

First 100 Days as a Community Development Agent Worksheet

The Provincial Resource Team (PRT) provides training for new CDAs as well as 1-on-1 coaching throughout the year. The First 100 Days as a CDA is focused on onboarding, building relationships, and setting a foundation in the school(s). For further integration of the community school approach, please consult the [CLC Self-Assessment Rubric](#).

First 30 Days: Establishing a Foundation

Understand the School and Community

WHAT	HOW	NOTES
If entering an existing CLC: Review the most recent CLC. Action Plan (if available)	As of 2024-25, the CLC Action Plan is available through the Online Journal	
Meet with the principal, staff, and key stakeholders to understand the school's vision, mission, and goals.		
Research the community's demographics, needs, and existing resources.	Contact your local municipal office Review the community's strategic plan (if available) Review the CHSSN data for your region	
Review past initiatives, programs, and community partnerships.	CLC Online Journal	

Build Relationships

Schedule one-on-one meetings with teachers, staff, and community members.	
Introduce yourself to parents and community leaders.	
Attend school and community events to start building a presence.	

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Assess Needs and Opportunities

WHAT	HOW	NOTES
Review any previous needs assessments conducted in the school(s) you support.		
If needed, conduct a new needs assessment through surveys and interviews.		
Identify gaps in resources and opportunities for partnerships		
Review the school's current family engagement strategies and community involvement.		

Understand Policies and Procedures

Learn about the school's policies, procedures, and safety protocols		
Understand the funding sources and budget allocation for community school initiatives.		

Next 30 Days: Planning and Strategy Development

Planning for community schools requires a collaborative approach. All stakeholders need to be invited to co-create vision, the goals and objectives. This can be done in committees and/or by consulting official documents like the school and school board strategic plans, as well as any surveys and data from the community.

Develop a Vision and Goals

WHAT	HOW	NOTES
<i>If entering an existing CLC:</i> Familiarize yourself with the school's educational project and most recent CLC action plan.		
Collaborate with the principal and staff to define (if not already established) or refine and update the vision for the community school model.		
Set short-term and long-term goals aligned with the school's needs and priorities.		



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Establish a Community Connections Committee

WHAT	HOW	NOTES
<i>If already established:</i> Review documentation from previous committee meetings		
Identify and invite key stakeholders to participate in the committee.		
Hold the first meeting to discuss goals, roles, and responsibilities.		
Set a schedule for regular meetings.		

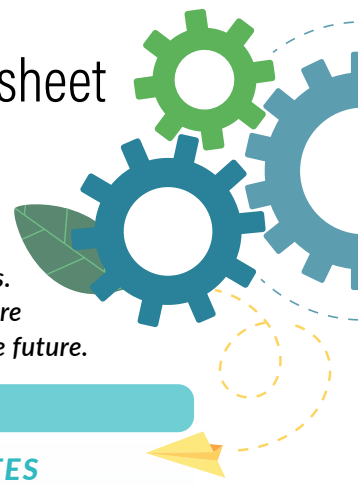
Map Community Assets

Identify local and regional partnership tables and request to join.		
Identify potential community partners, such as local businesses, nonprofits, and service providers		
Create a community asset map to visualize resources and partnership opportunities.	Asset Mapping Toolkit	

Work with the CLC Action Plan

<i>If entering an existing CLC:</i> Familiarise yourself with the specific initiatives, timelines and responsibilities in the existing action plan.	Discuss any changes or updates with the CLC principal(s). Consult the Community Connections Committee(s).	
<i>If establishing a new CLC:</i> Develop an action plan with specific initiatives, timelines, and responsibilities.	Consult with the school principal/VP of all the schools you support and work with Community Connection Committee.	The PRT can support you and your school teams through this process with guidend facilitation and additional resources from the CLC Framework for Development and CLC Guidebook.
Align the action plan with the school's educational project.		If working in an extended model, meet with all CLC principals to collaboratively align the Areas of Focus across most or all schools you support.
Plan for both quick wins and longer-term projects.		

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Next 40 Days: Implementation and Refinement

Consider this a sandbox or testing ground for future large-scale programs and initiatives. By establishing a routine of implementation, evaluation, and refinement on these first activities, you are building your capacity and establishing a process that will serve you and your committees well for the future.

Launch Key Initiatives

WHAT	HOW	NOTES
Start with a few key programs or partnerships that address immediate needs.		
Organize community events, workshops, or programs to engage families and community members.		

Monitor and Evaluate

Track the progress of initiatives.		
Gather feedback from stakeholders		
Use data to assess the effectiveness of programs and make necessary adjustments.		
Celebrate early successes and communicate them to the school and community.		

Refine Communication Channels

Establish regular communication channels (newsletters, social media pages, or a website) with...

... the school staff		
... families		
... community partners		
Create/add to the school's calendar of events and activities to maintain engagement.		

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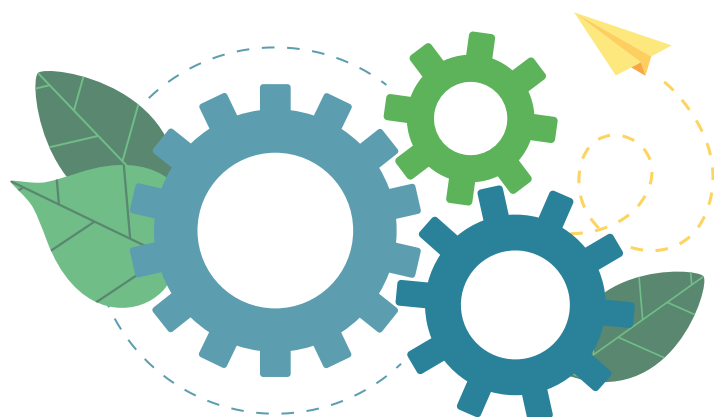
Plan for Sustainability

WHAT	HOW	NOTES
Identify potential funding sources or grants to support ongoing initiatives.		The PRT sends out an updated Grants Directory every year, as well as ad-hoc offers from partners in the PRT newsletter.
Begin documenting processes and creating a resource guide for collaborators.		
Continue building relationships to ensure long-term success.		

Ongoing

Continuous Learning

WHAT	HOW	NOTES
Stay updated on best practices in community schools and education.		
Network with other CDAs to share ideas and experiences.		
Attend professional development workshops and conferences.		
Consult the Community School Self-Assessment Rubric to further your CLC work.	CLC Self-Assessment Rubric	The Self-Assessment Rubric provides a vision for long-term growth and deeper system integration of the community school approach.



May 2025