

2016-2020 Strategic Plan –  
To promote school perseverance and  
educational success of young *Estriens*

# ANNUAL REPORT 2016-2017

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FOR  
EDUCATIONAL SUCCESS  
ESTRIE  
(PROJET PRÉE)

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**REUSSITE EDUCATIVE ESTRIE.CA**

## A MESSAGE FROM THE CO-CHAIRS

### THE SITUATION IS IMPROVING, BUT SCHOOL PERSEVERANCE REMAINS A MAJOR CHALLENGE

For over 11 years, the partners from the *Table estrienne de concertation interordres en éducation (TECIÉ)* and those from Partners for Educational Success Estrie (*Projet PRÉE*) have been taking action to promote school perseverance and educational success in Estrie. The situation has significantly improved, but there is still a long way to go. Together, we must make the educational success of all young *Estriens* a priority.

#### A new Strategic Plan

In order to continue building on the work that has been done, the *Projet PRÉE* has given itself two targets to be achieved by 2020: a graduation and qualification rate of 77% and a school dropout rate of 18%. To achieve this, considerable efforts will need to be made. It's with this in mind that a new Strategic Plan was adopted in November 2016. The first year of this new strategy has borne fruit, as you will see throughout this annual report.

#### Forming a common front throughout Quebec

In order to optimize the effectiveness of each action taken and to maximize the use of resources available in the communities, we believe that it is crucial for all regions of Quebec to work together to increase their innovation force. Thus, the new Strategic Plan is organized around the five axes of intervention of the Quebec regional consulting authorities (IRC) on school perseverance and educational success: mobilization, awareness, support, dissemination and transfer of knowledge and evaluation.

#### Educational success among Ministerial priorities

Last June, the Government of Quebec filed the [Policy on Educational Success](#). This policy proposes orientations that act on all dimensions of success, at all stages of the educational process for children, students and adults. It supports the work that we have been doing over the past several years and suggests wonderful opportunities for the future.

#### A three-year Ministerial reading measure

This year, the *Ministère de l'Éducation et de l'Enseignement supérieur (MÉES)* has entrusted the Quebec IRCs on school perseverance and educational success with the mandate of working with community partners on the implementation of a three-year reading measure. The deployment of this measure in the Estrie region is well under way and several projects have already been implemented in targeted sectors.

#### Planning future work: strength in numbers

To maximize the impact of our actions, a process of reflection was undertaken with several partners in the region in order to build a model of integrated consultation. Experience has shown us the benefits of having the various actors join forces. We are convinced that working together on different issues will be beneficial for all the actors involved, but especially, for the entire Estrie community.

Happy reading!



**Marie-France Bélanger**  
Co-Chair *TECIÉ* /  
*Projet PRÉE*



**Christian Provencher**  
Co-Chair *TECIÉ* /  
*Projet PRÉE*

## MISSION

The mission of the *Projet PRÉE* is to promote school perseverance and educational success in young *Estriens* through the mobilization of inter-level and inter-sectoral stakeholders and the development of joint initiatives.



## PORTRAIT OF SCHOOL PERSEVERANCE IN ESTRIE

**GRADUATION  
AND QUALIFICATION  
RATE**

**2  
TARGETS  
FOR 2020**

**RATE OF STUDENTS  
LEAVING WITHOUT  
A DIPLOMA OR  
QUALIFICATION**  
(School dropout rate)

**2020 TARGET**

**77%**

2015 → 73.0 %  
2014 → 73.5 %  
2013 → 74.2 %  
2012 → 71.7 %  
2011 → 70.1 %

**2020 TARGET**

**18%**

2014-2015 → 20.2 %  
2013-2014 → 21.1 %  
2012-2013 → 19.0 %  
2011-2012 → 21.0 %  
2010-2011 → 19.5 %

The graduation and qualification rate after seven years for the public system in Estrie has increased over the past 5 years, going from 70.1% in 2011 to 73.0% in 2015. However, it seems to have reached a plateau at around 73% in recent years. The mobilization of the different actors and the synergy of their actions will be crucial in order to reach a rate of 77% by 2020.

The rate of students leaving school without a diploma or qualification for the Estrie public system, for both sexes combined, has decreased from 21.1% in 2013-2014 to 20.2% in 2014-2015. This sets the tone favourably for the Estrie region. Efforts must be maintained in order to reach the new ambitious, but realistic target of

18% by 2020. To date, the Estrie dropout rate has never been below 19%.

The Estrie region has experienced its lowest annual dropout rate among girls in the last 10 years, with a rate of 14.4% in 2014-2015. It should be noted that when the *Projet PRÉE* began its work, this rate was above 20%. Among boys, the rate has remained stable at around 25%. However, it is important to note that this rate was close to 40% in 2004-2005. These results demonstrate the extent of the work accomplished. Nevertheless, the fact remains that efforts to address the dropout rate among boys must continue and take into account the differences between the sexes.

