

Mecatina Community Learning Centre



Evaluation Report June 2011



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Executive Summary

This report provides an overview of the evaluation completed at Mecatina CLC for 2010-2011. It consists primarily of ;

- an introduction of the CLC
- an indication of the partnerships developed
- opinions on our newest initiative, the music program
- the continued development of the school & community library
- the impact of the homework centre

The key findings from the evaluation were:

- the majority of partners are satisfied with their partnership to the Mecatina CLC
- parents and teachers recognize that partner contributions have a significant impact on students
- the music program was a success in its first year, and further development is highly anticipated
- participation in library programs is increasing, however the library's sustainability is uncertain
- participation in the homework centre is increasing, and teachers have observed the impact it has on student success and perseverance



Executive Summary Continued

The overall recommendations include:

- To improve communications between partners and the CLC
- To work together and acquire funding equally between partners
- To incorporate the music program within the school schedule for all levels, and to encourage the discovery of a variety of instruments for all ages
- To continue to develop and hang on to the library programs currently in place
- To begin the homework centre at the very beginning of the year

In order to ensure continued student engagement and success, program satisfaction, and the future growth and development of Mecatina CLC, continual program development and attaining sustainability in collaboration with partners will be a priority.



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Introduction to Mecatina CLC

- Established in January 2007
- Situated in Mecatina School in the community of La Tabatiere
- Created a vision, mission and action plan with a steering committee (local organizations, community members, and school representatives)
- Working together with partners to provide programs and activities to meet the goals developed



Mission & Vision

Mission: to be a collaborative organization comprised of united partners working toward the development of sustainable opportunities which promote student perseverance and life-long learning.

Vision: to encourage life-long learning by providing sustainable, safe and motivating opportunities in collaboration with contributing partners, thereby maintaining and improving quality of life within the community.



Target Areas

Education & Life-Long Learning

Recreation,
Arts, &
Culture

Mecatina
CLC

Health &
Well-Being

Community
Development
& Support

Sustainability

What's Happening at the CLC?

Service Based Learning

Intergenerational Projects

Music Program

Badminton

Youth Band/Choir

Floor Hockey

School & Community Library

Drama Club

Community Garden

Craft Corner

Remembering Our Past DVD

Community Quilt

Summer Camp

Parent Workshops

Volleyball

Community Stories

Book Clubs

CLC Spelling Bee

Games Club

Homework Centre

Photography

Video Conferences

Girl Guides

Born to Read

Cultural Exchanges

Traditional Skills

Health Walk



Evaluation 2010-2011

Fields of Intervention

❖ School & Community Partnerships

- questionnaires

❖ Music Program

- questionnaires, focus groups, attendance records

❖ School & Community Library

- questionnaires, attendance records

❖ Homework Centre

- questionnaires, attendance records



School & Community Partnerships



CARS
COMMUNITY AND RESOURCES

GROUPING THE VOICES

What good things are happening now to support underserved activities in your community?

What negative things are happening now to support underserved activities in your community?

Two women are smiling in front of a presentation board. The board has the title "GROUPING THE VOICES" and two sections: "What good things are happening now to support underserved activities in your community?" and "What negative things are happening now to support underserved activities in your community?".

Partners

By working together the partners strive to maintain and develop quality educational, cultural, linguistic, socio-economic, sports & leisure, entrepreneurial, career, and health services & activities which respond to the diverse needs of the school and community at large.



Local Partners

Partner	Nature of Partnership
CDLS	Committee Member / Use of Facilities
Caisse Populaire de La Tabatiere	Financial / Committee Member
Mecatina School & Community Library	Project Collaboration
Junior Rangers	Use of Facilities / Service Provider
Girl Guides	Use of Facilities / Service Provider
Mecatina School	Committee Member / Project Collaboration / Service Provider
CSSSBCN	Committee Member / Service Provider
Community Volunteers	Material Contribution / Committee Member
Quebec en Forme	Project Collaboration / Use of Facilities / Service Provider
Municipal of Gros Mecatina	Financial / Administrative / Project Collaboration
Senior Club	Project Collaboration / Use of Facilities / Service Provider



