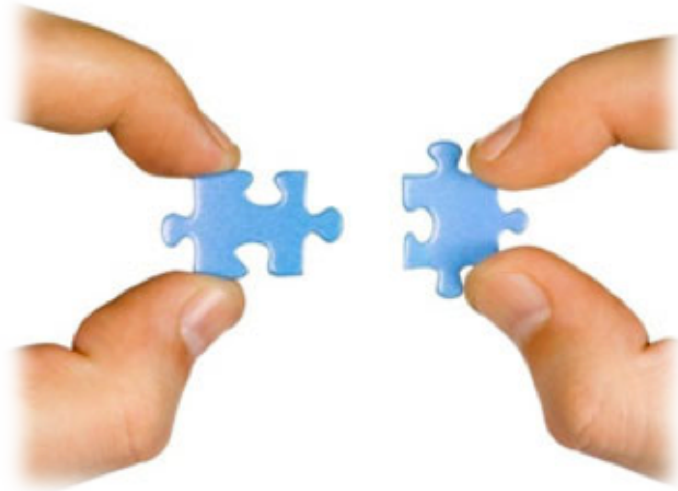



BUILDING SCHOOL-COMMUNITY PARTNERSHIPS: TOGETHER WE CAN MAKE A DIFFERENCE

CLC INITIATIVE ANNUAL REPORT OF ACTIVITIES



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“TRUE COMMUNITY
CHANGE OCCURS
WHEN CITIZENS AND
ORGANIZATIONS
ADOPT A NEW WAY
OF THINKING AND
WORKING
TOGETHER.”

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MESSAGE FROM CLC PROJECT DIRECTOR PAULE LANGEVIN



We are unique!

CLCs were founded ten years ago around a powerful idea - that schools can actually have a dual role in Quebec: student perseverance and community vitality. These two areas of focus are helping the Anglophone community not only survive but thrive!

Our CLC schools are blessed with dedicated school staff, as well as parents, seniors, and community partners who nurture the growth of our schools and help them become vibrant community institutions. The CLC approach highlights the importance of what can be achieved when communities collaborate.

This report gives a snapshot of how CLC schools are dedicated to ensuring that our students and community members have access to quality programming, services and resources in English. The great variety of programs available - lunch and after-school programming, community-based service learning opportunities, lifelong learning activities - all are helping to develop the skills and knowledge for our students and community members to become strong, active citizens.

Schools in the community, community in the schools! Enjoy!!



MESSAGE FROM LEARN CEO MICHAEL CANUEL



This year LEARN will be celebrating its 10th year of operations as a non-profit educational organization. In our first 10 years, we have provided thousands of teachers with professional development sessions, created online communities of collaboration, tutored thousands of elementary and high school students, and delivered online classes to students across the province.

In 2014-15 the CLC Initiative was officially made a part of the LEARN family and this is tremendously exciting. Where LEARN focused exclusively on the academic and curricular side of matters, the CLC Approach reaches out and make the communities in which the schools exist a part of the learning process both for students and community members. Going forward, and in response to LEARN's drive to be ever more responsive, our collective efforts will be on filling in gaps created as a result of massive budgetary cutbacks while providing leadership and innovation for our community. We intend to leverage the collaborative elements within the community to assure that the English community is provided with opportunities to learn regardless of where they are or whatever challenges they may face. We also plan on expanding the e-learning services out of the CLC schools and explore lifelong learning opportunities as well as vocational training in concert with the school boards.

LEARN is fortunate to have a staff that is not only highly talented and accessible, but also dedicated and passionate about serving students and the community at large. It is a place where everyone is welcome and where everyone has the opportunity to be welcomed by a 140-pound Black Russian Terrier named Darik.

THE CLC APPROACH

A CLC is not a place, but an approach to community and school improvement based on the establishment of mutually reinforcing partnerships and managed by a dedicated coordinator resource.

