



St. Lambert Community Learning Center Implementation & Evaluation Report



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Report Purposes

This report has been written at the end of the initial phase of funding of the St. Lambert Community Learning Center. The report is intended to share information and reflections on the implementation to date with key stakeholders: our school board, our partners, our staff and our potential partners. We hope that it will help to clarify questions and concerns and to gain support for our future development.

The implementation and development of the CLCs has been overseen by a Project Resource Team (PRT) based at Learn Quebec. The PRT will be compiling the reports provided by all centers in a provincial report. Collectively, the reports will give interested stakeholders and potential funders an overview of the implementation and evaluation results of the CLC network to date.

Acknowledgements

This report has been drafted by the St. Lambert Community Learning Center Coordinator with the assistance of many people. Administrators, teachers, staff, parents, and community partners have all played important roles in the evolution of the CLC. As with all aspects of the CLC implementation, the PRT members have provided guidance, assistance and support. Your willingness to participate in the implementation of the CLC and the creation of this report has been tremendously appreciated.



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Executive Summary

The St. Lambert Community Learning Center (CLC) was one of the first CLCs established in Quebec in the fall of 2006. The CLC is located in St. Lambert Elementary School which serves an average of 350 families and 460 students annually. The school serves families from St. Lambert, a historically Anglophone community and from Lemoyne and sections of Brossard. St. Lambert Elementary is administered by the Riverside School Board (RSB).

The early development of the center throughout 2007 involved the installation of the video-conferencing system, the hiring of a coordinator and the development of an initial vision and mission. After encountering some early resistance from staff and parents, the CLC was re-launched in late 2007 and early 2008. Throughout 2008-10, the CLC focused on developing relationships with key stakeholders, particularly students, parents and teachers. The Steering Committee that guides the CLC in determining its direction is made up of committed partners from organizations that serve the English community in the area. The mission of the CLC is to increase student success and strengthen the English-speaking community.

The CLC has focused significant effort on developing services for current and future students. In partnership with the South Shore Reading Council and the Montreal Children's Library, the CLC has been hosting the Mother Goose program since the fall of 2008. The program aims to develop parents' awareness of the importance of storytelling, singing and reading with their children to develop early literacy skills. A survey conducted by the CLC in the spring of 2010 indicates that the program reinforces early literacy skill practice as well as benefitting parents and caregivers by reducing isolation in the early years of parenting young children. We recommend that the CLC continue to offer the Mother Goose program and to develop other services to reach out to young families in our community.

The CLC has expanded on the extra-curricular activities offered by the school by more than doubling the number of programs and participating students. Families report that the activities are having the desired outcomes. They particularly appreciate the positive effect of the programs on students self-esteem, the security and ease of having the programs offered at the school and the variety of programs offered. We recommend that the CLC continue to offer a varied program of activities for students throughout the week begin to look at creative ways to offer additional programs, particularly physical activities using other buildings nearby.

Overall, the CLC has now become an integral part of the school and is poised for further expansion in 2010-11. Relationships with partners will be further solidified and new partners should be engaged as the CLC reaches out to more of the English community. The need to develop sustainable funding will be a major preoccupation in 2010-11 as the funding for the initiative begins to decline.



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1.0 Introduction to the Center

The St. Lambert Community Learning Center is located in St. Lambert Elementary School, a 150-year old school in the heart of the small city of St. Lambert with approximately 22, 000 residents. The City of St. Lambert was predominantly an Anglophone community until the mid-1900s when a shift began that increased after the 1970s, attracting more Francophones to this South Shore community. St. Lambert's proximity to Montreal, with easy access to downtown using three of the major bridges crossing the St. Lawrence, makes it an attractive community for residents. The city is part of the CSSS Samuel de Champlain and the Montérégie Region.

St. Lambert Elementary School is administered by the Riverside School Board (RSB), which serves approximately 10,500 students in a territory that covers 7500 square kilometres (RSB Strategic Plan). The school's urban location provides easy access to services and facilities within walking distance, including an arena, indoor and outdoor swimming pools, a curling rink and many parks. It is also located right beside St. Lambert's downtown core which is known as 'the Village'.

The school population comes from St. Lambert and from neighbouring cities, Lemoyne (part of the Longueuil agglomeration) and certain sections of Brossard. During the time that the CLC has been at St. Lambert Elementary, the school population has declined annually by 2-3 %, with an average enrolment of 460 students from 350 families. There are four other RSB schools within 3 km of St. Lambert Elementary, including a high school, adult education and vocational training center (ACCESS) and two schools providing board-wide specialized services for special needs and at-risk students. There is also an English CEGEP in St. Lambert, Champlain College.

The school has traditionally had a very positive relationship with the City of St. Lambert, exchanging services regularly by making the school available as-needed after hours for the city and in turn receiving the use of city facilities and furniture. The Storer Scouts have been using the school for over 20 years in the evenings for their Beaver, Cub and Scout groups.

Parent involvement has been high over the years, with parent volunteers running the library, organizing special events and generally participating actively in school life. The majority of families have middle class income and lifestyle, CEGEP diplomas and/or university degrees. They value education and have high expectations that the school will provide their children with a solid foundation for secondary studies. After graduating from St. Lambert Elementary, approximately half of our students attend private French high schools in the area, with the remainder attending either Chambly Academy, the high school in St. Lambert or Centennial Regional High School in St. Hubert. Eighty percent of the students graduate from the French Immersion program, a program that was pioneered at St. Lambert more than fifty years ago and continues to be highly regarded by parents and educators at the school for its effectiveness in teaching French to Anglophone and bilingual students. Approximately 60% of families speak only English at home, 30% speak both languages and a minority, less than 10%, speak only French at home.



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1.1 CLC Development Process

St. Lambert was in the first group of Centers to be initiated and developed province-wide. The RSB Council of Commissioners approved the initial funding in the fall of 2006. The first coordinator was hired in February 2007. The initial steps of the development process were followed as outlined in the CLC Guidebook around asset mapping and needs assessment, including the set-up of a Steering Committee and the development of a mission statement. The CLC development throughout that time was very internally focussed on students of St. Lambert Elementary.