Regional Partners

Partner	Nature of Partnership
Local Table for Seniors	Project Collaboration / Use of Facilities
Centre Local Development (CLD)	Financial
Coasters Association Inc.	Project Collaboration / Use of Facilities Financial / Service Provider
Quebec Labrador Foundation (QLF)	Project Collaboration / Use of facilities
Quebec en Forme (QEF)	Project Collaboration / Use of Facilities / Service Provider
HSSNPI	Financial
Community Learning Centers (CLC's)	Project Collaboration
CSSSBCN	Service Provider
Commission Scolaire du Littoral (CSL)	Financial



Provincial Partners

Partner	Nature of Partnership
Quebec Labrador Foundation (QLF)	Project Collaboration / Use of Facilities
Quebec Federation of Home and School Association (QFHSA)	Financial / Project Collaboration / Material Contributions
Communities Achieving Responsive Services (CARS)	Project Collaboration
Community Learning Center`s (CLC`s)	Project Collaboration
LEARN	Project Collaboration / Financial / Service Provider
YMCA	Project Collaboration / Financial
Community Health & Social Services Network (CHSSN)	Financial

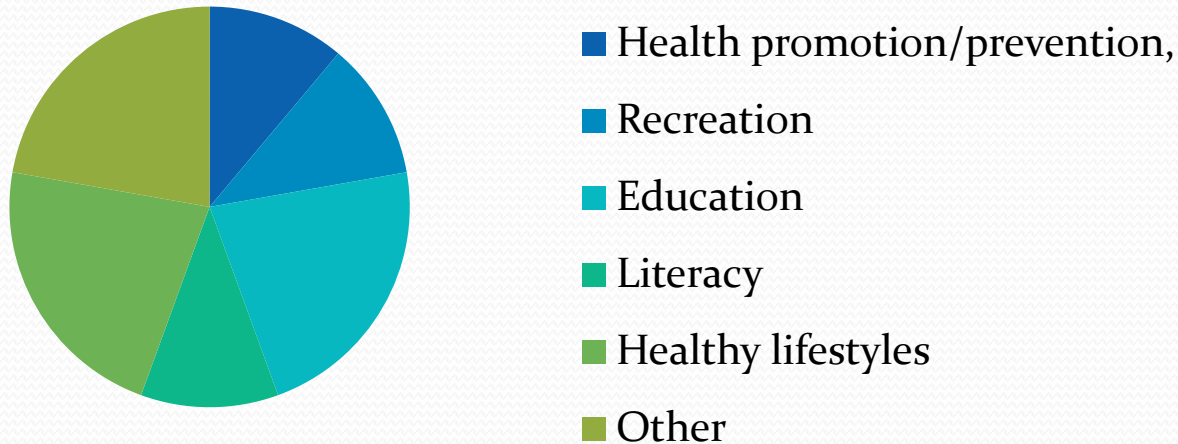


Partner Response

Nine of the thirty two questionnaires sent to partners were completed: 4 local, 4 regional, and 1 provincial

These partners represent the following areas:

Areas



➤ 88% of these partners expressed satisfaction with the partnerships between the CLC and their organization

Partner's Perspective on Roles

Provide to CLC	Receive from CLC
Contributing books and materials for the CLC library programs	Set up and implement emergent literacy activities
Link for social services; healthy lifestyle activities within the school	Access to videoconferencing
Support for projects	Access to information
Access to the community centre	Service delivery
Carry out joint initiatives	Carry out joint initiatives
Promoting and carrying out literacy projects	Valuable local partner providing resources, tools and expertise on the territory
Volunteering in a variety of projects	Steering committee member
Steering committee member	Support from the CLC coordinator