CLC schools facilitate access to a broad range of services and activities for students, their families and the wider community. By developing diverse partnerships, CLC schools leverage resources and have helped position English school boards as both educational and community leaders.

57 CLC schools		1712 Total Activities
~		~
36 CLC Coordinators	950 Activities Tied to QEP	618 - Community engagement activities
~	The CLC Approach enriches the learning process and supports the Quebec curriculum	~
733 Active Partners		432 - Health & well-being activities
		~
		713 - Student engagement activities

2014-2015 HIGHLIGHTS

CLC SCHOOL-COMMUNITY PARTNERSHIPS

In the province of Quebec, English language-minority communities do not always have equitable access to education, health and social services. The Community Learning Centre Initiative (CLC) helps to address this gap by building partnerships between English schools and their communities. These partnerships, which are facilitated by a dedicated coordinator, help to generate or leverage resources that benefit students, their families and the broader community.

Through partnerships with local organizations, businesses and community members, participating schools experience increased volunteerism rates and access to local expertise as well as increased material and financial support. In turn, schools are increasingly opening their doors after school hours to facilitate access to social services, recreational and lifelong learning opportunities intended for students, their families and English-speaking community members. Over 2000 different activities, programs and services took place at CLC schools across the province this year.

Diverse partnerships maintained through the CLC Initiative have helped the voices of the English-speaking community to be heard and have helped to position English School Boards as both educational and community leaders. This year the CLC Initiative has helped to develop more than 700 partnerships in over 57 schools and has leveraged 2.9 million dollars in in-kind contributions to support local activities. The Initiative has contributed to increased student engagement in school and community service, an improved sense of well-being and belonging, and increased access to resources and services for English-speaking community members.


WHAT UNDERPINS SUCCESSFUL SCHOOL - COMMUNITY PARTNERSHIPS?




2014-2015 HIGHLIGHTS

'C' IS FOR COAST - 'T' IS FOR TSHIMUAN

B is for...
blueberries, blackberries and bakeapples, yummy to eat.
Beavers, bears and belugas are some animals you'll meet.
Take a ride in a boat and pull up on the shore,
Grab some wood and make a bonfire with s'mores.







Boardwalks: wooden walkways built over marsh or bogs. The village of Harrington Harbour is linked solely by elevated boardwalks. Used by pedestrians and ATVs these are the only roads in this unique community where there are no cars.


Ballicatter: a ridge of ice thrust up along the shore by waves and freezing spray.

The Bar: an ice bridge which connects the island of Harrington to the mainland.

Bonfire Night: a large fire traditionally occurring on Queen Victoria's birthday (the 3rd Monday in May)





Blueberry / nisttishiminana / bleuets sauvages
Blackberry / astsimina / graine noire
Bakeapple / shikuteua / chicoutai

Bb

Promoting literacy on the Lower North Shore, instilling a sense of pride and belonging in their community and helping students learn what life is and was like on 'the coast' led the **Harrington CLC** school to collaborate with the **Mecatina CLC** school in the development of the 'C is for Coast book and story bag.

This intergenerational literacy project is a compilation of poems, drawings and word definitions – some very unique to the Lower North Shore. Many of the words are defined in 3 languages: English, French and Innu. Do you know what a 'ballicatter' is? What about a 'bakeapple'? If you answered no to these questions, then you need to contact the Mecatina CLC and get a hold of this book, it is full of local content and photos.

Numerous community partners are involved in the project and it is through such collaborations that schools can help alleviate the isolation that is an everyday reality for those living on the Lower North Shore. Integrating and involving community partners in various ways improves schools, strengthens families and helps students succeed in school and in life. Without the involvement of numerous community partners this project would never have become reality.

The project, which began initially just as a book, has now expanded to include a story bag, a tool which is being used to promote the book and the value of literacy from a very young age.