### SCHOOL DROPOUT RATE OF ESTRIE GIRLS



2014-2015 → 14.4 %  
2013-2014 → 16.5 %  
2012-2013 → 14.7 %  
2011-2012 → 16.3 %  
2010-2011 → 14.7 %

**THE  
LOWEST  
RATE EVER  
REACHED**

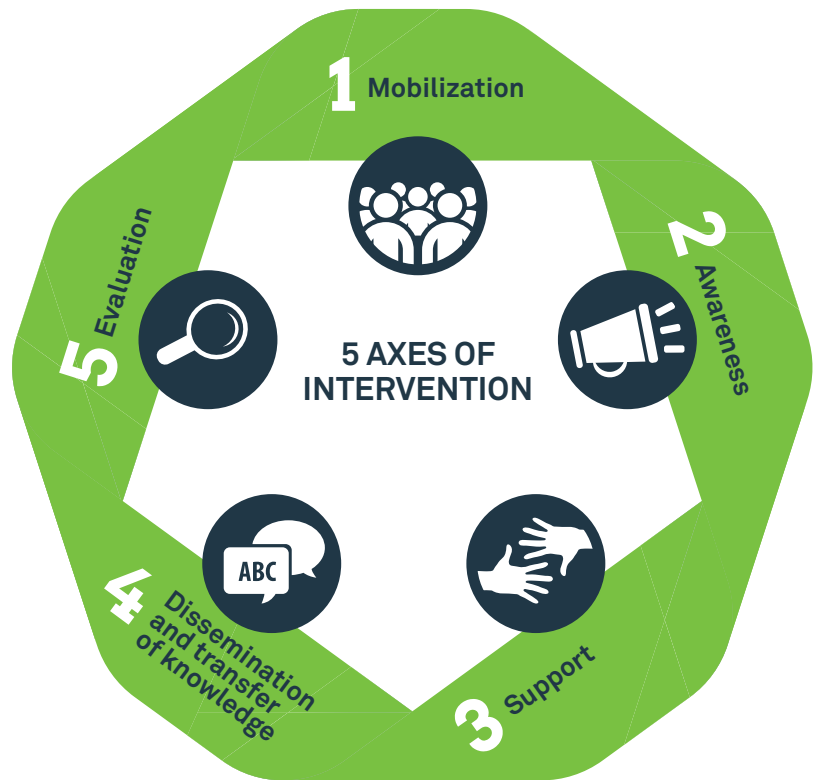
### SCHOOL DROPOUT RATE OF ESTRIE BOYS



2014-2015 → 25.4 %  
2013-2014 → 25.5 %  
2012-2013 → 23.3 %  
2011-2012 → 25.8 %  
2010-2011 → 24.1 %

# A NEW 2016-2020 STRATEGIC PLAN

In June 2016, the 2006-2016 mobilization and action plan to counter school dropouts and increase the qualification and graduation rate of young *Estriens* ended. Thus, in the spring of 2015, the partners of the *TECIÉ* and the *Projet PRÉE* reiterated their desire to maintain a regional consulting authority on school perseverance and educational success. They also decided to initiate a strategic planning process. This led to the adoption, last November, of the 2016-2020 [Strategic Plan – To promote the perseverance and educational success of young \*Estriens\*.](#)



## VISION

### SENSE OF BELONGING

(youth proud and committed to their environment)

### OPENNESS TOWARDS THE COMMUNITY

(school-family-community link)

### ACTING TOGETHER

(ensure consistency, continuity and complementarity)

## 4 KEY ISSUES

1

**Mobilization, concertation and commitment of the community towards school perseverance and educational success**

2

**Proven methods that support school perseverance and educational success**

3

**Preventive actions**

4

**The sustainability**

## STRATEGIC OBJECTIVES

1. To develop a shared leadership culture
2. To value and promote the different training paths leading to educational success and integration into the work force
3. To develop an educational culture among all the community stakeholders
4. To ensure the documentation and transfer of knowledge
5. To accompany and support the decision maker and stakeholders in the implementation of effective actions
6. To act jointly with the stakeholders in the implementation of actions enables children to be better prepared when they start school
7. To promote, increase and maintain interest in reading among 0-20 year olds and their parents
8. To document the methods, the operation, the procedures and the know-how developed by the team
9. To consolidate existing financial partnerships and develop new ones
10. To actively contribute to the work undertaken in the region in regards to the development of an integrated approach model

# PROJET PRÉE'S INTERVENTION SCHEME



# 1

## KEY ISSUE 1

Mobilization, concertation and commitment of the community towards school perseverance and educational success

rowpixel

### STRATEGIC OBJECTIVE 1

To develop a shared leadership culture



#### FORMALIZE THE COLLABORATION WITH PARTNERS

- The mandate and expectations of the expanded committee on educational success were adopted.
- The collaboration with the school boards' communications departments was formalized.
- Key people have been identified in the partner organizations based on the prioritized projects in order to ensure a transfer of information.

