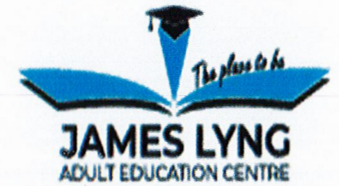




Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

JAMES LYNG

Adult Education Centre

2020-2022

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The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a centre its orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the centre and the community's educational expectations.

The goal of the educational project of a centre makes it possible to share, with all its educational stakeholders (students, parents, teachers other centre staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the centre plans to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 97 of the Education Act states,

“Adult education centres are educational institutions whose mission is to provide to persons entitled thereto under section 2 the educational services prescribed by the basic adult education regulation established by the Government under section 448.

Centres shall pursue their mission within the framework of an educational project.

It is also the mission of centres to contribute to the social and cultural development of the community.”

The law describes:

- the principal content of the educational project (Article 97.1)
- the period covered by the project (Article 97.2, 459.3)
- the role of the governing board and the various stakeholders involved in the centre community (Article 109)
- the communication of the educational project and its evaluation to the public, in particular the students and centre staff (Article 109.1)
- the role of the principal in the coordination of the process (Article 110.10)
- the role of the School Board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups that Collaborated in the Development of the Project

The JLAEC Governing Board
Civita Tudino, Principal
Danica Lewington, Vice Principal
Leslie Habib, Guidance Counsellor
Amanda Comeau, Academic Advisor (interim)
Paul Laplante, Re-education Counsellor

Groups Consulted in the Development of the Project

Civita Tudino, Principal	Leslie Habib, Guidance Counsellor
Danica Lewington, Vice Principal	Louise Yee, Administrative Technician
Christopher Hammock, Teacher	Kevisen Govinden, Student
Iriana Colannino, Teacher	Nwoko, Ogochukwu Genevieve, Student

Centre Profile

James Lyng Adult Education Centre welcomes approximately 1400 students each school year. The centre is in the south-west sector of the island of Montreal with easy access to the Vendome, St. Henri, and Lionel Groulx metro stations as well as various bus lines. The centre shares the premises with James Lyng High School. To serve the needs of the community, the centre offers the Common Core Basic Education (CCBE) Program and the Diversified Basic Education (DBE) Program.

Our student population, described here, is based on student data from the 2018-2019 academic year. Most of the student population comes from the Greater Montreal area. Many of the students live in the boroughs of Cote des Neiges, Lasalle, Verdun and Lachine as well as from the south-west boroughs of St. Henri, Little Burgundy and Ville Emard. Several students come from Brossard as well as from Laval. The students come from varied socio-economic backgrounds. About 20% of our students were born in Quebec, and 2% from the rest of Canada. The remaining 78% were born in 94 other countries. A significant number of the centre's students come from China (21%) and the Philippines (11%). The multicultural mosaic of our centre reflects the diversity that characterizes our city. The students range in age from 16 years to over 60 years.

The **CCBE** program helps adult learners upgrade their skills and knowledge, bolster their autonomy, and encourage their personal, intellectual, and cultural growth. Depending on their academic situation and goals, students may be enrolled in either a literacy program or a Secondary Cycle One (secondary 1, 2) program. About 57% of our students are enrolled in these programs. Of these CCBE students, about 9% are below the age of 20, 25% are between 21 and 30 years of age, while 25% are between 31 and 40 and another 25% are between 41 and 50 years of age. Approximately 16% are above the age of 50. The male-female distribution is about equal. The students in these programs are generally non-native language speakers. The services offered by these programs assist the students in preparing for the workforce or continuing their educational path and integrating into Quebec society.

The **DBE** program of study allows adult learners to complete their secondary education and obtain a Quebec Secondary School Diploma or obtain prerequisites to go on to vocational training or complete required courses for post-secondary education at the college or university level. Most of the programs of study that make up DBE are adaptations of those offered in general education in the youth sector, Secondary Cycle Two (secondary 3, 4 & 5). About 42% of our students are enrolled in this program. About 22% of these students are under the age of 20 and about 67% of them are between the ages of 21 and 30. The remaining 11% are between the ages of 31 and 60. In terms of gender, about 55% are male students and 45% female students that are enrolled in the DBE program.

There are several challenges tied to the success of many of our adult education students. Though we have not compiled statistical information on the academic backgrounds of our students, through intake interviews we have noted that some students come from the English sector (High School, Outreach/alternative high schools), some come from the French sector (Francization, High School, Adult Education), and some are foreign-trained professionals requiring Quebec certification.