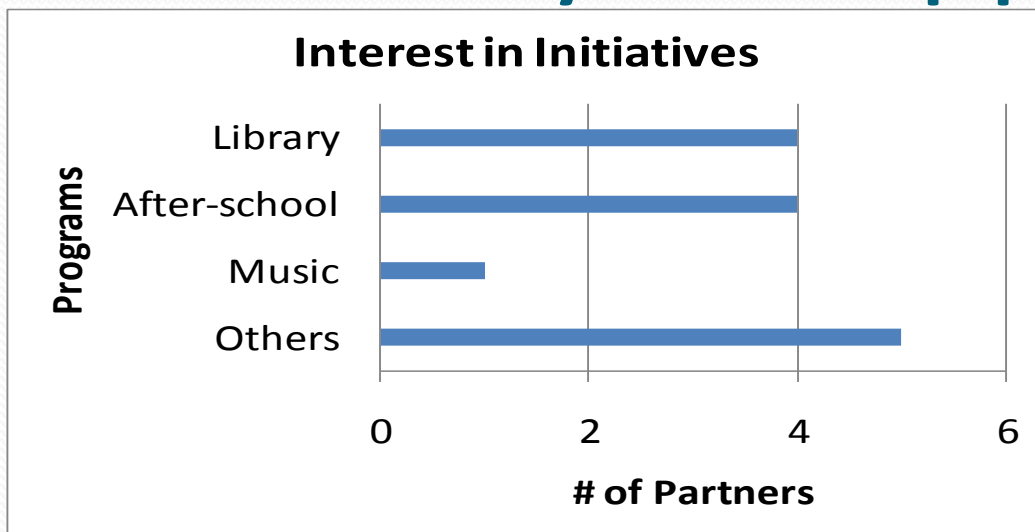


Partner's Perspective continued

Provide to CLC	Receive from CLC
Financial aid, service delivery, advice on programs, promote the CLC's, assist in the development of a sustainable action plan for the CLC's on the LNS	Use of space; use of printer
To support, guide, and provide a framework and the necessary tools to set up and implement emergent literacy activities.	The CLC coordinator is also a member of the Local Action Group
Assist or participate in initiatives that promote healthy lifestyles.	Consultation / Advice
Contributing information to Gros Mecatina Times	
Access to workshops/ training sessions	



Partners Ready To Support



Some suggestions were:

- Monthly calendars
- Hockey
- Promotion of healthy lifestyle programs from the “Panier de Services”(ex. Don’t Laugh At Me; Health Schools; Youth Coalition Against Smoking; Healthy Menu
- Promote and support the development of emergent literacy activities in the community; to support and guide the implementation of emergent literacy activities; and to assure ongoing support and guidance for emergent literacy activities
- pleased to contribute to all of the above mentioned initiatives, granted we have the means to do so(ex. funding, resources, etc)

Partner's Recommendations

- Inform partners of needs
- Local partners working together to obtain funding for common project
- Promote CLSC “Panier de Service” to the teachers and CLC partners
- Supporting and promoting the implementation of emergent literacy activities
- Committee established just to support the CLC's in the region
- An activity to allow us to explore how both groups (students + seniors) could make everyone benefit from each other's strengths
- Be directly informed by fax or e-mail of any new events



Testimonials on Partnerships

❖ Partners are pleased with the affiliation

- *“The partnership between ... has been very satisfactory to date. We look forward to continuing and building on this partnership in the future. ... values the expertise and professionalism of the CLC coordinator and would like to commend the CLC on a job well done.”*

❖ Teachers feel that the partners make a impact on our school

- *“our school is very alive and it is great”*
- *“without their support, students would not benefit from the additional activities/services that have been offered”*
- *“students can see the practical use of projects through partnerships, it helps motivate them”*



Music Program



Music Program

A music program was established in Gros Mecatina, allowing all community members access to musical instruments, equipment as well as instruction and mentoring. Mecatina School and Community Learning Center, along with partners, encouraged creativity and artistic exploration. The goal of Mecatina Schools' music program is to provide a cohesive, developmental approach that emphasizes learning about music, performing music through various activities and mediums, and developing an appreciation for all aspects of music and music making. It is our hope that this approach will create a lifelong appreciation for the Arts.



Music Program Goals 2010-2011

- To offer an in-class music program to elementary students
- To provide secondary students with access to and support for on-line music classes
- To acquire a variety of musical instruments
- To provide students and community members with mentoring and access to a music room
- To create an atmosphere of creativity and enthusiasm around music within the school and community



In-class Music Evaluation Results

Through various classroom activities and playing the recorder, the students (Grades 3 – 6) have learned about several technical aspects of music such as musical notation and instrument classification.