#### IDENTIFY COMMON PRIORITIES AND ORGANIZE WORK GROUPS

- Two work groups that act on chosen priorities: reading and school transition.
- Some 30 inter-sectoral partners involved (school, health and social services, early childhood, popular education, community, municipal, research and citizens sectors)\*.

\* Further information on the work groups is available on pages 12-13.

#### RALLY ALL ACTORS

- Presentations took place in order to mobilize new partners around the issue of educational success and thus promote a possible partnership.

### STRATEGIC OBJECTIVE 2

To value and promote the different training paths leading to educational success and integration into the work force



#### A PORTRAIT OF THE SITUATION

In order to establish an efficient action plan to promote the various training paths available, a portrait of the main actions taken in Estrie and elsewhere in Quebec must be prepared. This step, carried out in collaboration with the *Table estrienne de concertation formation-emploi (TECFE)*, began in the spring 2017. The approach consists of two main components: research of secondary data and a study in the form of exploratory interviews with experts and a survey of the various partners. This portrait will be used to develop a concerted plan of action to promote the various training paths available.

PRÉ-Martin Bloche

## STRATEGIC OBJECTIVE 3

To develop an educational culture among all the community stakeholders



### INVOLVEMENT IN REGIONAL COMMITTEES AND WORK GROUPS

#### PARTICIPATE IN REGIONAL COMMITTEES

In an effort to ensure the continuity of regional mobilization, the *Projet PRÉE* is involved in various committees and groups. This involvement is intended to align regional actions and to communicate the *Projet PRÉE*'s action plan, the state of progress of the work and the overall dropout situation in Estrie.

#### The *Projet PRÉE* attended 17 meetings held by 6 Estrie associations (number of meetings)

- *Collectif estrien 0-5 ans* (5)
- *Comité de suivi de l'Enquête québécoise sur le développement des enfants à la maternelle* (2)
- *Comité estrien pour les saines habitudes de vie* (1)
- *Comité de pilotage Communauté branchée et réseautée* (6)
- *Groupe de travail sur les communautés linguistiques* (2)
- *Comité de suivi de la Chaire de recherche en lecture –CREALEC* (1)

#### CONTRIBUTE TO RESEARCH ON THE MEANING OF WORK FOR STUDENTS

The *Projet PRÉE* collaborated with the *Centre d'études et de recherche sur les transitions et les apprentissages (CERTA)* in the implementation of a research project financed by the *MÉES*'s Research Program on School Perseverance and Educational Success. The project aims for a better understanding of how students see work, including their gender representations of work, as well its influence on their orientation choices and on school perseverance. Year 1 of the research project resulted in a survey of 4,755 students from high schools, adults centers, vocational institutions, cégeps and universities.

#### COLLABORATE WITH THE COLLECTIF ESTRIEN 0-5 ANS

As part of the new strategic plan, zones of collaboration have been identified with the regional early childhood authority, the *Collectif estrien 0-5 ans*. In this regard, members of the *Collectif estrien 0-5 ans* are participating in two priority *Projet PRÉE* work groups, namely those on reading and on school transition.

### INFORMING AND INCREASING AWARENESS

## AMONG THE DIFFERENT ACTORS

#### SENSITIZE DECISION MAKERS ON THE IMPORTANCE OF EDUCATIONAL SUCCESS AND OF THEIR ROLE

Several meetings were held with various Estrie decision-makers in order to present the *Projet PRÉE*'s new Strategic Plan and to make them aware of the importance of educational success, as well as the actions they can take to support it. This work of raising awareness is carried out continuously, in parallel with the *Projet PRÉE*'s various actions, in order to make educational success a value shared by all.

- 2 meetings with the Estrie caucus of MPs
- 1 meeting with the Estrie Regional Administrative Conference
- 1 meeting with elected officials from each of the following MRCs, for a total of 7 meetings: the *MRC de Memphrémagog* (2), the *MRC de Coaticook* (1), the *MRC du Haut-Saint-François* (1), the *MRC des Sources* (2) and the *MRC du Val-Saint-François* (1)
- 1 meeting with the Prefect and the General Directorate of the following MRCs, for a total of 2 meetings: *MRC du Val-Saint-François* and *MRC du Granit*
- 1 meeting with the Mayor of Sherbrooke and the Deputy Directorate-General of Community Relations

MAKE  
EDUCATIONAL  
SUCCESS A  
VALUE SHARED  
BY ALL



## MOBILIZE AND ENCOURAGE TO TAKE ACTION FOR SCHOOL PERSEVERANCE

### COMMUNICATION CAMPAIGNS **TO MOBILIZE**

#### HOOKED ON SCHOOL DAYS

Hooked on School Days (HSD) represent a special opportunity to intensify the mobilization of the different partners and to encourage them to take concrete steps to support school perseverance and educational success. For a second year, the event aligned itself with the provincial campaign, under the theme of “Be a superhero, staying in school is everyone’s business”. And this eighth edition has distinguished itself through greater involvement from various actors from all types of background and sectors.

