



Netagamiou

A Catalyst for Positive Change
Community I

2011 Evaluation Report

Netagamiou School & CLC
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1 - INTRODUCTION OF THE CLC

Netagamiou CLC Vision

The Netagamiou CLC's vision is dedicated to supporting and promoting lifelong learning, growth, activity, services and exchanges that meet the diverse needs of students, the whole community and all partners involved.

Mission

The Netagamiou School/CLC strives to be a catalyst for positive change in students, families and the community by helping to cultivate a culture of lifelong learning, collaboration and capacity. Our mission is to:

1. Equip students and adults with the support, knowledge and competencies required to be actively engaged citizens and to make healthy and balanced life choices for academic and personal success.
2. Support the expansion and development of infrastructures and services to meet social, cultural, and economic needs as well as the sustainable development of our community.
3. Support the collaboration between the school, businesses, community groups and various government agencies to achieve a collaborative community development plan and to use existing resources as efficiently and effectively as possible.
4. Increase parent involvement with the school to facilitate academic and extracurricular service delivery, which will support optimal student success.
5. Establish a self sustaining CLC that will continue to enhance opportunities for our community.

Core Beliefs & Values

The Netagamiou CLC believes that...

- Healthy family environments are crucial to community success
- Learning is a lifelong process
- The strength and vitality of the community depends on informed and engaged citizens
- Creating leadership opportunities for all strengthens our community
- Investing in our youth leads to happier, healthier and more successful communities in the future
- When organizations work collaboratively and share resources the goal of sustainable development can be more effectively achieved

Purpose

The purpose of the Netagamiou School/CLC is to...

- Facilitate access to quality lifelong learning opportunities for all members of the community
- Provide a support system that contributes to the growth and development of all stakeholders.
- Increase awareness and appreciation of the unique culture, heritage and natural resources of our community
- Enhance opportunities for students, parents and community members through the establishment of reciprocal partnerships locally, regionally, provincially and globally.
- Establish a comprehensive and integrated development plan that meets the needs of stakeholders.

Guiding Principles

The Netagamiou School/CLC is committed to...

1. Supporting the holistic development of youth and adult learners
2. Creating a culture that is open and receptive to innovative ideas and approaches
3. Being reciprocal, responding to the needs of *all* partners;
4. A grassroots approach to building our community
5. Recognizing and respecting diversity
6. Coherence from philosophy through to policy and to daily practice

Expected Results

1. Active, engaged and productive citizens.
2. Increased collaboration for sustainable community development.
3. Improved access to and quality of services in relation to education, health, and economic development.
4. Increased parent and school collaboration to support optimal student success.

Netagamiou School/CLC Structure

The Netagamiou School/CLC will be a single site structure (Netagamiou School) that takes an integrative, holistic approach to service delivery, whereby existing structures are transformed so that the whole school becomes a CLC. The CLC will share support and resources with other Commission scolaire du Littoral CLCs as well as other LNS communities as much as resources permit.

Partners & Supporters

The Netagamiou School/CLC developed a dynamic Partnership Network from the beginning that focused on bringing a wide range of partners and supporters together (such as government, local, regional, provincial, organizations as well as individuals: students volunteers, parents) for the support and mutual benefit of our school, community, and each other. Nineteen (19) formal partnership agreements and memorandums of understanding have been signed and more than one hundred and fifteen (115) organizations have offered support, resources, services, etc. to CLC related initiatives as of the date of this report. The level of engagement of each partner varies throughout the year according to their capacity, interest in the initiative, as well as their needs and those of the school/community. Partners serve on the partnership table, the local steering and evaluation committees, as well as other program based committees.

Netagamiou School/CLC (Theory of Change) Action Plan

The Netagamiou School/CLC Theory of Change developed from the 2007 Action Plan was completed in 2008 and has been actively used as a service delivery point of reference. Services and programs were further developed, delivered, validated, and evaluated accordingly with the Netagamiou School/CLC, community and partners.