Tshimuan / rain / pluie
Trout / matamek / truite
Teaberries / pineuminana / petit thé (anisette)
Tundra: a vast, nearly treeless plain.
Tilt: a shelter made from layering boughs over a sloping frame of small poles.
Labrador tea: a plant grown locally from which tea can be made.
A favorite tea tradition is boiling the kettle in the woods or along the shoreline above an open fire.

Tt








T is for tshimuan, tundra and tea berries.
For traditions we love to do every year.
Trails, toboggan, tilts and trout fishing
in Tête-à-la-Baleine and La Tabatière

2014-2015 HIGHLIGHTS

ONCE UPON A MEMORY

This multi-school intergenerational literacy project is a partnership between **Quebec High CLC** school, St. Foy Elementary School and [Voice of English Quebec \(VEQ\)](#). Project organizers wanted to help youth in the Quebec City area reconnect with their Anglophone heritage.

Today's reality is that most of the families in the three schools are Francophone, but a generation ago, English was the predominant language spoken at home. The 'Once Upon a Memory' book captures some of the heritage and stories of what life in Quebec City was like back then.



The secondary 3 English teachers brought seniors into the school to share their childhood memories with the students. The three generations learned from each other about what living in Quebec City as an Anglophone was like in the past. In English class, the students wrote children's stories based on their interview with the seniors. The stories were then sent to Ste-Foy Elementary School where grade 3 and 4 students did the illustrations for each of the stories.

The book has been professionally printed, with each child and senior involved in the project receiving a copy at a book launch hosted by VEQ.



"...Bridging the older generation with younger ones fosters community pride and a sense of belonging.

This project is about sharing, memories, words and illustrations that all help strengthen our knowledge about the English-speaking community of the past and of the future"

Heather McRae, VEQ Project Coordinator

2014-2015 HIGHLIGHTS

THE MURAL PROJECT



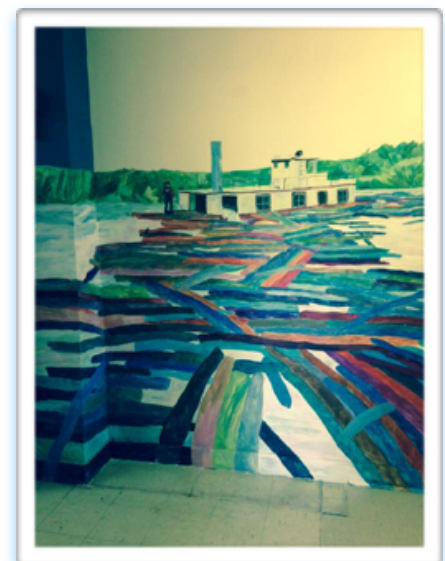
Composite painting of several pictures - the destruction of the Community Centre in the '60's; the harbour with the ships at the dock; the company hotel that burned down and was reconstructed; the streets of the heritage part of town.

In a number of locations, English minority language schools are very small and isolated and face major educational challenges. CLC schools, however, are doing much more than bringing new life to schools. They are perceived in their communities as a valuable resource and "need to be maintained". CLC schools are engaged in or supporting events, activities and programs that directly or indirectly serve to build community identity.

CLC Evaluation - The Quest for Sustainability & Best Practices, May 2015

The **Baie-Comeau CLC** wanted to bring the history of Baie-Comeau to life and that was the premise behind this intergenerational community-based service learning (CBSL) project. In partnership with the [North Shore Community Association's \(NSCA\)](#) 50+ club, a series of historical murals were painted around the school, each depicting a different scene of what life was like in Baie-Comeau during the late 1950s and early 1960s.

Very few Anglophones remain in Baie-Comeau these days, (0.8% - Stats Canada Census 2011), although in the 1950s & 1960s, the English-speaking community made up as much as 50% of the population. The school and community wanted to bring that era to life for the students and help them understand and embrace their Anglophone heritage and culture. Students researched the history of their community and came up with some rough ideas for the murals then met with seniors who were able to add context to the pictures. Together the two generations worked with an artist to create the murals that now grace the halls of Baie-Comeau CLC school.