#### ACHIEVEMENTS


- Alignment with the provincial campaign: this alignment has allowed for a greater range of influence, to take advantage of a cocktail reception at the National Assembly, to benefit from a common visual and to receive the support of several provincial partners.
- A festive and unifying Estrie launch: for a second consecutive year, the launch was intended more as a celebration in the form of a networking breakfast. This event strengthens the sense of belonging to the cause and represents a great opportunity to thank the partners.
- More committed municipalities and MRCs: 36 municipalities/MRCs have gotten involved, a 30% increase over the previous year.
- A veritable wave of superhero nominations: 63 video clips and 27 written or photo nominations.
- First contact with 15 business associations: the 15 associations agreed to pass on the information to their members and the Haut-Saint-François Chamber of Commerce took advantage of an event to distribute communication tools. This first contact suggests great opportunities for collaboration in the future.
- Bustling social media: the activity generated on social media by the HSD was unprecedented. More than 4,500 people per day saw the publications on the Facebook page. The use of Twitter, for the first year, allowed for an even greater visibility.

#### RANGE OF INFLUENCE

- 2,612 spectators at the Sherbrooke Phoenix’s hockey game dedicated to school perseverance
- 17 new school perseverance flags made available to the partners, for a total of 24 flags in the municipalities, boroughs, MRCs and 13 in educational establishments
- 14,235 ribbons placed into circulation in collaboration with the Desjardins Foundation, including 3,700 for the general public thanks to the *Réseau BIBLIO de l’Estrie* and the *Association des bibliothèques publiques de l’Estrie*
- More than 475 activities identified in more than 265 educational and extracurricular organizations, MRCs, municipalities and companies
- Promotional campaigns on the radio, the web and in newspapers
- More than 40 instances of media coverage
- Six issues of the School Perseverance Estrie electronic newsletter (820 subscribers), discussing the HSD
- 13,465 sessions, 10,078 visitors for 32,028 page views on [JPSEstrie.ca](http://JPSEstrie.ca)







**RAISE  
AWARENESS OF  
THE IMPORTANCE  
OF PRIORITIZING  
EDUCATION**

MY EDUCATION  
MY PRIORITY

[ichoosemyemployer.com](http://ichoosemyemployer.com)

## COMMUNICATION CAMPAIGNS **TO RAISE AWARENESS**

### “MY EDUCATION, MY PRIORITY” AWARENESS CAMPAIGN

Two campaigns intended to raise awareness were held; one in the month of August 2016 for the beginning of the school year and the second before the holidays, two sensitive periods for students who are juggling school and work. The activities put into place aimed to raise awareness among the public about the realities of balancing school and work and of the importance of prioritizing education. The November campaign took place thanks to the financial support of Desjardins Cantons-de-l'Est.

#### HIGHLIGHTS

- Launch of the School-Work Balance newsletter for employers
- Communications to schools, municipalities, partners and certified employers
- Publicity on the radio and on the *Société de transport de Sherbrooke* (STS) city buses
- Social media campaign to reach young people through videos
  - Facebook: more than 45,000 people reached and more than 20,000 views
  - YouTube: nearly 9,400 views, including 4,900 organic views and 4,500 paid views (Adwords)
- Facebook campaign to publicize the [ichoosemyemployer.com](http://ichoosemyemployer.com) website to parents (75,000 people reached and more than 2,500 clicks).

### “DON'T GIVE UP” CAMPAIGN

In Spring 2017, the *Projet PRÉE* implemented the fifth edition of a campaign that promotes the value of education, titled “Don't give up”. Directed specifically at high school students and young adults attending post-secondary institutions, this campaign aims to promote the value of graduating and obtaining a diploma or qualification, as well as to convey the idea that young people are the primary actors of their educational success.

#### HIGHLIGHTS

- Campaign largely on social media, so as to reach young people
  - Facebook: 19,374 video views
  - YouTube: 9,010 views, of which 658 were organic views and 8,352 were paid views (Adwords)
- 16 publications on the *Persévérance scolaire Estrie* Facebook page intended to reach parents, which generated 7,076 views, 25 shares and 33 likes
- Media placement on the *Société de transport de Sherbrooke* (STS) city buses
- 5 instances of media coverage
- Promotion of the [donotgiveup.ca](http://donotgiveup.ca) microsite
- The giant banners created and distributed in 2015 were reused in educational organizations and community partners (*carrefours jeunesse emploi* and youth centres)

**SENSITIZE  
YOUNG PEOPLE  
ABOUT THE  
IMPORTANCE  
OF FINISHING  
THEIR SCHOOL  
YEAR**

[donotgiveup.ca](http://donotgiveup.ca)

# 2

## KEY ISSUE 2

### Proven methods that support school perseverance and educational success

#### STRATEGIC OBJECTIVE 4

To ensure the documentation and transfer of knowledge



#### THREE WEBSITES UPDATED CONTINUOUSLY

##### reussiteeducativeestrie.ca

The *Projet PRÉE* website presents the various actions taken and broadcasts documentation on proven evidence-based practices.