Most of the centre's adult education students face one or more challenges. These include language deficits, lack of proper study habits, and difficulty with long term commitment, family or work responsibilities and learning difficulties. It is important that our staff members understand the different problems faced by adult students. It is therefore crucial that we identify the students' challenges at the outset of their academic experience in our adult education centre. The staff would then be able to implement effective support strategies and processes to help initiate change and increase the students' chances of success.

James Lyng Adult Education Centre offers the DBE and CCBE programs during the daytime only. The centre has three distinct registration periods during the year. When possible, students can be integrated into courses at other times in the school year. This flexibility personalizes each student's situation by accommodating the pace at which adults learn and the time they can devote to their training.

The centre is led by a principal and a vice-principal. The teaching staff consists of 11 tenured CCBE teachers and on average, 20 DBE teachers per semester of which only two are tenured. The centre's guidance counsellor, academic and vocational counsellor, and re-education counsellor support students with their emotional and psychological needs, their academic and career paths, and their varied learning styles and learning challenges. Two full-time student supervisors play an important role in keeping the centre's students and staff safe. A tutor for Mathematics is available three days per week to assist students who require more support in this subject area. The office staff consisting of an administrative technician, a secretary, and four office agents support the administrative team. Five caretaking and two cafeteria staff are shared with the James Lyng High School. Our teachers participate in professional development

activities. Our school staff is dedicated and works diligently to support the education of each adult learner. Relations between staff members and students are typically supportive.

The centre maintains a partnership with **RESO** (Regroupement économique et social du Sud-Ouest). The RESO program helps adults prepare to enter or re-enter the workforce by providing additional support to their clients who enroll in the DBE academic courses at James Lyng Adult Education Centre. Approximately 35-40 students participate in the RESO program in a given year.

The staff recognizes that a sense of belonging in an adult education Centre is very important in promoting student retention and success. Several different activities are organized throughout a given school year. Its purpose is to expose our students to various cultural experiences, whether it is an outing to a play, a visit to a museum or an afternoon at a sugar shack for example. In-school activities like cake day, or a corn roast, or a BBQ are organized to encourage student bonding as well as building positive student-teacher relationships. Providing students with non-academic information on diverse topics is equally as important as academic information. The Centre gives workshops on cyberbullying, addictions, and parenting skills. The Centre organizes career fairs and visits to vocational training centres to expose students to the variety of career paths that exist. The Centre Student acknowledges student success and achievement throughout the school year by awarding Perseverance and Honour Roll certificates to meritorious students. The Centre set up a student lounge, a study hall, and a mobile computer lab to encourage student retention, support, and success this school year. The Centre also established a new partnership with the YMCA's Pivot program in 2021. The end of the school year culminates in a celebratory graduation ceremony where student achievement is shared with the students' families and friends who supported them in their journey.

Our Mission

Our primary goal at James Lyng Adult Education Centre is to provide our adult learners with a wide range of rich learning experiences tailored to meet their unique needs. We prepare and empower our adult students to achieve their educational, career, and personal goals in a safe, caring, and inclusive learning environment. We aim to encourage life-long learning and critical thinking in our students in order that they may successfully continue learning throughout their lives. James Lyng Adult Education Centre recognizes and values the diversity of its community and promotes mutual respect and cooperation amongst its diverse student population.

Our Values

All members of the James Lyng Adult Education community work together to promote:

- EXCELLENCE:** We promote the highest standards in academic achievement.
- INTEGRITY:** We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students and staff.
- EQUITY:** We foster an environment that serves all students.
- CITIZENSHIP:** We respect the diversity of our community by working as a team to ensure the educational success of all our students.

The Consultation

A team composed of the centre’s administration and professionals met to discuss the needs and challenges of the student body and to set priorities to provide solutions aimed at meeting those identified needs and challenges. The team set objectives in line with the School Board’s Commitment-to-Success Plan. The identified need and challenges as well as the objectives and targets were discussed with the entire staff.

Alignment to the EMSB’s Commitment-to-Success Plan

The centre’s educational project contains the specific policies of the centre and the objectives selected for improving student success. These must be consistent with the School Board’s Commitment-to-Success Plan (Article 97.1). In what follows, the centre will demonstrate how the selected objectives are coherent and consistent with those of the School Board’s Commitment-to-Success Plan.

The School Board’s first objective is to increase the graduation and qualification rate of students under the age of 20. While the centre is able to report the number of graduates in the last few years, the graduation rate for each of those years is not available at this time. The centre will henceforth implement a new procedure to ensure that a graduation rate will be available for the future. It will use the following definition:

“The overall graduation rate of the Adult Education Centre in a given academic year is determined by dividing the total number of Secondary 5 students who successfully complete the required courses to obtain their Secondary School Diploma-(SSD) by the total number of Secondary 5 students with the intent and potential to complete the required courses.”