Efforts to introduce the CLC concept to the staff met with resistance and parents were very concerned about the potential security risks to students of having community programs operating in the building. A number of measures were taken to address these concerns, particularly the installation of a door locking system that prevents people from entering the school through the section of the building where the designated CLC room is located. In November 2007, a re-launch meeting was held with parents from the community who were invited to express their concerns and to map out their vision for the CLC. The meeting was the beginning of a new phase of understanding and development that has since continued.

The first coordinator resigned in January 2008 and was replaced in April 2008 by a coordinator who lives in the community and has children in attendance at the school. The following twelve months continued to focus on the development of the CLC internally, so that the primary stakeholders: teachers, parents, and students, would see the benefits of the CLC and become engaged and supportive. During that time the mission and vision were revisited and a new Steering Committee was formed with more community members and organizations present. A list of the members of the CLC Steering Committee for 2009-10 is included in Appendix 1.

1.2 Mission, Vision, Theory of Change

The Steering Committee chose to keep the mission of the CLC as simple as possible and to reflect both its inward and outward focuses in the statement:

The St. Lambert Community Learning Center's mission is to increase student success and strengthen the English-speaking community.

Our vision includes having connections amongst all of the organizations in the community, creating a network of support for students and their families, and facilitating interaction amongst different age groups and generations. The CLC is a catalyst for community groups to meet and work together, ensuring that the community is aware of their services and able to take advantage of them. For services that are not offered in English already to the community, the CLC will find a partner or service provider to deliver the needed program or activity. The capacity of the organizations will increase, individually and collectively, leading to increased student success, improved access to programs and services in English, and increased



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community vitality. These three long-term desired impacts form the starting point of the CLC's Theory of Change.

Each CLC was asked to develop a center-specific theory of change to articulate the long-term impacts the center would like to have on its community. Having determined the long-term desired impacts, they could then formulate some medium-term outcomes to be achieved by choosing activities that would lead to those outcomes. The development of a theory of change was required by the PRT to ensure that the CLCs would choose wisely where to concentrate their limited resources during the implementation so that the activities chosen would lead most directly to the desired impacts. This model is also consistent with the type of information being required on most grant applications, so developing some capability in this planning area helps the CLCs as they look for additional sources of funding. A copy of St. Lambert's Theory of Change is included in Appendix 2.

2.0 Programs, Activities, and Results to Date

The CLC has participated in activities and lifelong learning opportunities offered through the CLC network and its partner organizations throughout its first three years. The video conferencing equipment that was installed in 2007 became reliably operational in 2008 and has been used to enrich student learning. Annual events hosted throughout the network include National Entrepreneurship Day, Family Literacy Day and Health Week activities. Teachers voluntarily participate depending on their schedules and interest in the topics being presented. They may also seek out content that is free or fee-based that relates to a subject they are studying or a seasonal event for virtual field trips.

Parents have been offered workshops on topics of interest to them, many by the Quebec Home & School Association. We welcome any community member at these workshops and have increased the number of partners who receive the publicity for these events. That said, since attendance is often low and as the coordinator has to be on-site to facilitate and host the workshops, we try to make strategic choices about which ones to offer based on timing and interest in the topic (information that we have from parent surveys). Often the network events have fairly short notice and this limits our ability to inform the community about events. The local newspaper charges for their events calendar at a rate that we cannot afford to pay for regular publicity so we rely on being able to send publicity home with students and through our partner organizations.

As we offer programs and services, we learn a great deal from each experience. We know that parents will attend events when their children are performing or participating in some way. In the spring of 2010, we hosted a CLC Showcase to make parents more aware of the CLC's role. Students who had participated in winter extra-curricular activities performed or demonstrated what they had been learning. Participation was high with over 300 people in attendance including families from the school and preschool families from the community who were invited. The Brossard Chinese School sold Chinese food with proceeds donated to the Telethon of Stars for research on children's diseases. Service providers and partner



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organizations attended and set up booths to make the community more aware of their programs and services. The feedback from the attendees, both service providers and families was extremely positive and we will repeat this event next year. We also intend to create other events that are more inter-generational to reach out to the seniors in our community.

Reaching out to the future generation of families that will attend our school is one of our major goals. Ideally, with any program we offer, we work in partnership with other organizations to develop sustainable programs and services. The Mother Goose program which is discussed further below is an example of the type of programming that we hope to offer more of in future.

2.1 Reaching out to Preschool Families: Mother Goose Rhyme Time

St. Lambert Elementary began hosting the Mother Goose program in the fall of 2008 in partnership with the South Shore Reading Council (SSRC) and the Montreal Children's Library. The program had been offered by the SSRC the year before at a local church with about a dozen families attending. Parents or caregivers bring their child(ren) age six months to two years to participate in a structured program of singing, storytelling, snack and play time designed to encourage parents to develop the skills to encourage the child's early literacy.

Since the first session at St. Lambert, the program has been full every session and has had a waiting list for the twenty places available. The program runs three, ten-week sessions per year. The SSRC pays for the salaries of the two animators, who are trained by the Montreal Children's Library.

Currently, the St. Lambert library does not run any of its early childhood programs in English despite being a fully bilingual library in a city with a population that is about 20% Anglophone. Even for French programs, they do not offer any programs for children under the age of three. For this program, our desire is to ensure that English families who would like to participate in an early literacy program have access to the program in English, but we do not exclude Francophones or Allophones.