##### RANGE OF INFLUENCE

- 9,977 sessions and 7,967 users
- 20,975 page views, 2.1 pages per session

##### ParentEstrie.com

The main objective of the [ParentEstrie.com](http://ParentEstrie.com) website is to provide a directory of resources for all Estrie parents.

This year, four articles were written and eight useful resources were shared on the website.

##### RANGE OF INFLUENCE

- 8,289 sessions and 6,936 users
- 14,972 page views, 1.8 pages per session
- 35 articles shared on Facebook, 6 of which reached 88,094 people

##### ichoosemyemployer.com

The purpose of this website is to raise awareness among employers and students on the importance of a healthy balance between school and work. The School-Work Balance Estrie newsletter is also continuously available on this [website](#).

##### RANGE OF INFLUENCE

- 15,533 sessions and 11,743 users
- 45,675 pages views, 2.9 pages per session

#### TWO NEW NEWSLETTERS

##### School Perseverance Estrie newsletter

This newsletter provides information concerning the work towards school perseverance and educational success in Estrie. This newsletter replaces the JPS Express, which was previously published exclusively as part of the Hooked on School Days. Nine issues were distributed throughout the year. The newsletter has 820 subscribers and its average opening rate remains above 32%.

##### School-Work Balance Estrie newsletter

This newsletter is intended for employers and aims to educate and equip them regarding the realities of their student employees. For this first year, eight information capsules were sent. The newsletter excels among its 433 subscribers, with an average opening rate of 33%.

VARIOUS  
DISSEMINATION  
TOOLS TO INFORM  
AND INCREASE  
AWARENESS

#### AN ACTIVE PRESENCE ON SOCIAL MEDIA

Social media is used to continuously inform and raise awareness among the various actors, in addition to providing an interesting foundation for communication campaigns.

##### Facebook is in full swing @PerseverancescolaireEstrie



The Facebook page is an effective means of transmitting information to partners, but also to young people and their parents during various campaigns. The page has 1,973 subscribers, of which 512 are new this year. 409,344 people have seen at least one of the 415 publications.

##### A first step on Twitter @Projet\_PREE



The *Projet PRÉE*'s Twitter account is in its infancy. It allows its subscribers to stay up to date on the news about education and share interesting information about school perseverance. The account has 106 subscribers. During the year, 154 messages were created, obtaining 18,694 views and earning 70 likes, 39 shares and 39 clicks.

## STRATEGIC OBJECTIVE 5

To accompany and support the decision maker and stakeholders in the implementation of effective actions



### COLLABORATE IN THE IMPLEMENTATION OF THE SCHOOL-WORK BALANCE ESTRIE ACTION PLAN

The *Projet PRÉE* acts as a regional resource in the deployment of School-Work Balance Estrie. It aims to recognize and support companies that implement measures that promote the educational success of their student-employees. These certified employers are thus promoting the success of the young generation, while also ensuring the development of a skilled workforce for years to come. The *Projet PRÉE* supports local promoters in the implementation of School-Work Balance Estrie.

#### HIGHLIGHTS

- More than 637 workplaces involved, allowing 6,752 student-employees to benefit from adapted measures geared towards their realities as students
- More than 800 students reached through workshops
- Financial support for the local deployment of School-Work Balance Estrie and for the organization of two events with employers
- Dissemination of the highlights of the evaluation of the effects of School-Work Balance Estrie on school perseverance
- Two days of work and collaboration held with School-Work Balance Estrie agents
- Writing and distribution of 8 newsletters to the certified employers of Estrie

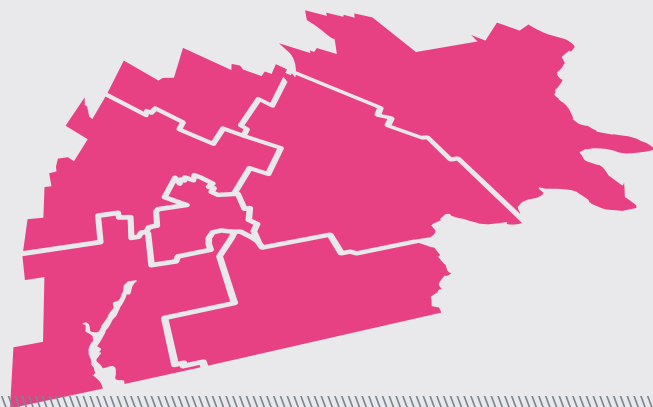
*Promoters of School-Work Balance Estrie: the carrefours jeunesse-emploi du comté de Johnson, du comté de Richmond, de Memphrémagog, du Granit, des Sources, de Coaticook, as well as the Corporation de développement économique communautaire de Sherbrooke.*