Logs in the river.

2014-2015 HIGHLIGHTS

BRINGING HISTORY TO LIFE

Little Burgundy, a community in Southwest Montreal, is a neighbourhood that has produced several talented jazz musicians, including Oscar Peterson and Oliver Jones. The **James Lyng CLC** wanted to bring attention to this important part of community history in a project that would celebrate past and current community leaders.

Closely tied to the school's Urban Arts focus, the students watched a documentary called "Burgundy Jazz" which told the story of jazz music and the black community in Little Burgundy. A partnership was developed with many local community organizations, including the Black Community Resource Centre (BCRC), who, in conjunction with the ['Standing on their Shoulders' community heritage project](#), took the students on a walking tour of the community. The students took photographs throughout the community, trying to recreate historical photographs they had been provided with. The photos were collected and compiled together into a book. The project also had an intergenerational aspect to it as the students interviewed local seniors about their life and experiences in Little Burgundy. Each student then prepared the photographs and a short write-up on a location or person featured on the walking tour. The project culminated in the students working with local artists to design a mural which was painted on the exterior wall of the school.

Community-Based Service Learning (CBSL) benefits students while contributing to the development of the local community through project-based activities. It is a well-suited educational framework for CLC schools as it combines the two priority areas of educational achievement and community vitality. Teachers who have taken part in the CBSL activities supported by the PRT stated that these have increased and/or enhanced the offer of CBSL in their school and have made a positive impact on service learning projects in the classroom.

CLC Evaluation – The Quest for Sustainability & Best Practices, May 2015



The **Bringing History to Life** mural on exterior wall of James Lyng High School, celebrating past and present leaders in the community.

2014-2015 HIGHLIGHTS

EMPATHY-BUILDING ANIMAL ADVOCACY

How can students learn about the responsibilities of owning a pet? How can a school help students understand the effects of animal neglect and abandonment? Partner with your local humane shelter to give workshops to students. The **Richelieu Valley CLC**, which includes 5 schools in the region, the SPCA Montérégie and a group of local volunteers worked together to offer an empathy-building animal advocacy program to help students and teachers understand the hardships that abandoned animals face in shelters.

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations to each other. Character training along these lines will result in men and women of broader sympathies; more humane, more law abiding, in every respect more valuable citizens."

National Parent Teacher Association

Directly linked to the broad areas of learning in the Quebec Education Plan (QEP), students learned about the importance of spaying and neutering, how to be a responsible pet owner, and animal neglect and cruelty. They discovered how the health and well-being of animals is very similar to that of humans and that their need for socialization, housing, food and shelter is no different than ours.

After learning about the challenges the shelter faces as a non-profit/no-kill organization aspiring to meet the needs of society as well as the animals, one group of students decided to take action. They made greeting cards as a fundraiser to increase awareness of the issue and raise money for the shelter. The greeting cards brought in \$850 and more than \$700 in pet food and supplies was donated to the SPCA. The students also had the opportunity to visit the shelter, which exposed them to a variety of jobs and skills that relate to working with animals.

This partnership is expanding every year with collaborative activities and projects involving more students. These young people are learning that their actions affect others, and with a little effort they can make a difference.



2014-2015 HIGHLIGHTS

THE BUILD

New Carlisle CLC school (NCHS) has been developing projects that compliment existing dropout prevention strategies. They understand that reaching students as early as kindergarten is crucial, so when an opportunity presented itself for the school to lead a project that would bring students of all ages, community members, non-profits and businesses together, this CLC School jumped on board.

The project: construction of a one-person [Optimist Sailboat](#) and a three-person [Mirror Sailboat](#). This unique project will be the first of its kind to be designed and delivered in Quebec with approximately 85% of NCHS students involved in the project at some point – from ages 6 – 17. This is truly a school-community partnership – with 10 different community partners engaged in some element of the project. The expertise of the New Carlisle CLC school coordinator in engaging partners was a crucial element in the success of this pilot project.