In a survey in the spring of 2010, we asked participants questions to learn about the program's impact on them. Fourteen participants completed the survey. Eleven were mothers of the child, three were grandparents. Some of the findings included:

- Word of mouth is the primary way that people have heard about the program with eight parents reporting having heard about it from another parent who participated. Two participants also heard about it from an apprentice who was recently hired from the community.
- Eleven of the fourteen respondents were specifically looking for a program in English.
- The mother tongue of the majority of participants is English (10). Three participants were mother tongue French and one Chinese.
- The majority of participants recalled being sung to as children (12 of 14). Interestingly, although 10 people said their mother tongue was English, their parents sang to them in: Chinese (1), French (4), Creole (1), Yiddish (1) and English (6) indicating that their family backgrounds include other languages than the mother tongues of participants.



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- Reading tended to be done in the mother tongue language. Ten of fourteen participants recalled being read to by their parents, seven in English and two in French. One did not report the language.
- Fewer participants reporting have stories told to them out loud: 6 in English, 1 in French.
- Participants usually attend more than one session. Only one respondent was attending the program for the first time in the spring of 2010. The rest had attended previously with their child or with an older child.
- Attendance in the program is generally high. All of the participants indicated that they intended to continue attending (there were four weeks remaining when the survey was conducted) and ten had attended all of the weeks to date. Absences were the result of conflicts in schedule and illness.
- 100% would recommend the program to others.
- The program was rated high quality by 13 and average/acceptable by one.

Impact of the program on Parents' Skills and Behaviour:

When asked about the frequency that they read to, sang with, and told stories with their children, participants reported reading and singing with their children often even before the program. Only one participant seldom read or sang to the child. The program seems to have the greatest impact on the participants' likelihood to sing with their child with six reporting that they now sing with their child more often than before. Two participants indicated that they would read with their child more often after attending the program. The skill being least impacted is the story telling practice encouraged by Mother Goose. All of the participants said that they would tell stories to their child about the same amount as before attending the program, with four participants reporting that they seldom (less than one time per week) tell stories and nine telling stories often (several times/week).

In addition to impacting parenting skills, the program has other positive impacts on parents. Participants reported that participating in Mother Goose helped them in the following ways:

- ✓ Feeling more confident as a parent or caregiver (4)
- ✓ Decreased isolation (8)
- ✓ Making new acquaintances or friends (9)
- ✓ Enjoying spending time with their child more (10)

When asked what they would change, suggestions included making the story telling portion more interactive and dynamic, including French songs as well as English ones and reading a book instead of telling a story. A quote from the comments section of one parent's survey speaks volumes about how participants feel about the program:

"I love the Mother Goose program! It is so well organized! Early literacy is so important and I am so happy that I had Mother Goose for my little boy."



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Awareness of the CLC and of Community-based Programs and Services:

Only three participants reported that they were aware of the CLC before attending the program. This is not surprising given that the CLC is still in its infancy stage and that making contact with the English community that does not have children in school is a challenge. Ten of the participants indicated that the CLC has made them more aware of services in the community through the sharing of information about programs and services available for young families. Eight of the participants plan to send their children to English public school, half to St. Lambert Elementary and half to other schools. Two reported that they did not have eligibility and the others left the question blank (2) or intend to attend French public school (2).

Recommendations based on Evaluation:

The Mother Goose program benefits participants by developing important skills in early literacy and decreasing caregivers' isolation and should be continued. The addition of a program for older students that continues to build early literacy skills and exposes them to school would benefit the children and the school system and should be explored.

2.2 Intensive Evaluation Focus: Extra-Curricular Activities for Students

Each CLC was asked to evaluate one program area in-depth. We chose extra-curricular programs as they had been a significant focus of our CLC in developing services for families.

Background

St. Lambert Elementary has been offering extra-curricular activities at lunch for more than a decade. Parents of the school had originally organized for a few service providers to offer enrichment activities for students during the lunch hour. After-school activities were offered by individuals or companies who approached the school and were approved to use the space. When the CLC began organizing activities, there were five or six activities offered during the lunch period and one or two after school.

Beginning in the fall of 2008, all activities were publicized in one program and the number of programs offered was doubled. Activities were, and continue to be, selected based on feedback from parents, students, and staff. Our program is designed to minimize the cancellation of courses, reducing disappointment for students who have registered for those activities and reducing the administrative burden. We aim to include a variety of opportunities for all age groups. The activities included in this program evaluation are only ones that are organized in the CLC Extra-Curricular Activities program issued each fall and winter. A copy of the Fall 2009 program is included as an example in Appendix 3.

At the time that the present coordinator took responsibility for programs, only students who paid for programs could participate. Through arrangements with the service providers, we have ensured that free spaces are available in every program and have made our parents aware that they may request a free placement if their child could not otherwise participate. The number of students participating in the subsidized program has increased by about 25% per session as parents became more aware of and comfortable with the idea. Additionally, in the winter of 2010, we were able to subsidize places for students through the MELS homework assistance grant. Teachers identified students who could benefit from participating in a



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program to address a variety of needs – building confidence, increasing social skills, and exposing them to activities they might not otherwise have an opportunity to try. A teacher whose class includes many of the least affluent students in the school felt that her students benefitted tremendously from the opportunity to participate in theatre class. They loved the animator, and came back to class positively energized and enthusiastic after the lunch activity.

We have learned from experience that students in cycles one and two are most interested in registering for extra-curricular activities. Students in cycle three are more likely to want to spend their unstructured time socializing with friends. They also have many opportunities to contribute to school life in leadership roles and activities that are organized by teachers including the school band, intra-mural sports, and the musical theatre performance.

Purposes of Evaluation

The long-term desired impacts of the CLC are only being superficially obtained and it would be premature to evaluate our success in those broad areas. Each CLC was asked to evaluate a program area that had been a primary focus during the funding period. For St. Lambert we conducted an intensive evaluation of our extra-curricular activities to answer the questions:

-To what extent are extra-curricular activities offered by the school impacting students and their families?

-More specifically, to what extent are we achieving desired outcomes of extra-curricular activities in exposing students to a variety of opportunities to develop their talents, skills and interests?