### INTRODUCE AND SUPPORT SCHOOL PERSEVERANCE INITIATIVES

- Mobilization of partners around a Ministerial measure titled “Increased interventions with the most vulnerable clientele, throughout their educational journeys”, in anticipation of a request for financial support
- Accompaniment of two local partners in the submission of school perseverance projects
- Speech at the annual Phelps Helps press conference
- Facilitation of a breakfast seminar at the Windsor Chamber of Commerce on the economic consequences of school dropouts
- Participation in the jury and the regional gala of the OSEntreprendre challenge
- Acted as host during the presentation of the new Haut-Saint-François youth consultation formula
- Inventory of the actions taken in the community supporting the educational mission of the English schools in the *MRC de Memphrémagog*
- Description of the actions taken related to school perseverance in the *MRC de Memphrémagog*
- Involvement in the re-launch committee for a youth round table in Sherbrooke

### INVOLVEMENT IN LOCAL COMMUNITIES

The *Projet PRÉE* participates in various committees and inter-sectoral consultative bodies in the Estrie MRCs. This involvement is intended to ensure a liaison between local partners and to maintain their interest in educational success, on a local scale.



#### Involvement in 15 committees and roundtables throughout all territories of Estrie

- *MRC de Memphrémagog*: 4 tables – 10 meetings
- *MRC du Val-Saint-François*: 2 tables – 4 meetings
- *MRC du Haut-Saint-François*: 3 tables – 7 meetings
- *MRC du Granit*: 1 table – 3 meetings
- *MRC des Sources*: 2 tables – 3 meetings
- *MRC de Coaticook*: 1 table – 1 meetings
- *Sherbrooke*: 2 tables – 4 meetings

# 3

## KEY ISSUE 3 PREVENTIVE ACTIONS

### STRATEGIC OBJECTIVE 6

To act jointly with the stakeholders in the implementation of actions enables children to be better prepared when they start school



#### A PORTRAIT ON SCHOOL TRANSITION TO CHOOSE PRIORITIES FOR ACTION

In order to identify the issues that need to be addressed to ensure better preparation for entering school, the *Projet PRÉE* has outlined the facilitating and constraining factors of actions implemented by the early childhood community and the school sector as part of a first school transition in Estrie. With the help of a committee of partners, 17 findings were identified.

##### The objectives of the portrait were to:

- Document the tools used for transmitting information regarding child development that are distributed in the various environments, as well as their use;
- Document the limits and opportunities of the school transition activities currently in place.

#### THREE KEY ORIENTATIONS IDENTIFIED

The portrait has helped identify three main orientations that will serve as the basis for the development of a three-year action plan for 2017-2020.

##### Orientation 1

Develop a common understanding of the concept of school transition based on research and evidence-based practices.

##### Orientation 2

Mobilize key actors (parents, daycares, schools, community organizations, health and social services) around concerted actions in school transition.

##### Orientation 3

Encourage the development of a variety of school transition activities that are known to be effective to reach all children.

### STRATEGIC OBJECTIVE 7

To promote, increase and maintain interest in reading among 0-20 year olds and their parents



#### MAXIMIZE THE USE OF READING TOOLS

A series of reading tools were developed in recent years. These tools include eight reading advice leaflets for parents of elementary school children, two informational bookmarks, two posters, a reading advice information bank, as well as six reading activities for primary school teachers, including activities that are continued at home. The objective of these tools is to advise and support parents in developing their child's interest for reading and writing. They are distributed in collaboration with the schools and community organizations that work closely with families.

#### HIGHLIGHTS

- Key people identified within each of the Estrie school boards in order to promote the reading tools
- 3,900 sets of reading leaflets sent to schools for distribution to the parents of kindergarten children
- 400 sets of reading activities distributed to schools to be presented to teachers
- Organization, in collaboration with the key people from the Estrie school boards, of a contest in order to promote the reading activities among primary school teachers

## DEPLOY A NEW READING MEASURE:

### promote, increase and maintain interest in reading among 0-20 year olds and their parents

In a society where information is omnipresent and knowledge evolves at an exponential rate, literacy is a key issue. That is why the MÉES has given a mandate of promoting reading to the IRCs on school perseverance and educational success of each region of Quebec. This three-year mandate has three objectives:

- Promote early reading and encourage an interest for reading in 0-9 year olds;
- Increase and maintain interest in reading among 10 to 20 year olds;
- Strengthen parenting skills in reading and enhance reading and writing competencies for parents with low levels of education.

This mandate's actions must address the issues surrounding the development of literacy skills of young people and their families, particularly in disadvantaged areas. In order to allow an optimal deployment of the reading measure and to promote synergy between the different actors, an inter-sectoral committee on reading has been established.

