

TABLE ESTRIENNE DE CONCERTATION
INTERORDRES EN ÉDUCATION (TECIÉ)

ANNUAL REPORT

ABRIDGED VERSION 2012-2013

2011 - 2016 mobilization and action plan to counter the dropout
situation and increase the graduation and qualification rate
of young *Estriens*



The *Table estrienne de concertation interordres en éducation* (TECIÉ) was created in the spring of 2005, based on the desire of regional actors concerned with educational success. Its mission is to mobilize the communities at large concerning the issue of dropping out of school and to increase the graduation and qualification rate of youth in the region.

It is in line with this mission that the work of Partners for Educational Success (*Projet PRÉE*) became part and parcel of the former. In 2012-2013, with the financial contribution of the non-profit organization *Réunir Réussir*, regional actions were intensified and several local initiatives were implemented. Elected officials, employers, parents, health care professionals, and stakeholders in the school and social environment are once again being called upon to act in concrete fashion within the framework of the priorities of the *Projet PRÉE*.

In reading this report, you will be able to see all the actions undertaken, the results achieved, and the involvement of the *Projet PRÉE* team members at all levels of intervention: local, regional and provincial.

You will also note a marked decrease in the dropout rate in *Estrie* as well as an increase in the graduation and qualification rate. Concerted actions are bearing fruit and bringing us ever closer to our targets.

It is with great pride that we share, by the 2012-2013 annual report, all the work done by many people deeply committed to make the success of students a genuine collective priority.

Marie-France Bélanger, Co-chair of the *TECIÉ*

Michel Bernard, Co-chair of the *TECIÉ*

A complete
version of the
annual report
is available at
reussiteeducativeestrie.ca



MAIN POINTS OF THE 2011-2016 MOBILIZATION AND ACTION PLAN

TARGETS TO REACH BEFORE 2016



A DECREASE OF 4 PERCENTAGE POINTS

in the three-year average rate for youth in the public sector who leave high school without a diploma or qualification going from a dropout rate of 25.5% to 21.5%.



A DECREASE OF 3 PERCENTAGE POINTS

in the three-year average rate for girls in the public sector who leave high school without a diploma or qualification going from a dropout rate of 18.6% to 15.6%.



A DECREASE OF 5 PERCENTAGE POINTS

in the three-year average rate for boys in the public sector who leave high school without a diploma or qualification going from a dropout rate of 32.2% to 27.2%.



A INCREASE OF 9.5 PERCENTAGE POINTS

in the qualification and graduation rate after seven years, for the public sector, going from a rate of 67.5% to 77%.

The data for these four targets will also be followed up for the whole Estrie region. Particular and continuing attention will be paid to the graduation and qualification rate after 5 years for the public sector throughout the region. All these data will serve as additional information regarding the development of ministerial indicators.

STRATEGIC DIRECTIONS

The 2011-2016 mobilization and action plan to counter the dropout situation and increase the graduation and qualification of young *Estriens* is based on four strategic directions.



Regional mobilization and recognition of the value of education.



Documentation, monitoring and dissemination of best practices.



Support and guidance for local communities.



Follow-up and accountability in regards to the implementation of the mobilization and action plan, as well as the educational success indicators retained to reach the targets of the plan.

SIX PRIORITY AREAS OF INTERVENTION



THE PREVENTION AND EARLY SCREENING OF LEARNING DIFFICULTIES in mother tongue instruction, especially reading, as well as math before a child starts school and as soon as the first signs of difficulty appear.



ASSISTANCE TO STUDENTS WITH DIFFICULTIES LEARNING THEIR MOTHER TONGUE, especially reading, and math, in their school and community, to ensure they develop the skills required to succeed.



REGULAR GUIDANCE FROM SIGNIFICANT AND COMMITTED ADULTS for each child throughout his or her school years, in their family, school and community.



THE EXPRESSION AND MAINTENANCE OF HIGH EXPECTATIONS REGARDING YOUTH'S COMMITMENT to their education and success. High expectations of educators and administrators, as well as community partners in terms of the quality of services and practices implemented.



THE USE, BY TEACHERS, OF RECOGNIZED PRACTICES that give meaning to their instruction, that feed, expand and heighten the educational and professional aspirations of youth.