Evaluation outcomes we thought we might when included:

- Increased self-esteem
- Development of a new skill
- Decreased problems in school in unstructured time
- Decreased family stress
- Better academic performance in the time following activities
- Makes school more fun
- Students appreciate opportunities to socialize in smaller groups
- Making friends across age groups with students who have common interests
- Reduced experiences of bullying/increased perception of safety
- Better overall attitude of students
- Parents perceive benefit to students that is having an overall positive impact on students

Methodology

We used a number of methods to examine the impact of extra-curricular activities offered by the school on students and their families. Records of registration provide us with information about trends in enrolment. Direct observation of activities by the CLC Coordinator and the Extra-Curricular Activities Assistant, observations of animators of the activities regarding student engagement, and observations of teachers whose students have participated all factored into our overall analysis of the impact the activities are having. Surveys are conducted after each activity session for monitoring purposes and to enable us to get feedback and ideas for



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future programming. In the fall 2009 survey, we asked parents if they would volunteer to participate in focus groups in the early winter. The response was very favourable, with almost one-third of parents volunteering to participate. Those focus groups enabled us to capture a significant amount of feedback that is primarily qualitative but that exposed a lot more information about the planned and unplanned outcomes of the activities than the surveys alone.

Findings from the Evaluation

The findings from the evaluation relate to program set-up and benefits to students and parents.

Related to Program Set-Up: Accessibility and Convenience

Records of attendance, observation by the CLC staff, and discussions with animators have all contributed to our understanding of the efficacy of our program set-up. Enrolment in extra-curricular activities doubled in the fall of 2008 with the increase in activities offered and has remained at a very high participation rate in every session since then. Total enrolment in activities exceeds 300 places per session. Some students participate in more than one activity so the 300 places includes approximately 55% of the student body. Attendance in activities is high – only 2-3% of students are absent from activities for reasons other than illness or scheduling conflict on a week to week basis. The system in place for activities ensures that students who are absent can be located and reminded of their activities if they forget. In the 2-3% of cases when students choose to be absent it is nearly always because they want to play with friends in the school yard or their parents chose an activity for them that they are not really interested in.

Parents appreciate having activities available at school. The convenience of having activities take place within or immediately after the school day enables them to:

- get kids to bed earlier
- maintain a calmer schedule
- participate in activities they would not otherwise be exposed to
- have their children participate easily and confidently in activities in an environment that they feel comfortable and secure in with students they know already.

We were very interested to know if parents would source the types of activities we offer outside of school from the city or other private organizations if we did not run them at the school. From the dozen parents who participated in the two focus groups we ran, none would have looked elsewhere for the types of activities their children were doing, even though they felt the child benefitted from the activity. The convenience of having the school set up programs is making a difference to students and families that they value and want to see continue.

Further evidence for the strong desire of parents for coordinated extra-curricular services was seen in the response to our survey question (see Appendix 4 for our Fall 2009 Extra-Curricular Survey) to find out if there was enough interest to start organizing swimming lessons with the City of St. Lambert after school. Of 125 surveys completed, 74 families, or 70% of respondents, answered 'yes', that they would like to have us organize to take the children to the pool for swimming lessons after school. (Unfortunately, for the short-term we are not able to



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provide this service because the City is rebuilding the recreation complex. They have committed to revisiting the possibility when the newly renovated center reopens.)

The problems or challenges identified that related to program set-up included:

- Grouping the students in age groups that are too spread out. Concern was expressed that the age groups do not always work, that younger children are sometimes disruptive to the older students or that they get fewer opportunities to participate depending on the activity.
- Having enough time to eat lunch and participate in the activity at lunch is a challenge but parents would still prefer to have students do activities at lunch.

One significant challenge that we have is access to space. At lunch, we use every available room that is suitable to run an activity when children need to eat in the room. Teachers have been accommodating about having their rooms used for lunch activities but we try to avoid using classrooms as much as possible because of the clean-up required. We have one small gymnasium that is in high demand for sports activities organized by the physical education teachers at lunch and after school. They too, have shown a great deal of flexibility in providing the CLC with access to the space, but in order to develop teams to take to regional tournaments, they need access to the gym several days per week at lunch and after school. This significantly limits the amount of physical activities we can offer. The school yard is also small and it is not possible to use it for activities, so space is our number one constraint. Parents continue to ask us to offer more physical activities, so we are looking for alternatives to meet the space demands.

Related to Student Motivation, Well-Being

Both parents and teachers have reported that the activities are healthy outlets for children.

A teacher reported that after activities, “My kids come back calmer. After Zumba Dance and Yoga, I see a difference with the kids.”

A parent said, “From Karate, my child has gained confidence. He learned the days of the week in order to look forward to the class.”

When asked, ‘What are some of the strongest aspects of the program in your view?’ focus group participants said:

- ✓ Physical activities are great.
- ✓ Yoga will get girls to move their bodies.
- ✓ Having different ages can benefit when the older girls tend to help the younger girls.
- ✓ Cheerleading makes you use your voice so good for self esteem with kids.



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- ✓ Theatre can help kids find their voice as well, karate as well. Kids are allowed to shout.

During the two years that the Coordinator has observed activities and interacted with parents, the karate program has been cited by numerous parents as having had a positive impact on their child's self-esteem. The combination of discipline, physicality and loud but controlled vocal expression appears to meet the needs of boys for self-expression, -discipline and -esteem particularly well. Boys who have difficulty focusing in a classroom setting seem to respond especially well in this activity. When we changed instructors in 2009 because our old instructor moved, both parents and students complained that the new instructor was not as disciplined. After a full day of sitting in class, rather than seeking less structure, the students themselves want an environment that is both structured and disciplined.

Although we do not have data to quantify the impact of extra-curricular activities on discipline, our observation has been that the number of discipline incidents during lunch hour decreases when activities are running. The school yard at St. Lambert Elementary is very small and until the spring of 2010, did not have a play structure for students. Providing alternative activities for students appears to benefit all students to some extent. Discipline problems within the lunch activities are rare. During the past two years, only one incident needed to be addressed by the school administration. Animators consistently report that they enjoy working with our students - they are engaged, attentive and well-behaved in comparison to other groups animators work with.