## THREE-PRONGED APPROACH

1

### REGIONAL ACTION PLAN

The *Projet PRÉE*, in collaboration with the 27 partners of the Inter-sectoral Committee on Reading, is working on the development of a regional reading action plan. The portrait of the situation has led to the identification of four key orientations that will guide the development of a three-year action plan for 2017-2020:

1. Promote the pleasure of reading as a family;
2. Promote access to a variety of resources and reading opportunities as well as quality cultural activities;
3. Develop and enhance literacy skills of low readers parents;
4. Promote the actions implemented by the action plan and evaluate their results.

2

### LOCAL ACTION PLAN

In order to act as directly as possible on young people and their families, six territories have been prioritized to deploy local actions\*. Three territories were targeted in 2016-2017: the *MRC des Sources*, the *MRC du Granit* and the *Jardins-Fleuris* and *St-Michel* sectors of Sherbrooke. Working committees have been set up to identify needs and priorities for action. A total of 17 projects\* have been identified and supported. Support for the identification and implementation of projects required 54 meetings. Three other territories were identified for the year 2017-2018: the *Larocque* sector in Sherbrooke, the town of Stanstead in the *MRC de Memphrémagog*, as well as the *MRC du Haut-Saint-François*. For these territories, eight projects have been identified so far.

\* For more information on the criteria and on individual projects, visit the "Reading Measure" section of the [reussiteeducativeestrie.ca](http://reussiteeducativeestrie.ca) website.

3

### RESEARCH-ACTION PROJECT

A research-action project was implemented with the *Université de Sherbrooke* and the *Maison de la famille de Coaticook*. Under the responsibility of researcher Julie Myre-Byzaillon, the purpose of the project was to provide tools for community partners to be used during interventions to strengthen parenting skills with regard to reading. The project took place from January to May. Test kits will be available shortly and a review of the project will be available in the fall of 2017.

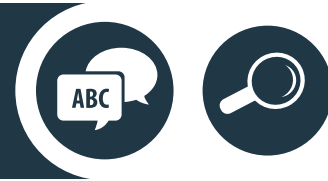


# 4

## KEY ISSUE 4 THE SUSTAINABILITY

### STRATEGIC OBJECTIVE 8

To document the methods, the operation, the procedures and the know-how developed by the team



#### MORE EFFICIENT PROCEDURES

- A classification plan was drafted, shared and implemented. It is used continuously by all members of the *Projet PRÉE* team.
- A common virtual space, organized according to the classification plan, was established.
- The procedures were compiled onto the common virtual space.

#### DEVELOP THE TEAM'S COMPETENCIES

In order to maintain skills and acquire new knowledge, the *Projet PRÉE* team participated in:

- 3 webinars;
- 1 conference;
- 3 knowledge transfer workshops;
- 2 trainings.

#### COLLABORATE WITH THE IRC NETWORK

The *Projet PRÉE* is a member of the regional consulting authorities (IRC) network on school perseverance and educational success. This network's mission is to gather and support the mobilized IRC's, to develop and promote their expertise and to carry out provincial-level actions in order to help increase the graduation and qualification rate of young people in Quebec.

Specifically, the *Projet PRÉE* participated in:

- 8 meetings of the IRC Network (on-site and videoconference);
- 20 meetings of the IRC Network Coordination Committee;
- 5 meetings of the IRC Network and *MÉES* Monitoring Committee;
- 9 meetings of the Communication and Steering Committee as part of the HSD;
- 3 meetings in order to implement the reading practice community.

The *Projet PRÉE* also participated in the realization of a joint research mandate between the IRCs on the effective actions for the motivation to read among 10-20 year olds.

ALL REGIONS OF  
QUEBEC HAVE  
JOINED FORCES  
AROUND  
EDUCATIONAL  
SUCCESS

### STRATEGIC OBJECTIVE 9

To consolidate existing financial partnerships and develop new ones



#### STRENGTHEN EXISTING PARTNERSHIPS

A financial partnership with the *MÉES* has been established. The new Quebec Policy on Educational Success, unveiled in June 2017, points to great opportunities for further development of this partnership. The regional partners have also confirmed their financial support for the implementation of the 2016-2020 Strategic Plan. However, new financial partners will need to be considered in order to allow for the full deployment of the alignment.

## STRATEGIC OBJECTIVE 10

To actively contribute to the work undertaken in the region in regards to the development of an integrated approach model



### CONTEXT OF THE APPROACH

The process of reflection towards an integrated model of consultation, initiated in 2015-2016 by the *Projet PRÉE* and three other regional consultation authorities (*Alliance estrienne pour la solidarité et l'inclusion sociale*, *Collectif estrien 0-5 ans* and *Comité estrien pour les saines habitudes de vie*), continued with the support of a firm. This approach was born from the observation of the natural connections present between the subjects and the issues that the regional roundtables mentioned above are currently addressing. The reorganization of government structures also provides a favourable context for revising the modes of inter-sectoral collaboration dealing with major regional issues and challenges.