CLOSE CONTACT BETWEEN SCHOOLS AND THE WORK ENVIRONMENT to give youth a sense of meaning and perspective to their education.

These priorities are based on a documented analysis of the school dropout issue, and on practices that have proven successful in regions with a problem similar to that experienced in the Estrie region.

RESULTS

BASED ON THE MINISTRY INDICATORS

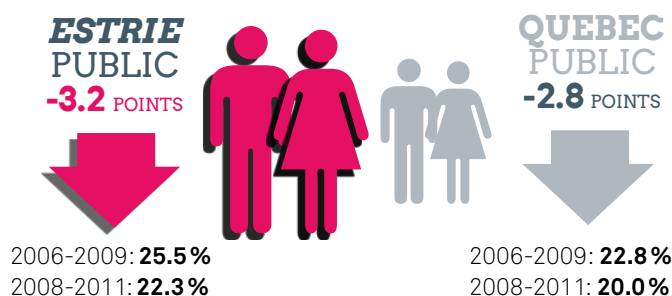
A THREE-YEAR APPROACH TO BREAK THE TREND...

Based on the annual data produced by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS), the MELS regional directorate in *Estrie* calculates an average rate over three years. This calculation method minimizes the "cohort effect" that causes annual, and at times significant, fluctuations. This three-year approach focuses as much attention on school dropout rate trends as on annual fluctuations.

2008-2011 RESULTS



School leavers without a diploma or qualification, public sector.

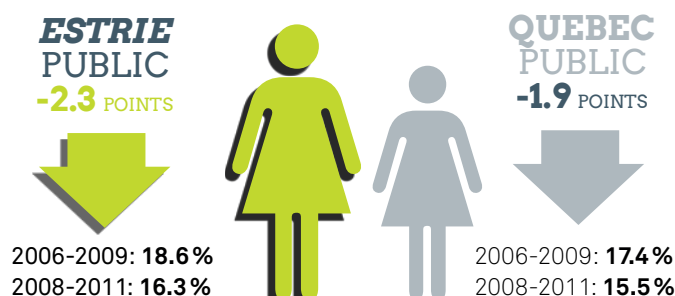


The average dropout rate in *Estrie* during the last triennial, decreased more quickly than the one for Quebec. The 2.7 points difference that separated the region and the province during the 2006-2009 period, fell to 2.3 points during 2008-2011.

Source: Les indicateurs de l'éducation, Direction des statistiques et de l'information décisionnelles (DSID) 2013.



Girls school leavers without a diploma or qualification, public sector.

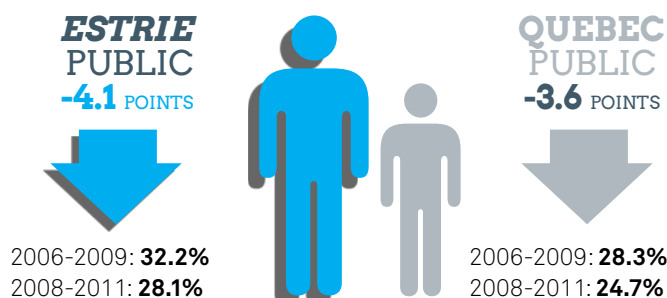


The dropout rate for girls in *Estrie* decreased more significantly for the triennial period of 2008-2011, than the one for Quebec, with a decrease of 2.3 percentage points, while the rate in Quebec recorded a decrease of 1.9 points.

Source: Les indicateurs de l'éducation, Direction des statistiques et de l'information décisionnelles (DSID) 2013.



Boys school leavers without a diploma or qualification, public sector.



The dropout rate for boys in *Estrie* decreased more significantly for the triennial period of 2008-2011, than the one for Quebec, with a decrease of 4.1 percentage points, while the rate in Quebec recorded a decrease of 3.6 points.

Source: Les indicateurs de l'éducation, Direction des statistiques et de l'information décisionnelles (DSID) 2013.



Graduation rate after 7 years, public sector.



Since 2009, the graduation rate after 7 years in the *Estrie* is steadily increasing. In addition, since 2010 it is above the Quebec average.

Source: Les indicateurs de l'éducation, Direction des statistiques et de l'information décisionnelles (DSID) 2013.

2012-2013 INITIATIVES



1.

WEBSITE

In December 2012, an updated version of the Educational Success in *Estrie* website was put online, thereby improving the original version launched in September 2008.