Recommendations based on Evaluation

Based on the evaluation, overall, we recommend that the St. Lambert CLC continue to offer the broadest, most extensive program of extra-curricular activities possible and that it continue to look at creative ways to locate activities in other buildings in the community as necessary.

Some more specific recommendations to improve the program include:

- Offer programs for kindergarten students only, particularly in the fall session because they are already adapting to a lot of change and need time to get to know their peers and their routines.
- Continue to offer after-school activities for parents looking for an alternative to daycare.

3.0 Conclusion and Overall Recommendations

The CLC has progressed significantly over the past two years. The partners on the Steering Committee have developed strong relationships and are increasingly working together on initiatives. Now that the CLC is seen as an important part of the school by parents, we can look at expanding the scope of the work to include more community agencies. We recommend that the CLC continue to solidify existing partnerships and expand the programs it offers to the community based on an expanded needs assessment process in 2010-11. As the funding for the



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CLC begins to decline, sustainability will be a major preoccupation.



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Appendix 1: List of St. Lambert CLC Steering Committee Members – January 2009

Barbara von Thaden, St. Lambert Parents

Caryn Schacter, REACH Principal

Chantale Scroggins, St. Lambert Elementary Vice Principal

Claude Richard, St. Lambert Parent

Debbie Horrocks, South Shore CEDEC Director

Enzo DiIoia, St. Lambert Elementary Principal

Josie Salvatore, St. Lambert Elementary Kindergarten Teacher

Juan-Carlos Quintana, Development Officer, ACCESS

Lesley Llewelyn Cuffling, RSB Commissioner

Michael Languay, Chambly Academy Principal

Nicole Bianco, Langmobile Owner

Ruth Thomas, South Shore Reading Council Coordinator, Preville Fine
Arts Coordinator

Wendy Maher, St. Lambert Elementary English Resource Teacher

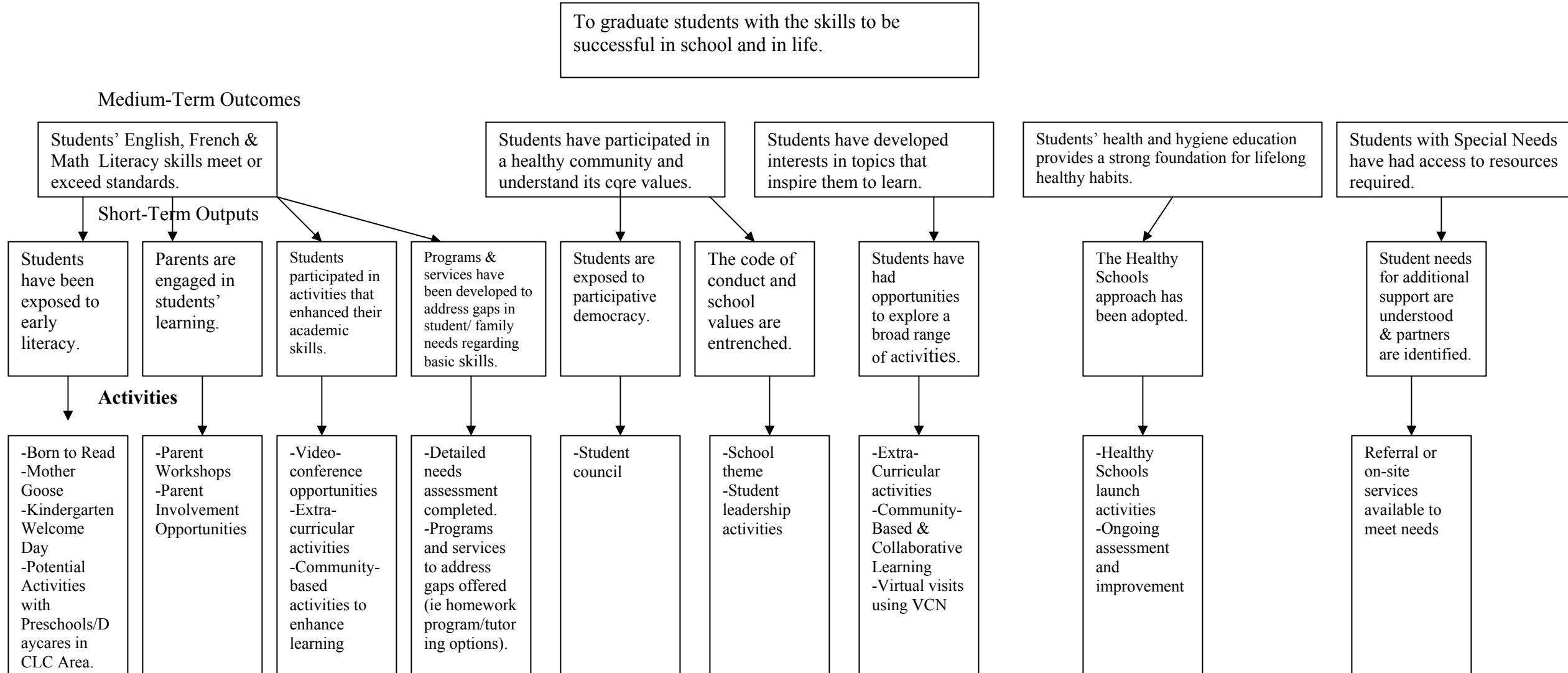


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Appendix 2: CLC Theory of Change

