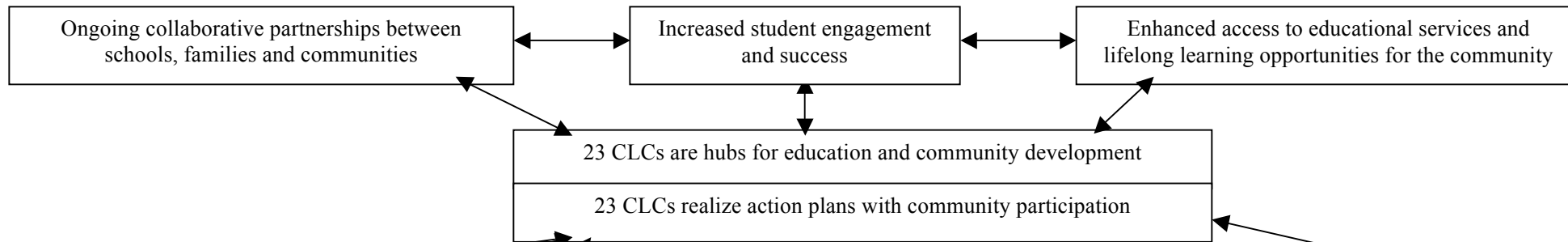
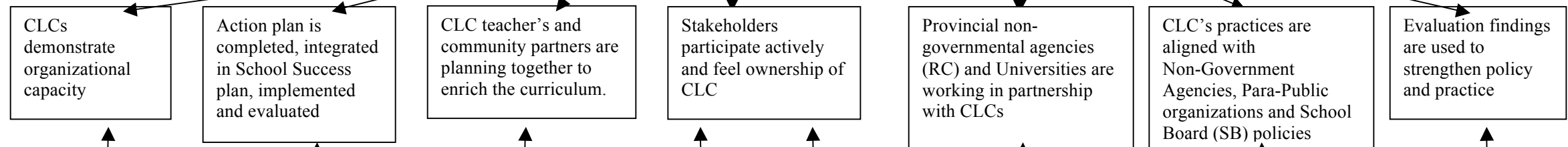