The purpose of this communication tool is to sensitize the *Estrie* population concerning educational success and school perseverance. The site also endeavours to be informative by providing a variety of information, tools that were developed by the *Projet PRÉE*, and resources related to educational success and school perseverance. These elements are grouped according to different target audiences: parents, students, teachers and professionals, employers, and the community.

The look of the website has been improved visually, and browsing is now easier in order to better meet the needs of the different partners and the public. The *Projet PRÉE* team regularly enhances the site with news and resources that are useful to the community. To this end, the *Projet PRÉE* has also developed and posted an English version of the website.

Throughout the year, special attention is paid to the promotion of the website in order to increase the number of visitors.

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2.

READING-WRITING BROCHURES



Three brochures were produced to sensitize parents of the importance of reading for the development of their child. The first is for parents of children 0-5 years old, the second for those aged 5 to 12, and the third for those who have adolescents aged 12 to 15 years of age. These tools offer simple and effective ways to guide and support parents in helping their children develop an interest in reading and writing.

Brochures for 0-5 years old are distributed annually to parents during immunization appointments at Health and Social Services Centres (CSSS), at daycares (CPE), to 4-year-old pre-schoolers (pre-kindergarten), and to the *Passe-Partout* groups of school boards. Brochures for 5-12 years old are given to kindergarten parents at the beginning of each school year. Finally, the one for 12-15 years old is also distributed each school year to parents of students in secondary 1. In addition, these three brochures are available in municipal libraries.

3.

HOOKED ON SCHOOL DAYS



Hooked on School Days represents a high point of the school year and aims to strengthen the mobilization around school perseverance. The main objective of these days is to encourage different stakeholders to take concrete actions to support school perseverance and academic success.

In February 2013, the *Estrie* region held its fourth edition during which more than 200 organizations held close to 500 activities. In particular, the Sherbrooke Phoenix hockey game dedicated to school perseverance drew nearly 4,000 spectators. Several municipalities in *Estrie* adopted a resolution in favour of Hooked on School Days. The Hooked on School Days website had more than 1,827 new visitors. The way is paved for the 5th edition.

4.

MRC – PROMOTION OF SCHOOL PERSEVERANCE IN THE COMMUNITY

The actions undertaken in this dossier are designed to raise awareness among key politicians, as well as community partners of *Estrie* MRCs and the City of Sherbrooke, to the problem of school dropout. It is also to engage their participation in specific actions.

Portraits of each MRC regarding the factors of success have been completed. To disseminate these portraits, a regional mobilization tour was carried out in each MRC and the City of Sherbrooke. In light of these portraits, a total of 11 projects, targeting specific needs related to student perseverance, have been developed. The implementation of three of these projects started in 2012-2013. Others will be implemented in 2013-2014.

Representatives of elected officials, the education sector and community organizations in each MRC have endorsed the projects selected to meet the needs of their communities. The *Projet PRÉE* team supported promoters in the planning and monitoring of these projects.



5.

PROMOTIONAL CAMPAIGNS TO VALORIZE EDUCATION

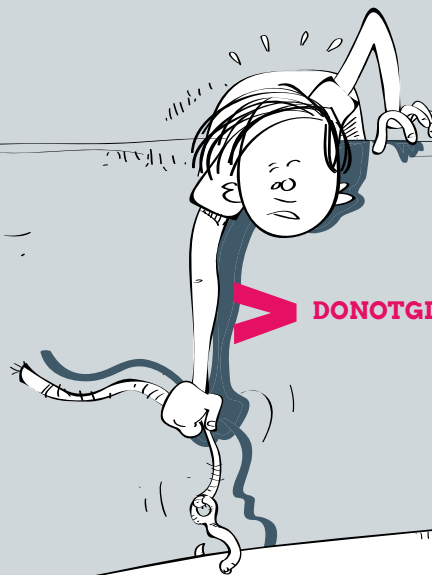
"Being present in school increases my success" campaign

Since 2008, a mass campaign has been in place among *Estrie* health care professionals (general practitioners, pediatricians, nurses in Family Medicine Groups, dentists and optometrists) to raise awareness of the link between class attendance and academic achievement.

This campaign includes the distribution of a calendar that shows the holidays of all the schools in *Estrie* on one page. This tool encourages the health care professionals to set appointments for students during school holidays.