Long-Term Project Impact #1 – Increase Student Success



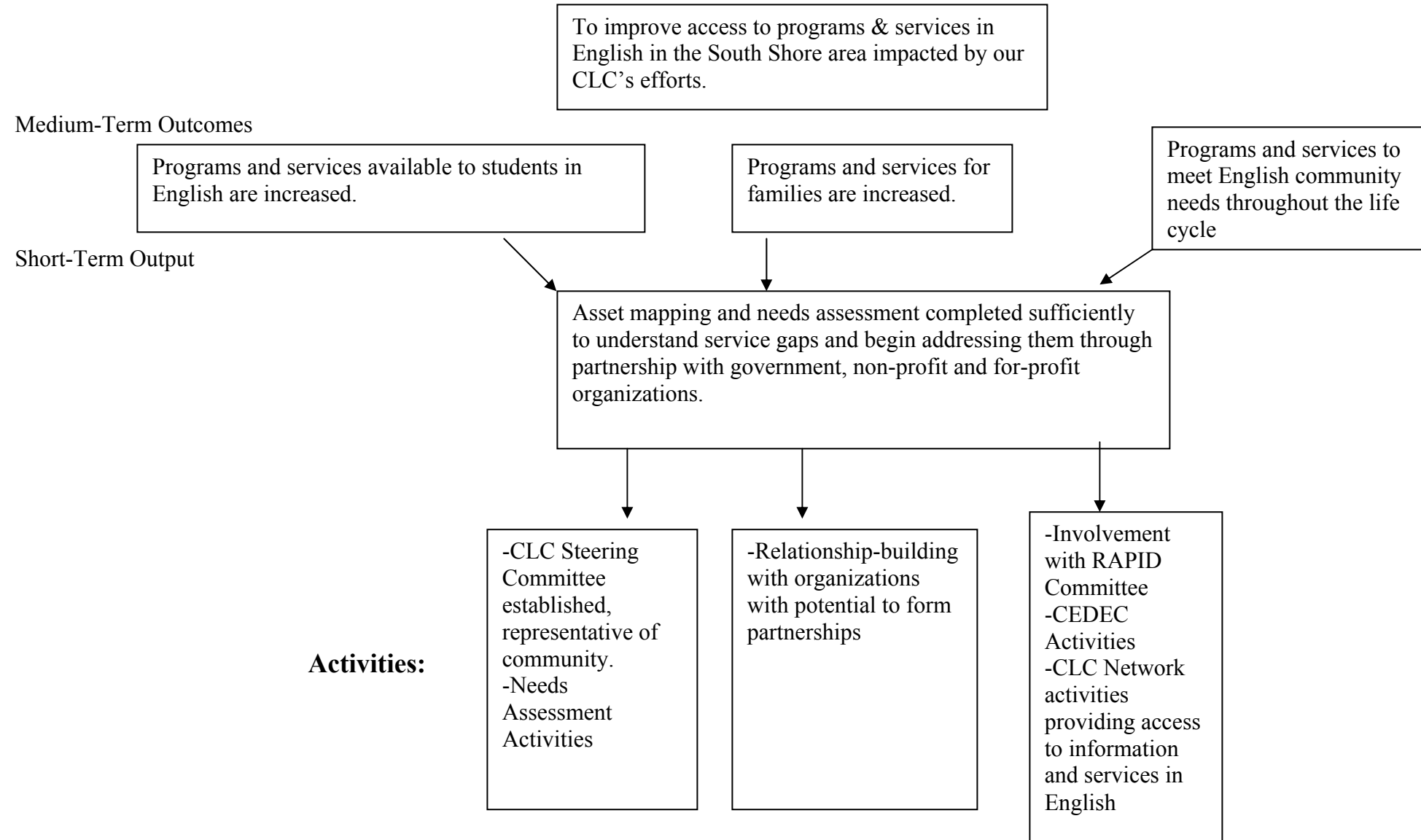


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Appendix 2 Continued: CLC Theory of Change