Table 1: The number of Secondary V graduates within the Academic School Year (DBE)

School Year	Number of Graduates
2017-2018	72
2018-2019	67
2019-2020	10

Source: PBI

Table 1 shows that the number of graduates for 2018 and 2019 is relatively stable at over 65 students. The significant decrease in the 2020 results is due to the COVID-19 pandemic. The second semester was never completed and the third semester never started.

CENTRE OBJECTIVE 1:

To implement a procedure to determine the graduation rate of the adult centre in a given year by September 2021.

In aligning our objectives with those of the Board’s Commitment-to-Success Plan, the Centre will monitor and set objectives for Mathematics, Science and History. Please note that in all the tables that follow we have included both a success rate and a fraction. The denominator of the fraction represents the number of students registered for each component (course) in the academic year and the numerator, the number of students who were successful.

EMSB Objective:
To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

Table 2: Success Rates in Secondary 4 Mathematics (CS&T) Courses

DBE - Mathematics (CS&T) - Secondary 4			
Success Rate (%)			
Years	Subject Codes		
	MTH4151-1	MTH4152-1	MTH4153-2
2018-2019	90.9	89.7	64.1
	30 / 33	35 / 39	25 / 39
2019-2020	87.0	84.6	81.0
	20 / 23	22 / 26	17 / 21

Source: PBI

Mathematics CS & T is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. Mathematics CS&T is composed of three modules as listed in Table 2. A student is successful in secondary 4 Mathematics CS&T when all three modules are successfully completed. The Mathematics CS & T course new curriculum was implemented in the 2018-2019 academic year.

Table 2 shows that the success rate in:

- MTH4151-1 decreased from 90.9 % in 2018 to 87.0% in 2020.
- MTH4152-1 also decreased from 89.7% in 2018 to 84.6% in 2020
- MTH4153-2 increased from 64.1% in 2018 to 81.0% in 2020.

In determining our baseline, the centre has chosen to take an average of the success rates of the last two years.

The baseline average for:

- MTH4151-1 is 89.0%.
- MTH4152-1 is 87.2%,
- MTH4153-2 is 72.6%.

Centre Objective 1.1:

- **To maintain the success rate of students in MTH4151-1 above 90% through 2022**
- **To maintain the success rate of students in MTH4152-1 above 90% through 2022**
- **To increase the success rate of students in MTH4153-2 from 72.6% in 2020 to 80.0 % by 2022**

Science and Technology Secondary 4

EMSB Objective:

To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.

Table 3: Success Rates in Secondary 4 Science and Technology Courses

DBE-Science and Technology-Secondary 4							
Success Rate (%)							
Subject Codes							
Years	PSC 4010-2	PSC 4011-2	PSC 4012-2	TSC 4061-2	TSC 4062-2	TSC 4063-2	TSC 4064-2
2017-2018	82.9	83.8	83.8				
	68 / 82	67 / 80	62 / 74				
2018-2019	75.4	71.4	76.5				
	43 / 57	35 / 49	39 / 51				
2019-2020				100.0	100.0	100.0	100.0
				26 / 26	36 / 36	21 / 21	19 / 19

Source: PBI

Secondary 4 Science and Technology is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. The Science and Technology secondary 4 course is composed of several courses as listed in Table 3. The Science and Technology secondary 4 course of the new curriculum was implemented in the 2019-2020 academic year. A student now meets the graduation requirements of secondary 4 Science and Technology when both the TSC 4061-2 and TSC 4062-2 modules are successfully completed. In addition, the centre also offers TSC-4063-2 and TSC-4064-2, which correspond to the Environmental Science and Technology path in the second year of Secondary Cycle Two (youth sector).

Table 3 shows the success rate of:

- PSC 4010-2 decreased from 82.9% in 2018 to 75.4% in 2019
- PSC 4011-2 decreased from 83.8% in 2018 to 71.4% in 2019
- PSC 4012-2 decreased from 83.8% in 2018 to 76.5% in 2019
- TSC 4061-2 and TSC 4062-2 to be 100% for both courses.

Table 3 also shows that there was a significant decrease in student registration for this course in the 2019-2020 academic year. This is as a result of the influx of a great number of students who lacked the necessary prerequisites to enter the Science and Technology class TSC and were required to first enroll and successfully complete a General Science course before taking the Science and Technology secondary 4 course. In determining a baseline for our target, we have extrapolated the results of the old course with the new course. We will set a target to maintain the success rate above 85% in each of the courses of the Secondary 4 Science and Technology course.