Posters highlighting the importance of maximum attendance in class were also distributed in educational institutions. Moreover, all *Estrie* parents have received a quick reference sheet.

"Being present in school increases my success"



DONOTGIVEUP.CA

"Don't give up" campaign

In May 2013, the *Projet PRÉE* put in place a campaign to promote getting a diploma aimed specifically at high school students and young adults in post-secondary studies.

Given that the students are the engineers of their academic success, the message "Don't give up, every class you pass is one step closer to your diploma" is meant to encourage young people to successfully complete their school year, and to remind them of the benefits of obtaining a diploma. This message was addressed to parents and the public at large, with the suggestion to encourage youth in *Estrie*.

The campaign was primarily carried out via the web: on Facebook for young people and on the websites of newspapers *La Tribune* and *The Record* for the parents. Radio advertisements were also aired.

6.

HIGH SCHOOL – COLLEGE TRANSITION

Admission to college is for many young people a period of reaffirmation of their autonomy and major changes. This requires a high degree of adaptability. The high school to college transition is a critical time in a student's academic progress and the risks of abandoning and of reorientation are present during the first year. In 2012-2013, two projects with the *Cégep de Sherbrooke* and Champlain College implemented measures to promote the transition of students.

In the winter of 2013, students from the *Cégep de Sherbrooke* met with close to 1,250 students within the framework of the *Estrie* project "vers une transition secondaire-Cégep réussie". The class activities allowed students to ask questions and demystify college life.

Champlain College's "Champlain 101" project proposed to its future students two days of activities (including two nights) where

various topics were discussed: academic achievement, financial aspects, personal well-being as well as social integration and college life. Two meetings during the autumn session followed these days of activities.





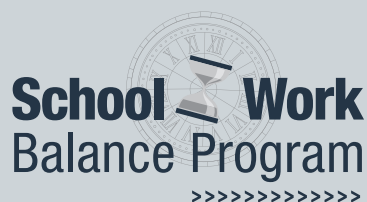
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7.

SCHOOL/WORK BALANCE

The *Projet PRÉE* acts as a regional resource in the development of the School/Work Balance Program in *Estrie*. It offers support and guidance for the implementation of the program and its deployment in the MRCs of the region. The *Projet PRÉE* has carried out two regional promotional campaigns to raise awareness about the importance of a healthy balance between school and work for the success of student employees.

Following a workshop, conducted with the school/work balance advisory committee, the *Projet PRÉE* arranged for an evaluation, performed by an external firm, with respect to the implementation of the program, its deployment in the MRCs, and the use of the existing tools. Employers were also surveyed to indicate their degree of satisfaction with the program, to state their needs, and to suggest ways and means for improvement. The results were released in October 2013.



8.

RESEARCH CHAIR ON READING & WRITING

The *Université de Sherbrooke* Research Chair on learning to read and write in young children aims to support student achievement in reading and writing during the early stages of schooling. The goal is to act in a preventative fashion on a major determinant of students' success throughout their school career: learning to read and write at a young age.

More specifically, the Research Chair has three objectives: to prevent learning difficulties, to develop reading and writing skills, and the development of optimal pedagogical practices to teach to read and write.

Training sessions for teachers were held in the four school boards. Similarly, teachers in continuing education, in kindergarten and elementary school were supported. Four thematic meetings were organized during the year for pedagogical consultants. In addition, research activities continued and dozens of articles and scientific papers were published.

This link between the research community and the practical environment helps to increase the effectiveness of educational interventions with regard to the reading and writing abilities of children.

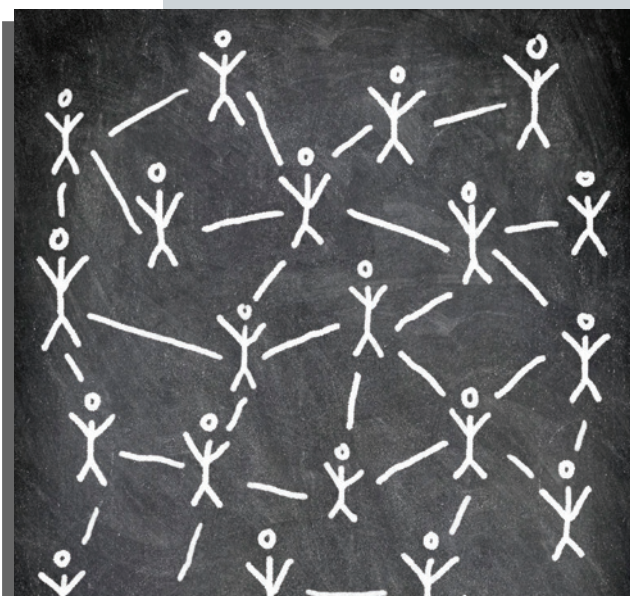
9.

