music producers)
MASC http://www.masconline.ca/en/home.aspx	Supports youth access to arts and culture for the Western Quebec and Eastern Ontario regions.
Studio 303 http://www.studio303.ca/en/	Presenting and supporting dance and interdisciplinary performance in Montreal: Dancers, choreographers. (ELAN is also in contact with a dozen dance companies).
Playwrights Workshop Montreal http://www.playwrights.ca/en	“A national new play development centre established to support the development of playwrights and contemporary work for the stage”. Connections with playwrights, directors and actors
Quebec Drama Federation http://www.quebecdrama.org/	Umbrella organization for actors, directors, stage designers, playwrights.
Quebec Writer’s Federation (QWF) http://www.qwf.org/	Members include novelists, poets, storytellers, journalists. Their “Writers in the Community” program enables writers or literary performance artists to work with youth.
Studio XX https://secure.studioxx.org/en/mandat	Bilingual feminist artist-run centre for technological exploration, creation and critical reflection: film, video, audio and media arts
The Other Theatre http://othertheatre.com/	Currently has funding to develop a production with youth in Quebec.

Visual Arts Centre http://www.visualartscentre.ca/	Experience with community outreach programming. Painters (all mediums), photographers, sculptors.
Cultural & Community Organizations³	
Community Economic Development & Employability Corporation (CEDEC) http://cedec.ca/	Offers community economic development, workforce development, and small business-support province-wide.
Community Health & Social Services Network (CHSSN) http://chssn.org/	“The network of community organizations, resources and public institutions striving to ensure access to health and social services in English for Quebec’s English-speaking communities.” Funds Networking & Partnership Initiatives (NPIs) in many regions.
Quebec Anglophone Heritage Network (QAHN) http://qahn.org/	“QAHN aims to promote a greater understanding of the history of Quebec’s English-speaking communities by informing, inspiring and connecting people through its activities.” Experienced with development and implementation of inter-generational projects.
Quebec Community Groups Network (QCGN) http://www.qcgn.ca/	As the provincial umbrella organization, their members include organizations representing English communities/regions and sector organizations. See member list: http://www.qcgn.ca/our-members
Quebec 4-H Association http://www.quebec4-h.com/	Quebec 4-H has clubs in several regions – their motto in working with youth in out-of-school time is “Leadership for tomorrow through learning today”
Education	
Community Learning Centres http://www.learnquebec.ca/en/content/clc	“LEARN’s Network of Community Schools, known as Community Learning Centres (CLC Schools), have a dual role in Quebec: student perseverance and community vitality.” The CLC Coordinators work within the school(s) and with community organizations to support the dual goals.
Leading English Education and Resource Network (LEARN) Quebec http://learnquebec.ca/en/index.html	“LEARN is a non-profit organization that primarily serves the public and private Anglophone, and Aboriginal, Youth and Adult Education sectors of Québec.”
Ministère de l’Éducation et Enseignement supérieur	Culture in the Schools grants http://www.education.gouv.qc.ca/culture-schools
Quebec Federation of Home & School Associations (QFHSA) http://www.qfhsa.org/	“Dedicated to enhancing the education and general well-being of children and youth” QFHSA “promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.”

³ Note that there are many cultural and community organizations that operate regionally and locally. The list includes provincial organizations with a regional presence and is not comprehensive.

Funding & Resourcing Q & A:

How do we access resources to bring in artists and/or cultural organization representatives?

In describing the funding available to sites, we did not offer funds to support bringing artists or cultural representatives to the communities to fulfill the roles envisioned for them in the design. Why? Because the goal is for these projects to be scale-able, other communities have to be able to follow the project design and access resources without this one-time funding. What we will do is make every effort to bring the resources of our collective knowledge, from the Strategic Planning Committee (made up of provincial organizational leaders from the ACE sectors) and the Cross Sector Working Group (made up of innovators with strong backgrounds in the theory and practice of ACE) to help you achieve success in accessing the resources you need.

Where do we find funding for the main artistic discipline(s)?

- 1. Look at the Culture in Schools grant and repertoire** - is there an English artist who practices in the discipline required by the project who you could work with?
- 2. Check with your school board regarding other sources of funding to bring in artists** - will they be offering ArtsSmarts grants or other funding this year? Do they have a foundation that offers funding for special projects?
- 3. Use your networks** - contact the school and municipal commissioners you know who may have knowledge of funding opportunities in your region. Your MNA and MP's may have funding available or have ideas regarding sources. Local business networks may be able to connect you with potential supporters as well.

Other Potential Sources of Funding & Resources

Funds can be raised in many ways – from newer methods like crowdsourcing to more traditional ones like ticket sales. Make sure to consult with the school's PPO and Governing Board to ensure that you are following their decision-making processes if you would like to fundraise with the school(s) involved. Otherwise be creative and talk to as many people as you can in your network. You never know who will find materials; know an experienced community member who is looking for a meaningful volunteer opportunity, etc.