2 - PURPOSE OF YOUR EVALUATION

The purpose of the 2011 evaluation is to address recommendations from the 2010 Implementation and Evaluation Report for the continuous quality improvement of Netagamiou CLC services and partnerships as well as:

- assessing the impact (benefits, outcomes) of programs, services and partnerships developed in relation to student/youth success

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- determining the degree of participation in CLC programs and services
- identifying and analysing the potential areas of improvement for CLC programs and services

General Program Areas/Initiatives to be Evaluated

The following is a list of Netagamio CLC programs and activities offered during the 2010-2011 year. Although this is not an exhaustive list and some activities cross multiple programs, it offers a snapshot of the diversity and scope of our programs.

Literacy Program

- School Library (Pre K-Secondary)
- Municipal Library (all ages)
- Sleepy Time Story Hour (0-K with their parents)
- Born to Read - QFHSA (infants to 2 year olds)
- Traveling Trunks – Centre for Literacy (Grade 4 - adults)
- CLC Family Literacy Week
- Salon du Livre (2011)

Health & Active Living Program

- Extracurricular Sports Program (soccer, volleyball, ice hockey, floor hockey, track & field, cross country, Quebec en Forme, etc.)
- Healthy Life Skills program
- Healthy Living Adult Exercise class (adults and seniors)
- Canteen
- Smart Start Healthy Breakfast and Snack Program
- 5/30 Health Challenge (2009, 2010, 2011)
- Pink Shirt Day (2009, 2010)

*Arts & Culture Program *Indigenous Knowledge & Cultural Identity Initiative*

- Art, School & Community Project (2009)
- Chevery Festival of the Arts, Conference & Trade Show (2008, 2010)
- Chevery Artist in Residence Program (2010)
- LNS Arts & Culture Guild
- Arts & Sustainability Development Initiative (2009-2010)
- “Y” Not Here? Arts Workshops (2009-2010)
- Painting a New World Mural (2010, 2011)
- SHOMI – Heritage/Oral Histories (2011)
- LNS Author Visit (2011)

Parent Education & Support Program

- Just for Parents Education Program
- Cozy Corner Drop In Centre (2009->)
- Family Literacy Week

Youth Development Program

- Eau-Naturelle Discovery Camp (science, nature, culture, health) (4-12 year olds)
- Tiny Tots Club (0-4 year olds)
- Music Club (primary/secondary)

- Virtual and face-to-face exchanges with other schools (La Romaine, YMCA Exchange, Sleepy Time Story Hour, Healthy Life Skills, Public Speaking, etc.)
- Leadership development through school/community volunteerism & citizenship (primary/secondary, adults)
- Career Quest, Career Fair
- CARS (Communities Achieving Responsive Services – Program is focused on youth development)
- DOVE Sleepover for Self Esteem (2008, 2009, 2011)

Lifelong Learning & Knowledge Exchange Program

- Videoconferences (* see list of videoconference events)
 - o for students
 - o for parents
 - o for teachers
 - o for adults???
 - o for partners???
- Non videoconference based lifelong learning & knowledge exchange programs

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Entrepreneurship, Employability & Life Skills Program

- National Entrepreneurship Day/Week (2009, 2010)
- Netagamioi Career Fair (2009)
- Entrepreneurship Fair (2011)
- Sleepy Time Story Hour
- Quebec Entrepreneurship Contest (Annual)
- Specialized and Non Traditional Careers School/Community Consultation by Centre Emersion

Academic Enrichment/Recognition Program

- Learning Lab (2008-)
- Homework Assistance (2007-)
- Student Afterschool Tutoring (2010-)
- Netagamioi Annual Awards Ceremony (Annual)

SustainABLE (Sustaining Achievement By Local Engagement) Program

- Ongoing advocacy with community leaders and organizations for youth and citizenship engagement, access to information and leadership development
- YMCA Youth ECO Intern Program (2011)
- Project FLOW Science & Technology: Water Testing (2011)
- Reuseable Bags Project

Process/System Evaluation (formative)

- Partnerships, collaboration, creating a positive environment that will positively impact and create a climate for student academic and personal success)... conversations with key partners (How has the partnership advanced partner's mandate???)

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3 - EVALUATION TEAM

Mr. Philip Robertson (Principal)
Ms. Rebecca Monger (Teacher/Parent)
Ms. Shanna Lavallee (Teacher/Parent)
Mr. David Roberts (Adult Education Centre)
Ms. Marie Anderson (Community/Parent)
Ms. Ana Osborne (CLC Development Agent)

4 - DISSEMINATION

Results will be disseminated at the governing board meetings, by email to partners, as well as to community at large on the school/CLC (and possibly community) bulletin boards.

5 - EVALUATION RESULTS AND RECOMMENDATIONS

The areas of focus for the 2010-2011 evaluation were derived primarily from recommendations of the Netagamioi CLC 2010 Implementation and Evaluation Plan. There were a number of recommended areas for follow up evaluation, which were categorized as follows: collective ownership and capacity building; communication; responsiveness; recommendations from students; support to other CLCs and communities; curriculum support and community based learning; parent and community understanding of the CLC approach; literacy program and general CLC success.

In general, a significant effort was made to improve the evaluation process of Netagamioi CLC programs offered by soliciting student and partner feedback for each specific program and/or activity. Although we were not successful in securing feedback for 100% of our programs or from 100% of our partners, the data collected through surveys and interviews provided a better understanding of CLC services in the recommended evaluation areas. This report provides a summary of the key results and recommendations. Please refer to Appendix 1 for a list of programs for which reports were completed as well as Appendix 2 for a list of partner feedback documents.

Collective Ownership and Capacity Building

What can be done to encourage collective ownership of the CLC?

The Netagamioi CLC continues to seek opportunities to encourage collective ownership of CLC related initiatives and to build the capacity of youth and adults. One significant opportunity is the emerging partnership with Concordia University. An application to the Rural Secretariat by Concordia University in partnership with the Commission scolaire du Littoral and other Lower North Shore partners seeks to build knowledge and capacity of all involved.

What strategies can you develop to hand responsibilities for initiatives on to others?

Succession planning, training and mentoring has been consciously promoted but has been slow to implement. One significant example of short term training and mentoring for long term succession planning in school/community project governance was Netagamioi CLCs support to a group of ten Netagamioi School primary students for an application to the Youth Local Initiatives Fund for a community wide vernissage in June 2011. A full project report is planned for autumn 2011.

Shared Leadership

The Development Agent functions as a liaison, resource mobilizer, advocate, and coordinator in the partnership and service delivery development, and the CLC model is a complex one to understand, especially when a “lead from behind” approach taken to promote ownership and capacity building. Efforts to improve community understanding of the Netagamioi CLC role and contributions is an area that will be further explored with students, parents, partners and the community in autumn 2011.

Communication & Responsiveness

Communication continues to be one of the biggest challenges for the Netagamioi CLC; specifically, communicating with students, parents and the community about the results and happenings related to the CLC. Ongoing strategies are used including: posters, radio announcements, newspaper articles, emails, memos sent home and through the mail to the parents/community, reports to the community at public meetings, CLC and community events, as well as through the school governing board meetings. A variety of communication strategies are needed to ensure that the broadest outreach is achieved. Ongoing reports are made to the school and community throughout the year. Meetings with partners, parents and students to revisit the theory of change, action plan and Tell Them From Me survey results will be implemented in autumn 2011. This will be an important opportunity to dialogue with stakeholders about improving communication strategies, responsiveness to school/community needs and increasing leadership engagement of secondary students in particular.

Recommendations from Students

Students shared a number of recommendations for how the CLC and/or the programs and services offered through the CLC Partnership Network might be improved particularly in terms of videoconferencing. A concerted effort was made in 2010-2011 to increase videoconference based learning opportunities for all students and to synchronize the videoconference sessions with the respective course schedule. This helped reduce videoconference bookings during non-related course timeslots.

Support to other CLCs and Communities

Support to and partnership with other Commission Scolaire du Littoral CLCs and non CLC communities continued in 2010-2011, with a presentation at the Coasters Association AGM by the school board Administrator, CLC school board representative and Netagamioi CLC Development Agent about plans for expansion of CLCs on the LNS. Preliminary negotiations for additional and formal support to all LNS schools and communities were initiated with a Coasters Association partnership agreement discussion that would offer financial contribution to the CSL CLCs sustainability.

Curriculum Support and Community Based Learning

Several strategies were put into place to assist in the use of the VCN as a curriculum support tool, namely the continued use of meetings with teachers to identify VCN and community based learning “wish lists”. Once curriculum based needs were identified, videoconferences and community based learning opportunities were researched and implemented with teachers such as but not limited to the YMCA “Youth Eco Internship Program”, Learning for a Sustainable Future “Project FLOW”, and QAHN “SHOMI Oral Histories Project”.

Parent and Community Understanding of the CLC Approach

Feedback from parents was not collected in 2010-2011; however plans are in place to meet with parents in autumn 2011. Ongoing partner feedback was collected throughout 2010-2011 on an activity by activity basis (Refer to Appendix 2 for a list of feedback sources). This feedback is important in terms of

ensuring continuous quality improvement for CLC partnerships and service delivery and to determine the level of participant and stakeholder understanding of CLC concepts and practices, key to the successful delivery of programs and services.

Literacy Program

Although many resources and services were developed with partners under the literacy program, a few additional things were identified by teachers for the 2010-2011 school year:

1. Reading marathons were incorporated into literacy activities twice during the 2010-2011 year, during the 2011 Family Literacy Week programming as well as the CRSBP Côte-Nord Salon de Lire in spring 2011.
2. A QAHN oral histories project had students interviewing seniors and compiling digital stories for the Netagamiou Library and QAHN website.
3. The Francais Langue Maternelle class offered to sponsor the construction of a puppet theatre with funds earned through their entrepreneurship project, so students could make their own stories and put on a puppet show.
4. A book club for adults was not implemented due to lack of volunteer and paid human resources to coordinate it.
5. A monthly class book reviews with the Librarian was not implemented due to lack of volunteer and paid human resources to coordinate it.

Other Notes

In 2007 during the launch of the Netagamiou CLC a parent suggested that the CLC will be a success "if the CLC gives the school and community what it wants and needs". The collective dialogue with groups of stakeholders was not implemented in 2010-2011 but continues to be a priority for the autumn 2011.

This dialogue will help determine the impact of the Netagamiou CLC partnerships from the perspective of CLC service delivery, as well as the broad CLC mandate, being lifelong learning and community development.

Appendix 1 – Program Reports

Chevery FACTS-Arts Camp 2010 Final Report
Employability, Entrepreneurship and Life Skills Program Activities 2010-2011
Family Literacy Week Evaluation Report
FLOW Funding report 2010-2011 Netagamioi School
Gift of Art Fundraising Report
Netagamioi CLC 5-30 Challenge Project Submission Report
Smart Start Program (CHSSN) Evaluation 2011
Soccer Program Project Submission
YMCA Youth Eco Intern 2011 Program Report
Coastal Bank Erosion: Chevery, Quebec 2011

Appendix 2 – Partner Feedback

CFTH Perspective – Film Camp Harrington
Final Evaluation Form of QLF Experience by Interns and Volunteers
HHTA Thank You Message
Netagamioi CLC Partner Feedback Compiled (National Entrepreneurship Week / Entrepreneurship Extravaganza)
Netagamioi CLC Partner Feedback - QLF
Netagamioi CLC Partner Feedback – YMCA YEIP April 2011
Netagamioi CLC Partner Feedback – CHSSN April 2011
Netagamioi CLC Partner Feedback – CSL Memoires
Netagamioi CLC Partner Feedback – FACTS 2010
Netagamioi CLC Partner Feedback – PNW 2011
Netagamioi CLC Partner Feedback – QAHN SHOMI
QLF Intern and Volunteer Self-Evaluation
Rooney Article Film Camp
Youth Employability Forum NCLC Partner Feedback