RESEARCH GROUP REGARDING THE CONTINUITY OF LEARNING TO READ AND WRITE

The research group project on the continuity of learning to read and write is based on a partnership between the research community and the practical environment. The work of this group is part and parcel of *Estrie* initiatives to provide better support toward the success of all students related to reading and writing activities at all levels of education: elementary, high school and college.

Launched in February 2012, the Group comprises 20 researchers from Bishop's University, *Université de Sherbrooke*, *Cégep de Sherbrooke*, Simon Fraser University (British Columbia), UQAM, *Université Laval*, and Dartmouth College (USA).

Several activities from the research group helped to increase the transfer of knowledge from research on reading and writing therefore promoting the most successful practices for the benefit of the students.



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INVOLVEMENT AND REPRESENTATION OF THE *PROJET PRÉE* TEAM

AT THE LOCAL LEVEL

The *Projet PRÉE* activities at the local level can be seen in the work done by the four local intervention professionals. Their mandate is to support and guide the MRC local communities and educational institutions in implementing effective practices. Their support and guidance are related, among other, to projects developed at the regional level.

Interventions at THE SCHOOL LEVEL

The various projects and files of the *Projet PRÉE* are discussed on a regular basis at numerous school board meetings such as elementary and high school administrators, the management advisory committee, the Council of Commissioners and the parents' committees.

Furthermore, the local intervention professionals produce an annual statistical portrait of perseverance for each of the public high schools in *Estrie* as well as a portrait for private schools in the region. They also support schools with the implementation of actions related to student perseverance.

Concertation with THE MRCs

Within the framework of local mobilization and the implementation of effective practices, the local intervention professionals participated in the various concertation bodies in several MRCs. They also support the promoters of "MRC Perseverance Projects" for the presentation of their projects to the TECIÉ, as well as for their applications for funding and the writing of summaries for *Réunir Réussir*.

The contribution of the local intervention professionals in the various areas, among other items, allowed:

- > Enhanced knowledge about the various *Projet PRÉE* dossiers and created an interest for their introduction locally;
- > Supported communities in identifying educational perseverance action priorities;
- > Supported the communities with the deployment of prioritized actions;
- > Supported communities in their search for funding for the implementation of prioritized actions;
- > Disseminated information related to the dropout situation.

AT THE REGIONAL LEVEL

In an effort to propagate regional mobilisation, several regional representations and implications were made by the team in order to provide updates related to the progress of the *Projet PRÉE* action plan and the overall situation of school dropout in *Estrie*

- > *Conférence des élus de l'Estrie* board of directors;
- > General Directors of *Estrie* school boards table;
- > General Directors of private schools in *Estrie* table;
- > Directors of Educational Services of the school boards in *Estrie* table;
- > *Inode Estrie*;
- > *Observatoire Estrien du Développement des communautés (OEDC)*;
- > *Comité estrien régional d'orientation en milieu scolaire (CEROMS)*;
- > *Programme de soutien à la réussite de l'élève de l'Université de Sherbrooke (PSRÉ)*.

AT THE PROVINCIAL LEVEL

Network of regional consulting authorities on student retention and educational success in Quebec

The *Projet PRÉE* is the recognized regional consulting authority (*Instance régionale de concertation, IRC*) in terms of school perseverance and educational success for the *Estrie* region. Twenty IRCs throughout Quebec meet regularly to share projects, concerns and thoughts, and as a result, they form a provincial network.

The IRCs were developed from a common desire among all partners and have the mandate to support the development of regional initiatives associated with dropout issues specific to the region.