➤ **95% appreciated learning music and having access to the program**

“I appreciate that we have music because if I decided to join music, I will have experience”

“I got to learn how to play different instruments and learn how to read music”

➤ **71% of the students feel that music should be part of the regular education program**

“because music is important and if it isn’t part of school we might never know our talents”

“because music even helps you in math and it is good to know how to read music and play some musical instruments”

➤ **The suggestions for future programs were:**

“Being able to play some uncommon instruments like the chimes, and wind instruments like the trombone”

“Maybe let the students have more choice”

“Ask students which instruments they would like to play”

“For music classes to be every day in the schedule”

“Maybe all the grade 3,4,5,6 and secondary all have music classes”



In-class Music Results Continued

➤ **The students felt that the knowledge they gained was:**

“Recorder notes, how to play music, rhythm names, what a recorder is”

“I know how to read nine different music notes and I know how to play the recorder”

➤ **The students felt the following were successful:**

“Learning how to play instruments”

“That I got to learn lots of music notes”

“Being able to read music”

“The cycle 2 and 3 groups get together more”

➤ **The students found the following challenging or difficult:**

“Remembering the notes, learning new notes”

“Playing the recorder”

“Fingering”

➤ **71% of the students took advantage of the opportunity to explore the musical instruments in the music room after-school**

“I have tried every one in there and they’re pretty amazing”

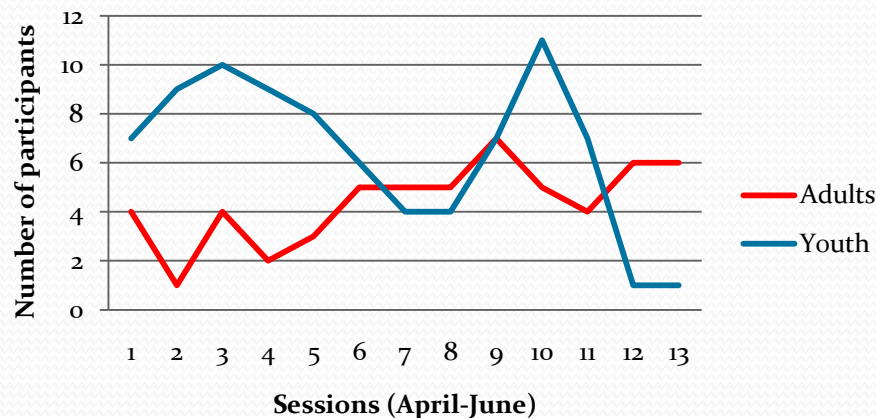
“I went a couple of times and I tried the piano and the drums and I would really like to learn how to play it”



Mecatina's Music Room

Students and community members were provided with access to a room filled with a variety of instruments. A musician was available for supervision and assistance for 1.5 hrs two times a week, in order that both students and adults have an opportunity to explore the instruments and play together.

Music Room Participation Rates



A total of 57 adults attended the music room over 13 sessions; On average 4 per session
A total of 96 students attended over 13 sessions; On average 7 students per session



Mecatina's Music Room Student Feedback

- 100% were pleased to have the opportunity to experiment with the musical instruments

“Bien oui”

- They felt that the knowledge gained was:

“ I learned how to play another instrument”

- Suggestions for future programs:

“have guitar lessons, bass lessons, etc”

- They felt the following was successful:

“trying different instruments

- They felt the following was challenging:

“sometimes putting up with other people and their playing”

* Information derived from focus group with 5 secondary students



On-Line Music Classes

- 7 students registered for on-line music classes through LEARN and MEI (Music Educators Institute) : Fall 2010, 2 enrolled in guitar; Winter 2011, 7 enrolled in piano
- Independent program (working at own pace, outside of regular class time)
- They were provided with a time slot in the music room in order to practice
- A teacher was always available to encourage, monitor , and support their progress
- They sometimes worked in teams, and shared knowledge with their peers
- Created interest amongst other students
- 8 courses (2 guitar & 6 piano) were completed successfully