‘The Build’ is a community-based service learning project, which means it is both connected to the Quebec Education Plan (touching upon the broad areas of learning, cross-curricular competencies as well as numerous subject areas) and meets an authentic community need (getting youth implicated in beautification or restoration projects in the town to counter vandalism and property damage).

The long-term objectives of ‘The Build’ are numerous, but teacher Anthony Beer essentially wanted to show his students that learning is a lifelong process, and that what you learn in school has applications in real-life.



Photo courtesy of CASA “The Build Case Study” - June 2015

“It is becoming more and more evident that schools and communities should work closely with each other. All-inclusive school-community partnerships represent a promising network that facilitates interventions to address barriers to learning, enhance healthy development and strengthen families.”

Kristie Larose, Principal NCHS

2014-2015 HIGHLIGHTS

PARTNERING FOR COMMUNITY VITALITY

A health liaison will be located in the **Richmond & Region CLC** School as part of a multi-sectoral project that combines the expertise and resources of the health, education and community sectors.

The liaison agent has been hired to work directly with community members in an effort to improve access to a wide range of services for the English-speaking community. As the agent will be located in the school, they will work closely with the CLC Coordinator therefore facilitating access to front-line resources and services to Richmond students and families.



The Centre de santé et de services sociaux (CSSS) du Val-Saint-François, Townshippers' Association, the Eastern Townships School Board, the Richmond Regional CLC, and the table de concertation ValFamille, have partnered on this multi-sector project with the aim of strengthening the vitality of the English-speaking community in the Richmond area.

Partners and community stakeholders stated that CLC schools:

- improve the lives of individuals and communities through their presence and programming, and
- facilitate the work of other organizations and networks

CLC Evaluation - The Quest for Sustainability & Best Practices, May 2015

"I think having the various programs at the school enables many members of the English speaking community access that they would not have ordinarily. Providing services at the school means many people have access to these services in a location they are familiar with, therefore giving them more chance to attend. It brings the community and school together as a partnership."

CLC School Parent

2014-2015 HIGHLIGHTS

ABORIGINAL CULTURAL EXCHANGE

With a growing Aboriginal population in their community the **La Tuque CLC** school began to develop programming to help create awareness and dispel misconceptions about Aboriginal culture. The goal of this strategy is to help reduce prejudice and bridge the three cultures – English, French and Aboriginal - a community-building project to strengthen the ties between the communities.



This year the CLC partnered with the [Centre d'amitié autochtone de La Tuque](#) (CAALT), bringing in Aboriginal youth (aged 18-25) called 'les Amiskw' to help cycle 2 elementary students learn about Atikamekw culture and spirituality, pow-wows, hunting, birch bark art, and some history as well. The students quickly came to realize that activities such as hunting and ice fishing were as much a part of La Tuque culture as it was Aboriginal culture.

Indigenous culture is an integral piece of the elementary QEP social science curriculum and the hands-on activity of building, decorating and displaying tipis with the Amiskw helped open the student's eyes to the diversity in our province and to learn about the effect that European contact had on Indigenous society. The project culminated in the students' work being displayed in an exposition at the school.

The **Chateauguay CLC** has been working to increase awareness of Indigenous history and culture, and build bridges between the two communities as many of their schools have a significant Aboriginal student population.

In partnership with Kairos Canada and community members from Kahanawake, the [Kairos Blanket Exercise](#) helped cycle 3 students from St-Willibrord CLC School learn about the negative consequences that European settlement had on Indigenous land and culture in Quebec.

Howard S. Billings students worked with the Native Resource teacher to organize an Aboriginal Cultural Day - an opportunity to showcase Mohawk culture to the rest of the school. This included a display of a variety of cultural items, a social justice table, artwork, lacrosse demonstrations, samples of strawberry juice and baked goods, and an array of crafts made by the students.

School and school board staff have also been involved in Aboriginal awareness training to help strengthen the relationship between all students. They quickly realized how much was missing in the Quebec history program and how important it was to better educate students and staff.