Long-Term Project Impact #2 – Improve Access to Programs & Services in English



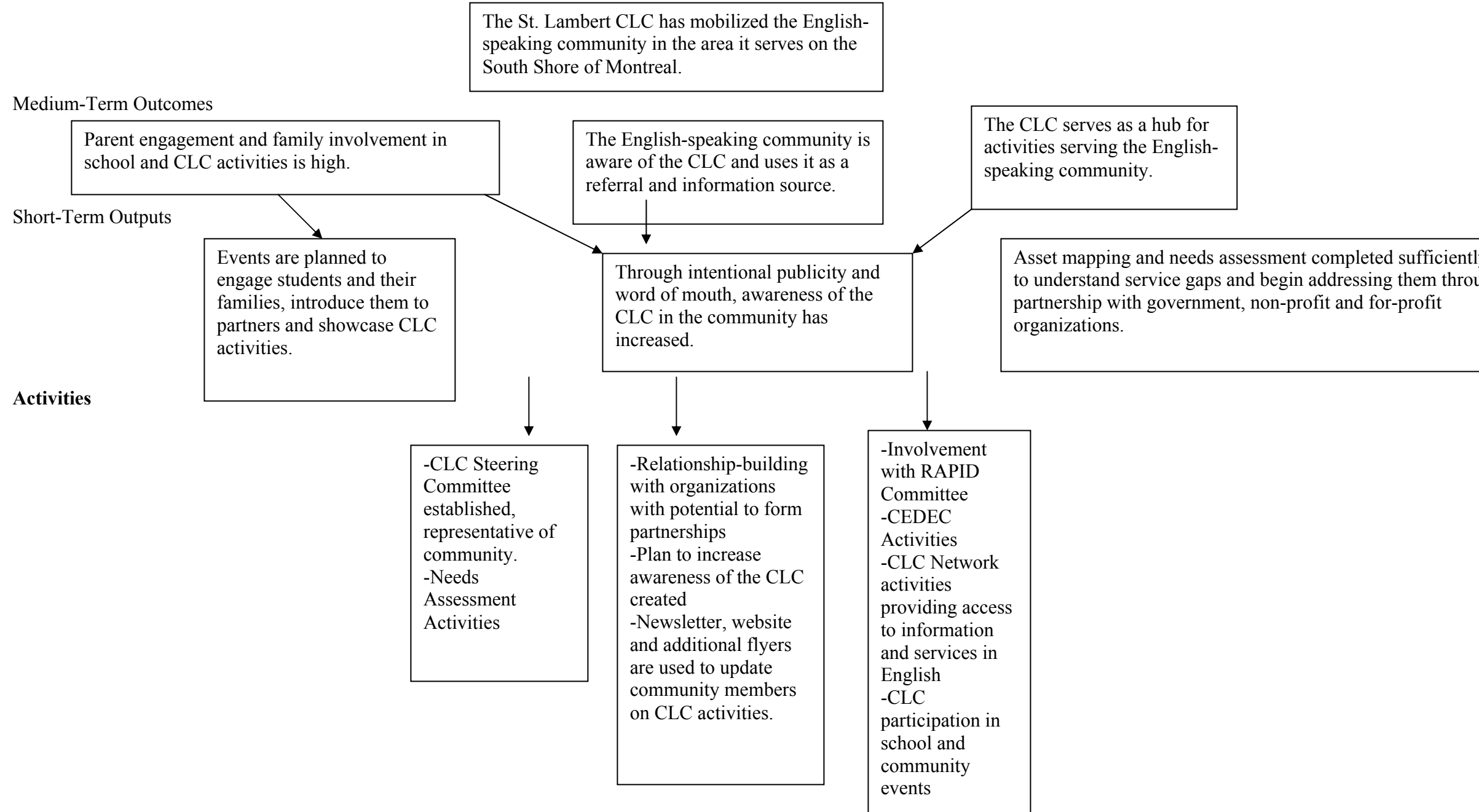


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Appendix 2 Continued: CLC Theory of Change

Long-Term Project Impact #3 – Increase Community Vitality





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Appendix 3: Extra-Curricular Activities Program Example (page 1 of 4)

Dear Parents,

Our fall activity program includes many long-time favourites and some new activities. All lunch and after school activities are listed on the following three pages. Our goal is to provide students with opportunities to try a variety of optional activities that give them a chance to express themselves, to discover new interests and talents, and to have some fun! We offer most of our programs at lunch – the children eat their lunches while the animator begins explaining the activity and then they get to work as quickly as they can. Offering programs at lunch ensures all of our students can participate and learn. That said, we have limited space and certain programs fit in better after school.

We are actively working to find more options for our students to expand their talents at little or no cost to parents. Our cycle 3 students, in particular, will have a number of opportunities to develop leadership skills through other programs, including Acti-Midi recreation leadership, student council, school band, and website and photography groups. We also hope to develop more activities involving seniors in our community and to develop more physical activity programming in collaboration with our city. We'll keep you updated on new developments throughout the year.

Please return completed registration forms with payment by Tuesday, September 22nd.

Important Reminder: Students need a **packed lunch** (no cafeteria tickets or purchases) on days when they have lunch activities so that all of the students get to learn for the maximum amount of time. We understand that you may have ordered lunch for your child for the last three days of September – we'll make an exception to the packed lunch preference for those days.

Registration and Payment Instructions: To register your child for all Lunch and After School Activities, please complete the St. Lambert Extra-Curricular Registration Form that is included with this brochure. Please attach your payment in the form of cash or **cheque payable to St. Lambert Elementary**. The only **exception is the Conservatoire's music lessons**, please use their form and payment instructions, also included.

In each of our activities, we reserve a space for a child in need of a subsidy to cover the cost of the program. To apply for a subsidized place, please complete the registration form and return it without payment in an envelope addressed to the CLC Coordinator.

*If you have questions or concerns at any time about your child's activities, please contact me.
Best regards,*

Christie Huff

450-550-8002



St. Lambert Community Learning Center Implementation & Evaluation Report



Community Learning Center Co-ordinator

clctlambert@rsb.qc.ca



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Lunch Activities (12:35-1:35 Daily)



Chess 'n Math

Learn to play chess with an animator from the Chess'n Math Association, Canada's National Scholastic Chess Organization, a non-profit whose goal is to help youngsters develop their chess playing abilities in a fun and disciplined environment. The learning program has 9 levels from Pawn to Advanced. Certificates are awarded at the end of the course.

Fridays, Grades 1 - 6, \$65



Introduction to Instruments:

Guitar - Thursdays

Keyboard - Tuesdays

Violin - Tuesdays



Please see the separate page from the Conservatoire Etudes Musicales (CEM) for details. Small group classes with experienced instructors. Students may rent an instrument for the session – an affordable option for trying out a new musical instrument!

Zumba Dance for K-2 Students

Try a NEW and exciting workout for kids. They will follow easy dance steps and movements to fun, popular Latin pop music. This course is intended for students to build up a sweat while they bounce around. The students will follow the instructor's lead and have a ball!

Mondays, K - 2, \$55



Hip Hop for Grades 3-6

Learn to hip-hop dance with your friends. Students will learn the basic steps and apply their skills to a routine with popular music. Build a strong dance skill foundation while having fun!

Thursdays, Grades 3 - 6, \$55

Dynamix Kidvivor

All new activities have been created for Dynamix' program designed to teach students teambuilding, leadership and sportsmanship skills through fun games and team challenges. Win prizes and rewards by working as a team in the Raging River, Lava Crossing, Amazing Maze and more!

Wednesdays, Grades K - 2, \$65



Make Your Own Gifts

Create personalized gifts for family and friends. Paint a jewellery box, personalize a t-shirt decal, make a necklace pendant, customize a picture frame – have





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fun and be creative! Students should bring a photo of themselves to the first class please.

Mondays, Grades 2 - 6, \$25



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Mad Science 'Mad Lab'



Young Mad Scientists are invited to the Mad Lab to answer questions like – ‘What is a wave motion modulator? and What force can defy gravity?’. All curious young scientists will enjoy this ‘mad’ program!

Mondays, Grades 2-6, \$83

MixArts Art & Painting Lessons.

Do you love to paint and create? Explore your creative side with MixArts – be inspired by the techniques of great artists to make your own original works of art!