Recommendations

- Add brass instruments to our collection
- Music should be part of the school schedule
- Give students a choice of which instruments they would like to learn
- More exposure for younger kids to instruments, like the violin and accordion, that are used more frequently by older generations
- Give adults more of an opportunity to experiment with a variety of instruments; to step outside their comfort zone



Testimonials on Music Program

❖ **Students appreciate the musical opportunities available to them**

- *“We have a variety of instruments-I think it made people realize that they should learn music”*
- *“I love music and it would be fun for music to be part of school”*
- *“the music room makes you want to learn how to play more instruments”*

❖ **Teachers feel that the music program has a positive impact on students**

- *“some students excel in the music program, whereas they may have trouble academically. It builds confidence.”*
- *“This program is making students want to be in school. I am seeing a side of some of my students I had never seen before.”*
- *“Students seem to look forward to going to the music room and experimenting with the instruments. They seem to have more confidence in themselves.”*



School & Community Library



Library

- Since April of 2009, the community of Gros Mecatina has been fortunate to have the services of a library animator to provide it's students and community members with access to a variety of activities, events and programs that promote literacy and life-long learning.
- These initiatives extend across all age groups in our community and have been well received and gaining momentum each year.
- While the library flourishes with the love of literacy its financial sustainability is in jeopardy therefore so are its programs.



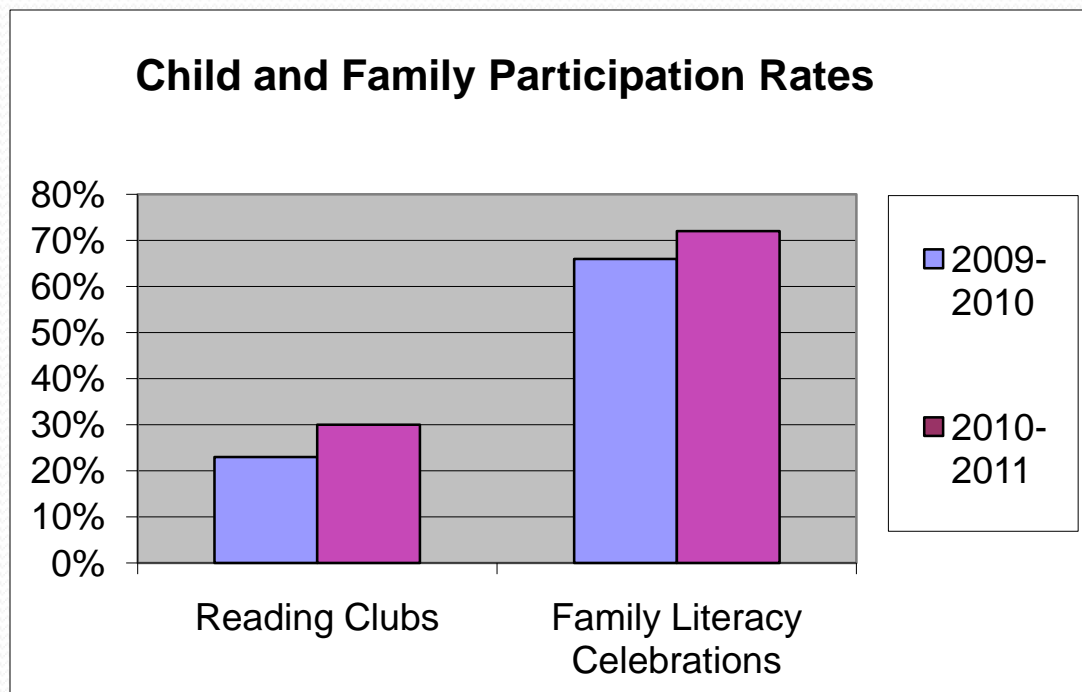
Library Initiatives

Activities, Events, Programs and Services

National Family Week Celebration	Canadian Children's Book Week Event	Computerization of Library Collections
Canadian Library Month Celebration	Family Literacy Day Celebrations	Book Chat Club (Gr. 4-6)
Family Game Nights	Drop Everything and Read	Book Bug Club (Pre K-Grade 3)
Literacy Contests	Born to Read Celebrations	Teen Zone
Family Literacy Bags	Books on Wheels	Snuggle Buddies (Age 0-4, youth & seniors)
Lunch Time Game Club	Community Night	Teacher/Student Support
Fundraising & Grant Applications	Membership Development	Updating Book Collections
Maintaining Library	Inter-library Database Development	Access to computers with high-speed