2014-2015 HIGHLIGHTS

DRUG AND ALCOHOL PREVENTION

Located in the Gulf of St. Lawrence, the small Anglophone community of Grosse Ile is miles away from resources that many of us take for granted. When the CLC school, its parents and a variety of community members started to become concerned that drugs and alcohol were putting their youth at risk, they knew they had to do something.

With local resources extremely scarce, the **Grosse Ile Community Learning Centre** partnered with CAMI (Council for Anglophone Magdalen Islanders) and the municipality of Grosse-Ile to bring in the Fraser Recovery Program to set up services and resources for high school students and their families. This organization's mission is to educate youth about the dangers of substance abuse, and respond to the needs of those struggling with addiction. Resources were made available in the community and the Fraser team, based in Quebec City, offered one-to-one support to students through Skype.

Partners organized community/parent consultations and awareness workshops for youth and developed a strategy to address the challenge of youth who start drinking at an early age, a habit which often leads to drug use, including synthetic drugs.

Additionally, through a variety of partnerships, funding has been secured to engage a part-time youth animator/support resource person for the coming year to work with the students. This year the program was geared to secondary 1-5, but the school realized that they need to start to address the drugs/alcohol issue at an earlier age, so next year students in Cycle 3 elementary will be included in the program.

It is still too early to assess the impact of this initiative, but the students now feel supported and parents feel the program is a preventative measure that will help their kids stay on task.

"...drug use in Canada is actually less common in larger cities with Canada's major drug problems lying in provinces with more rural communities."

"The isolation of some rural communities creates limited programs and activities for youth to take part in, which can contribute to individuals turning to drugs to seek entertainment. As well, the isolation of rural communities often makes the cultivation and manufacturing of drugs much easier."

[The Council On Drug Abuse \(CODA\)](#)

2014-2015 HIGHLIGHTS

CULINARY TRADITIONS

Joliette High CLC school (JHS) is located in a predominantly Francophone community with a small Anglophone population (0.9% - Statistics Canada 2006 Census), however this was not always the case. Students who attend JHS come from numerous small communities surrounding Joliette, many with a strong multicultural-Anglophone heritage.

In partnership with The English Community Organization of Lanaudière (ECOL), Joliette CLC introduced a traditional cooking project that culminated in the production of a cookbook of old family recipes. ECOL wanted to help students discover and embrace the multicultural background of the Anglophone population in the greater-Joliette region, by engaging seniors to share their memories and stories the students were able to discover what life was like in days gone by.

Students from Joliette High and Elementary schools as well as from Rawdon Elementary participated in this intergenerational project, learning not only how to cook some traditional recipes, but how to interact with the seniors. An additional outcome of this project is the creation of a Cooking Camp that will be held in August in Rawdon.

Students interviewed an elderly family member about an old family recipe, then brought the recipe in to be cooked. The participants often ate the meals they prepared, however some did go to the local Meals on Wheels program, which added a community service aspect to the project.



"I think having the various programs at the school enables many members of the English speaking community access that they would not have ordinarily. Providing services at the school means many people have access to these services in a location they are familiar with, therefore giving them more chance to attend. It brings the community and school together as a partnership."

CLC School Parent

These types of school-community partnerships help raise awareness of what is happening in the schools, build relationships and, in this case also helped to break the isolation that many seniors face living in rural communities.

2014-2015 HIGHLIGHTS

GROW A MEAL

When a teacher asked, “Where do farmers get food from?” the answer from a grade 2 student at **Pierre Elliott Trudeau CLC** school was an eye-opener: “from the supermarket!” Right then teachers knew they had work to do and the ‘Grow a Meal’ project was ‘hatched’. Teachers wanted their students to know they could grow some of their own food even in the city and why it is important to eat locally.

