



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Mid Year Report – April 2022

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

Also, it is important to note the growth of this cluster as we were added one more 'Point de service' – ACCESS Ste-Julie and the major growth of our online courses which are now regrouped under our Online Campus.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Retention	Through a collaborative process, the challenge identified by the School Success team was retention. This challenge was identified after careful consideration of student profiles and data collected. In 2017, as a baseline ACCESS Cleghorn had a total of 1416 students enter a Vocational program or Adult General Education program and had 254 students leave their studies resulting in a 82% retention rate globally. The intention of the objectives	<ul style="list-style-type: none">➤ Increase attendance with students identified as Requiring support measures➤ Improve literacy and numeracy skills in the adult population➤ Maintain, Promote and Diversify Student Life Activities Reflective of Our Multicultural Clientele and



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Mid Year Report – April 2022

	that were chosen and the strategies put into place to achieve these objectives is to assist a greater number of students in completing their educational projects.	Enriching Personal and Social Relationships
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Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Mid Year Report – April 2022

OBJECTIVE	Increase attendance with students identified as Requiring support measures
INDICATOR	MONTHLY ABSENCES
TARGET	REDUCE BY 5% BY 2022
ACTIONS UNDERTAKEN	<p>Action # 1 Check and Connect¹ Training and Implementation</p> <p>Action # 2 Develop and implement a common tracking system for late and early departures in both AGE and VT</p> <p>Action # 3 Implementation of Harm Reduction Strategies</p> <p>Action # 4 Changing the pedagogical model from traditional to individualized in some programs</p>
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # ACCROCHE TOI – FP (15197) ET ACCROCHE TOI FGA (15166)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Action # 1</p> <p>In January 2021, there was a transfer of dossier, and it was observed that unfortunately, most mentors did not want to continue with this initiative as this was adding to their already heavy load due to the continuing pandemic situation.</p> <p>In order to restart this program, the Mentor Guide was modified to give more flexibility to mentors.</p> <p>Over the years, we have seen that because of the movement of personnel, this has been a difficult initiative to sustain. However, we still believe that it is a worthwhile one.</p> <p>In order to bring more stability to the program, we have decided to assign our newly appointed Social Work Technician, Kelly Waugh, to this program (January 2022). We currently do not have a lot of students supported but the aim is to achieve 10 supported students by the end of the school year.</p>

¹ In *Check & Connect*, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. reference <http://checkandconnect.umn.edu/model/default.html>



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

Action # 2

This initiative has proven more difficult to implement than at first foreseen. Change of personnel and growth of ACCESS pushed the timeline to look at this. In addition, the COVID situation put a halt on our efforts.

2020-2021 This initiative had to be put on the back burner with the growth of ACCESS and the need to concentrate on standardizing practices and ensuring that everyone is trained in the implementation of the new systems (online registration, online signatures...).

Currently, we are using the tools already in place and will be looking at other ways to get the data required.

Action # 3

Our new focus continues to be Mental Health this year.

The Mental Health committee meets regularly and decides on the initiatives to put in place each year. Community members sit on this committee to enrich its expertise and initiatives:

Each month, there is a focus and slides are projected in the cafeteria to raise students' awareness. Some of the subjects covered are: nutrition and domestic violence.

Every year, we hold our Annual Virtual Mental Health Walk to raise awareness. This walk takes place during the month of May. Since last year, we have expanded this activity to be held virtually. It has enabled participation at home but also internationally.

QR code to reach Kelly Waugh, Social Work Technician, is available to help reach all students (learners in the Centre and online). Some students have used it already.

The Anti Bullying / Anti Violence committee is working on a plan that will be reviewed each year. They have been working on developing a survey to send to all of our students to monitor their experiences. This should be sent out shortly. This survey will then be used to determine the objectives and actions to be taken in the Centres.

We have offered two sessions of Zootherapy to our students to help manage anxiety levels, one in March and one in April. This was offered in collaboration with CIJAD. If successful, we are planning on offering more workshops.

Action # 4

Two programs are offered using the individualized approach in VT (Secretarial and Automobile Mechanics)



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Mid Year Report – April 2022

Two individualized courses in AGE (English and History, Math and Sciences)

VT:

Staff attended a training session in 2021 on the individualized model in VT.