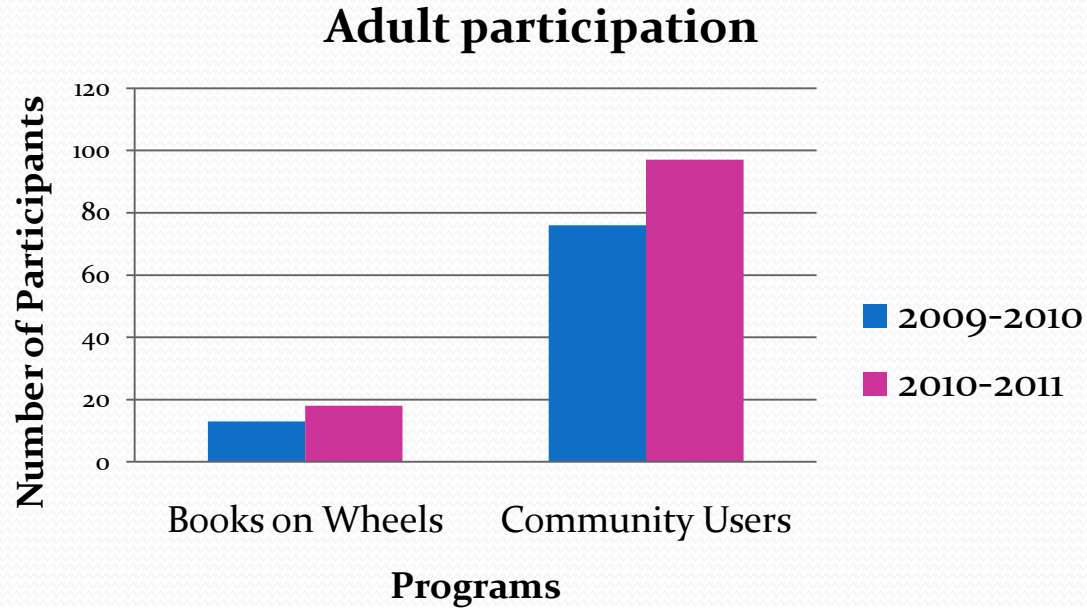


Library Programs Are Growing



- The participation rate increased 7% in the reading clubs for 2010-2011
- The participation rate increased 6% in the family literacy celebrations for 2010-2011

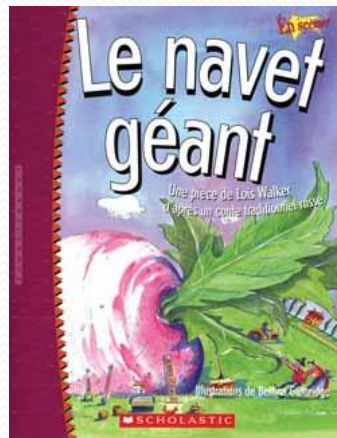
And Growing...



- There was an increase of 5 people in the books on wheels program
- There is an increase of 21 people with community memberships

Recommendations

- Add a French “volet” to the (library) project. Reading French to babies and young children could have a beneficial impact.
- Established programs need to be continued



Testimonials on Library

- ❖ Parents value the activities that are offered

“I like spending time with my children while doing fun activities that also involve learning.”

- ❖ Seniors depend on the programs

“I really enjoy Books on Wheels, and I wish it would continue. Every time we get something good it gets taken away.”