**CLC PROJECT THEORY OF CHANGE  
COMMUNITY VITALITY**

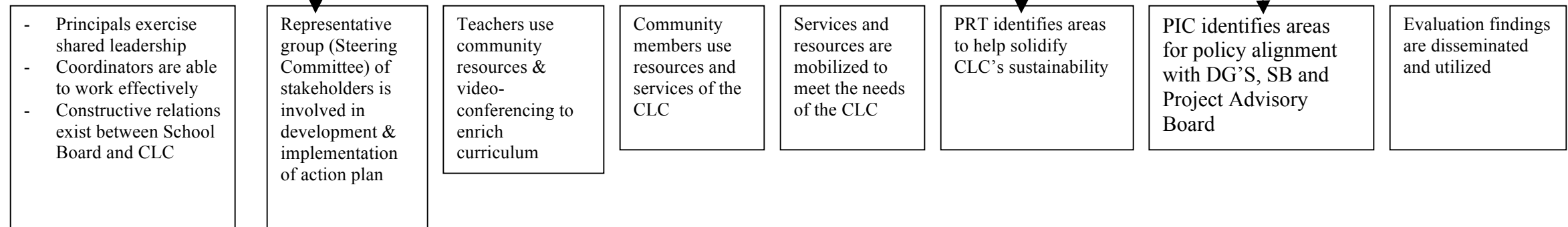
**IMPACTS (3 YEARS AND BEYOND)**



**INTERMEDIATE OUTCOMES (2-3 YEARS)**



**SHORT-TERM OUTCOMES (1-2 YEARS)**



Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
<p><b>CLCs demonstrate organizational capacity</b></p>	<ul style="list-style-type: none"> <li>- Principals share leadership.</li> <li>- Coordinators are able to work effectively.</li> <li>- Constructive relations exist between School Boards and CLCs.</li> </ul>	<ul style="list-style-type: none"> <li>- Principals have capacity to manage new roles under CLC</li> <li>- Coordinators have knowledge and skills to use Guidebook and to develop action plan.</li> <li>- A plan of communication and collaboration is established between CLC, School Board, and PRT.</li> <li>- Principals share their experiences and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Training sessions for coordinators held in Montreal</li> <li>- Individual or group support provided by VCN or in person.</li> <li>- Professional development activities on topics identified by coordinators and principals</li> <li>- Create positive and collaborative relationships with coordinators and principals</li> <li>- Help with organization and facilitation of Steering Committee meetings</li> <li>- Assist in development of action plans.</li> <li>- Develop various project resources (e.g., website, listserv, etc.)</li> <li>- Meet with School Board (SB) representative, principal, coordinator and PRT to define roles and responsibilities and support from SB and PRT</li> <li>- Meetings of principals by VCN or in person to share and build on experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinator satisfaction with the training and support provided by PRT</li> <li>- Coordinator and principal participation in, and satisfaction with, professional development organized by PRT.</li> <li>- Types of training and support perceived as building capacity</li> <li>- Growth in capacity</li> <li>- CLC stakeholder perceptions of the support from PRT</li> <li>- Development of CLC action plans</li> <li>- Use and evaluation of CLC Framework and Guidebook</li> <li>- Extent to which CLC Framework action steps are followed.</li> <li>- CLCs map assets and needs of the school and community and use the data for planning.</li> <li>- Principals' approach to leadership and collaboration</li> <li>- Principals' stated understanding of their roles</li> <li>- No and types of partnership agreements</li> <li>- Use of project website,</li> </ul>	<ul style="list-style-type: none"> <li>- Stability in position of principal and coordinator</li> <li>- Favourable context in school and school board for CLC</li> <li>- CLC Framework and Guidebook provide helpful direction for action.</li> <li>- PRT incorporates feedback from evaluations of training.</li> <li>- Principals communicate CLC concept to staff and students.</li> </ul>

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
				<ul style="list-style-type: none"> <li>listserv and IVC capabilities</li> <li>- Quantity and quality of professional exchanges involving CLC stakeholders.</li> <li>- Strategies perceived to build a learning network</li> <li>- Level of support for learning network.</li> </ul>	
<p>Action plan is completed, integrated in School Success plan, implemented and evaluated.</p>	<ul style="list-style-type: none"> <li>- Representative group (Steering Committee) of stakeholders oversees development, implementation, and evaluation of action plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinators understand and can use CLC Guidebook and organize school-community collaboration.</li> <li>- CLCs invite key partners to serve on Steering Committee.</li> <li>- Steering Committee involves teacher representatives.</li> <li>- A culture of collaboration develops.</li> </ul>	<ul style="list-style-type: none"> <li>- Presence of a PRT member when needed at different stages of the CLC development and implementation process.</li> <li>- Support is adapted to the Guidebook and responds to needs that CLCs and PRT identify.</li> <li>- Support is provided through IVC and in person for individuals and groups of coordinators.</li> <li>- PRT provides support with the development, implementation and evaluation the action plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Range and type of members on Steering Committees</li> <li>- Nature and extent of communication and collaboration between PRT and CLCs on action plan.</li> <li>- Development and nature of CLC action plan.</li> <li>- Impact of support from PRT on development, implementation and evaluation of CLC action plans.</li> <li>- Extent to which partnerships and services address needs identified by school and community.</li> <li>- PRT activities perceived to contribute to implementation of strategies by CLCs.</li> <li>- Student success measures such as improvement in achievement, graduation rates,</li> </ul>	<ul style="list-style-type: none"> <li>- Schools will request support from PRT when desired.</li> <li>- School Board will support an action plan that has been developed by the CLC in collaboration with its community partners.</li> </ul>

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
				attendance, and participation in after school activities.	
<b>Stakeholders participate actively and feel ownership of CLC</b>	<ul style="list-style-type: none"> <li>- Community members use resources and services of the CLC</li> <li>- Resources and services are mobilized to meet the needs of CLC</li> </ul>	<ul style="list-style-type: none"> <li>- Local Organizing Committee (LOC) meetings established at each CLC</li> <li>- Teachers are assigned to Steering Committee and participate in development of the CLC</li> <li>- Community organizations identify and fulfill contributions to the CLC.</li> <li>- Students are involved in Steering Committees</li> <li>- Students involved in the CLC Student Council determine goals for initiative, share experiences and plan projects.</li> <li>- Community members and stakeholders are informed about and support the CLC and its activities.</li> <li>- CLCs develop the capacity to engage parents and community partners.</li> <li>- IVC is available for use by members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings are held with community organizations to explain CLC concept</li> <li>- PRT assists coordinators in making connections to local, regional and provincial organizations.</li> <li>- PRT establishes and coordinates Student Council.</li> <li>- PRT uses IVC to enable CLCs to offer services to parents and community members.</li> <li>- PRT shares resources and expertise on parent and community engagement with CLCs.</li> <li>-PRT Shares resources and expertise on Collaborative Partnerships and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>- Level of stakeholder support for school-community partnership.</li> <li>- Types and range of partnerships developed</li> <li>- Types and number of programs and services developed in key areas (e.g., youth development, parent and community engagement, etc.)</li> <li>- Approaches to parent and community engagement in the school.</li> <li>- Nature and extent of parent and community engagement.</li> <li>- Participants' use of, and satisfaction with, programs and services offered.</li> <li>- Student, family, and community attitudes towards the CLC</li> <li>- Teacher involvement and support for CLC</li> <li>- Support of CLC by community-based groups.</li> <li>- Nature and level of student engagement at provincial and</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are available and prepared to contribute to CLC.</li> <li>- Community organizations are available to contribute to CLC.</li> <li>- CLCs share information on activities with parents and community at large.</li> </ul>