By moving to an individualized model in Automobile Mechanics and Secretarial, we have increased our number of students in these two programs:

Automobile Mechanics: Increase of 30% since 2017-2018

Secretarial: Increase of 110% since 2018-2019

5798 - Automobile Mechanics

School year	# students	Total hours in the program	Average hours by student
2017-2018	N/A	N/A	N/A
2018-2019	28	17862	637.93
2019-2020	36	34877	968.81
2020-2021	37	32945	890.41
2021-2022	37	16950	458.11
Total	138	102634	2955.25

5857 - Secretarial Studies

School year	# students	Total hours in the program	Average hours by student
2017-2018	N/A	N/A	N/A
2018-2019	3	708	236.00
2019-2020	19	11397	599.84
2020-2021	45	30834	685.20
2021-2022	36	14104	391.78
Total	103	57043	1912.82

Data recorded as of January 17, 2022

We need to review the model and adjust as it seems that students tend to take too much time to complete the program in VT. This is under evaluation at the moment. The data in the tables above needs to be further broken down to determine how long each student takes to complete the program. We will report on this in our year end report.

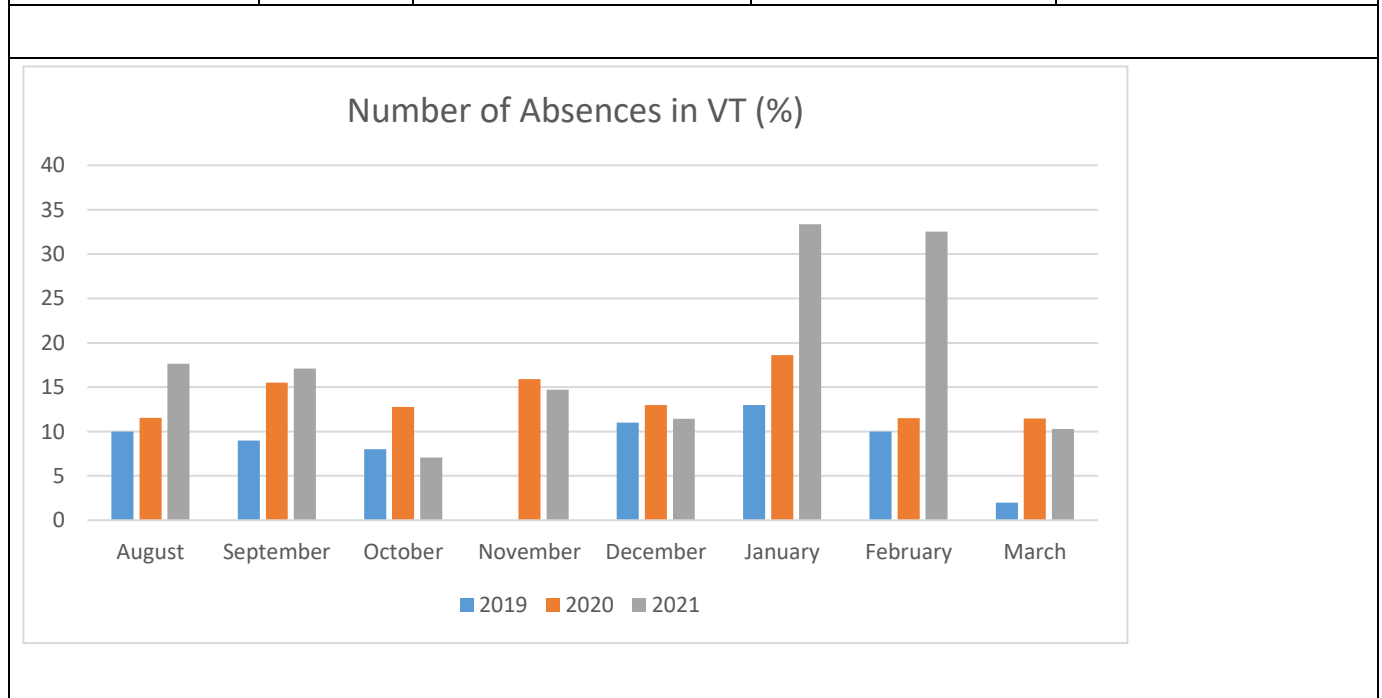


Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

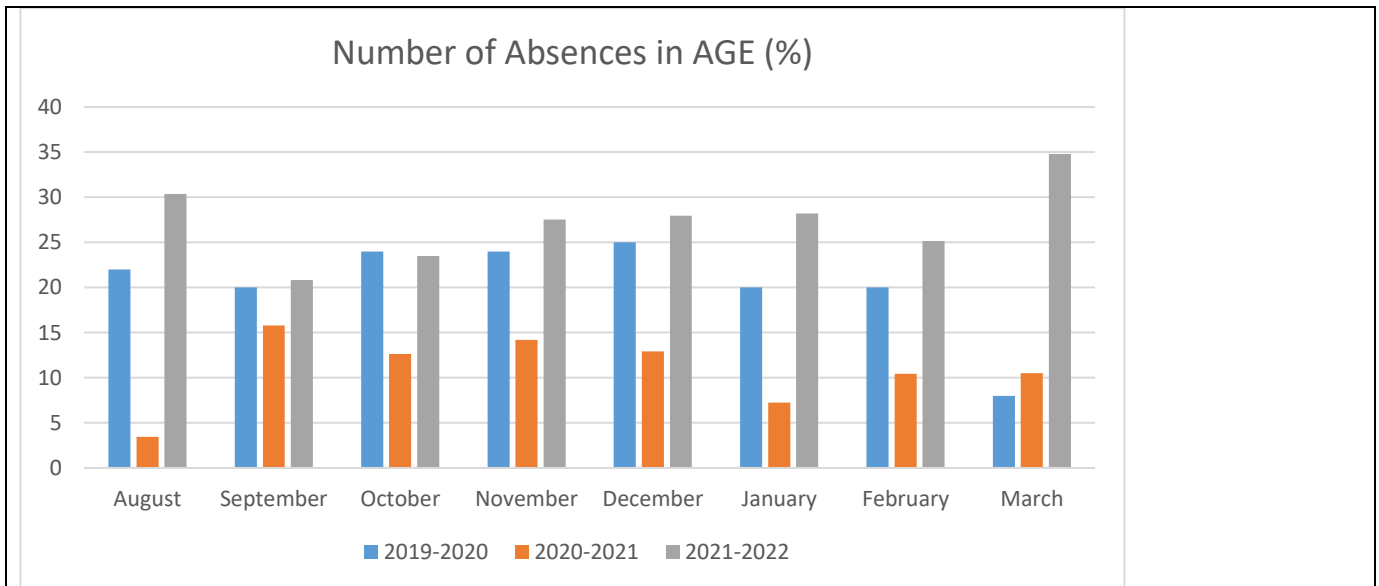