- ❖ Teachers believe that students are more engaged

“Cycle 3 students speak positively about the library activities (both before and afterwards) and seem anxious for their week to come again. Reading is viewed with enthusiasm”



Homework Center

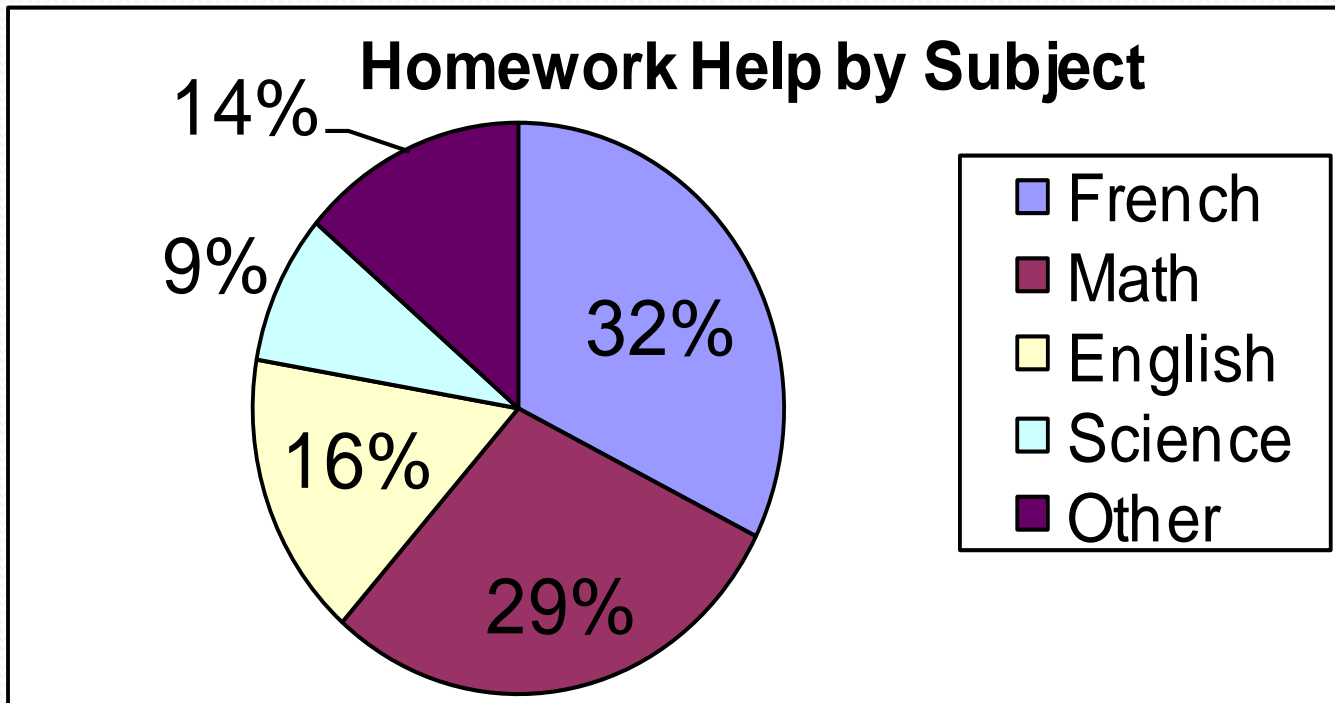


Homework Center

- The extended learning program consisted of two homework support centers; one for primary students and one for secondary students.
- The homework centres began in November and run until June.
- The Homework Centre was open from 3:00 to 4:00 p.m. Monday to Friday.
- Students attended on a regular basis.