CONCLUSION

Driven by the belief that educational success constitutes a major element of personal, social, economic and cultural development of our region, the partners of the *Table estrienne de concertation interordres en éducation* (TECIÉ) have established the necessary resources to promote student success in *Estrie*. By the constitution of Partners for Educational Success *Estrie* (*Projet PRÉE*), the TECIÉ ensures the implementation of its mission: mobilizing and acting.

Mobilizing the *Estrie* population around school perseverance is to ensure that education is valued and that a high priority is accorded to it by everyone in contact with young people: educators, advocates, health care professionals, parents, employers, elected officials, etc. Awareness raising campaigns undertaken by the *Projet PRÉE* transmit this important message everywhere: Staying in school is everyone's business!

ACTING ON BEHALF OF OUR YOUTH IS TO ENSURE THAT THE MOBILIZATION LEADS TO CONCRETE PROJECTS. IN 2012-2013, THE PROJET PRÉE REGIONAL ACTIONS AND THE LOCALLY IMPLEMENTED INITIATIVES ENABLED ALL STAKEHOLDERS TO TAKE ACTIONS THAT PROMOTE EDUCATIONAL SUCCESS AND CONTRIBUTE TO THE INCREASE OF THE GRADUATION RATE IN ESTRIE.

According to a recent survey by the André and Lucie Chagnon Foundation regarding the value of education and school perseverance (October 2013), the citizens in *Estrie* stand out compared to other regions of Quebec. They are more likely to have heard of specific initiatives in their communities to reduce the dropout rate, and they are also more likely to be concerned about students dropping out.

According to statistics published annually by the *ministère de l'Éducation, du Loisir et du Sport*, the dropout rate in *Estrie* is going down and the graduation rate is increasing.

It is a positive statement: Work related to the mobilisation and the resulting actions are bearing fruit. And this is what motivates us to carry on in the same direction.

It is by being proactive together that we can make an impact for the benefit of our youth who will be tomorrow's leaders. Staying in school is everyone's business, every day!



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ADEE | AEPE | ASSSE | ATA | BU | CDR | Cégep de Sherbrooke | CJE
CRC | CRÉ de l'ESTRIE | ETSB | CSHC | CSN | CSRS | CSS | CSSSE
EQ | FCPE | FJE | FP-FGA | MAMROT | MELS | MESRST | MFEQ
Québec en forme | RCPECE | ROCFE | SEE | UdeS

MEMBERS OF THE TECIÉ

- > Université de Sherbrooke (UdeS)
- > Bishop's University (BU)
- > CEGEP de Sherbrooke
- > Champlain College (CRC)
- > Commission scolaire de la Région-de-Sherbrooke (CSRS)
- > Commission scolaire des Hauts-Cantons (CSHC)
- > Commission scolaire des Sommets (CSS)
- > Eastern Townships School Board (ETSB)
- > Association des écoles privées de l'Estrie (AEPE)
- > Conférence régionale des élus de l'Estrie (CRÉ de l'Estrie)
- > Forum Jeunesse Estrie (FJE)
- > Agence de la santé et des services sociaux de l'Estrie (ASSSE)
- > Emploi-Québec (EQ)
- > Ministère de l'Éducation, du Loisir et du Sport (MELS)
- > Ministère de l'Enseignement supérieur, Recherche, Science et Technologie (MESRST)
- > Ministère des Finances et de l'Économie du Québec (MFEQ)

BESIDES THE MEMBERS OF THE TECIÉ, THE MOBILIZATION COMMITTEE OF THE PROJET PRÉE GATHERS THE FOLLOWING PARTNERS:

- > Syndicat de l'Enseignement de l'Estrie (SEE)
- > Appalachian Teachers Association (ATA)
- > Conseil central des syndicats nationaux de l'Estrie (CSN)
- > Centres de santé et de services sociaux de l'Estrie (CSSSE)
- > Carrefours jeunesse-emploi de l'Estrie (CJE)
- > Fédération des comités de parents de l'Estrie (FCPE)
- > Association des directeurs et directrices d'établissement d'enseignement de l'Estrie (ADEE)
- > Regroupement des centres de la petite enfance des Cantons-de-l'Est (RCPECE)
- > Québec en forme
- > Regroupement des organismes communautaires Familles de l'Estrie (ROCFE)
- > Coporation de développement régional (CDR)
- > One representant of Formation professionnelle et formation générale adulte (FP-FGA)