	<p>We have hired a school secretary at Cleghorn. Part of her duties is to invigilate exams to provide extra support to the secretarial individualized classes as well as the Online Campus.</p> <p>AGE: Addition of French individualized in Fall 2021. This addition is still being offered in 2021-2022 school year. We already offer English and Math and Sciences in an individualized format. As AGE is funded on attendance, we do not have the same problem we encounter in Vocational Training.</p>
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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	AUGUST 2019 – FEBRUARY 2020 DATA AGE AVERAGE: 22% VT AVERAGE: 10%	AUGUST 2020 – MARCH 2021 DATA AGE AVERAGE: 11% VT AVERAGE: 14%	MAY 2021 – MARCH 2022 AGE AVERAGE: 26.23% VT AVERAGE: 18.02%	





Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Mid Year Report – April 2022



WE KEPT THE DATA FROM AUGUST 2019 TO FEBRUARY 2022. IN MARCH 2020 UP UNTIL SEPTEMBER 2020, SCHOOLS WERE CLOSED AND THE ATTENDANCE DATA IS NOT REFLECTIVE OF THE USUAL SITUATION.

DIFFERENT ACTIONS WERE PUT IN PLACE TO REDUCE THE NUMBER OF ABSENCES. HOWEVER, THE PANDEMIC SITUATION, HAS SHIFTED OUR FOCUS AND MORE EFFORTS NEED TO BE PLACED ON MOTIVATION OF OUR STAFF AND STUDENTS. WE MUST ALSO CONCENTRATE ON THE WELL BEING OF OUR STAFF AND OUR STUDENTS. SECONDLY, BY MOVING MORE PROGRAMS TO AN ONLINE MODEL, THERE HAS BEEN AN INITIAL EFFECT ON STUDENT ATTENDANCE.