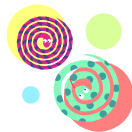


Wednesdays, Grades 1-4, \$75

***Two Grade 5/6 students needed as helpers - will participate for free.**

SHELTOONS "Cartoon Creator"

Sheltoons returns with Session E, Cartoon Creator - learn basic cartooning skills while creating cartoon projects. This session’s creations will include: awesome robots, manga art, cartoon animals in a wild jungle cel painting, 3-D Astro boy and favourite video game characters. Join us for cartoon fun!



Tuesdays, Grades 2-4, \$72

Spanish **OLÁ!**

Based on Langmobile’s fun and creative approach to language learning this introduction to Spanish will be taught in an immersion environment using games, movement and music. Students will learn basic Spanish vocabulary and phrases.

Tuesdays, Grades 1-4, \$75

Teddy Bear World



During this 6-week course, children hand-stuff plush animals and bring them to life, participating in fun-filled activities that celebrate the life of their new friend along the way. Fashion shows, scrapbooking, reading activities and a special birthday party –it will all be beary much fun!!!

Thursdays, K-6, \$70

Learn to Play Smash! Tennis



Develop skills including hand-eye coordination and agility while learning a new sport. The teacher makes learning tennis fun with games and drills kids love. All equipment is supplied.

Fridays, Grades 1-3, \$75

Theatrical Skills Class



Students will be participate in theatre games, improv exercises and camera work, allowing them to explore their imagination and creativity. All Montreal School of Performing Arts teachers are professional actors who have worked extensively in the acting industry

Tuesdays, Grades K-2, \$60

Wednesdays, Grades 3-6, \$60

Yoga

This class is taught with a focus on overall wellness of the body, the mind and the spirit while encouraging environmental awareness. Yoga is proven to improve a child’s concentration, flexibility and self-confidence. Children have fun through guided movements, stretches and breathing exercises.





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K-2 Thursdays, Grades 3-6 Fridays, \$65



After School Activities Stay and Play!



Karate

Our new karate instructor, Alain Martin, will offer Shotokan-style karate for all grades. Learn discipline and self-control while building strength and physical skills.



Beginners: White Belts and Half-White/
Half-Yellow Belts

Mondays 3:45 – 5:00, \$105 for 11 weeks
(Sept. 29 – December 14 *except* Thanksgiving
Monday, October 11th)

Experienced, returning students:

Yellow, Orange, & Green belts
Tuesdays & Thursdays 3:45 – 4:45, \$135 for
10 weeks (Sept. 29 – Dec 10, *except* Thurs,
Nov. 19 Ped. Day)

Recycled Percussion

This dynamic, fun-filled program by Dêzam teaches students the basics of percussion using recycled instruments. Learn to keep the beat, play together as a group, and create your own rhythms. Be both leader and follower and express yourself throughout!

Mondays, 8 weeks, beginning Sept. 28th, \$80 (no class Thanksgiving Mon.)



Rock Band

Learn everything you need to know to start your own rock band! Basic guitar and drum skills (understanding scales on 6-string and bass guitar, basic riffs, guitar maintenance and drum kit set-up) and working together as a band. Most importantly, have fun expressing yourself with music! Previous guitar knowledge would be an asset, but is not mandatory. 8-week class open to students in Grades 5 & 6 beginning **Tuesday Sept. 29th**, 5-6 p.m., in the Music Room, **\$25 materials fee.**



Tennis

Intermediate level with Smash! Tennis

For students with prior tennis instruction, this class will further develop tennis skills through drills and games. 8-week class begins Oct. 2, **Fridays, 3:45-4:45** in the gym, **\$75**





St. Lambert Community Learning Center Extra- Curricular Activities - Fall 2009



Dear Parents,

As part of our mission to increase student success, our CLC designs a program of lunch and after-school activities to give children an opportunity to explore new ideas, learn new skills, and find new and fun ways to express themselves through art, music, movement and more.

Please help us to continuously improve our programs by completing this survey and returning it to school by Thursday, December 10th, *whether or not your child participated in an activity this fall*. Completed surveys will be eligible for a draw for a free activity in the winter session (see back page*).

We have some challenges that are difficult to overcome. After school, our building is actually very busy and we have limited space to do extra-curricular activities, particularly physical ones. One way that we could address this is by partnering with other organizations to use their facilities. The City of St. Lambert is willing to work with us to offer swimming instruction for daycare students after school. Prices will be comparable to other Red Cross swimming programs. We would need at least 20 students to participate so that we could have daycare educators accompany them to the pool. Parents would pick students up from the pool, which is located about 6 blocks from school.



1. Does your child attend daycare? Yes No
2. Would you be interested in after-school swimming classes? Yes No
3. The earliest we could have the children at the pool and ready to swim is 4:15. Depending on pool and instructor availability, we may need to start as late as 5:00. Please circle the days of the week and time periods in the table below that your child would be available to participate.

Day of Week/Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:15-5:15					
5:00-6:00					



4. Our tennis instructor has a bus that may be used to transport students to indoor courts at Sani-Sport for more advanced tennis lessons during the winter or spring. Would you be interested in off-site, after school tennis lessons for your child? Yes/No

Registration is first-come, first-serve. Classes may be cancelled if not enough students register.



St. Lambert Community Learning Center Extra- Curricular Activities - Fall 2009



Are there other off-site or on-site activities that you would be interested in having the CLC organize? _____

We want to make our activity program accessible for all students. **If your child did not participate this session, is there something specific we could change for our next session?**

If your child participated in activities this fall, please complete the following:

Satisfaction rating (1= Very low, 6=Very high)

Activity 1: _____ 1 2 3 4 5 6

Comments about the activity:

Activity 2: _____ 1 2 3 4 5 6

Comments about the activity:

Activity 3: _____ 1 2 3 4 5 6

Comments about the activity:

Activity 4: _____ 1 2 3 4 5 6

Comments about the activity:

Any other suggestions or comments regarding extra-curricular activities:
