Extended-Model Community Learning Centres and Educational Success:

A Mixed Methods Case Study

Report prepared for the Ministère de l'Éducation du Québec

By

Mélissa Villella, Ph.D.

Julie Corrigan, Ph.D.

Fatemeh Anvari, M.A.(c)

Maria Karina Caruana Aroz, M.A.

November 2024

Acknowledgments

Finally, we extend our sincere thanks to all those who participated in this research project. We aim to share your insights and shed light on your realities.

Executive Summary

Background

We begin by explaining some of the issues and challenges that the English-speaking communities of Quebec have historically faced and continue to face today. English-speaking communities live both as an Official Language Minority Community (OLMC) within Quebec and as a part of the official language majority in the rest of Canada, thus being referred to as a collective *min-jority* in this report.

The majority of English-speaking Quebecers do not have access to programs and services in English that are equivalent to those available in French to the French-speaking majority with regard to social, health, educational, or employment opportunities. This situation is even more fragile for Black and racialized English speakers in Quebec (Pocock, 2024).

The implementation of Community Learning Centres, also known as CLCs, was perceived as a concrete way to support the vitality of Quebec's English-speaking communities, as well as to counter some of the historical issues and challenges faced by communities, such as poverty, unemployment, and underemployment.

Aim

In this study, we examined how, and to what extent, the Extended-Model Community Learning Centre (EM-CLC) model, one of three CLC models serving English-speaking students in Quebec, supports student *Educational Success*, an overarching concept that also encompasses *Vitality* and *Institutional Completeness*.

Method

We conducted a mixed methods case study where participants were first asked to fill out a survey containing both quantitative and qualitative questions in relation to their EM-CLC about Educational Success, Vitality, and Institutional Completeness. Participants were also invited to participate in an individual, semi-structured interview. Seventy-one participants completed the survey, and 12 participants did an interview. All interviews were conducted by the principal researcher. As for the study's limitations, no EM-CLC families or Kindergarten to Secondary 5 students were invited to participate. Also, quite possibly due to a prolonged teachers' strike, few teachers participated in the study.

Key Findings

Overall, the findings regarding EM-CLCs supporting Educational Success were favourable in two particular areas:

- o Institutional Completeness; and
- o Vitality

- **EM-CLCs support Institutional Completeness through formal and informal partnership building with not-for-profit and certain for-profit organizations ; they provide access to some English and bilingual spaces within school and community infrastructures.** However, very few Community Development Agents (CDAs) had access to dedicated CLC spaces during a specific day and time, especially during school hours. This limitation may prevent the integration of certain school-community activities, events, and partnerships that counter poverty (such as food programs), or that create closer ties between EM-CLCs and the Quebec Education Program's (QEP) (*Ministère de l'Éducation* [MEQ], 2001) cross-curricular competencies during the day.
- **EM-CLCs also support Vitality in both official languages.** Activities, events, and partnerships mostly occur in English, or English-French bilingual settings; they (re)produce a deeper sense of belonging to the local community or the region rather than to Quebec's English-speaking *min-jority* communities or to Canada's English-speaking majority. In particular, the presence and the participation of seniors in EM-CLC initiatives demonstrate to students and families alike that they can spend their lives in Quebec as English speakers. EM-CLCs also break seniors' isolation by promoting social involvement.
- As with any initiative, there exists a need within EM-CLCs for continuous improvement to align with the Ministère de l'Éducation du Québec's 2023-2027 Strategic Plan and its 2024-2025 Action Plan. **According to the study's results, the elements requiring more practitioner and researcher foci are two-fold:**
  - o The identification and selection of EM-CLC activities, events, and partnerships in direct relation to the QEP and, more specifically, cross-curricular competency development; and
  - o An explicit connection between the common elements of some EM-CLC schools' Educational Projects and their school board's Commitment to Success Plan objectives. This connection is important to create greater access to special education services since certain health and social supports are less available in English outside of an English school setting in Quebec, especially in the regions.
- **To increase the sharing of school facilities with community organizations and municipalities, school boards are encouraged to simplify the expectations with respect to certain administrative processes.** Specifically, a revision is required to *deed of establishment* expectations around the use of premises and immovables by community members that are planned after the deed is signed and approved. A more flexible administrative process could help incorporate more CLC activities, events, and partnerships, for example, to promote French literacy, numeracy, and women's and girls' leadership,

as well as sports and outdoor activities, which were both more limited areas noted amongst the examples shared by participants.

- **There remains a great need to regularly promote the heritage and history of Quebec's diverse English-speaking communities in EM-CLCs; this aligns with the Government of Canada's *Framework for the Vitality of Official-Language Minority Communities (OLMC)* where language and culture go hand in hand.** CDAs and teachers alike should also receive additional training on how to incorporate more of the heritage and history of English-speaking communities into EM-CLC activities, events, and partnerships alongside QEP cross-curricular competencies. All English-speaking students, including 2SLGBTQIA+, Indigenous, Black, and racialized children, youth, and adults, as well as families and seniors, would then have the opportunity to explicitly learn about diverse past and present leaders in their local, municipal, and regional communities, as well as at provincial and national levels. The goal would be to inspire new leaders and tap into past and current leaders' wealth of knowledge.

- **There is a high risk of CDA demotivation in the way some school boards assign EM-CLC workload.** Some participants feel new CDAs are not being trained adequately before starting their position. Other CDAs are assigned to six schools in an EM-CLC, in which case the number of work hours assigned may not reflect the expected workload, pay scale, or position title. Also, there are EM-CLCs that group schools located within two Regional County Municipalities (RCM), which then involves the duplication of meetings, partnerships development, et cetera; as such, this duplication should be avoided to increase efficiency and motivation. Finally, certain CDAs are being reassigned to other tasks, such as substitute teaching. These recurrent factors may be contributing to some CDA positions continuing to go unfilled. The MEQ is encouraged to create a financial measure to stabilize funding for CDA positions. They should also work in partnership with school boards to identify other complementary financial measures, such as those associated with countering poverty, that can be favourably combined with CLC funding. In addition, it is recommended that school boards include no more than four to five schools in an EM-CLC; these schools should ideally be located within the same RCM.

Conclusion

While our results do indicate that the current EM-CLC approach and structure supports Educational Success for English-speaking students, including Institutional Completeness and Vitality of English *min-jority* communities in Quebec, the study cannot conclude whether or not the current EM-CLC approach and structure is more effective than the single-site or the multi-site CLC models, as the latter two were not included in the sample. As such, a similar study involving the other two models should be considered in the future. Finally, it would also be important to include more parent, student, and teacher voices in future studies on CLCs, since they are also current and future CLC leaders and partners of EM-CLCs.

Table of Contents

Acronyms

CDA(s)	Community Development Agent(s)
CLC(s)	Community Learning Centre(s)
EM-CLC(s)	Extended-Model Community Learning Centre(s)
LEARN	Leading English Education and Resource Network
MEES	*Ministère de l'Éducation et de l'Enseignement supérieur* (Ministry of Education and Higher Education)
MELS	*Ministère de l'Éducation, du Loisir et du Sport* (Ministry of Education, Leisure and Sports)
MEQ	*Ministère de l'Éducation du Québec*
OLMC(s)	Official Language Minority Community/Communities
PRT	Provincial Resource Team

Glossary

Community Learning Centre (CLC)	"Community Learning Centres (CLCs) are community schools, a school improvement strategy that transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development." (LEARN, n.d.)
Extended-Model CLC (EM-CLC)	An Extended-Model CLC is the grouping of multiple schools, normally within a specific region and serving a given community, that are assigned to one community development agent (CDA) (Lamarre, 2022). They share the same vision, action plan, strategies, and activities.
Educational Success	"Educational Success covers the three major vectors of the mission of Québec's schools: to provide instruction, to socialize and to provide qualifications. It includes success in school but goes beyond obtaining a diploma or qualification by taking the person's overall intellectual, cognitive, affective, social, and physical potential into account starting in early childhood." (MEES, 2017, p. 26).
Minority Language Educational Rights Holder (Canada)	As per the *Canadian Charter of Rights and Freedoms* (1982), and more specifically Section 23 relating to the language of instruction: (1) Citizens of Canada: a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside; or b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province. **Continuity of language instruction** (2) Citizens of Canada, of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language. **Application where numbers warrant**

	(3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.
Eligibility to Receive Instruction in English (Quebec)	As per section 73 of C-11, the *Charter of the French language* ([1977](#)), a child in Quebec has the right to study in an elementary or secondary school in English if at least one of their parents has received the majority of their elementary or secondary education in English in Canada. In Quebec, as opposed to other provinces in Canada, a certification of eligibility for instruction in English, as a minority language of the province, is required. At the time of writing, certain exceptions do apply, such as sections 76, 84.1, 85, and 86.1.
Vitality of Official Language Minority Communities (OLMCs)	The Vitality of OLMCs consists of five dimensions: ethnolinguistic (linguistic identity of the OLMC); institutional (presence of the OLMC in institutions, such as schools); spatial (presence of the OLMC in public spaces); cultural (presence of the OLMC in the arts); and temporal (shared heritage and collective memory of the OLMC) **(**Gani, [2023](#); Government of Canada, [2021](#); Roy, [2021](#), [2023](#)).
Institutional Completeness in OLMCs	Institutional Completeness includes all informal and formal partnerships (e.g., hospitals, newspapers, theatres, community groups) built to support the fulfilment and development of the OLMC **(**Cardinal & Léger, [2017](#)**).**
Min-jority	An English-speaking community living both as an OLMC within Quebec and as a part of the official language majority in the rest of Canada. As such, this community is referred to as a *min-jority* in this report.

Introduction

Historically, English and French colonizers, as well as their descendants, were rivals well before occupying the Indigenous lands known today as Canada (Government of Canada, n.d.; Lacoursière et al., 2015). However, a new discourse is necessary to ensure the *Vitality* of the country's Official Language Minority Communities (OLMCs), including English-speaking communities in Quebec (Goldbloom et al., 2008). In fact, statistical data related to unemployment and poverty indicate clearly that English-speaking communities in Quebec, and particularly Black English speakers (Pocock, 2024), are not currently thriving at the same rate as their French-speaking counterparts in the province (Gagnon & Kuzviwanza, 2023; Pocock, 2023). As such, English-speakers are raising questions about their communities' vitality, since French is the only official language in Quebec, as well as its only common language (*Gouvernement du Québec*, 2023).

Given that access to minority language education, as well as its quality, are considered a cornerstone of OLMCs' success (Jean-Pierre, 2018), and that Community Learning Centres (CLCs) are perceived by some as a way of countering certain issues and challenges, such as poverty (Dryfoos, 2002, 2010; Maier et al., 2017), this report aims to answer the following research question and sub-questions:

- How, and to what extent, do EM-CLCs support Educational Success?
  - How, and to what extent, do EM-CLCs support the Vitality of English OLMCs?
  - How, and to what extent, do EM-CLCs support Institutional Completeness?

First, we will provide some current legislative background regarding language laws and education rights to better understand the complex context in which EM-CLCs are located.

Literature Review

Language Laws and Education Rights

Language laws are enmeshed in Canada, including Quebec. On the one hand, the *Official Languages Act* made English and French the official languages of Canada in 1969 (Laurendeau, 2006), thus requiring all federal institutions to provide services in a person's language of choice, including those in Quebec. Since the modernization of the Act, known as Bill C-13 (2023), the Government of Canada also recognizes that the French language requires supplementary protection and promotion due to the predominance of English in North America. On the other hand, French is a majority language in Quebec, but not in the rest of Canada. To that end, Bill 101, also known as the *Charter of the French language* (C-11), first came into effect in 1977 under the Parti Québécois government, declaring French as Quebec's only official language (Behiels & Hudon, 2013). These language laws have also directly impacted education rights.

OLMC rights in both contexts are also complex. Section 23 of the *Canadian Charter of Rights and Freedoms* (1982) stipulates which Canadian citizens are eligible for minority education language rights; to this day, Quebec has not signed the Charter. Instead, section 76 of Quebec's *Charter of the French language* brings into effect more limited access to minority English-language education (see C-11, chapter VIII). As such, a certificate of eligibility issued by the province of Quebec, confirming that most of a parent's education was received in English, is required to attend Quebec's English schools (section 76), whereas no such certificate is required for French school admission elsewhere in Canada. Stipulations, such as this one, resulted in not only a subsequent decline of English-language school enrollments (Ciamarra et al., 2021a), but also the outmigration of young English speakers from the province (Ciamarra et al., 2021b).

In recent years, various communities in Quebec have also been impacted by other laws. Amongst them, amendments to Bill 101 through Bill 96, also known as Law 14, which is an *Act respecting French, the official and common language of Quebec*, have tightened the restrictions surrounding Quebecers' choices related to education (Bill 96, 2022). For example, when one takes into account the Truth and Reconciliation Commission of Canada's (2015) Calls to Action (5, 7, and 12), federal, territorial, and provincial governments (including Quebec) are called upon to work with Indigenous leaders to develop culturally appropriate parenting education and childhood education programs for Indigenous families, as well as to develop, together with Indigenous communities, a plan to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians. However, as of the time of writing, some Indigenous leaders have rejected certain educational language stipulation changes that have come into effect with Bill 96/Law 14, since they believe that the new French language education requirements represent the continuation of colonialism in Quebec (Mathieu & Hart, 2024).

To better understand Quebec's English-speaking communities, it is important to acknowledge their diverse makeup. It has been noted that "an important characteristic of the English-speaking community today is its high degree of ethnic and religious diversity, with

over 30% born outside of Canada and almost 21% declaring that they belong to a visible minority" (Floch, 2006, as cited in Lamarre, 2008, p. 68). In fact, Quebec has the second largest Black population in Canada (Statistics Canada, 2023). Yet, Black English-speaking Quebecers, both born in and outside of Canada, are more marginalized on various fronts than non-Black English-speaking Quebecers, as well as Black and non-Black French-speaking Quebecers (Pocock, 2024). Further, it has been observed that some racialized English-speaking Quebecers have been disproportionately impacted by Bill 21, which bans the wearing of religious symbols in provincial public sector positions of authority, such as teaching (Howard, 2022). Knowing this, one cannot ignore that some English-speaking Quebecers are further minoritized, thus increasing the risk of recent laws further affecting certain communities and their access to essential services, education, and employment opportunities.

English Communities in Quebec: A Collective *Min-jority*

While English is a minority language within Quebec, English speakers in the province remain part of a national linguistic majority in Canada, as well as part of a group of speakers who use a globalized language (Gérin-Lajoie, 2019; Jean-Pierre, 2018). Due to this unique position as a community in Quebec and in relation to Canada, English-speaking communities in Quebec are referred to in the present report as *min-jority* communities due to their geographical location and language statuses within these two embedded contexts (see Figure 1). Also, as Gérin-Lajoie (2019) points out, the everyday reality of English speakers in Montreal is different from that of English speakers living in Quebec's regions, since the latter have access to fewer English-speaking or bilingual organizations to support English *min-jority* Vitality and Institutional Completeness.

Figure 1

English-Speaking Communities in Quebec: A "Min-jority"
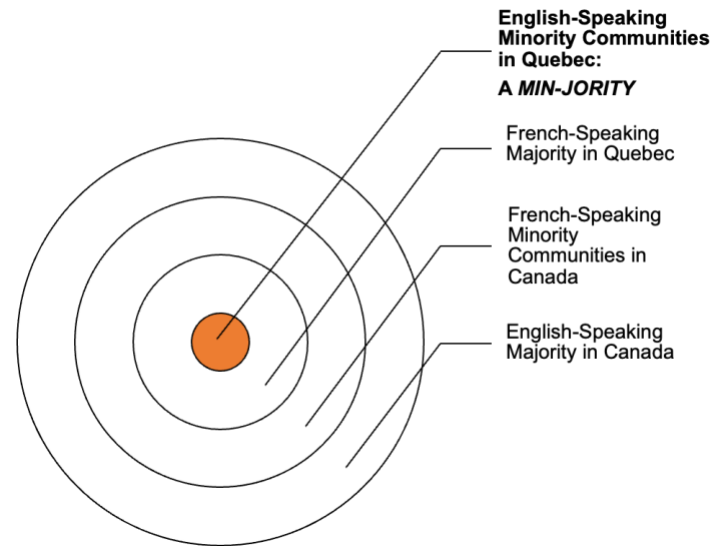
A Few Demographics

      According to Statistics Canada's 2021 census data, the province of Quebec has a total population of 8,501,833 (Statistics Canada, 2022). Within this total population, and amongst other languages and cultures, we not only find unilingual English speakers, but also English-mother tongue bilingual speakers, as well as multilinguals. However, according to the same census data, there are more bilingual English-mother tongue speakers in Quebec than unilingual English-mother tongue speakers. Such data thus demonstrate that contrary to a popular belief amongst Francophones, Quebec's English-speaking *min-jority* communities are not mostly made up of unilingual English-speaking speakers (Office of the Commissioner of Official Languages [OCOL], 2024).

> "According to available 2021 census data, most English-mother tongue Quebecers can speak French (71% are bilingual), and a majority use it at work, have it as a language of instruction at school, speak it at home or have it as another mother tongue."
> (OCOL, 2024, p. iv).

English Education Eligibility in Quebec

Certain English and French speakers benefit from privileges, such as minority language education rights, that newly arrived immigrants and Indigenous communities do not automatically have within Canada, including Quebec (Villella, 2021). Specifically, as per section 73 of the *Charter of the French language*,

[t]he following children, at the request of one of their parents, may receive instruction in English:

(1) a child whose father or mother is a Canadian citizen and received elementary instruction in English in Canada, provided that that instruction constitutes the major part of the elementary instruction he or she received in Canada;

(2) a child whose father or mother is a Canadian citizen and who has received or is receiving elementary or secondary instruction in English in Canada, and the brothers and sisters of that child, provided that that instruction constitutes the majority of the elementary or secondary instruction received by the child in Canada.

The Statistics Canada data from the 2021 census, as presented in Table A1, provide an overview of English education eligibility and attendance numbers amongst children aged 5 to 17 years old (as of December 2020), born between 2003 and 2015 (Lemyre, 2024). While some regions have higher rates of English school eligibility, as well as higher proportions of children who have at least one parent being an English-language rights holder, it should not go unnoticed that some communities within these regions of Quebec also have significantly lower rates of eligibility and attendees (Lemyre, 2024), most often when English schools are located far and few between, thus posing challenges like long bus rides to and from school.

Some of the Current Issues and Challenges

Even if the overall rate of bilingualism within English-speaking communities in Quebec is high, single-parent families, unemployment, poverty, and economic instability disproportionately strike Quebec's English *min-jority* communities harder than its French majority community (CHSSN, 2024).

Table 1

Quebec, By Language Group

Characteristics	English Speakers		French Speakers	
	Total	%	Total	%
Total Population	1,253,580	14.9%	7,074,330	84.1%
Lone Parent Family	150,580	12.1%	805,215	11.5 %
Unemployed	75,910	10.9%	255,990	6.9 %
Annual Income Under $20,000	269,805	25.7%	1,154,945	19.9%
Annual Income Over $50,000	357,635	34.1%	2,236,925	38.5%

Note. Adapted from CHSSN (2024).

As seen in Table 1 above, English-speaking *min-jority* communities are proportionately more at risk of suffering socio-economic inequalities than their French-speaking majority counterparts. A recent report by the Provincial Employment Roundtable (PERT) regarding poverty amongst Quebec's English *min-jority* communities has also sounded a similar alarm bell (Gagnon & Kuzviwanza, 2023). According to our interpretation of MEQ data (2023a) regarding the overall underprivilege index of its schools, English schools are often more socially and economically disadvantaged than French schools located in the same catchment area.

EM-CLCs: A Potential Solution

Various researchers in North America contend that the implementation of a community school model, approach, and structure may help underachieving children and youth living in impoverished areas better perform academically (Dryfoos, 2002, 2010; Maier et al., 2017). However, those are not the only advantages. They may also help some OLMCs' schools thrive in terms of language, culture, and identity through the formation of closely knitted partnerships and relationships between individuals and organizations (Bélanger et al., 2011). In particular, EM-CLCs aim to create a sense of belonging not only to English *min-jority* communities, but also to Quebec; they also foster a positive view of bilingualism, through initiatives such as the *I Belong* project (Lamarre, 2022).

Since 2006, some English *min-jority* communities have been attempting to counter various issues and challenges by implementing one of the three following Community Learning Centre models: Single-Site CLCs, Multi-Site CLCs, or Extended-Model CLCs (EM-CLCs) (Lamarre, 2022). However, for the purpose of this study, this report will focus on EM-CLCs. As Lamarre (2022) points out, the adoption of the EM-CLC model is perceived by some as a way of maximizing the limited funding available for the CLC initiative through the *Canada-Quebec Agreement for Minority-Language Education and Second-Language Instruction.*

While similar models exist within the United States and Canada, respectively called community schools ([nea.org](nea.org) or communityschools.org), citizen schools (citizenschools.org), or civic community schools (ecc-canada.ca), Quebec's EM-CLCs remain unique in that they are the only ones that aim to meet the needs of English *min-jority* individuals and communities that are located in a French-majority province, but also a part of the English majority within Canada. EM-CLCs focus on countering social, academic, and economic disparities for English-speaking *min-jority* communities in two ways:

1) as an embedded approach that aims to plan and manage educational and community changes (MELS, 2012) and;

2) as a complementary school-community partnership structure that supports Educational Success (including Vitality and Institutional Completeness).

The OLMC funding made available through the *Canada-Quebec Agreement* has become a foundational component of the EM-CLC's embedded approach (Lamarre, 2022; Lamarre et al., 2021) and structure (Qu'Anglo, 2015) that enables both school boards and LEARN Quebec, alongside with staff, volunteers, and partners, to better serve English-speaking children, youth, and adults across the province. Furthermore, some school boards serving English-speaking students also use various measures to supplement the *Canada-Quebec Agreement* to further fund their EM-CLC, and most notably to retain CDAs, by remaining competitive with other positions and employers.

Overall Underprivilege Index and EM-CLCs in Quebec

In Quebec, the provincial government uses the low-income cut-off (LICO) index and socio-economic environment index (SEI) to rank schools on a scale of 1 to 10, where 1 is assigned to the most advantaged schools, and 10 to the most disadvantaged ones (MEQ, 2023a). According to the data presented in Table A2, EM-CLCs are often disadvantaged schools (MEQ, 2023a).

Aim of Research Project

In this report, we present our findings on how, and to what extent, EM-CLCs support the Educational Success of English-speaking students within Quebec. Students can be individuals as young as preschoolers with their families, to adult learners, including seniors. To this end, we will present the four concepts that make up the foundation of our study, namely EM-CLCs, Educational Success, Vitality, and Institutional Completeness, to ensure a common understanding of our analysis.

Conceptual Framework

       The conceptual framework of this study ([Figure 2](#)) is anchored in Canada's OLMC educational research. It is composed of four intertwined concepts: *EM-CLCs*, *Educational Success*, *Vitality*, and *Institutional Completeness*.

Figure 2

Conceptual Framework
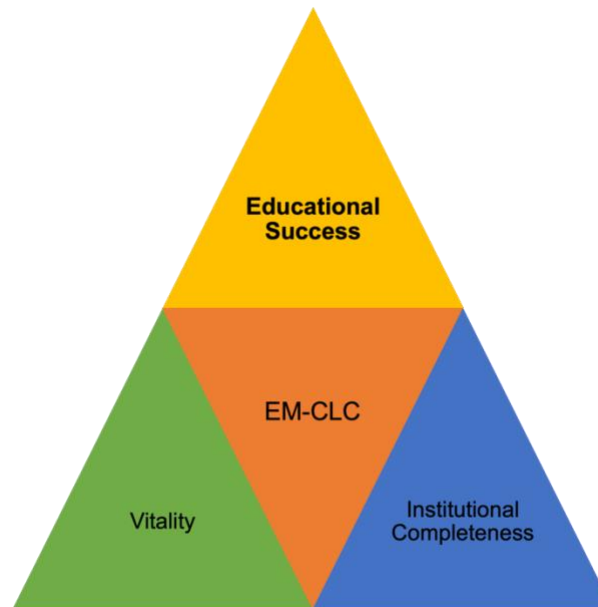
       The concept of Educational Success is the desired result for each student in Quebec; it includes, but is not limited to, academic achievement (MEES, 2017; MEQ, 2023b, 2024). Educational Success is therefore located at the top of the pyramid and is the most discernible component. Then, at the base of the pyramid, we find three other concepts. The EM-CLC concept is at the centre of the diagram, as it unites and operationalizes the two other concepts: Vitality and Institutional Completeness. Together, these four concepts form the framework used in this study to define the Educational Success of English-speaking *min-jority* students in Quebec.

Educational Success

The concept of Educational Success is a polysemous one. For example, for some researchers, it may be a question of graduation versus dropout rates (Seynhaeve et al., 2024), or family background and involvement (Linver et al., 2004). For others, Educational Success requires systemic changes so that all students can succeed in places of learning (Matthews & Malenfant, 2024). In this study, three Quebec ministerial documents were principally taken into consideration when conceptualizing Educational Success in relation to EM-CLCs:

1. the MEES's Policy on Educational Success, which proposes six indicators that constitute Educational Success: graduation and qualification; equity; prevention; language proficiency; educational path; and living environment (MEES, 2017);
2. the MEQ's 2023-2027 Strategic Plan, which includes indicators for student success, and revolves around four issues: Educational Success; school staff; governance; sports, leisure, and outdoor activities; and the objectives associated with each (MEQ, 2023b); and
3. the MEQ's 2024-2025 Action Plan, which briefly reiterates the Strategic Plan, but also outlines action items in line with each of the objectives, including those regarding Educational Success:
   - to increase student success;
   - to modernize and promote vocational training;
   - to renovate and modernize school infrastructure;
   - to develop new special educational projects; and
   - to improve the welfare, well-being, and safety of students (MEQ, 2024).

Together, these indicators, issues, objectives, and action items comprise the present study's foundation of Educational Success.

It is important to note that Educational Success goes beyond the idea of simply obtaining a diploma within school walls (MEES, 2017). It refers to a student's capacity, with the help of different members of society, to holistically achieve their full potential, regardless of background, socio-economic status, or other characteristics. In other words, Educational Success tends to be about the whole person, rather than one limited aspect of them as a student. As we will observe, EM-CLCs, together with Vitality and Institutional Completeness, are closely linked to Educational Success.

Extended-Model Community Learning Centres

To support Quebec's English-speaking students, families, and communities, CLCs were established in certain schools in 2006, with more being added to the network through the years (Lamarre, 2022). The goal of this initiative is to "combine education with other resources such as health and social services" (MEQ, n.d.), by means of facilitating school-community partnerships and access to shared resources (Horrocks, 2021). One CLC model is the Extended Model, where one Community Development Agent (CDA) is hired

to work at several schools in a region, employing the same action plan, and applying the same strategies and activities across their assigned schools (Lamarre, 2022).

According to an unpublished PRT document (Estuaries Learning Consulting Group, 2018), EM-CLCs have shown to benefit the English-speaking community in Quebec through increased access to resources and sense of community, which in turn help empower students as members of their communities. Their success can be attributed to the establishment and maintenance of school-community relationships with both private and public institutions, as well as individuals, who serve the needs and interests of English-speaking *min-jority* communities in elementary, secondary, and adult education sectors.

Vitality

In this study, Vitality is the barometer used to describe, explain, and analyze how, and to which extent, EM-CLCs support Educational Success in relation to its current state of activities, events, and partnerships, while also taking into account the internal and external pressures that influence the sustainability of English-speaking *min-jority* communities. The concept aligns with the Government of Canada's *Framework for the Vitality of Official-Language Minority Communities* (Government of Canada, 2021). The Framework is especially pertinent to this study, as it acknowledges the needs of Quebec's English *min-jority* communities as OLMCs, such as the need for a balanced approach to language, culture, and identity policies and practices, given the social, economic, and educational issues and challenges previously presented in the Literature Review.

The Framework examines individual and collective leadership, mobilization, language, culture, identity, recreational and cultural activities, institutional services, and language usage through its visibility and audibility, as well as the social and economic participation and expansion of English *min-jority* communities (Government of Canada, 2021). As such, it consists of five dimensions: ethnolinguistic (linguistic identity of the OLMC); institutional (presence of the OLMC in institutions, such as schools); spatial (presence of the OLMC in public spaces); cultural (presence of the OLMC in the arts); and temporal (shared heritage and collective memory of the OLMC) (Gani, 2023; Government of Canada, 2021; Roy, 2021, 2023).

Finally, it should be noted that the concept of Vitality is not exclusively used in relation to the context of Quebec's English-speaking *min-jority* communities. It has also been used to describe various research studies within French language minority communities located outside of Quebec (Belkhodja et al., 2012).

Institutional Completeness

Institutional Completeness includes, but is not limited to, informal and formal partnerships (e.g., hospitals, newspapers, theatres, community groups) built to support the fulfillment and development of the OLMC; it also includes the examination of institutional support or institutional control of OLMCs (Breton, 1964; Landry et al., 2013). While still used by many researchers around the world today, this concept was first coined by Breton (1964) in relation to the description and analysis of immigrants and their ethnic communities. It

continues to be referred to by other researchers (see Cardinal & Léger, 2017; Mathieu-Bédard, 2016; Pichette & Gosselin, 2013) in relation to OLMCs in Canada, and other minorities around the world. Institutional Completeness is used to analyze different degrees of legal, historical, political, institutional, and demographic contexts, advances, and hurdles within OLMCs (Breton, 1964).

Research Question and Sub-Questions

Building on our literature review and conceptual framework, this study aims to answer an overarching question and two sub-questions. They are as follows:

- How, and to what extent, do EM-CLCs support Educational Success?
    - How, and to what extent, do EM-CLCs support the Vitality of English OLMCs?
    - How, and to what extent, do EM-CLCs support Institutional Completeness?

Methodology

Research Design Overview

The purpose of our mixed methods study was to understand how, and to what extent, extended-model CLCs support students' Educational Success (Anadón, 2006; Gagnon, 2012). We used a sequential mixed methods design (Leech & Onwuegbuzie, 2009) that included a mixed methods questionnaire (Phase 1), followed by qualitative interviews (Phase 2). Using a mixed methods approach allowed us to use the questionnaire to recruit potential interview participants, while also extending the depth and breadth of our understanding of Educational Success through the combination of quantitative and qualitative data.

It should be noted that both the questionnaire and the interview protocol were developed in English, then translated and adapted into French, and verified with an English-to-French Quebec translator. The recruitment material, questionnaire, and interviews were available to participants in both official languages of Canada. Participants were asked about their preferred official language for their interviews. While some participants answered questions only in English or only in French, other participants chose to answer in both languages. Some participants also combined both languages (code-switching or translanguaging) to answer one question, while other participants alternated between the two languages when answering the various questions.

Finally, to better understand the CLC initiative, three members of the research team attended the 2024 CLC Conference organized by the PRT in April 2024. Two team members visited an EM-CLC site in September 2024, and the principal researcher also attended the Quebec English School Boards Association (QESBA) conference in September 2024.

Participants

Phase 1: Questionnaire Participants

After the approval of our study by Université du Québec en Abitibi-Témiscamingue's research ethics board, we recruited participants to complete the questionnaire between October 12, 2023 and December 14, 2023, by sending email invitations to CDAs, principals, community partners, the PRT, and school board representatives responsible for EM-CLCs. CDAs and the Director of the PRT were asked to forward the email to their community partners as well, and principals were also asked to share it with their teachers and other school staff, governing board members, and, in the case of adult education centres, also with their students. Further, we emailed CLC partners found on various EM-CLC websites and Facebook pages. As such, our participants were recruited through both purposeful sampling and snowball sampling.

Overall, 153 participants began the questionnaire. However, after eliminating duplicate responses and those participants who completed less than 10% of the questionnaire, our quantitative data consisted of the responses of 71 participants.

In Table B1, we present the demographics of our questionnaire participants. Most participants were English-speaking (72%), although some were English-French bilingual (20%), spoke French (7%), or used another language at home (1%). Additionally, participants identified as mainly White (86%) and female (72%). Most participants held either a bachelor's degree (42%) or a graduate certificate (also 42%).

Participants consisted of principals or vice-principals (31%), governing board members (17%), CDAs (14%), CLC school board representatives (14%), teachers and other school staff members (10%), community partners (8%), and members of the PRT (6%). Figure 3 provides a visual breakdown of the participants by role.

Figure 3

Participants by Role
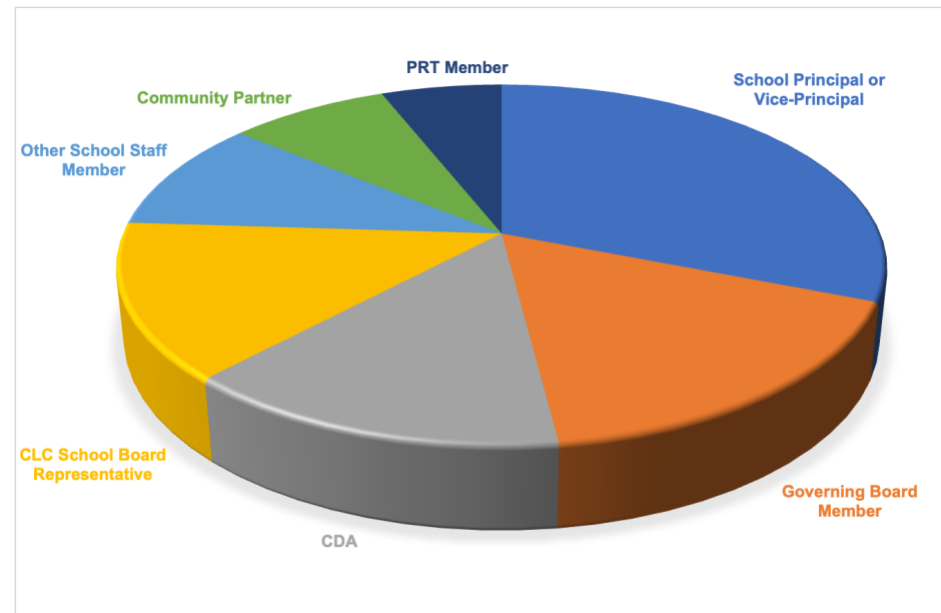
Most participants (58%) were relatively new (0-5 years) to their respective roles.

Table B2 shows the demographic context of the participating EM-CLCs. The largest group of participants was either from or worked with Riverside School Board (31%), followed by New Frontiers School Board (17%), and Lester B. Pearson School Board (17%).

All school boards with EM-CLCs had at least some representation (see Figure 4), although the smaller boards had fewer participants. This may be explained by the participants' choice to share, or not to share, the survey after having filled it out via the snowball method of sampling, or the difference in size among school boards.

Figure 4

School Board or Other Affiliation
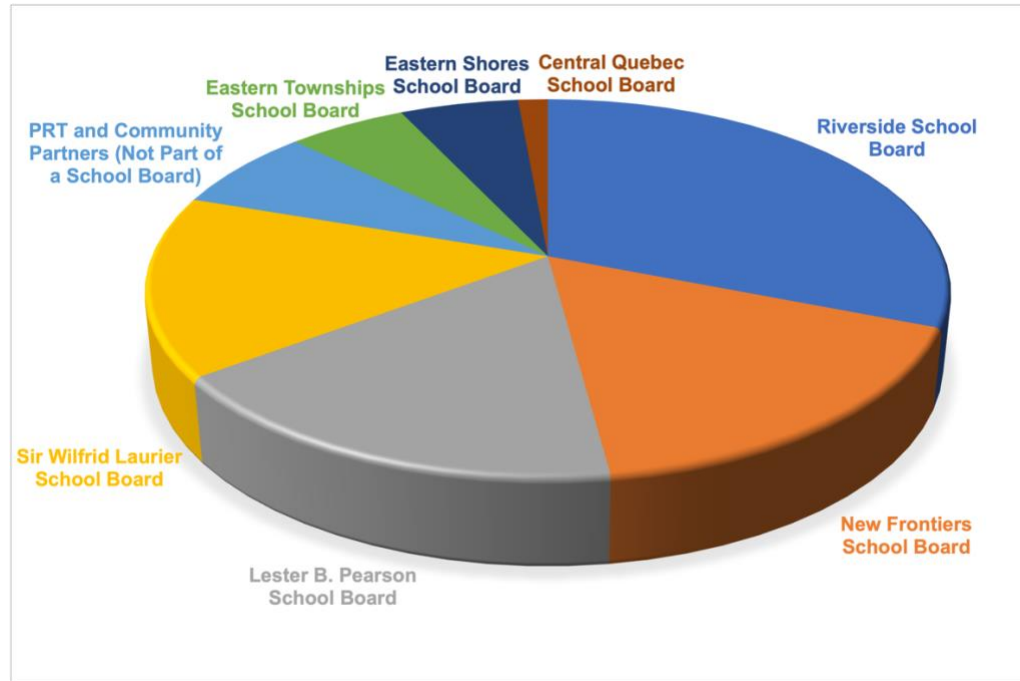
Most participants served at the elementary level (86%), although there was considerable representation from the secondary level (45%), and adult education (18%). The majority of our participants stated that their EM-CLC schools were located in a town (55%), followed by city (38%), and then village (17%).[1]

---

[1] A city is a large settlement that usually has more than 100, 000 people, a town is a mid-sized settlement that can have between 100 and 100, 000, and a village is a small settlement that can have 100 and approximately and 3,000 people.

Phase 2: Interview Participants

In the questionnaire, 15 participants indicated an interest in doing an interview; in the end, 12 participants participated in individual interviews. Participants were recruited from the seven English school boards in Quebec that have EM-CLCs, the PRT, and community partners of EM-CLCs. They consisted of CDAs (*n* = 4), school principals or vice principals (*n* = 3), community partners (*n* = 2), a school board representative (*n* = 1), a member of the PRT (*n* = 1), and a governing board member of an EM-CLC school (*n* = 1). Six participants identified as female, and six identified as male.

Instrument Development

Phase 1: Development of the Questionnaire

The questionnaire was designed by following standard survey development procedures (McCoach et al., 2013). First, we defined the constructs we aimed to measure, namely, Educational Success, Vitality, and Institutional Completeness, as well as overall EM-CLC satisfaction. These constructs were derived from the PRT (LEARN, n.d.) mission statement for CLCs, which is to

> support student achievement [Educational Success] and contribute to the vitality of Quebec's English-speaking minority language community [Vitality]. Similar to other community school movements across the world, they focus on strengthening the academic and developmental outcomes for youth by building up connections between schools, families, local organizations, regional and provincial bodies. These connections set the stage for improved coordination and access to resources through varied partnerships [Institutional Completeness].

After defining what we wanted to measure, we wrote the questionnaire items, operationalizing each of the three constructs by mapping them onto Gouvernement du Québec and Government of Canada frameworks and selecting appropriate scales, with most questions having a four-point Likert scale from *strongly agree* to *strongly disagree*. Specifically, we mapped most of the Educational Success items onto various Quebec documents on Educational Success (MEES, 2017; MEQ, 2023b, 2024), and the Vitality items onto the Government of Canada's *Framework for the Vitality of Official-Language Minority Communities (OLMC)* (Government of Canada, 2021); Institutional Completeness items were mapped onto Breton (1964), as well as Cardinal and Léger (2017). In addition to the quantitative questions, we added open-ended questions to probe for further details. Specifically, we asked participants to "Please provide examples of the above (e.g., supports students in developing digital skills)." Finally, we pilot-tested the questionnaire items for clarity and content validation.

The finalized questionnaire included three sections with demographic items (e.g., "What role do you occupy in Extended-Model CLC schools?"); items related to Educational Success, Vitality, and Institutional Completeness (e.g., "To what extent do you agree with the following statements about the Extended-Model CLC in which you are involved? Supports the development of French literacy skills throughout life"); and three evaluative questions (e.g., "Overall, I think that my Extended-Model CLC helps English-speaking students thrive in Quebec"). A full list of the questionnaire items can be found in Appendix C.

Phase 2: Development of Interview Protocol

The interview protocol was based on the same constructs used in the survey: Educational Success, Vitality, Institutional Completeness, and overall EM-CLC satisfaction. After developing the interview protocol, the questions were pilot-tested with members of Quebec's English-speaking *min-jority* communities in English, and members of the French-speaking majority in French. Afterwards, some language expressions were adjusted to reduce the possibility of language barriers. A copy of both the English and the French interview protocols can be found in Appendix D.

Data Collection

Phase 1: Collection of Questionnaire Data

We collected questionnaire data during the Fall of 2023 over a span of nine weeks. Having originally planned for a seven-week timeframe, we had to extend the deadline due to labour issues (i.e., provincial teachers strike) (see Laframboise, 2023). Multiple email invitations, with hyperlinks to the survey in both official languages, were sent once every week, for six weeks, to recruit as many participants as possible. The LimeSurvey platform was used to develop and deploy the questionnaire. The questionnaire took approximately 15 minutes to complete. No compensation was offered to participants.

Phase 2: Collection of Interview Data

The principal researcher completed interviews between December 2023 and February 2024. While online group interviews were initially proposed, the teachers strike and its aftermath made scheduling more difficult than anticipated, Therefore, there was a shift to online individual interviews. They were completed via the Zoom platform, and each took approximately 25 minutes to complete. No compensation was offered to participants for the interviews either.

Data Analysis

Phase 1: Analysis of Questionnaire Data

Quantitative questionnaire data were analyzed by means of descriptive statistics. We were limited in the types of statistical analyses we could perform due to the relatively small sample size. However, the use of descriptive statistics enabled us to summarize and describe the main trends in our data. The first section of the questionnaire contained demographic data, which we analyzed by means of frequency tables. For the second section, we analyzed the data by first calculating the mean (i.e., average) and standard deviation (*SD*) scores for each item. Then, we combined survey items measuring similar topics into sub-scales to reduce the data and spot overall trends. For example, there were four items that measured various facets of English literacy, and these were combined into one sub-scale called English literacy. We then compared these sub-scales to one another via their mean sub-scale scores to describe the areas of relative strength and weakness for the EM-CLCs. Finally, we combined these sub-scales into the three overall scales of

Educational Success, Vitality, and Institutional Completeness, and once again compared those results. The last section of the questionnaire, containing three overall evaluative questions, was analyzed by calculating the mean and *SD* scores for each individual item. Items from open-ended survey questions were analyzed by thematic analysis.

Phase 2: Analysis of Interview Data

Qualitative data from both the questionnaire and the interviews were analyzed using a hybrid approach of inductive and deductive coding and thematic analysis, as per Fereday and Muir-Cochrane (2006). As suggested by these authors, the code manual was first developed using the conceptual framework. The reliability of the codes was then tested by having research assistants do consensus coding of the data, as well as having the codes verified by the principal researcher. Then, initial themes were identified by each team member, and then negotiated to compile one common list of themes using the study's Conceptual Framework. The codes were then applied to the rest of the interviews and, eventually, the codes and the identifying themes were connected by reviewing the coded interview passages. These included first-order themes, clustered themes, and second-order themes. After the coded themes were confirmed or altered by the team, they were compared with the qualitative data results to identify similarities and differences between the two data sets. We employed NVivo 14 throughout this process. The goal of this detailed hybrid approach to data analysis was to ensure it could be replicated by future researchers, where appropriate (Feredey & Muir-Cochrane, 2006).

Integration of Questionnaire and Interview Data for Analysis

We used a mixed analysis approach to integrate quantitative and qualitative data. Specifically, we analyzed data from multiple perspectives and data sources to describe the ways in which the data converged and diverged, and for congruencies and discrepancies. While the quantitative data enabled us to see a breadth of trends across a larger sample of participants, the qualitative data allowed us to explore these trends in greater depth and nuance. Finally, we integrated quantitative data via joint displays, which provide a snapshot of the results across the quantitative and qualitative data (Haynes-Brown & Fetters, 2021).

Results

The results of our mixed methods study are presented in the same order in which the data sets were collected; the quantitative results are followed by the qualitative results. Where the quantitative data painted an overall picture of Education Success, Vitality, and Institutional Completeness of EM-CLCs, the qualitative data helped us gain a better understanding of the quantitative data.

Overall Scale Results

Overall, survey participants' perceptions of the EM-CLCs were positive across the three variables that we measured: Educational Success, Vitality, and Institutional Completeness. As seen in Figure 5, participants ranked Institutional Completeness (partnership building, as well as English and bilingual spaces within school and community infrastructures) the highest, with a mean score of 3.35 (on a scale of 4 = very high and 1 = very low). Vitality was ranked second highest, with a mean score of 3.29, and the lowest ranked was Educational Success at 2.91. In the latter case, while participants agreed that the EM-CLCs support Educational Success, it was more of a middling score, indicating neither strong agreement nor disagreement. The *SD* of each variable can be found in Table C1.

Figure 5

Mean Scores for Institutional Completeness, Vitality, and Educational Success

21

During individual interviews, participants discussed different aspects of Educational Success, Vitality, and Institutional Completeness. Many participants mentioned the key role of EM-CLCs and CDAs in creating connections at all levels of community. Almost all participants agreed that student Educational Success goes beyond academic success. For many participants, Educational Success also included active citizenship; for a few, it also entailed achieving one's potential, as well as social-emotional wellbeing:

> "To me, success is we're building human beings who can be active citizens within their own community, and if they can reach further than that, then that's wonderful. But for themselves to be successful within their own lives, in whatever capacity that looks like."

> "It's not just academic success ... social and emotional success ... is, you know, connected."

However, none of the participants referred directly to the existence of either the previous government's Policy on Educational Success (see MEES, 2017), or the current government's Strategic Plan (see MEQ, 2023b) and Action Plan (see MEQ, 2024).

EM-CLCs are a key element in (re)producing and maintaining the Vitality of English-speaking *min-jority* communities, most notably English schools. One participant summed up Vitality, particularly its component of belonging, in terms of active citizenship:

> "Belonging means that you're valued as a citizen, as much as anybody else, no matter their ethnicity, language, region that they come from. It's just being viewed as an equal."

Another participant added that they would like the English-speaking community's Vitality to be further recognized in Quebec society:

> "I believe official presentations by official bodies that celebrate the history, heritage, and community of English speakers is vital to increasing knowledge and tolerance between all communities."

In terms of Institutional Completeness, most participants agreed that CDAs play an essential role in partnership building and gaining access to schools. They contribute to the creation and maintenance of intergenerational partnerships between EM-CLCs and the local community, as well as partnerships among community organizations. As one participant expressed:

> "CDAs ... are on it, they are relevant and vital in making those liaisons between school communities, seniors, youth, families, community centres, *tables de concertation.*"

Other participants took a more critical stance towards their experience with, or within, their EM-CLC(s). For example, one participant shared the following view about how power dynamics within school-community partnerships sometimes play out:

> "If schools view partnerships as services, then that's not a partnership. That's just a service offer ... there has to be some thoughtfulness in how things were constructed ... and the survival of ... support services who don't get regular funding."

CDAs face certain challenges. While seen as essential to EM-CLCs, the role of a CDA is not without its recurring challenges, which in turn may be contributing to some recurrent vacant positions. Some participants felt that CDAs were responsible for too many schools in an EM-CLC and faced a lack of systemic recognition for their role:

"We have one CDA with six schools. How can you possibly manage six schools?"

"The job classification of our CDAs. They don't have a formal job classification."

"Our CDAs are constantly being pulled out to fill in for this person who's off, or that person who's off. They're being thrown into classrooms. They're not teachers, but they're being thrown into classrooms to substitute."

Even if these comments highlight some challenges, the overall qualitative data gathered from interview participants are largely positive, reinforcing the trends observed in the quantitative results.

Sub-Scale Results

Breaking down the scales into sub-scales provided us with a more granular picture of the relative strengths and weaknesses of the EM-CLCs (Figure 6). Where do EM-CLCs do well? In particular, we see that participants feel that the EM-CLCs are strong at creating belonging (e.g., caring, sense of community, and valued citizen); opportunity (e.g., opportunity for sporting and outdoor activities, leisure, language use, and entrepreneurial activities); and collaboration (e.g., collaboration at the family, school, school board, and community levels). Relatively speaking, participants thought that EM-CLCs offered relatively more support with English literacy than with numeracy and French literacy. The lowest ranked sub-scale was that of access to services (e.g., speech therapy, occupational therapy, psychologist, and mental health services). The items in every sub-scale, as well as the scores corresponding to each item, can be found in Table C4 for Educational Success, Table C5 for Vitality, and Table C6 for Institutional Completeness.

Figure 6

Mean Sub-Scale Scores
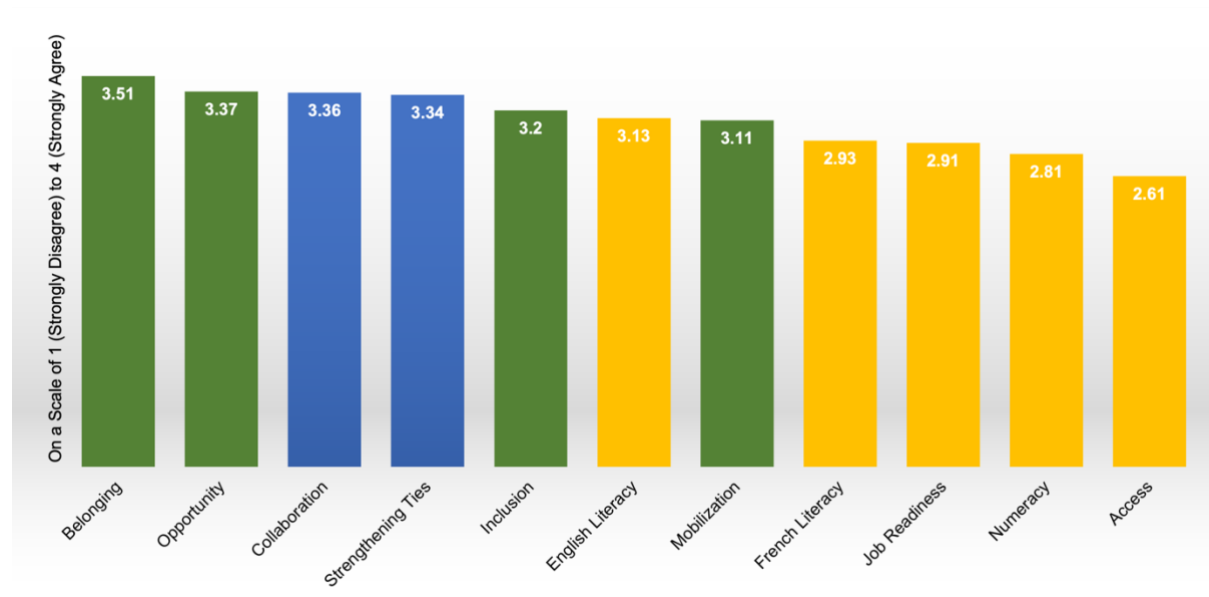
Note. ☐Vitality ☐Institutional Completeness ☐Educational Success

In this section, we present certain quotes on how various participants viewed the EM-CLCs, according to some of the recurring sub-scales noted above.

Educational Success Sub-Scales

In terms of Educational Success, most interview participants shared their thoughts on the contribution of EM-CLCs and CDAs to supporting literacy development, providing extracurricular activities, and helping locate certain special education services in the local community. Some participants also connected Educational Success to job readiness. More specifically, they expressed how intergenerational reading and writing are an integral part of extracurricular literacy activities in their EM-CLCs:

"We have a partnership, an intergenerational pen pal project. So senior members and seniors have corresponded with two, three classes for the past three years with the same students" [freehand translation].

"We have seniors that are reading bedtime stories. Because of COVID, we all discovered what Zoom was. So we have seniors and volunteers... a lot of people that will read to kids at night ... [when] it's bedtime."

While fewer, there was mention of some bilingual literacy initiatives during classroom hours:

"There are two authors ... one ... English, one ... French ... they write the same exact book, but in their [own] words ... It encourages a lot of kids to think of it as ... normal ... Teachers have loved it."

Some participants mentioned how some EM-CLC extracurricular activities may not be available to certain students otherwise:

"So a lot of the intergenerational stuff I think is ... very beneficial for ... learning how to behave outside of school too."

"I offered coding clubs after school ... coding clubs have been in person, but I also have virtual coding clubs where a partner Zooms in ... and the students at home were learning Scratch coding and Python coding."

Other participants explained that through their EM-CLCs, and particularly their CDAs, they receive assistance to locate and access special education services within their local community:

"Like if I'm looking for a resource or I need an expert around ... autism or something like that ... Well, boom. Do you know somebody and let's go... so yeah, a lot of connection, networking... the databases and the venues."

"One of the issues that the... community has is finding summer camps for the students... So I'm looking at which organization... offers summer camps for kids who have, like learning disabilities or mobility issues or all of the above."

Only two interview participants mentioned the connections among Educational Success, job readiness, and EM-CLCs or CDAs:

"With the WOTP [work-oriented training pathway] and alternative classes [for at-risk students] to provide volunteer and service opportunities that got them involved in the school and the community."

"We also have [a youth employment centre] that works in our school now through our partnership that was developed years ago by the CDA."

Two participants expressed continued areas of improvement in terms of overall Educational Success for their EM-CLCs:

"With the recent changes for CEGEP, I don't feel there's enough French being taught at an early level to bring kids ready into high school, and even in high school."

"English speakers in the province are more likely to be unemployed than French speakers. They are more poor than the average French speaker. These are facts ... The families need support … that's where they [CLCs] come in."

In sum, the perceptions of interview participants regarding EM-CLCs and CDAs were mostly positive, according to the Educational Success sub-scale scores; this is consistent with the quantitative data. However, the qualitative data indicate some specific areas requiring continuous improvement. For example, these areas include in-school EM-CLC activities related to formal French language

learning, dispelling the myths about English-speaking *min-jority* communities as wealthy and privileged Quebecers, and job-readiness initiatives.

Vitality Sub-Scales

A positive view of bilingualism, belonging, opportunity, and inclusion emerged from the qualitative data. The presence of English-French bilingualism within EM-CLCs came up frequently during the interviews:

> "A lot of times ... it's not just English classes that are maybe doing community projects. There's also French classes. Sometimes the community partners that are coming in are Francophones ... I would say that, yes, overall it's very bilingual."

> "This present political climate... they just keep trying to separate us and pull us apart and separate us. But we want to be part of, we want to work with our Francophone community. "

Most interview participants indicated that their EM-CLCs contribute to creating a sense of belonging to their local, school community, or region regardless of socially constructed linguistic boundaries:

> "When I, when I look at Quebec [or] Canada, I would say the sense of belonging to the school, to the local community, to the area. "

> "You know, I don't know if I would go as far as Quebec and Canada, but to the MRC[2] ... to the region for sure."

The development of youth leadership within EM-CLCs mostly emerged from the qualitative data.

> "We've had robotics in the past ... that helps building ... a bit of independence, building a bit of leadership amongst the youth too."

> "Girls Who Game ... Science students who come and they run a lunch program, and they ... do Minecraft and ... it's meant to sort of promote the sciences in young girls."

In terms of areas of continuous improvement regarding Vitality sub-scales, some interview participants suggested opportunities for the English-speaking *min-jority* communities' EM-CLCs to better promote themselves beyond their Facebook pages:

> "I guess my wish ... is for the CLCs ... to self-promote themselves better within the school community."

> "If there were des *capsules d'information* ... of what a CDA's role is or ... what a CLC partnership ... can enhance ... there would be a lot more ... buy-in ..."

- [2] MRC stands for Municipalité régionale de comté, or Regional County Municipality (RCM).

Institutional Completeness Sub-Scales

On Institutional Completeness through the EM-CLC model, collaboration and strengthening ties between families, schools, and the local community were sub-categories that emerged from both the quantitative and the qualitative data:

"Often there's collaborations between schools so ... they're collaborating with different adults, different community partners ... Community Schools open up... their world... more so than... just being isolated in in your school."

"So often the schools are working on similar outcomes and similar projects and things like that. So, there is that great opportunity for collaboration between students, between teachers, and between community partners."

However, Institutional Completeness is not limited to partnerships. It also includes access to space within existing infrastructures. There are missed partnership opportunities due to the lack of dedicated EM-CLC space. While some participants mentioned making school space available to partners, especially after school, others contended that some EM-CLCs missed out on important school-community initiatives that aim to counter poverty, improve school readiness, or maintain good school-community relationships:

"We get $80,000 worth of food a year ... I can't do it for the high school. I don't have the people. I don't have the space for it ... Otherwise we could use it."

"I mean ... you've got especially elementary, there's a very big lack of space ... We're over capacity. There's nowhere to do anything, so it's very hard."

"[The principal] just showed up that year ... he didn't value the partner, but [the partner] was told 'I need that space now for a K4 [Kindergarten for 4 year-olds]'. We didn't have to get them out of the school ... maybe there should have been a different way."

Overall Results: Thriving, Effectiveness, and Satisfaction

The third section of the questionnaire measured participants' overall impressions of EM-CLCs (Figure 7; Table C3). In general, participants believed that EM-CLCs are effective in helping English-speaking students thrive in Quebec, with a mean score of 3.29, or *agree*. Participants were somewhat less satisfied with EM-CLCs, with a mean score of 2.97. Overall, participants believed that EM-CLCs are accomplishing their mission statement, although this had the lowest mean score at 2.81.

Figure 7

Participants' Overall Impressions of EM-CLCs
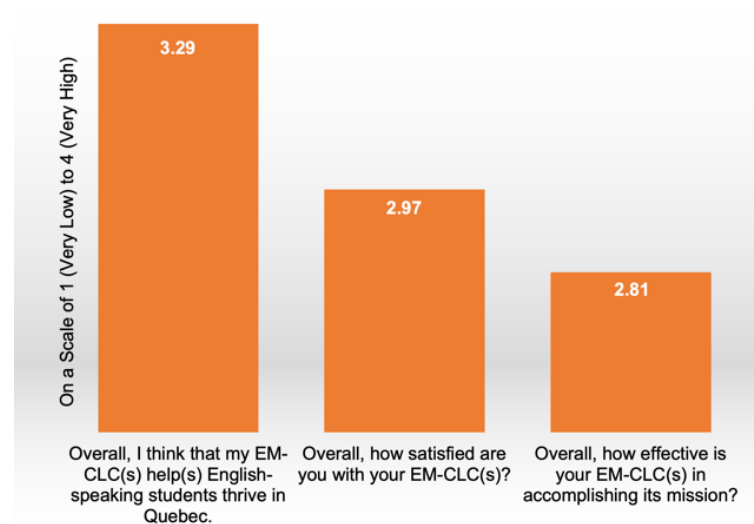
From a continuous improvement perspective, some participants shared ideas for creating stability and ensuring that parents are consulted about what they would like to see within their EM-CLCs:

"I think having more consistent ... with the principals ... it's a lot of changes and movements every year ... maybe people that you you've worked with year after year can help develop more concrete, sustainable partnerships."

"Once your kid gets to Grade 6, your mindset completely changes. You don't focus ... on elementary anymore, you start to focus on high school, right? ... I wish I could go back and ... have more influence."

In sum, while most observations about EM-CLCs, Educational Success, Vitality, and Institutional Completeness were positive, there still exist some areas, identified by participants, for continuous improvement.

Discussion and Conclusion

This research study examined how, and to what extent, EM-CLCs support the Educational Success of English-speaking students in Quebec. To this end, we conducted a literature review with particular attention to empirical research, statistical data, and grey literature about the issues and challenges faced by English *min-jority* communities, English education, and EM-CLCs. Subsequently, we implemented a mixed methods approach through a data collection process that consisted of an online survey and individual interviews. The results provide an overview of the strengths of the EM-CLC model, as well as areas for continuous improvement to better support Educational Success, Vitality, and Institutional Completeness.

Some of our findings should be particularly highlighted. Firstly, EM-CLCs support Educational Success, as defined by both the previous provincial government (MEES, 2017), and the current one (MEQ, 2023b, 2024). However, direct links between EM-CLC activities, events, and partnerships, and the cross-curricular competencies in the Quebec Education Program (QEP) (MEQ, 2001), were rarely mentioned by participants. Mostly, EM-CLCs expand Institutional Completeness (Breton, 1964) and Vitality (Government of Canada, 2021).

Secondly, many participants perceived that EM-CLCs advance Educational Success; yet a large proportion were unsure whether EM-CLCs are succeeding in accomplishing their mission statement.[3] While most participants noted that Educational Success is not limited to academic achievement, active citizenship was the only other common element indicated in participants' definitions of Educational Success. Therefore, a common understanding of the concept of Educational Success in relation to students in Quebec, and what it looks like specifically for English-speaking students, did not exist among the participants. Therefore, this is considered to be an area which requires continuous improvement.

More specifically, it should be noted that participating EM-CLCs somewhat enhance science, technology, engineering, and mathematics (STEM) learning through robotics activities and events, as well as literacy via partnerships with seniors. They also contribute to creating and maintaining a sense of belonging to the local community (rather than to Quebec or Canada) through partnerships with not-for-profit and for-profit organizations. Interestingly, this last point that emerged from our data is quite unique to our findings regarding EM-CLCs, since previous research has explored English-speaking *min-jority* communities' sense of belonging (e.g., Canadian Heritage, 2011; Jedwab, 2008; Landry et al., 2013), by examining it in relation to English or French ethnolinguistic groups, Quebec, or Canada.

In addition, many participants claimed that CDAs are integral to the EM-CLCs' success. However, it should be noted that some participants indicated that CDAs face systemic barriers in relation to their job expectations, which may in turn lead to demotivation or

---

[3] It should be noted that the mission statement was included with the question in the questionnaire.

repeatedly unfilled CDA positions in some EM-CLCs, as well as the undervaluation of the CDA role (e.g., reassigning CDAs to other in-school tasks such as substitute teaching). Some of these challenges have been previously highlighted by Lamarre (2022); these remain persistent issues that need to be addressed. Other participants also expressed that the PRT continues to support EM-CLCs; yet, despite some of these initiatives, there are new CDAs that have not attended pre-service training. In addition, it is worth noting that there were very few local or provincial EM-CLC partnerships mentioned by participants that included 2SLGBTQIA+ community partners, as well as those representing Indigenous, Black, and other racialized communities. This is another area requiring continuous improvement, especially since the Black population makes up a large percentage of English-speaking *min-jority* communities in some RCMs (Pocock, 2024). A potential partnership with a Black-led organization could include *Sommet économique pour le développement des jeunes des communautés noires*, which offers a variety of bilingual workshops on themes such as history, heritage, racism, and antiracism; information, technology, and communication (ITC); and youth entrepreneurship/social enterprises, et cetera. The inclusion of youth-led entrepreneurial initiatives/social enterprises could be of particular interest to English-speaking *min-jority* communities, as unemployment and underemployment are areas of concern, according to various statistical reports (see Gagnon & Kuzviwanza, 2023; Pocock, 2023, 2024).

Therefore, to foster a more diversified sense of togetherness both within English-speaking *min-jority* communities and to Quebec society in general, we recommend that the inclusion of at least one specific activity, event or project per year involving partners from diverse cultural and racialized communities within English-speaking *min-jority* communities.

Recommendations

The following recommendations ([Table 2](#)) are based on findings from the quantitative and qualitative data collected in this empirical study. They are aimed at improving the connections between EM-CLCs in English schools located within Quebec's English-speaking *min-jority* communities. It should, however, be noted that some recommendations may require additional funding from various government bodies to effectively promote a more concerted effort to directly link EM-CLCs and Educational Success. Finally, as researchers, we offer expert advice to help inform future empirical studies on EM-CLCs.

Table 2

Recommendations

Stakeholder	Educational Success	Vitality	Institutional Completeness
Ministère de l'Éducation du Québec (MEQ)	Develop a bilingual, multimodal digital marketing campaign about its 2023-2027 Strategic Plan and MEQ yearly Action Plans intended for different stakeholders (e.g., parents, educators, and community partners) to create a common understanding of Educational Success. Conduct a comparative research study involving all CLC models regarding Educational Success, Vitality, and Institutional Completeness within English *min-jority* communities to determine the most promising model, according to context. Create a budget allocation measure, specifically designed for CDA	Work with English-speaking or bilingual experts, in Quebec and across Canada, who can fulfill a specific CLC need. For example, collaborate with a consultant to develop a concerted digital communications and marketing plan for all three CLC models in line with the MEQ's 2023-2027 Strategic Plan and its yearly Action Plans. Continue to allot specific funding for special projects to support youth entrepreneurial training or social enterprises (as an example, see [rqeee.org](#)) within EM-CLCs. Collaborate with CLC school board representatives to develop a survey template for school boards to gather	Encourage school boards to simplify the administrative processes in relation to negotiating formal partnerships (e.g., *[deed of establishment)](#)*. Such changes would facilitate EM-CLCs in negotiating additional formal partnership agreements, as previously suggested by Qu'Anglo (2015).

	positions, for all schools that wish to become (or remain) a CLC. This may allow all schools with a disadvantaged SEI decile rank to consider becoming CLCs. Work in partnership with school boards to identify any financial measure(s) that can be used to complement the *Canada-Quebec Agreement* to fund EM-CLC activities, events, and partnerships.	feedback from students and families about their current and future EM-CLC activities, events, and partnerships.	
Provincial Resource Team (PRT)	Create with CLC school board representatives a formal two-year paid mentorship program for new CDAs, to complement the existing CDA training and mentorship available through the PRT. This program should also include training on the mentor-mentee relationship and educational success. Western Quebec School Board's research-based Teacher Induction Program (see Hollweck, 2019) could serve as inspiration in creating and revising this program. Develop resources to help implement school-community learning (Lacireno-Paquet et al., 2009), with the help of different	Increase the number of CLC activities, events, or partnerships led by Indigenous, Black, and other racialized communities to better represent Quebec's English-speaking *min-jority* communities. Design a teacher-specific resource area within the CLC section of the PRT website. Plan teacher-specific professional development opportunities to increase engagement (Lacireno-Paquet et al., 2010; Qu'Anglo, 2015), including for adult education teachers.	Share ideas for removing barriers to partnership facilitation and offer training on the topic to CDAs, school principals and other school staff. Continue to offer an individual initial pre-service training session to each new CDA, in addition to existing group sessions (Lacireno-Paquet et al., 2009). This training should be completed before the CDA starts their work on-site. Consult with school boards on which provincial partnerships to establish, facilitate, maintain, and reinforce, in order to ensure collective access to English and bilingual services needed to achieve the school

			boards' Commitment to Success Plan objectives.
	Hire a professional grant writer to regularly assist CDAs so that the latter's work hours can be dedicated to working directly with students, families, seniors, school staff, and community partners. Identify and create more provincial partnerships that promote English or bilingual activities and events related to numeracy and French literacy; Black, Indigenous, and other racialized communities' heritage, history, and excellence; 2SLGBTQIA+ students; women's and girls' leadership; and sports and outdoor activities. Provincial partnerships are especially important for EM-CLC schools located in Quebec's regions where English or bilingual partnership opportunities may be more limited.		
School Boards	Work with their human resources department to explore the possibility of hiring a part-time early childhood educator to perform some CDA	Develop a concerted digital marketing and communications strategy specific to the promotion of all three models of CLCs. The strategy should include an updated logo, mission, vision, values, et	Simplify the administrative processes in relation to negotiating formal partnerships (e.g., *deed of establishment)*. Such changes would facilitate EM-CLCs in negotiating additional formal partnership agreements, as

duties, in the event that a CLC does not have a CDA. Work with their human resources department and unions to explore the possibility of hiring a teacher to also take on some CDA duties if a CLC does not have a CDA, and to compensate them accordingly.	cetera. For example, see ecc-canada.ca. Continue to work with Indigenous communities (Qu'Anglo, 2015) to address the Calls to Action related to education, as per the Truth and Reconciliation Commission of Canada (2015). Ensure that their website includes a regularly updated CLC-specific section. Prioritize CLC support for schools and centres with the most disadvantaged SEI decile ranks in order to create equal opportunities for all students, families, and communities.	previously suggested by Qu'Anglo (2015). Prioritize the hiring of CDAs that are English-French bilingual to be able to effectively participate in all local community committees, such as the *tables de concertation*, and complete provincial grant applications available to EM-CLCs. Invite school board representatives to present an annual detailed report to the council of commissioners on the EM-CLC partnerships in place, and how they specifically contribute to achieving the school board's Commitment to Success Plan objectives. Promote non-profit community partners, as well as their logos, on the school board website. Require all EM-CLC schools to directly involve CDAs in their Educational Project planning and revision process.
	Create yearly CLC awards to recognize a student leader, a CDA, a community partner, and a CLC, in relation to their contributions to Educational Success, Vitality, and/or Institutional Completeness.	

| CLC School Board Representatives | Confirm that a steering committee with decision-making power (rather than a partnership table for informational purposes) is implemented for each EM-CLC. The committee could be made up of the CDA, the school principals, teachers, parents, and students from each site (Lacireno-Paquet et al., 2009, 2010; Qu'Anglo, 2015). Seniors and community partners could also be added to this committee.

Implement and annually assess the CDA formal mentorship program recommended above.

Ensure that each new CDA participates in initial paid training with the PRT before beginning to work in a CLC. Offer them individualized CLC accompaniment during the first year.

Organize initial training from PRT for new CLC school principals, prior to the beginning of the school year, to retain and maintain existing partnerships. | Ensure that each 1.0 EM-CLC CDA is assigned to no more than four to five schools, all within one RCM, to avoid duplicating partnerships. Include, when possible, at least one high school in each EM-CLC, in order to prioritize student retention.

Identify, with CDAs and school principals, harmonized expectations for the promotion of EM-CLC activities, events, and partnerships through the school website, social media pages, monthly newsletters, podcasts, et cetera.

Attend CLC professional development and the CLC Conference organized by the PRT. |

	Explore, with the MEQ, the budget allocation measures which can be used to complement the *Canada Quebec Agreement*, in order to fund CDAs and/or EM-CLC activities, events, or partnerships.		
Community Development Agents (CDAs)	Ensure that the activities, events, and partnerships have direct, identifiable links to the QEP and other curriculum documents.[4] Consult with teachers to identify the cross-curricular competencies being worked on in class. Then select EM-CLC activities, events, and partnerships that align with the competencies and also connect to the schools' Educational Project. Identify and create local and regional partnerships that promote French literacy; English or bilingual numeracy; Black, Indigenous, and other racialized communities' heritage, history, and excellence; 2SLGBTQIA+ identities; women's	Encourage student-led and staff-supported EM-CLC activities, events, and partnerships that promote leadership and active citizenship through strengthening ties between youth and their communities. This can help retain youth and equip them with the skills needed to successfully enter the job market. Reserve space for senior-led activities, thus fostering a long-term sense of belonging to the local community for students and families.	Share local, provincial, and federal resources with families that address issues and challenges related to violence against women and girls, as well as to poverty, unemployment, and underemployment. Execute the promotion of EM-CLC activities, events, and partnerships through the school website, social media pages, monthly newsletters, podcasts, et cetera. Create and maintain a database of community partners and initiatives in case of absence, illness, or employment status changes. Share this online database with the school principal and/or CLC school board representative. This ensures that EM-CLC partnerships not only remain intact, but also facilitate a

---

[4] For example, please refer to pages 3 and 4 of the following document: https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/primaire/programmes/PFEQ-culture-citoyennete-quebecoise-feuillet-AN.pdf

	and girls' leadership; and sports and outdoor activities. Implement a steering committee with decision-making power (rather than a partnership table for informational purposes) for each EM-CLC. The committee could be made up of the CDA, the school principals, teachers, parents, and students from each site (Lacireno-Paquet et al., 2009, 2010; Qu'Anglo, 2015). Seniors and community partners could also be added to this committee.		more seamless transfer of information. Collaborate closely and regularly with both elementary and secondary student councils, where available, to include their voices in the activity and event selection process; this also helps develop their leadership and active citizenship skills. Attend CLC professional development and the CLC Conference organized by the PRT (Lacireno-Paquet et al., 2010).
School Principals	Be co-leaders of their EM-CLCs by treating their schools and the EM-CLC as one entity (Lacireno-Paquet et al., 2009). Allocate budget and time to designated teacher, school professional, and student representatives from each cycle to meet with the CDA when working on their action plan, and identify their needs and interests together, in line with school-community learning.	Monitor to ensure that specific cross-curricular competencies are selected and closely linked to the educational project's expected outcomes, across all EM-CLC cultural, linguistic, and sporting activities, events, and partnerships. This applies to activities both inside and outside the classroom, as well as before, during, and after school hours. Ensure that the CDA explains their role and responsibilities to the	Directly involve CDAs in their school's Educational Project planning and revision process. Plan, together with their CDA, the promotion of CLC activities, events, and partnerships through the school's website, social media pages, newsletters, podcasts, et cetera. Inform their CDA about the types of special education needs that exist in the school, the current

Encourage the CDA's presence at teachers' cycle meetings. Ensure that the common *CLC Action Plan* strikes a balance between literacy, numeracy, history, heritage, sports and the outdoors, and science, technology, engineering and mathematics (STEM) activities, events, and partnerships in both official languages. Annually consult parents and students to obtain a more holistic picture of the strengths, interests, and needs in relation to EM-CLCs. Work with their school board's human resources department to explore the possibility of hiring an early childhood educator to perform some CDA duties if a CDA position is vacant. Work with their human resources department to explore the possibility of hiring a teacher to also take on some CDA duties if a CLC does not have a CDA, and to compensate them accordingly.	school staff at the beginning of the school year. Grant CDAs access to space in each school dedicated to CLCs, that is easily visible and accessible to teachers, parents, and students (e.g., bulletin board, designated workspace, and/or shelving space in the library or foyer for equipment storage).	organizational services in place, and program gaps. Ensure that at least one space and time slot is reserved during school hours (e.g., library or gym) for weekly school-community activities and events. Consider prioritizing parent and tot programs for Kindergarten 4/Kindergarten 5 recruitment purposes as well as senior and special needs services (e.g., respite services for caregivers). Ensure that the CDA has been granted full access to the school during and after school hours, as well as on weekends (e.g., keys, key cards, alarm code, addition of their name to the alarm company's contact list). Attend CLC professional development and the CLC Conference organized by the PRT (Lacireno-Paquet et al., 2010).

	Ensure that the CDA is not diverted to other tasks, such as substitute teaching.		
Other School Staff **(e.g., teachers, professionals, daycare staff)**	School teams should be actively involved in EM-CLC planning (Lacireno-Paquet et al., 2009). They should also be involved in activity, event, and partnership execution. Share their yearly plans with the CDA. Invite the CDA to cycle meetings. Receive training from the PRT and/or school board educational consultants on how to implement school-community learning in line with the curriculum (Lacireno-Paquet et al., 2009), especially cross-curricular competencies.	Reach out to CDAs to share activity, event, and partnership ideas in relation to cross-curricular competency development and/or social-emotional development.	Share their ideas on removing barriers to partnership facilitation. Attend CLC professional development and the CLC Conference organized by the PRT (Lacireno-Paquet et al., 2010).

References

Anadón, M. (2006). La recherche dite « qualitative » : de la dynamique de son évolution aux acquis indéniables et aux questionnements présents. *Recherches qualitatives, 26*(1), 5–31. https://doi.org/10.7202/1085396ar

Behiels, M., & Hudon, R. (2013, July 31). *Bill 101 (charter of the French language).* The Canadian Encyclopedia. https://www.thecanadianencyclopedia.ca/en/article/bill-101

Bélanger, N., Landry, R., & Rocque, J. (2011). *École Communautaire Citoyenne.* Centre franco-ontarien de ressources pédagogiques. https://ecc-canada.ca/wp-content/uploads/2014/10/Ecole_communautaire_citoyenne_doc_fondement.pdf

Belkhodja, C., Traisnel, C., & Wade, M. (2012). *Typology of Canada's Francophone minority communities.* Government of Canada. https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/research/typology-canada-francophone-minority-communities.html

Bill 96, *An Act respecting French, the official and common language of Québec*, 2022, 2nd Session, 42nd Legislature, Québec, 2022 (assented to 1 June 2022).

Bill C-13, *An Act to amend the Official Languages Act, to enact the Use of French in Federally Regulated Private Businesses Act and to make related amendments to other Acts*, 1st Session, 44th Parliament, 2023 (assented to 20 June 2023).

Breton, R. (1964). Institutional completeness of ethnic communities and the personal relations of immigrants. *American Journal of Sociology, 70*(2), 193–205. https://doi.org/10.1086/223793

Canadian Charter of Rights and Freedoms, s 7, Part 1 of the *Constitution Act*, 1982, being Schedule B to the *Canada Act* 1982 (UK), 1982, c 11. https://laws-lois.justice.gc.ca/eng/Const/page-12.html

Canadian Heritage. (2011, June). *A portrait of the English-speaking communities in Québec.* https://ised-isde.canada.ca/site/communaction/sites/default/files/attachments/CANHER_June2011_eng.pdf

Cardinal, L., & Léger, R. (2017). La complétude institutionnelle en perspective. *Politique et Sociétés, 36*(3), 3–14. https://doi.org/10.7202/1042233ar

Charter of the French language (chapter C-11). The language of instruction (chapter VIII). https://www.legisquebec.gouv.qc.ca/en/document/cs/c-11

Ciamarra, N., Lamarre, P., Donovan, P., & O'Donnell, L. (2021a). *Decline of enrolment in Quebec's English-language school sector.* Quebec English-Speaking Communities Research Network (QUESCREN). https://www.concordia.ca/content/dam/artsci/scpa/quescren/docs/Brief_7_2024_EN.pdf

Ciamarra, N., Lamarre, P., Donovan, P., & O'Donnell, L. (2021b). *Outmigration of Quebec's English-speaking youth.* Quebec English-Speaking Communities Research Network (QUESCREN). https://www.concordia.ca/content/dam/artsci/scpa/quescren/docs/Brief_7_2024_EN.pdf

Community Health and Social Services Network. (2024, April 26). *Regional portraits – Quebec province.* https://chssn.org/wp-content/uploads/2024/04/2021-Dashboards-Quebec-and-RTS-Territories-EN-Quebec-min.pdf

Dryfoos, J. (2002). Partnering full-service community schools: Creating new institutions. *Phi Delta Kappan, 83*(5), 393–399. https://doi.org/10.1177/003172170208300515

Dryfoos, J.G. (2010). Centers of hope. In M. Scherer (Ed.), *Keeping the whole child healthy and safe: Reflections on best practices in learning, teaching, and leadership* (pp. 213-221). ASCD.

Estuaries Learning Consulting Group. (2018). *CLC Extended Model: Learnings & Next Steps from the First 4 Years* [Unpublished Document]. Leading English Education and Resource Network. https://ckol.quescren.ca/en/lib/CPJVIURZ/download/KCH4PVFK/elcc-2018-extended-model-learnings-and-next-steps.pdf

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods, 5*(1), 80–92. https://doi.org/10.1177/160940690600500107

Gagnon, M., & Kuzviwanza, S. (2023). *A snapshot of poverty among Québec's English-speaking communities.* Provincial Employment Roundtable. https://pertquebec.ca/wp-content/uploads/2023/08/Snapshot_of_Poverty_Among_Quebecs_English_Speaking_Communities-1.pdf

Gagnon, Y.-C. (2012). *L'étude de cas comme méthode de recherche* (2nd ed.). Presses de l'Université du Québec. https://www.deslibris.ca/ID/442241

Gani, R. (2023, September). *Three approaches to writing school programs with official language minorities.* Quebec English-Speaking Communities Research Network. https://www.concordia.ca/content/dam/artsci/scpa/quescren/docs/Brief_9_Gani_ENG.pdf

Gérin-Lajoie, D. (2019). *Le rapport à l'identité des jeunes des écoles de langue anglaise au Québec.* Presses de l'Université Laval. https://www.pulaval.com/livres/le-rapport-a-l-identite-des-jeunes-des-ecoles-de-langue-anglaise-au-quebec

Goldbloom, V. C., Pratte, A., & Fraser, G. (2008). Multiple views on the English-speaking communities of Quebec. In R. Y. Bourhis (Ed.), *The vitality of the English-speaking communities of Quebec: From community decline to revival* (pp. 213–224). Centre d'études ethniques des universités montréalaises (CEETUM), Université de Montréal.

Gouvernement du Québec. (2023). *Politique linguistique de l'État.* https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/langue-francaise/fr/politiques/politique_linguistique_etat.pdf

Government of Canada. (n.d.). *Origin of the name "Canada".* https://www.canada.ca/en/canadian-heritage/services/origin-name-canada.html

Government of Canada. (2021, October 27). *Framework for the vitality of official-language minority communities (OLMC).* https://www.canada.ca/en/canadian-heritage/services/official-languages-bilingualism/publications/vitality-minority-communities.html

Haynes-Brown, T. K., & Fetters, M. D. (2021). Using joint display as an analytic process: An illustration using bar graphs joint displays from a mixed methods study of how beliefs shape secondary school teachers' use of technology. *International Journal of Qualitative Methods, 20.* https://doi.org/10.1177/1609406921993286

Hollweck, T. (2019). *A patchwork quilt: A qualitative case study examining mentoring, coaching, and teacher induction in the Western Québec School Board* [Doctoral Dissertation, University of Ottawa]. uO Research. https://ruor.uottawa.ca/items/049a00a1-26c6-4a70-828c-8355a9b71944

Horrocks, D. (2021, March 16). School-community partnerships: A lifeline in challenging times. *Leading English Education and Resource Network Blog.* https://blogs.learnquebec.ca/2021/03/school-community-partnerships-a-lifeline-in-challenging-times/

Howard, P. (2022). School leadership in the era of Bill 21: A call for commitment and courage. In A. Gélinas-Proulx & C. Shields (Eds.), *Leading for equity and social justice: Systemic transformation in Canadian education* (pp. 248–270). University of Toronto Press. https://doi.org/10.3138/9781487542535-015

Jean-Pierre, J. (2018). The experiences of and responses to linguicism of Quebec English-speaking and Franco-Ontarian postsecondary students. *Canadian Review of Sociology/Revue canadienne de sociologie, 55*(4), 510–531. https://doi.org/10.1111/cars.12220

Jedwab, J. (2008). How shall we define thee? Determining who is an English-speaking Quebecer and assessing its demographic vitality. In R.Y. Bourhis (Ed.), *The vitality of the English-speaking communities of Quebec: From community decline to revival* (pp. 1–18). Centre d'études ethniques des universités montréalaises (CEETUM), Université de Montréal.

Lacireno-Paquet, N., Hurley, N., Kagle, M., Guckenburg, S., Morgan, C., & Lamarre, P. (2009). *Midterm evaluation report, Community Learning Centres: An English minority-language initiative.* Ministère de l'Éducation, du Loisir et du Sport. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/CentresScolCommunautaires_RapportEvalInterimaire_a.pdf

Lacireno-Paquet, N., Hurley, N., Guckenburg, S., Morgan, C., Kagle, M., & Lamarre, P. (2010). *Evaluation of the Quebec Community Learning Centres: An English minority language initiative.* Prepared for the Project Resource Team, Quebec. Woburn: by WestEd Learning Innovations. Two volumes. PDF versions available upon request from the PRT at LEARN Quebec.

Lacoursière, J., Provencher, J., & Vaugeois, D. (2015). *Canada-Québec : 1534-2015.* Éditions du Septentrion.

Laframboise, K. (2023, December 22). *By the numbers: The never-ending strikes in Quebec and the impact it's having.* Global News. https://globalnews.ca/news/10184265/quebec-public-sector-strike-numbers/

Lamarre, P. (2008). English education in Quebec: Issues and challenges. In R.Y. Bourhis (Ed.), *The vitality of the English-speaking communities of Quebec: From community decline to revival* (pp. 63–86). Centre d'études ethniques des universités montréalaises (CEETUM), Université de Montréal.

Lamarre, P. (2022, November). *The evolution of the community learning centre network in Quebec's official language minority school system.* (QUESCREN Working Paper No. 7). Quebec English-Speaking Communities Research Network. https://www.concordia.ca/content/dam/artsci/scpa/quescren/docs/Lamarre_CLC_in_OLM_schools_WP7.pdf

Lamarre, P., Horrocks, D., & Legault, E. (2021). *The community school network in Quebec's official language minority (OLM) education sector.* Quebec English-Speaking Communities Research Network. https://www.concordia.ca/content/dam/artsci/scpa/quescren/docs/Brief_8_2024_EN.pdf

Landry, R., Allard, R., & Deveau, K. (2013). The vitality of the English-speaking community of Quebec: A sociolinguistic profile of secondary 4 students in Quebec English schools. Canadian Heritage. https://www.researchgate.net/publication/279181620_The_Vitality_of_the_English_Speaking_Community_of_Quebec_A_Sociolinguistic_Profile_of_Secondary_IV_Students_in_Quebec_English_Schools

Laurendeau, P. (2006, February 7). *Official Languages Act (1969).* The Canadian Encyclopedia. https://www.thecanadianencyclopedia.ca/en/article/official-languages-act-1969

Leading English Education and Resource Network. (n.d.). *About Community Learning Centres (CLCs).* https://clc.learnquebec.ca/about-clcs/

Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality and Quantity, 43,* 265–275. https://doi.org/10.1007/s11135-007-9105-3

Lemyre, É. (2024). *Maps and key facts on schooling in English-language schools in Quebec* (No. 89-657-X2024003). Statistics Canada. https://www150.statcan.gc.ca/n1/pub/89-657-x/89-657-x2024003-eng.pdf

Linver, M. R., Fuligni, A. S., & Brooks-Gunn, J. (2004). How do parents matter? Income, interactions, and intervention during early childhood. In *After the bell: Family background, public policy, and educational success* (pp. 25-50). Routledge. https://doi.org/10.4324/9780203180433

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017, December 14). *Community schools as an effective school improvement strategy: A review of the evidence.* Learning Policy Institute. https://learningpolicyinstitute.org/media/137/download?inline&file=Community_Schools_Effective_REPORT.pdf

Mathieu-Bédard, R. (2016, June). *The notion of "institutional completeness" in Canada: the contribution of the judiciary towards new avenues of non-territorial autonomy.* (ECMI Working Paper No. 93). European Centre for Minority Issues. https://www.ecmi.de/fileadmin/redakteure/publications/pdf/Working_Paper_____93.pdf

Mathieu, F., & Hart, A. (2024). Representations of the Quebec nation through reactions to Bills 21 and 96: an analysis of editorials and Op-eds in English-language media. *Frontiers in Political Science*, 6. https://doi.org/10.3389/fpos.2024.1374740

Matthews, T., & Malenfant, J. (2024). Reimagining educational success: Lessons on support, wellbeing, and trust from community-grounded research with Black families and gender-diverse youth. *LEARNing Landscapes, 17*(1), 165-178. https://doi.org/10.36510/learnland.v17i1.1126

McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain: School and corporate applications* (3rd ed.)*.* Springer. https://doi.org/10.1007/978-1-4614-7135-6

Ministère de l'Éducation, du Loisir et du Sport. (2012). *Community Learning Centres—Resource kit: Holistically planned action for educational and community change.* https://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/CentresScolairesComm_TrousseRessources_a.pdf

Ministère de l'Éducation du Québec. (n.d.). *Community Learning Centres.* https://www.education.gouv.qc.ca/en/community-organizations/community-organizations/community-learning-centres

Ministère de l'Éducation du Québec. (2001). *Quebec Education Program.* https://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.pdf

Ministère de l'Éducation du Québec. (2023a). *Indices de défavorisation 2022-2023*. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/Indices-defavorisations_2022-2023.pdf

Ministère de l'Éducation du Québec. (2023b). *Plan stratégique 2023-2027.* https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/plan-strategique/plan-strategique-MEQ-2023-2027.pdf

Ministère de l'Éducation du Québec. (2024). *Plan d'action 2024-2025.* https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/plan-action-annuel/plan-action-annuel-MEQ-2024-2025.pdf

Ministère de l'Éducation et de l'Enseignement supérieur du Québec. (2017). *The policy on educational success: A love of learning, a chance to succeed.*

Office of the Commissioner of Official Languages. (2024, June). *Building bridges: Perceptions and realities about the English-speaking communities of Quebec and their relationship with French in Quebec and bilingualism in Canada.* Government of Canada. https://publications.gc.ca/collections/collection_2024/clo-ocol/SF31-173-2024-1-eng.pdf

Pichette, A., & Gosselin, C. (2013). Quebec's minority English-speaking population: Identity formation and affirmation through institutional vitality. *Journal of Eastern Townships Studies, 41*, 13–35. https://www.etrc.ca/wp-content/uploads/2016/12/JETS_41-4-Pichette.pdf

Pocock, J. (2023). *Demographic profiles of Québec's English-speaking communities: Québec.* Community Health and Social Services Network. https://chssn.org/wp-content/uploads/2023/06/2021-BDR-Province-of-Quebec.pdf

Pocock, J. (2024, March). *Socio-demographic characteristics of the Black population in Québec.* Community Health and Social Services Network. https://chssn.org/wp-content/uploads/2024/04/20240325-Black-Population-of-Quebec-by-RTS-2021-FINAL-min.pdf

Qu'Anglo. (2015). *CLC evaluation 2012/2014: The quest for sustainability & best practices.* Final Report. Prepared for Community Learning Centre initiative. LEARN. PDF versions available upon request from the PRT at LEARN Quebec.

Roy, A. (2023). De la vitalité à la vitalité mémorielle, ou comment appréhender l'inscription dans le temps des communautés de langue officielle en situation minoritaire (CLOSM). *Minorités linguistiques et société/Linguistic Minorities and Society,* (21), 1–20. https://doi.org/10.7202/1097634ar

Roy, A. (2021, January). *De la vitalité à la vitalité mémorielle : fondements conceptuels de la place de la mémoire et du patrimoine dans l'épanouissement des communautés de langue officielle en situation minoritaire (CLOSM).* Library and Archives Canada. https://publications.gc.ca/collections/collection_2021/bac-lac/SB4-64-2021-fra.pdf

Seynhaeve, S., Vanbuel, M., Kavadias, D., & Deygers, B. (2024). Equitable education for migrant students? Investigating the educational success of newly arrived migrants in Flanders. *Frontiers in Education, 9*. https://doi.org/10.3389/feduc.2024.1431289

Statistics Canada. (2022). *Table 98-10-0001-01 Population and dwelling counts: Canada, provinces and territories* [Data table]. https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810000101

Statistics Canada. (2023, January 31). *Black History Month... by the numbers.*

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to action.* https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Villella, M. (2021). *Piti, piti, zwazo fè niche li (Petit à petit, l'oiseau fait son nid) : le développement d'une compétence interculturelle et antiraciste de neuf leaders éducatifs et systémiques d'expression française de l'Ontario, formateurs bénévoles en Ayiti* [Doctoral Dissertation, University of Ottawa]. uO Research. http://dx.doi.org/10.20381/ruor-26945

Appendix A

Government-Reported Data

Table A1

Schooling in English-Language Schools in Quebec

	Region	Eligible School-Aged Children	Proportion Who Attended
	Quebec (Province)	230,075	76.2%
Eastern Quebec	Côte-Nord	1,760	74.4%
	Gaspésie-Îles-de-la-Madeleine	1,440	76.4%
	Bas-Saint-Laurent	1,020	59.8%
Northern Quebec	Nord du Québec	7,585	78.2%
	Saguenay-Lac-Saint-Jean	2,735	67.6%
Central Quebec	Capitale-Nationale	9,660	74.2%
	Centre-du-Québec	4,020	71.9%
	Chaudière-Appalaches	4,960	72.2%
	Estrie	7,625	76.9%
	Mauricie	3,370	75.5%
Montérégie and Montréal	Montérégie	45,050	76.5%
	Montréal	82,885	81.5%
Lanaudière, Laurentides, and Laval	Lanaudière	8,960	65.3%
	Laurentides	13,095	66.4%
	Laval	17,270	77.2%
Western Quebec	Abitibi-Témiscamingue	2,270	57.9%
	Outaouais	16,380	68.8%

Note. Adapted from Lemyre (2024).

Table A2

Overall Underprivilege Index of EM-CLCs

School Board	EM-CLC	School	Low-Income Cut-Off (LICO) Index	Decile Rank (LICO)	Socio-Economic Environment Index (SEI)	Decile Rank (SEI)	Number of Students (30/09/2022)
Central Quebec School Board	Quebec CLC	Quebec High School	8.09	4	4.01	1	431
		Holland Elementary School	8.29	5	4.29	2	219
		St. Patrick High School	6.65	3	4.45	2	635
Eastern Shores School Board	Gaspé Tri-School CLC	Gaspé Polyvalent	8.01	4	13.26	9	90
		Gaspé Elementary School	8.07	5	10.12	7	93
		Belle Anse Elementary	N/A[5]	N/A	N/A	N/A	<30
	New Carlisle CLC	New Carlisle High School	11.73	7	14.57	10	81
		Shigawake Port-Daniel School	11.65	7	14.32	9	48
		The Anchor Academic and Vocational Centre	N/A	N/A	N/A	N/A	<30
	Sept-Îles CLC	Flemming Elementary School	6.49	4	17.01	10	119
		Queen Elizabeth High School	6.03	2	17.88	10	81
		Northern Lights Adult and Vocational Education Centre	N/A	N/A	N/A	N/A	<30
Eastern Townships School Board	Richmond, Danville & Drummondville Region CLC	Richmond Regional High School	9.72	5	12.60	8	366
		St. Francis Elementary School	7.43	4	12.43	8	230
		Asbestos-Danville-Shipton Elementary School	11.46	7	11.34	8	110
		Drummondville Elementary School	10.75	6	12.03	8	235

[5] In this table, "N/A" indicates that the ministerial document has not included data on adult education centres and schools with fewer than 30 students.

Lester B. Pearson School Board	Pierrefonds Community CLC	Springdale Elementary School	18.89	8	9.16	6	171
		Kingsdale Academy Elementary School	16.67	8	6.45	4	248
		Sunshine Academy Elementary School	16.81	8	8.68	6	205
	Verdun CLC	Riverview Elementary School	25.10	9	11.86	8	181
		Verdun Elementary School	27.53	9	12.56	8	187
		Beurling Academy High School	27.57	10	14.14	9	231
New Frontiers School Board	Chateauguay CLC	St. Willibrord Elementary School	12.91	7	12.57	8	241
		Centennial Park School	11.55	7	8.40	6	244
		Harmony Elementary School	8.84	5	8.49	6	212
		Mary Gardner School	9.50	6	8.36	6	254
		Howard S. Billings Regional High School	10.93	7	9.66	6	739
		Nova Career Centre	N/A	N/A	N/A	N/A	N/A
	Huntingdon Adult Education & Community Centre Hub	Huntingdon Adult Education & Community Centre	N/A	N/A	N/A	N/A	N/A
		Chateauguay Valley Career Education Centre	N/A	N/A	N/A	N/A	N/A
		Heritage Elementary School	12.56	7	16.55	10	167
	Chateauguay Valley Hub	Chateauguay Valley Regional High School	10.94	7	14.11	9	635
		Hemmingford Elementary School	3.04	1	6.64	5	94
		Franklin Elementary School	13.55	7	12.37	8	45
	Gault Hub	Gault Institute	15.88	8	16.20	9	224
		Ormstown Elementary School	9.48	6	13.77	9	171
		Howick Elementary School	5.41	3	13.03	8	159

Riverside School Board	Seaway CLC	St. Lambert Elementary School	13.37	7	6.19	4	433
		REACH (Elementary)	13.73	7	8.33	6	79
		REACH (High School)	18.60	8	11.16	7	44
		St. Lambert International High School	18.33	8	9.61	6	361
		St. Mary's School	24.50	9	12.34	8	298
		ACCESS	N/A	N/A	N/A	N/A	N/A
	Richelieu Valley CLC	Mountainview School	4.84	2	4.58	3	229
		Cedar Street School	4.05	2	4.36	3	133
		Courtland Park International School	4.03	2	2.49	1	217
		Mount Bruno School	4.81	2	3.65	2	209
	Montérégie Centre CLC	St. Jude Elementary School	19.67	8	11.91	8	259
		John Adam Memorial School	7.16	4	5.80	4	249
		St. Lawrence School	6.03	3	3.43	2	436
Sir Wilfrid Laurier School Board	Laurentian Regional CLC	Laurentian Regional High School	10.56	6	11.32	7	543
		Laurentian Elementary	11.75	7	14.70	9	266
		Morin Heights Elementary School	9.03	5	6.48	5	177
	Lanaudière Regional CLC	Joliette High School	12.04	7	13.83	9	262
		Joliette Elementary School	12.05	7	14.33	9	226
		Rawdon Elementary School	13.99	8	15.64	9	132

Note. Adapted from MEQ (2023a).

Appendix B

Tables of Demographics

Table B1

Participant Demographics

		N (=71)	Proportion (%)
Gender	Female	51	71.80%
	Male	19	26.80%
	Other	1	1.40%
Language(s) Spoken at Home	English	51	71.80%
	French and English	14	19.70%
	French	5	7.00%
	Other	1	1.40%
Ancestral, Ethnic, or Cultural Origins	White	56	86.20%
	South Asian	8	11.30%
	Black	2	2.80%
	Arab	2	2.80%
	Chinese	1	1.40%
	First Nations	1	1.40%
First Nations/Métis/Inuk (Inuit)	No	70	98.60%
	Yes	1	1.40%
Education Level	Bachelor's degree	27	41.54%
	Graduate certificate	27	41.54%

	Certificate or diploma from a college, CEGEP, or non-university institution	6	9.23%
	University certificate or diploma	2	3.08%
	Prefer not to say	2	3.08%
	Doctorate	1	1.54%
Role	School principals or vice-principals	22	31.00%
	Governing board members	12	17.00%
	Community Development Agents (CDA)	10	14.00%
	CLC school board representative	10	14.00%
	Other school staff members	7	10.00%
	Community partner	6	8.00%
	Member of the Rrovincial Resource Team (PRT)	4	6.00%
Years in Role[6]	0-5 years	38	58.46%
	6-10 years	14	21.54%
	11-15 years	7	10.77%
	16-20 years	3	46.20%
	21+ years	3	46.20%

---

[6] Community partners were not asked this question.

Table B2

Demographic Context of Participating EM-CLCs/Affiliations

		Number	Proportion (%)
School Board / Affiliation	Riverside School Board	22	30.99%
	New Frontiers School Board	12	16.90%
	Lester B Pearson School Board	12	16.90%
	Sir Wilfrid Laurier School Board	11	15.49%
	EM-CLC Community Partner or PRT	5	7.05%
	Eastern Townships School Board	4	5.63%
	Eastern Shores School Board	4	5.63%
	Central Quebec School Board	1	1.41%
Education level served by EM-CLC	Elementary	56	86.15%
	Secondary	29	44.62%
	Adult Education	12	18.46%
Population of EM-CLC location	City	25	38.46%
	Town	36	55.38%
	Village	11	16.92%

Appendix C

Descriptive Statistic Results

Table C1

Overall Scale Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)

Scale	n	Mean	SD
Educational Success	70	2.91	0.59
Vitality	70	3.29	0.46
Institutional Completeness	69	3.35	0.53

Table C2

Overall Sub-Scale Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)

Scale	Sub-Scale	n	Mean	SD
Educational Success	English Literacy	69	3.13	0.63
	French Literacy	62	2.93	0.69
	Job Readiness	66	2.91	0.66
	Numeracy	59	2.81	0.79
	Access to Services	65	2.61	0.82
Vitality	Belonging	67	3.51	0.56
	Opportunity	69	3.37	0.57
	Mobilization	67	3.11	0.56
	Inclusion	68	3.2	0.53
Institutional Completeness	Collaboration	64	3.36	0.59
	Strengthening Ties	69	3.34	0.56

Table C3

Overall Impression Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)

Overall	*n*	Mean	*SD*
Overall, I think that my Extended-Model CLC helps English-speaking students thrive in Quebec.	59	3.29	0.59
Overall, how effective is your Extended-Model CLC in accomplishing its mission?	64	2.81	0.83
Overall, how satisfied are you with your Extended-Model CLC?	66	2.97	0.82

Table C4

Educational Success *Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)*

Item	Sub-Scale	*n*	Mean	*SD*
Facilitates access to services (e.g., speech therapy, occupational therapy, psychologist).	Access to Services	58	2.36	0.89
Facilitates access to mental health services.	Access to Services	63	2.73	0.87
Supports the development of English literacy skills (e.g., speaking, listening, letter recognition) in early childhood (i.e., K4/K5 to the end of cycle 1).	English literacy	67	3.09	0.81
Supports the development of English-speaking/listening skills throughout life.	English literacy	64	3.2	0.69
Supports the development of English writing skills throughout life.	English literacy	63	3	0.76
Supports the development of English reading skills throughout life.	English literacy	64	3.17	0.63
Supports the development of French literacy skills (e.g., speaking, listening, letter recognition) in early childhood (i.e., K4/K5 to the end of cycle 1).	French literacy	59	2.9	0.78
Supports the development of French speaking/listening skills throughout life.	French literacy	59	2.95	0.68

Item	Sub-Scale	n	Mean	SD
Supports the development of French literacy skills throughout life.	French literacy	58	2.93	0.75
Supports the development of French reading skills throughout life.	French literacy	58	2.91	0.76
Supports the development of numeracy (i.e., math) skills in early childhood (i.e., K4/K5 to the end of cycle 1).	Numeracy	58	2.83	0.84
Support the development of numeracy skills (i.e., math) through life.	Numeracy	59	2.78	0.79
Supports students in developing digital competencies (e.g., strategies for addressing cyber bullying, online safety and security, misinformation).	Job Readiness	62	2.97	0.75
Supports students in developing digital skills (e.g., coding, robotics, maker spaces).	Job Readiness	65	2.95	0.78
Develops students' vocational paths based on students' interests and the Quebec job market.	Job Readiness	53	2.68	0.8

Table C5

Vitality *Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)*

Item	Sub-Scale	*n*	Mean	*SD*
Promotes the inclusion of Indigenous communities.	Inclusion	59	3.29	0.72
Promotes the inclusion of ethnic and racial communities.	Inclusion	60	3.35	0.61
Promotes the inclusion of spiritual/belief communities.	Inclusion	49	2.96	0.73
Promotes the inclusion of girls and women.	Inclusion	60	3.27	0.66
Promotes the inclusion of 2SLGBTQ+ communities.	Inclusion	57	3.12	0.68
Promotes the inclusion of bilingual/plurilingual families.	Inclusion	65	3.25	0.71
Promotes the inclusion of special needs students (e.g., Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, dyslexia, physical handicap).	Inclusion	62	3.15	0.67
Offers a caring community for English-speaking students.	Belonging	67	3.58	0.58

Offers a sense of belonging for English-speaking students.	Belonging	67	3.51	0.61
Offers a safe community for English-speaking students.	Belonging	66	3.52	0.59
Offers a caring community for English-speaking families.	Belonging	66	3.53	0.61
Offers a sense of belonging for English-speaking families.	Belonging	65	3.51	0.62
Offers a safe community for English-speaking families.	Belonging	65	3.49	0.59
Offers opportunities for cultural activities.	Opportunity	65	3.46	0.61
Offers opportunities for sporting and leisure activities.	Opportunity	65	3.35	0.65
Offers opportunities for entrepreneurial activities (e.g., OSEntreprendre).	Opportunity	55	3.16	0.86
Offers opportunities for activities in English.	Opportunity	69	3.52	0.66
Offers opportunities for bilingual/plurilingual activities.	Opportunity	62	3.29	0.61
Strengthens students as engaged citizens.	Mobilization	61	3.26	0.66
Contributes to the recruitment of English-speaking students.	Mobilization	50	2.92	0.75
Contributes to the retention of English-speaking students.	Mobilization	53	3.4	0.81
Contributes to the visibility of English minority language education within the local community.	Mobilization	59	3.29	0.67
Mobilizes the English minority language community.	Mobilization	59	3.14	0.63
Enables English-speaking Quebecers to actively participate in Quebec's economy and society.	Mobilization	53	3.19	0.71
Promotes recognition and respect for English-speaking communities among French Quebecers.	Mobilization	56	3.16	0.76
Promotes the history of English speakers in Quebec.	Mobilization	44	2.89	0.89
Promotes the heritage of English speakers in Quebec.	Mobilization	46	2.98	0.83

Table C6

Institutional Completeness *Scores, Including Number of Respondents (n), Mean Scores, and Standard Deviations (SD)*

Item	Sub-Scale	*n*	Mean	*SD*
Collaborates at the school level to ensure equal opportunity.	Collaboration	60	3.38	0.64
Collaborates at the school board level to ensure equal opportunity.	Collaboration	54	3.24	0.64
Collaborates with external community leaders (e.g., Scouts, CLSCs) to ensure equal opportunity.	Collaboration	59	3.44	0.65
Collaborates with provincial partners (e.g., LEARN Quebec, *Ministère de l'Éducation du Québec*) to ensure equal opportunity.	Collaboration	58	3.41	0.68
Strengthens ties between families and schools.	Strengthening Ties	63	3.44	0.62
Strengthens ties between schools and communities.	Strengthening Ties	66	3.44	0.64
Strengthen ties among students, families, schools, and communities.	Strengthening Ties	66	3.36	0.65
Strengthen ties among students within the CLC.	Strengthening Ties	60	3.2	0.63

Appendix D

Interview Protocols

Table D1

Interview Protocol: English

Theme	Question	Potential Sub-Questions
Opening Questions	How do you view the role(s) of extended-model CLC(s) in English-speaking minority communities in Quebec?	
	What does the expression 'Educational Success' mean to you?	
Educational Success	In your opinion, how do(es) your extended model CLC(s) contribute to student Educational Success?	Can you provide one or two examples that demonstrate what you just shared?
Vitality	How do(es) your CLC(s) contribute to ensuring that English-speaking students in Quebec develop English oral, reading and/or written language skills?	Can you provide one or two examples that demonstrate what you just shared?
	How do(es) your CLC(s) contribute to ensuring that English-speaking students in Quebec develop French oral, reading and/or written language skills?	Can you provide one or two examples that demonstrate what you just shared?
	What other skills do English-speaking students in Quebec develop within your CLC(s)?	How are these skills transferable outside of school within the wider Quebec, Canadian or international context?
	How do(es) your CLC(s) contribute (or not) to ensuring that English-speaking students in Quebec develop their identity?	In your opinion, to what extent is their identity distinct in comparison to Francophones in Quebec, or even English speakers in the rest of Canada?
	How do(es) your CLC(s) contribute (or not) to ensuring that English-speaking students in Quebec develop a sense of belonging?	In your opinion, to what extent is that sense of belonging distinct in comparison to Francophones in Quebec, or even English speakers in the rest of Canada?

	How do(es) your CLC(s) contribute (or not) to promoting Anglophone heritage and history in Quebec?	Can you provide one or two examples that demonstrate what you just shared?
Institutional Completeness	What organization(s), if any, do(es) your CLC(s) partner with to support English-speaking students' Educational Success?	*To clarify:* Which specific people or even business, religious, educational, health, social, political, or recreational organizations contribute to their Educational Success?
	What does these partnerships look like and how do they support English-speaking students' Educational Success in Quebec?	Can you provide one or two examples that demonstrate what you just shared?
Closing Questions	Are there any other aspects of Extended-Model CLC(s) or Educational Success that you would like to discuss that we have not yet touched on?	

Table D2

Interview Protocol: French

Thèmes	Questions	Sous-questions
Questions d'ouverture	Comment percevez-vous le(s) rôle(s) des CSC/CLC ayant le modèle satellite dans les communautés d'expression anglaise au Québec ?	
	Que signifie pour vous l'expression « réussite éducative »?	
Réussite éducative	À votre avis, comment votre CSC/CLC ayant le modèle satellite contribuent-ils à la réussite éducative des élèves ?	Pouvez-vous nous décrire un ou deux exemples qui illustrent ce que vous venez de partager ?
Vitalité	Comment votre CSC/CLC contribue-t-il au développement des compétences en anglais à l'oral, en lecture et/ou à l'écrit des élèves d'expression anglaise du Québec ?	Pouvez-vous nous décrire un ou deux exemples qui illustrent ce que vous venez de partager ?
	Comment votre ou vos CLC contribuent-ils au développement des compétences en français à l'oral, en lecture et/ou à l'écrit des élèves d'expression anglaise du Québec ?	Pouvez-vous nous décrire un ou deux exemples qui illustrent ce que vous venez de partager ?

	Quelles autres compétences les élèves d'expression anglaise du Québec développent-ils au sein de votre ou vos CLC ?	Comment ces compétences sont-elles transférables à l'extérieur de l'école dans le contexte élargi québécois, canadien ou international ?
	Comment votre ou vos CLC contribuent-ils (ou non) au développement de l'identité des élèves d'expression anglaise du Québec ?	À votre avis, dans quelle mesure leur identité est-elle distincte par rapport aux francophones du Québec ou aux anglophones du reste du Canada ?
	Comment votre ou vos CLC contribuent-ils (ou non) au développement du sentiment d'appartenance des élèves d'expression anglaise du Québec ?	À votre avis, dans quelle mesure ce sentiment d'appartenance est-il distinct par rapport aux francophones du Québec ou aux anglophones du reste du Canada ?
	Comment votre ou vos CLC contribuent-ils (ou non) à la promotion du patrimoine et de l'histoire d'expression anglaise du Québec ?	Pouvez-vous nous décrire un ou deux exemples qui illustrent ce que vous venez de partager ?
Complétude institutionnelle	Avec quelle(s) organisation(s) votre ou vos CLC s'associent-ils, le cas échéant, pour soutenir la réussite éducative des élèves de la minorité anglophone ?	*Pour clarifier* : Quelles sont précisément les personnes ou les organisations commerciales, religieuses, éducatives, sanitaires, sociales, politiques ou récréatives contribuent à leur réussite éducative ?
	À quoi ressemblent ces partenariats et comment soutiennent-ils la réussite éducative des élèves d'expression anglaise en situation minoritaire au Québec ?	Pouvez-vous nous décrire un ou deux exemples qui illustrent ce que vous venez de partager ?
	Y a-t-il des défis, des enjeux ou des opportunités concernant le modèle satellite ou la réussite éducative dont vous aimeriez parler et que nous n'avons pas encore abordés ?	
Questions de fermeture	Y a-t-il d'autres aspects des CLC ayant le modèle satellite ou de la réussite éducative dont vous aimeriez parler et que nous n'avons pas encore abordés ?	