THIS SCHOOL YEAR, THIS SEEMS TO HAVE TAPPED OFF AS TEACHERS AND STUDENTS BECOME MORE FAMILIAR WITH THIS APPROACH AND WE HAVE MOVED TO HYBRID MODELS IN CERTAIN PROGRAMS WHERE IT IS MORE APPROPRIATE (HEALTH, PHARMACY, AUTO MECH, SEM). ACCOUNTING, SECRETARIAL, STARTING A BUSINESS AND PROFESSIONAL SALES ARE STILL BEING OFFERED ONLINE. AGE IS OFFERED EN PRESENCE, AS THIS IS THE MORE APPROPRIATE MODEL FOR THIS CLIENTELE.

NEW STRATEGIES WERE PUT IN PLACE AND IT IS INTERESTING TO NOTE THAT WE SEE A DIFFERENT EFFECT ON ATTENDANCE IN AGE AND VT OVER THE TWO SCHOOL YEARS.

FOR AGE, IN 2020-2021 WE HAVE SEEN A REDUCTION OF THE NUMBER OF ABSENCES DURING THE YEAR. OUR REGISTRATIONS HAVE INCREASED AND THE STUDENTS WERE VERY HAPPY TO COME BACK TO SCHOOL 'EN PRÉSENCE'. THE TYPE OF STUDENT IN AGE PREFERS TO LEARN AT SCHOOL THAN AT A DISTANCE. IN ADDITION, THE EXPERTISE OF OUR TEACHERS IN USING HYBRID MODELS HAVE INCREASED. WHEN STUDENTS HAD TO STAY HOME FOR A PERIOD OF TIME THE SUPPORT PROVIDED ENABLED A SMOOTH TRANSITION. HOWEVER, IN 2021-2022, WE SEE A RETURN TO NUMBERS PRIOR TO COVID REGARDING ABSENCES. WE WILL NEED TO TRY AND IDENTIFY THE REASON FOR THIS TREND.



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

IN 2020-2021 THE VT SECTOR SHOWS A DIFFERENT TREND. ABSENCES HAVE INCREASED BUT STILL REMAIN UNDER THE 20% MARK WITH AN AVERAGE OF 14 PERCENT. IN THE CASE OF VT, WE ARE USING DIFFERENT MODELS. SOME PROGRAMS ARE FULLY ONLINE SINCE THE FALL OF 2020 (SECRETARIAL, ACCOUNTING, STARTING A BUSINESS) WHILE OTHERS ARE PARTIALLY ONLINE AND PARTIALLY AT THE CENTRE (HEALTH, AUTOMOBILE MECHANICS, STATIONARY ENGINE MECHANICS). IN ADDITION, WE HAVE SEEN A HUGE INCREASE IN REGISTRATIONS FOR THE ONLINE CAMPUS (STARTING A BUSINESS, ACCOUNTING, SECRETARIAL). WE CANNOT PINPOINT THE REASON FOR THE INCREASE IN ABSENCES AT THIS TIME BUT BELIEVE THAT FACTORS SUCH AS AN INCREASED **NUMBER** OF STUDENTS, DIFFICULTIES MOTIVATING STUDENTS ONLINE (EVEN THOUGH THEY PREFER THIS MODEL) AND INCREASE IN TEACHING STAFF (NEW TO THE ONLINE MODEL) MIGHT HAVE BEEN CONTRIBUTING FACTORS TO THIS SITUATION. THIS TREND CONTINUES THIS YEAR...



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

OBJECTIVE	Improve literacy and numeracy skills in the adult population
INDICATOR	Number of students who are obtaining 70% or more in Competency 3 in Secondary 5 English
TARGET	AGE – Increase the number of students who are succeeding (70% and more) Competency 3 in English V by 5% by 2022
ACTIONS UNDERTAKEN	Action # 1 Implementation of Step Up to Writing Secondary 1-5. Action # 2 Broaden the implementation of the Step Up to Writing program to raise the level of literacy understanding to other subjects in A.G.E. programs
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	Action # 1 After evaluation and review by the English Team in conjunction with the pedagogical consultant and administration, it was determined that this system, although a great resource, will not be used as a tracking tool. All new teachers should be introduced to this resource as a pedagogical tool and this in all programs in AGE. Action # 2 Some of the components are used in other subjects: Mad World, Sciences.



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<p>79 STUDENTS WERE REGISTERED TO ENG51033 AT ONE POINT IN 2019-2020 IN CENTRE 310.</p> <p>42 STUDENTS WROTE AN EXAM (53.1646%)</p> <p>25 STUDENTS SCORED 70% OR HIGHER (59.5238% PASSED OUT OF 42 STUDENTS WHO WROTE</p> <p>37 STUDENTS DID NOT WRITE AN EXAM (46.8354%)</p>	N/A	N/A	
REFLECTION ON ACTION AND RESULTS				
<p>AS WE DID NOT HAVE DATA IN 2018-2019, WE WILL BE USING 2019-2020 AS OUR BASE LINE.</p> <p>AS STATED IN OUR PREVIOUS REPORT, THE TEACHERS REVIEWED THE PROGRAM AND ASSESSED IT AS A TRACKING TOOL TO ENSURE STUDENT SUCCESS. IT WAS DETERMINED THAT, ALTHOUGH THIS PEDAGOGICAL TOOL IS VERY USEFUL, IT WILL NOT BE USED TO TRACK STUDENT SUCCESS.</p> <p>MOVING FORWARD, WE WILL HAVE A DISCUSSION ON HOW TO BEST TRACK AND AFFECT THIS INITIATIVE.</p> <p>A LITERACY DIAGNOSTIC TOOL (READ FORWARD FROM MINISTRY OF ALBERTA) IS BEING PILOTED IN THE ENGLISH CLASSES (2021-2022). IT IS CURRENTLY UNDER EVALUATION TO DETERMINE IF THIS WOULD BE A BENEFICIAL TOOL TO HELP STUDENTS SUCCEED.</p>				



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

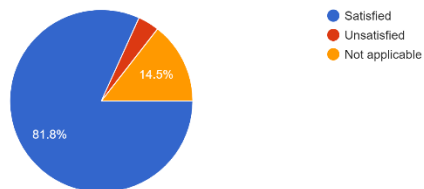
OBJECTIVE	Offer a welcoming, safe and caring living environment that fosters discussion, communication
INDICATOR	Student involvement and overall satisfaction with school life.
TARGET	To be established 2019-2020
ACTIONS UNDERTAKEN	<p>Action # 1 Develop and administer a satisfaction survey to students (end of semester A.G.E., and end of program V.T.)</p> <p>Action # 2 Develop and publicize a calendar of events</p> <p>Action # 3 Maintain & develop activities reflective of our multicultural clientele</p> <p>Action # 4 Establishing a clean and welcoming climate.</p>
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # ACCROCHE TOI FP (15197) AND ACCROCHE TOI FGA (15166)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Action # 1</p> <p><i>First survey was given in December 2019.</i> We received 231 responses.</p> <p><i>Second survey was sent in June 2020 in link with the COVID situation.</i> We received 86 responses.</p> <p>As we have had to move away from the Centre and to online teaching, the focus of the survey also changed.</p> <p><i>Third survey was done in March of 2021</i> and we were happy to report that with this new survey, we have kept the level of satisfaction of our student population high.</p> <p>Students also seem happy with the level of communication received throughout this difficult situation.</p> <p><i>Fourth survey was done in the Fall of 2021 and the latest survey was done in February of 2022</i> We received 159 responses</p>



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

How do you feel about the level of technological support that you have received from ACCESS?
159 responses



Please provide a brief explanation for your answer to the above question

- ACCESS providing students with laptops has been extremely helpful
- Teachers/IT are very helpful with any issues, helpful when teachers record zoom sessions
- Printing has been difficult for students doing online learning

In terms of mental health support, do you feel like your needs were met? If not, what would you suggest ACCESS could improve on?

- Teachers need to be more understanding of the different stresses that come with the pandemic (arriving late, being absent, more time for longer assignments). Most students felt supported by their teachers
- Students felt comforted knowing that they could talk to someone at ACCESS

Do you feel that there are areas that need improvement and could help you succeed? If so, please let us know what else we could do to improve your experience at ACCESS to better support you.

- In ACCESS I received more care, attention, encouragement, knowledge what I've never received in my prior education in any of the institution I ever attended.
- This school is honestly a great institution!!! And I speak very highly about it
- Having some remedial classes for online students or some availability of teachers after class to ask questions mostly online classes.
- No areas for improvement, other than letting all the staff know that they have done an exquisite job through an extremely difficult period.

Action # 2

In order to adapt to our new reality, the common calendar has been replaced by a Power Point slide show. This outlines YMCA and Student Council activities as well as different initiatives, ped days and online days. We will be looking at a way to make this available



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

	<p>online for our virtual learners. Maybe, once Mozaik portail is activated for Adult and Vocational students, it could be added.</p> <p>In addition, there are regular daily announcements to inform and remind our staff and students of the different activities taking place.</p> <p>Action # 3</p> <p>Activities have been adapted and adjusted to our new reality. Santé Publique guidelines vary depending on the pandemic situation. This affects the number of students present in the Centre at any particular time.</p> <p>As restrictions are being lifted, we are able to extend our offer of activities.</p> <p>Some examples are:</p> <p><i>Halloween, Cultural Scavenger Hunt, Remembrance Day, Winter activities, Black History Month, Valentines' Day, Hooked on School, St-Patrick's Day, Easter, multicultural holidays as well as green activities (book box, bring your bikes in, community bulletin board, clothes drive)...</i></p> <p><i>Virtual: Mental Health Awareness Walk</i></p> <p>....</p> <p>The YMCA is back, en presence, in the building and many activities are being organized for our students. In addition, study space is offered to our clientele.</p> <p>Physical activities at the city gym are organized: Soccer, Basketball... as well as Soccer at the Bell Centre</p> <p>Action # 4</p> <p>Offering orientation sessions in Winter, 2021 for all students (online session, overview of Centre and resources).</p> <p>Welcoming committee in the morning.</p>
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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	OUT OF 86 RESPONSES (JUNE 2020 SURVEY) THE LEVEL OF SATISFACTION REGARDING SUPPORT TO	OUT OF 164 RESPONSES (DECEMBER 2020 SURVEY), THE LEVEL OF SATISFACTION REGARDING SUPPORT TO STUDENTS WAS 89% POSITIVE	OUT OF 159 RESPONSES (FEBRUARY 2022 SURVEY), THE LEVEL OF SATISFACTION REGARDING SUPPORT TO STUDENTS WAS 81.8% POSITIVE	



Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin

Mid Year Report – April 2022

	STUDENTS WAS 81.4% POSITIVE			
REFLECTION ON ACTION AND RESULTS				
<p>IN A PANDEMIC YEAR, THE PARAMETERS DETERMINED TO REFLECT A WELCOMING, SAFE AND CARING ENVIRONMENT CAN CHANGE. WE STILL HAVE THE SAME APPROACH OF CARING WHICH HAS HELPED US PROVIDE WHAT STUDENTS NEED TO BE SUCCESSFUL, BUT THE ADVENT OF THE CURRENT SITUATION ADDS ANOTHER LAYER THAT MUST BE ADDRESSED WITH ADDITIONAL MEASURES. MEASURES HAVE BEEN IMPLEMENTED TO ENSURE THE SAFETY AND WELL BEING OF OUR STUDENTS BUT IN AN EVER CHANGING AND DEVELOPING SITUATION, WE NEED TO BE FLEXIBLE AND ADAPTABLE TO PROVIDE WHAT STUDENTS NEED.</p> <p>SOME OF THE NEW STRATEGIES THAT HAVE BEEN IMPLEMENTED ARE: APPLICATION OF SANTÉ PUBLIQUE GUIDELINES, RESOURCE SUPPORT WITH A DIFFERENT APPROACH AS A LOT OF OUR STUDENTS ARE TAKING CLASSES ONLINE, ADDITIONAL CUSTODIAN SERVICES (MORE TIME).</p> <p>WE ARE HAPPY TO REPORT THAT THE LEVEL OF SATISFACTION, FROM OUR STUDENT POPULATION, IS STILL HIGH WITH AN OVER 80% POSITIVE RESPONSE TO QUESTIONS REGARDING SUPPORT PROVIDED TO THEM.</p>				