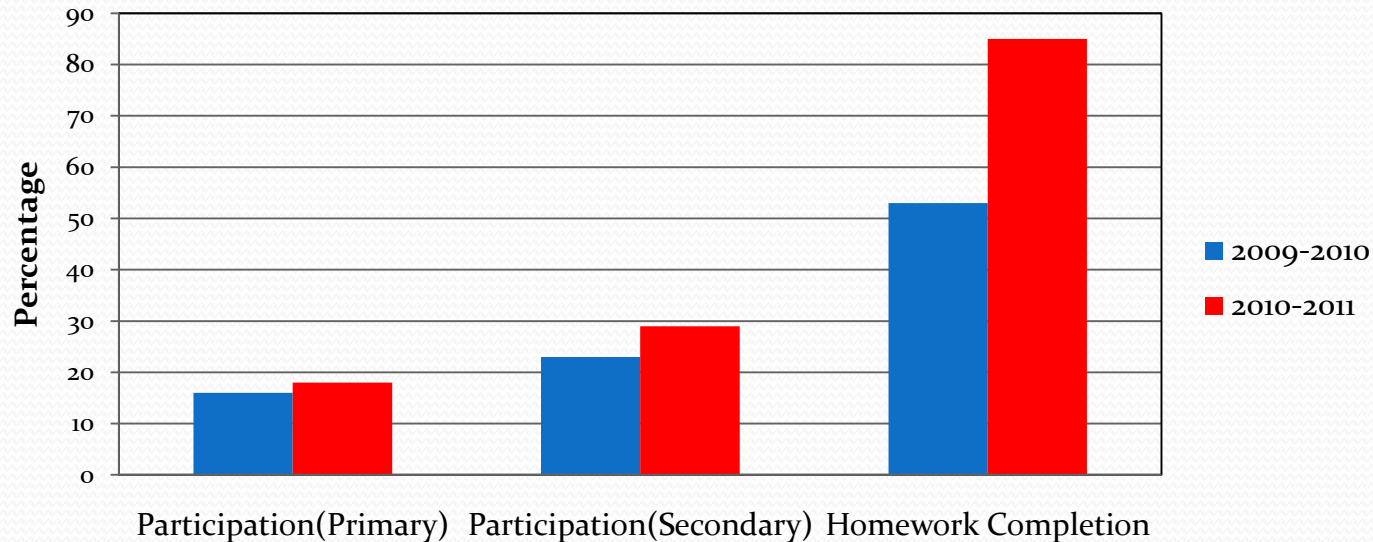
Subject Areas Needing Support



- The subject areas where students required the most help were French and Math

Participation in Homework Centre

Rates of Participation & Homework Completion



- This year the primary homework centre had an average of 5.3 students in attendance each day. This is an increase of participation from 16% (2009-2010) to 18% (2010-2011).
- This year the secondary homework centre had an average of 9.3 students in attendance each day (3 to 19 attending at a session). This is an increase of participation from 23% (2009-2010) to 29% (2010-2011) in a year.
- 85% of the students attending the homework centre completed their homework which is an increase of 32 % from 2009-2010.

Impact on Students

- Helps students develop and form good working habits
- Enables students to be better prepared for evaluation situations
- Provides students with a resource person and tools for completing homework
- Encourages students to work together after school in a learning environment
- Helps students come to class prepared
- Improves students participation in-class
- Promotes students to help other students, a great learning tool

* Information derived from teacher questionnaires



Recommendations

- Start the homework program at the beginning of the school year



Testimonials on Homework Centre

❖ **Students take advantage of the help available**

“helps me get my work done, especially Math”

❖ **Parents feel that it fills a gap**

“it helped my child a few times with homework where I couldn't help her. It was really helpful.”

❖ **Teachers think that it makes a difference**

“Initially, incomplete homework was an issue, but there has been much improvement in this area.”

“homework is being done even before they go home...”



Conclusion

- Partnerships have increased as needed in order to develop projects and programs
- The majority of partners are satisfied with their affiliation with the CLC
- The nature of the partnerships are reciprocal in supporting the common goals; all partners benefit by working together
- Improve communication between partners in order to be aware of needs and events taking place
- School staff recognizes the contribution of the partners and its impact on students
- Overall, students and community are satisfied with the first steps taken in the music program
- The knowledge and appreciation of music is growing, and further development of the music program is highly anticipated



Conclusion Continued

- Participation in wide a variety of library programs has increased
- The sustainability (funding for animator in order to continue programs) of the library is unsure
- Participation in the homework centre has increased with emphasis on help in French and Math
- Students, parents and teachers all recognize the positive impact that the homework centre has on student success and perseverance
- Overall, the CLC is making a significant impact in the school and community it serves by providing opportunities to encourage life-long learning and student success.
- CLC sustainability is currently a huge concern