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
				local levels. - Student success measures such as improvement in achievement, graduation rates, attendance, and participation in after-school activities.	
CLC teacher’s and community partners are planning together to enrich the curriculum.	- Teachers use community resources and IVC to enrich curriculum  (This short-term outcome includes several sub-categories: a) teachers continually learn about and design CBL projects, b) a core of teachers has competency to integrate CBL within the school, c) Student success from CBL is recognized.)	- Teachers have knowledge and skills to develop projects - Teachers have the skills to use the IVC - Teachers make links with the community - Teachers share ideas about using CBL and the VCN in a school - School staff is engaged in a yearly CLC activity organized by PRT. - Teachers stay informed about current practice on CBL - Teachers collaborate, share ideas and resources - Teachers collaborate in designing/sharing resources - Teachers have knowledge to develop/integrate projects - Teachers collaborate, share ideas and resources Student evaluation is conducted and results are shared	- Introduce teachers to programs and curriculum currently being offered through the IVC. - Train teachers to use IVC. - Presentation by PRT to school staff - Develop with CHSSN a week of activities on a common theme: Health and Wellbeing. - Common e- area (listserv/website) is created.  - Assist teachers in developing projects and lesson plans. - Help teachers make links to community groups and resources. - Profile and disseminate examples of CBL and IVC projects. - Facilitate activities that engage the network of CLCs. - Support teachers in	- Teacher participation in Steering Committee and implementation of CLC activities. - School staff participation in yearly activity with PRT. - Needs assessment on CBL and IVC is conducted. - Types and range of CBL projects developed and implemented - Teacher feedback through self-reflection tool is completed - Document outlining the connections to QEP and CBL projects is completed by teachers - Teacher participation and satisfaction with IVC training. - Principals support for on-going PD and teacher connection to the CLC - Database of CBL resources. - Teacher participation in, and	- Teachers are interested in learning about CBL and IVC. - Principals show interest and leadership towards CBL and IVC. - Principals are supportive and enable teachers’ participation and development of new practices. - School Board consultants see CBL as an interesting link to the QEP. - RECIT consultant is available to support CLCs. - IVC is available for teachers to meet, plan and implement projects.

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
		<ul style="list-style-type: none"> <li>- School Board consultants support PD for CBL and the CLC.</li> <li>- Steering Committee includes CBL in the action plan.</li> </ul>	<ul style="list-style-type: none"> <li>developing projects with teachers in other CLCs.</li> <li>-Presentations are made to SB consultants</li> <li>- Work with Coordinator and Steering Committee to include CBL in action plan.</li> <li>-Promotional items are distributed to CLC's teachers</li> </ul>	<ul style="list-style-type: none"> <li>satisfaction with, PD on CBL.</li> <li>- School Board consultants support for PD on CBL</li> <li>- Teacher participation in the e-area.</li> <li>- Statistics on collaboration; # of participants, # of schools, subjects/questions raised.</li> <li>- Type of support provided by PRT on CBL.</li> <li>- Teacher satisfaction with technical support from PRT.</li> <li>- Teachers meet and collaborate over the VCN</li> <li>- Student evaluations of CBL projects.</li> <li>- CBL is part of the CLC action plan.</li> <li>- Teachers are sharing lessons and projects on CBL.</li> </ul>	
Provincial non-governmental agencies (RC) and Universities are working in partnership with CLCs	PRT identifies and support solidify CLC's service delivery and sustainability	<ul style="list-style-type: none"> <li>- Resource Committee members and Universities are developing Action Plan</li> <li>- Resource Committee connects CLCs to appropriate resources and opportunities. Resource Committee has identified areas for collaboration and is implementing projects with</li> </ul>	<ul style="list-style-type: none"> <li>- Establish provincial Resource Committee</li> <li>- Hold meetings 3-4x a year.</li> <li>- Disseminate information about Resource Committee member services and activities (via website and other means).</li> <li>- Develop innovative projects with universities and Resource Committee based on a Life</li> </ul>	<ul style="list-style-type: none"> <li>- Types of collaborations and projects created</li> <li>- Perceived impact of collaborations, according to Resource Committee members and CLCs</li> <li>- Types of support provided in establishing collaborations between CLC and regional/provincial partners</li> </ul>	<ul style="list-style-type: none"> <li>- Resource Committee members see opportunities to invest their own resources in CLCs.</li> <li>- Resource Committee members are prepared to identify additional supports and opportunities that may serve CLCs.</li> </ul>