Centre Objective 1.2: To maintain the success rate of students above 85% for each secondary 4 Science and Technology course through to 2022.

History Secondary 4

EMSB Objective:

To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.

Table 4: Success Rates in Secondary 4 History of Quebec and Canada

DBE-History of Quebec and Canada-Secondary 4		
Success Rate (%)		
Years	Subject Codes	
	HST 4016-2	HST 4017-2
2017-2018	92.1	93.3
	93 / 101	83 / 89
2018-2019	88.9	92.7
	80 / 90	76 / 82
2019-2020	92.9	96.7
	52 / 56	59 / 61

Source: PBI

Secondary 4 History of Quebec and Canada course meets the requirements for graduation. The success in this course has a direct impact on the graduation rate. The History of Quebec and Canada secondary 4 course is composed of two courses as listed in Table 4. A student is successful in secondary 4 History of Quebec and Canada when both modules are successfully completed.

Table 4 shows the success rate:

- HST 4016-2 decreased from 92.1% in 2018 to 88.9% in 2019 but then increased to 92.9% in 2020.
- HST 4017-2 remained constant at about 93% in both 2018 and 2019 followed by an increase to 96.7% in 2020.

Table 4 also shows that there has been a significant decrease in student enrollment in the History of Quebec and Canada course in 2019-2020. The low number of students in the 2019 – 2020 academic year reflects on the continuing pandemic crisis. Students were unable to complete their courses from March 2020 to June 2020. Additionally, the final semester of the 2019-2020 school did not occur due to the pandemic.

In determining our baseline, the Centre has chosen to average out the success rates for the last three years. The baseline for HST 4016-2 is 91.3% and that for HST 4017-2 is 94.2%. The Centre will maintain an average success rate above 92% for both courses through 2022.

Centre Objective 1.2:

To maintain the success rate of students in secondary 4 History of Quebec and Canada (HST 4016-2 and HST 4017-2) above 92% through 2022.

English Language Arts Secondary 5

While the EMSB is focusing on both the success and proficiency rates, the Centre will focus only on the success rate.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

To maintain a global success rate of at least 90% in secondary 5 English Language Arts June MEES Examination through 2022.

To increase the average mark of secondary 5 students in English Language Arts June MEES Examination from 74.2% in 2017 to 76.0% by 2022.

Français langue seconde, programme de base et enrichi

To maintain the success rate of 95% in the secondary 5 FLS June MEES Examination (programme de base), Reading Component, through 2022.

To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi), Reading Component from 81.8% in 2017 to 85.0% by 2022.

Table 5: Success Rates in Secondary 5 English Language Arts Courses

DBE-English Language Arts- Secondary 5			
Success Rate (%)			
Years	Subject Codes		
	ENG 5101-1	ENG 5102-2	ENG 5103-3
2017-2018	88.4	81.0	82.9
	61 / 69	47 / 58	34 / 41
2018-2019	88.8	63.4	87.5
	79 / 89	52 / 82	56 / 64
2019-2020	94.8	93.3	93.4
	55 / 58	56 / 60	57 / 61

Source: PBI

Secondary 5 English Language Arts is a compulsory course for graduation. Success in this course has a direct impact on the graduation rate. The secondary 5 English Language Arts course is composed of three modules as listed in Table 5. A student is successful in secondary 5 English Language Arts when all three modules are successfully completed.

Table 5 shows that the success rate in:

- ENG 5101-1 remained constant at about 88% in both 2018 and 2019 and increased to 94.8% in 2020.
- ENG 5102-2 decreased from 81.0% in 2018 to 63.4% in 2019 but increased to 93.3% in 2020.
- ENG 5103-2 increased steadily from 82.9% in 2018 to 93.4% in 2020.

The success rate has been relatively high in each course over the last three years with a minor exception in ENG 5102-2 in 2019. We will set a target to maintain the success rate in the 90% range in each of the courses of secondary 5 English Language Arts.

CENTRE OBJECTIVE 1.4:

To maintain the success rate of students in the 90% range for each secondary 5 English Language Arts course through 2022.

Français langue seconde) de base (FLS) Secondary 5

While the EMSB is focusing on the reading component of secondary 5 Français langue seconde, the Centre will look at the global success rate in each of the modules that make up secondary 5 Français langue seconde de base.