Food education is an opportunity for children to learn about where food comes from and to establish a healthy relationship with food early on in life. In the past, families had backyard gardens or access to a farm belonging to family members. Children picked apples from the tree, collected eggs from the hen house, or harvested beans off the plants. Today, many children only experience food coming from a grocery store.

As schools are places of learning that foster lifelong habits, they are natural places to help reconnect children to the origins of food and, in the process, help them develop healthy eating habits. What could be more exciting for an eight year old than seeing herbs grow from a seed or picking a bean off a plant and eating it? Not only do such experiential learning opportunities connect students with natural food sources, it also makes them more apt to try those foods in the future.

Pierre Elliott Trudeau CLC School is one of 13 CLC schools that operate community or collective gardens.

Teachers enlisted the help of a parent who works in the agriculture industry to give workshops to students and create awareness of where food comes from, how it is grown and what it tastes like. A beekeeper was also invited to speak about the role bees play in food production.

“In the classroom we hatched chickens and taught students how to care for backyard laying hens so they could produce their own eggs. The city of Gatineau allows for 4-6 hens in a yard. We started basil, green beans, lettuce and radishes in the classroom then transplanted everything to an outdoor garden box.” (quote from Pierre Elliott Trudeau CLC school teacher)

The project culminated in a harvest, using the basil to make pesto that they ate on pasta and the lettuce and radishes to make a salad.

Community Based Service Learning (CBSL) is the notion of learning from the local community while providing a service to the community. It is connecting and anchoring education in the community. Teachers who have taken part in the CSBL activities stated that these have increased their understanding of the value of school-community partnerships.

CLC Evaluation – The Quest for Sustainability & Best Practices, May 2015

2014-2015 HIGHLIGHTS

ONE TOMATO AT A TIME

This award-winning food security/collective garden project began as a partnership in 2009 between Culture Alimentaire (Verdun) and the **Riverview CLC** school . The two organizations wanted to do something to address the lack of access to healthy food in their community. After 5 years, partners have come and gone, but the project goals have remained the same: to sensitize the local community about food security, to encourage the development of urban agriculture and to involve the community in the production and transformation of their own food.

This year the project was awarded [Centraide's 'Solidaires Mobilization' Award](#). This project provides an experiential learning opportunity for the Riverview students with more than half the students participating each year - from the CPE and Pre-K to Grade 6. In class the students learn about plant biology and life cycles, health and nutrition, as well as the environment. A variety of education and awareness workshops are also given which introduce the students to gardening, cooking and healthy eating. Community cooking workshops are offered to the public using the produce from the various collective gardens and each week participants take home the meal they cooked that day.

The project is the result of a school-community partnership between Riverview Community Learning Centre School, the Dawson Community Centre and Southwest United Church. Centraide has provided funding for this project.

Results: Riverview CLC School is seeing changes in the attitudes of students towards the food they eat and what they bring to school. Parents are also engaged and are starting to change their shopping habits as a result of this project.

"Families in our community often lacked access to fresh, healthy produce, either because it wasn't readily available in grocery stores or because it was not affordable".

Audrey Ottier, Riverview CLC Coordinator

"This well-rooted project is transforming the community, one tomato plant at a time!"

Centraide

Riverview Roots Schoolyard Garden

- * 10 Classes participated in workshops
- * 150 students were involved
- * 12 weeks of cooking classes offered to the community
- * 500 sq. ft: Size of Riverview garden space
- * 25 assorted vegetables and 10 different herbs were planted

CLC IMPACT

OVERVIEW OF THE CLC EVALUATION: THE QUEST FOR SUSTAINABILITY & BEST PRACTICES MAY 2015

Qu'Anglo recently released its final evaluation report on the CLC Initiative, entitled "The Quest for Sustainability & Best Practices." The full report includes a detailed summary of how CLC schools have progressed, educational and community based outcomes, effective strategies and recommendations.

Here are some highlights from the report:

- * Since the last evaluation in 2010, a majority of CLC schools have demonstrated significant and often accelerated progress, particularly Phase 3 CLC schools.
- * There are strong indications that the CLC approach is having a positive impact on educational outcomes, particularly school climate and student engagement, but also, according to interviews with principals and coordinators, improved school attendance rates and increased participation in extracurricular activities.
- * Resources, partnerships and increased community engagement at CLC schools have been important factors in motivating students to be present at school, and to take part in activities once at school.
- * In many cases, CLC schools are now a place for partners and service providers to get in touch with the English-speaking community, to distribute materials or facilitate referrals.
- * CLC schools are increasingly opening their doors to provide a location for lifelong learning, exercise programs and videoconferences to members of the community who were not traditionally served by the school.
- * CLC schools are perceived in their communities as a valuable resource and "need to be maintained". The majority of respondents of an online parent survey indicated that they value the CLC and three-quarters of respondents (n=1119/1573) stated that it is important for their school to remain a CLC.
- * One of the most surprisingly successful and positive consequences of the CLC initiative is the emergence of new networking possibilities for English language communities. Networks not only include local partner organizations but also regional networks of community development organizations and social service and economic development agencies, mostly serving the Francophone population in the area.
- * The annual average ROI increased from 1.83 to 2.44 between 2010 and 2014, indicating that CLC schools, as a group, have the capacity to sustain partnerships and matching contributions with base funding available each year.

The full report can be viewed online on the [LEARN/CLC](#) website.

CLC IMPACT

REGIONAL EXPANSION OF CLC NETWORK

In 2014-15, after reflecting on nearly a decade of experience working with schools in the implementation of the CLC approach to supporting “educational success and the development of the Anglophone Community in Quebec”, the Steering Committee of the CLC Initiative proposed that a group of CLC schools be supported in extending their coordination support to include multiple schools. This approach aims to enhance the equity and sustainability of the CLC Initiative by providing more schools with access to the resources that can be gained through the CLC approach to family and community engagement.

Strategically, it makes sense to work with multiple schools in the same region, assuming schools have:

- * common partners/networks
- * similar challenges to be addressed through the mobilization of community and partner resources.

Within the CLC network, some school leaders have already started to extend the CLC approach to multiple schools. In the case of the New Frontiers School Board, they have adopted the CLC concept in all their schools and centres. Another example is the Richelieu Valley CLC in Riverside School Board; they brought together five elementary schools whose principals have developed a strong professional learning community. Further expansions across the network are expected in the coming years.

The process of transitioning from a one-coordinator/one-school model to having a coordinator for multiple schools requires a period of reflection and restructuring to support the more complex and increased scope of work. Schools will ultimately benefit from having to work collaboratively to determine a shared vision and aligned priorities. Coordinators will have increased leverage in their networking with partners as they represent a larger student and community population. Overall, resources will be mobilized more effectively and equitably for the support of students, their families and the English community.

Where identified as a priority, the CLC's holistic approach and partnership in collaboratives that are active in family life from 0-5 will enable relationship building with families before children enter school. These relationships can be continued, with CLC school programs supporting parents from their children's early development through the transition from home to elementary school and elementary to high school.

The Framework that was originally developed in 2006 remains the foundation for the regional expansion of the network as it reflects the dual mandate to serve school populations and the surrounding Anglophone community.

THE LAST WORDS....

CLCs are having a positive influence on student engagement, from motivating students who might otherwise be absent to come to school every day, through to greater participation in classroom and extracurricular activities. The CLC has been an important factor in motivating students to be present at school, and in activities once at school.

The most evident contribution of the CLCs with regard to community participation in the school is fostering a culture shift that helps rejuvenate the community's engagement with their schools. For some schools, especially those in communities where English is a very small minority (<5%), this has been very important after many years of existing in isolation from the surrounding community.

One of the most successful and positive consequences of the CLC initiative is the emergence of new networking possibilities for English language communities. Networks not only include local partner organizations but also regional networks of community development organizations and social service and economic development agencies, mostly serving the Francophone population in the area.

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