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
		CLCs.	Long Learning approach		
CLC's practices are aligned with Non-Government Agencies, Para-Public organizations and School Board (SB) policies	PIC identifies areas for policy alignment with DGs, SBs, Project Advisory Committee and Resource Committee	<ul style="list-style-type: none"> <li>- School Board has knowledge and capacity to support and sustain the implementation of the CLC's.</li> <li>- Linkages between School Boards and CLCs are established and strengthened over time.</li> <li>- Provincial organization include CLC's in their annual planning</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting with School Board representatives 3x a year</li> <li>- Meetings with advisory Board 2X a year</li> <li>-Develop a ToC with School Board representative</li> <li>-Align CLC'S/PRT strategies with QESBA, CHSSN/QCGN and Community table strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>- Participation of School Board representative in CLC initiative</li> <li>- Actions taken by School Boards and committees to support CLCs in their implementation.</li> <li>- Nature of communication between SBs and CLCs</li> <li>- Processes developed and documented to sustain CLCs</li> <li>- Level and type of support for the sustainability of CLCs.</li> </ul>	<ul style="list-style-type: none"> <li>- PIC has the ability and time to support School Board collaboration.</li> <li>- Other Stakeholders are interested in offering support to ensure viability of CLCs.</li> </ul>
<b>Evaluation findings enhance policy and practice</b>	Evaluation findings are utilized	<ul style="list-style-type: none"> <li>- PRT analyzes findings from reports and identifies and implements ways to respond</li> <li>- Stakeholders (CLCs, PRT/PIC, DGs, SBs, Project Advisory Committee,</li> </ul>	<ul style="list-style-type: none"> <li>- PRT studies reports and memos produced by WestEd and IVC evaluators.</li> <li>- PRT provides feedback to CLCs and project partners on progress towards desired</li> </ul>	<ul style="list-style-type: none"> <li>- No and types of presentations and discussions on evaluation reports</li> <li>- Actions taken by PRT and stakeholders in response to evaluation findings</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholders recognize the benefits of evaluation and can act on the findings.</li> <li>- Evaluation reports enhance knowledge of the functioning of CLCs and offer directions</li> </ul>

Intermediate Outcomes	Short-Term Outcomes	Outputs	Activities, Programs, & Strategies	Indicators	Assumptions
		Resource Committee) identify and implement ways of improving policies and practices. <ul style="list-style-type: none"> <li>- Evaluation Committee produces recommendations for future research, policies and practice.</li> <li>- CLCs implement TTFM and are able to use the data for planning, monitoring and evaluation.</li> <li>- CLCs prepare for and engage in self-evaluation.</li> </ul>	outcomes. <ul style="list-style-type: none"> <li>- WestEd and IVC evaluators provide periodic reports and memos on evaluation</li> <li>- Presentations of reports to CLCs, Committees and other stakeholders.</li> <li>- Dissemination of reports through the CLC network, project contacts and website</li> <li>- Conferences/meetings with policy-makers, practitioners and researchers</li> <li>- Assist CLCs in planning and conducting self-evaluations.</li> <li>- Support CLCs in implementing and making use of TTFM.</li> </ul>	<ul style="list-style-type: none"> <li>- No and range of participants at conference in September 2009.</li> <li>- Benefits and uses of TTFM as identified by CLCs</li> <li>- Extent to which evaluation findings are incorporated into policies and programs.</li> <li>- No and types of discussions and presentations held on CLC project evaluation and IVC evaluation.</li> <li>- PRT uses and reflects on the project theory of change.</li> <li>- Conduct and results of self-evaluations as perceived by CLC stakeholders.</li> </ul>	for policy and practice.