Table 6 : Global Success Rates in Secondary 5 Français langue seconde de base (FLS) courses

DBE-Français langue seconde de base (FLS)- Secondary 5			
Success Rate (%)			
Years	Subject Codes		
	FRE 5101-1	FRE 5102-1	FRE 5103-2
2017-2018	97.0	100.0	100.0
	64 / 66	60 / 60	59 / 59
2018-2019	100.0	98.8	98.7
	88 / 88	82 / 83	77 / 78
2019-2020	98.1	100.0	100.0
	53 / 54	51 / 51	50 / 50

Source: PBI

Secondary 5 Français langue seconde is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. The secondary 5 FLS de base course is composed of three modules as listed in Table 6. A student is successful in secondary 5 FLS when all three modules are successfully completed.

Table 6 shows the success rate in each of the courses has been at or above 97% consistently for the last three years. We will set a target to maintain the success rate above 95% in each of the courses of secondary 5FLS de base.

Centre Objective 1.5:

To maintain the global success rate of students above 95% in each secondary 5 Français langue seconde de base modules through 2022.

CCBE English, Language of Instruction

The Ministry had set an objective to increase by 5 percentage points the proportion of the adult population who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIACC). The Board contributes to the increase in the competencies measured by the PIACC, notably in its literacy activities in the adult education sector.

Language proficiency is imperative for all adults. Improving the low-level literacy skills of some adults is fundamental to their personal growth and develops their autonomy and their opportunities. It enhances their ability to be contributing members to Quebec society. It is only natural for the Centre to examine the success of these students as they comprise a significant sector of our student population.

Table 7: Global Success Rate of Students in Common Core Basic Education (CCBE) Program – English

Common Core Basic Education (CCBE) Program – English				
Success Rate (%)				
Subject Codes				
Years	ENG B123-4	ENG B124-4	ENG B125-4	ENG B126-4
2017-2018	83.5	83.5	83.5	75.3
	91 / 109	81 / 97	81 / 97	58 / 77
2018-2019	80.0	88.7	88.7	95.6
	52 / 65	55 / 62	55 / 62	86 / 90
2019-2020	77.4	87.5	87.5	91.7
	24 / 31	28 / 32	28 / 32	33 / 36

Source: PBI

Table 7 shows the success rate in each of the literacy CCBE courses offered in each of the three academic years. The success rate of ENG B123-4 decreased steadily from 83.5% in 2018 to 77.4% in 2020. The success rate in both ENG B124-4 and ENG B125-4 increased from 83.5% in 2018 to 88.7% in 2019 and essentially remained constant in 2020. The success rate of ENG B126-4 increased from 75.3% in 2018 to 95.6% in 2019 followed by a minor decrease to 91.7 % in 2020. The data also shows that the number of registrations in the 2019-2020 year was significantly lower than the previous two years. This may be due to the COVID-19 pandemic.

CENTRE OBJECTIVE 3:


To maintain the success rate of students above 88% in each CCBE course through 2022.

Implementation and Monitoring of the Project

The Centre will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the School Board.

Signatory Parties

ON BEHALF OF THE CENTRE


GOVERNING BOARD CHAIR
*Interim replacement for
Claude Devault, RESO*


CENTRE PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

James Lyng Adult Education Centre - Educational Project 2020-2022

WHEREAS the Education Act requires that the Centre develops an educational project;

WHEREAS the Educational Project was developed with the participation of the various stakeholders involved in the Centre, including: the governing board, centre staff, and School Board representatives;

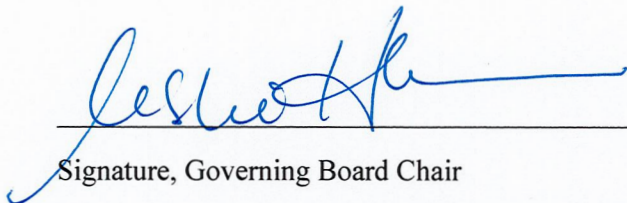
WHEREAS the Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY Louise Yee AND RESOLVED THAT the Educational Project of 2020-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY Iriana Colaninno AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY Louise Yee AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and Centre staff.

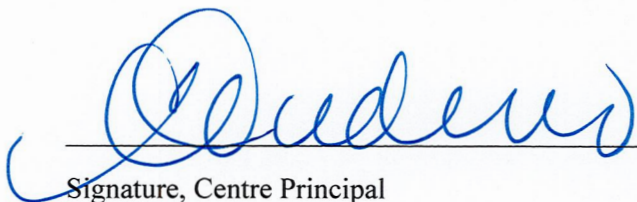


Signature, Governing Board Chair

(interim replacement for Claude Deveault Reso Counsellor)

June 15, 2021

Date



Signature, Centre Principal

June 15, 2021

Date