**EXPERIENCE  
HAS SHOWN  
THAT THERE IS  
STRENGTH IN  
NUMBERS**

### IMPLEMENTATION OF A TRANSITION COMMITTEE

In order to continue the work carried out during the days of reflection and to ensure the creation of a formal integrated consulting authority, a transition committee has been implemented. It is composed of 11 regional authorities, each represented by a member. The committee held its first meeting in June. The *TECIÉ* and the *Projet PRÉE* are members of the committee.

### 2016-2017 ACHIEVEMENTS

#### Launch – September 23<sup>rd</sup>, 2016

It was in the presence of nearly a hundred partners from various organizations and sectors that the four Estrie roundtables officially launched the Estrie process of reflection. The event took place at the Armand-Nadeau Pavilion at the Jacques-Cartier Park in Sherbrooke.

#### Portrait of the four regional roundtables

The first step in providing a summary portrait of the four roundtables was completed in November 2016. This portrait highlighted the similarities between the tables involved in the process and allowed for an exercise of positioning in the face of change.

#### Documentation of experiences elsewhere in Quebec

Six Quebec experiences of integrated regional consultation and social development were documented in order to stimulate the discussions of the two days of reflection.

#### Online survey of local and regional partners

More than 100 partners responded to an online survey that evaluated their perceptions of regional consultation and their concerns about the proposed approach.

#### Two regional reflection days – January 23<sup>rd</sup> and April 24<sup>th</sup>, 2017

The *Projet PRÉE* participated in the organization and implementation of the two days of reflection. The purpose of these days was to work together with the different local and regional partners on the foundations of the future model of consultation, such as its mission, mandate, governance, etc.

## MEMBERS OF THE VARIOUS COMMITTEES AND WORK GROUPS

### TECIÉ

- Association des écoles privées de l'Estrie
- Bishop's University
- Cégep de Sherbrooke
- Centre intégré universitaire de santé et de services sociaux de l'Estrie – Centre hospitalier universitaire de Sherbrooke (CIUSSS de l'Estrie – CHUS)
- Champlain Regional College
- Commission scolaire de la Région-de-Sherbrooke
- Commission scolaire des Hauts-Cantons
- Commission scolaire des Sommets
- Eastern Townships School Board
- Emploi-Québec
- Ministère de la famille
- Ministère de l'Économie, de la Science et de l'Innovation
- Ministère des Affaires municipales et de l'Occupation du territoire
- Université de Sherbrooke

### EXPANDED EDUCATIONAL SUCCESS COMMITTEE

In addition to TECIÉ members, the committee also includes the following partners:

- Association des directeurs et directrices d'établissements d'enseignement de l'Estrie
- Collectif estrien 0-5 ans
- Comité estrien pour les saines habitudes de vie
- Coopérative de développement régional du Québec - Bureau Estrie
- Regroupement des organismes communautaires famille de l'Estrie

- Réseau des carrefours jeunesse-emploi de l'Estrie
- Table des directeurs de centres FP-FGA

### HSD COMMUNICATION COMMITTEE

- Cégep de Sherbrooke
- Commission scolaire de la Région-de-Sherbrooke
- Commission scolaire des Hauts-Cantons
- Commission scolaire des Sommets
- Eastern Townships School Board
- Université de Sherbrooke

### INTERSECTORAL READING COMMITTEE

- Association des bibliothèques publiques de l'Estrie
- Avenir d'enfants
- Cégep de Sherbrooke
- Centre d'éducation populaire de l'Estrie
- Centre de services éducatifs populaires du Haut-Saint-François
- Centre Saint-Michel
- CIUSSS de l'Estrie – CHUS
- Collectif estrien 0-5 ans
- Comité ÉLÉ du Val-Saint-François
- Commission scolaire de la Région-de-Sherbrooke
- Commission scolaire des Hauts-Cantons
- Commission scolaire des Sommets
- Community Learning Center de Richmond

- Conseil de la culture de l'Estrie
- Eastern Townships School Board
- Frontier College
- Literacy in action
- Ministère de la Culture et des Communications
- Regroupement des centres de la petite enfance (CPE) des Cantons-de-l'Est
- Regroupement des organismes communautaires famille de l'Estrie
- Réseau BIBLIO de l'Estrie
- Ressources régionales en adaptation scolaire
- Salon du livre de l'Estrie
- Train des mots
- Université de Sherbrooke (Collectif de recherche sur la continuité des apprentissages en lecture et écriture)
- Ville de Sherbrooke (Service des sports, de la culture et de la vie communautaire)

### ADHOC COMMITTEE ON SCHOOL TRANSITIONS

- Citoyenne
- CIUSSS de l'Estrie – CHUS
- Commission scolaire de la Région-de-Sherbrooke
- CPE Jardins des amis
- Eastern Townships School Board
- Ministère de la Famille
- Regroupement des CPE des Cantons-de-l'Est
- Regroupement locaux de partenaires 0-5 ans (Haut-St-François Fou de ses enfants)
- Réseau d'appui aux familles monoparentales et recomposées de l'Estrie

## FINANCIAL PARTNERS OF THE 2016-2017 ACTION PLAN



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