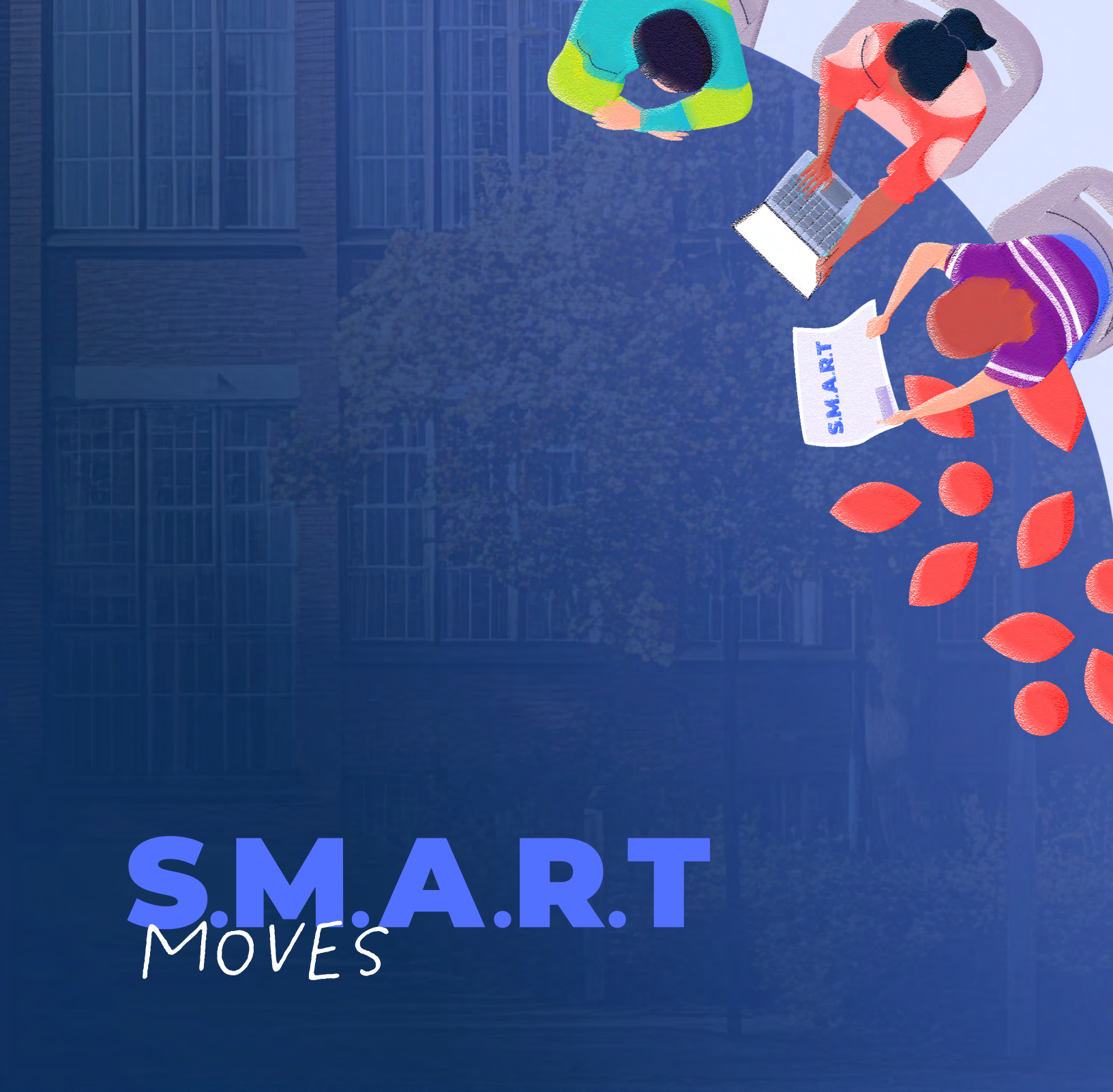




S.M.A.R.T MOVES

Strengthening the
CLC Action Plan

May 2026



The S.M.A.R.T. Goal Framework



SPECIFIC

Clearly define what you want to accomplish. Focus on concrete actions or outcomes related to partnerships and service coordination rather than broad intentions.



MEASURABLE

Consider how you will measure progress and success. Specify indicators such as a minimum participation threshold, number of partnerships, frequency of activities, or feedback from community members.



ACHIEVABLE

Set a goal that is realistic given your context, capacity, and available resources. It should be ambitious enough to move your work forward, but feasible within your current environment.



RELEVANT & ROLE-SPECIFIC

Ensure your objective is meaningful to both the school(s) and broader community.

Articulate who will be responsible for doing what.

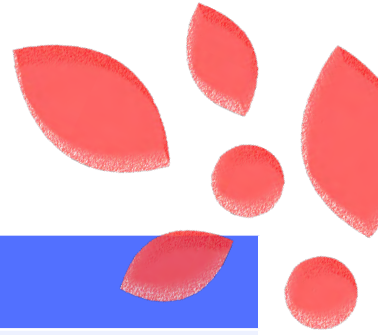


TIME-BASED

Set a clear timeline for the accomplishment of your objective.

S.M.A.R.T. Objectives

Examples by Outcome Area



OUTCOME AREA	CLC S.M.A.R.T. OBJECTIVE
Youth Retention; Employment	Enhance FSL Skills and Sense of Belonging Across all school sites, implement at least one service-learning project per school to build students' FSL skills through authentic community experiences. Principals identify teachers; the CDA secures partners and resources, with participation and engagement tracked. Completed by June 20XX.
School Climate	Promote Healthy and Harmonious Relationships Mobilize at least two community-based organizations to partner with X & Y schools to deliver a minimum of four conflict resolution workshops for Cycle 3 students and their families, respectively, leading to increased confidence resolving conflicts (10–15%) and a reduction in reported incidents at school (5–10%) by June 20XX.
Early Childhood Education & Development	Enhance K-Readiness and Visibility of Schools Introduce weekend early childhood education opportunities for English-speaking families (0-3) across elementary school sites, in partnership with 1-2 community providers, reaching at least 15 participating families per site and achieving at least 80% positive parent feedback on usefulness and accessibility by June 20XX.
School Transitions	Enhance Student Readiness for High School In partnership with X, implement a structured transition support program across all elementary school sites for Grade 6 students entering high school, offering a minimum of three activities with at least 85% student participation, and achieving 65% of participants reporting feeling supported in at least one domain by June 20XX.
Mental Health	Increase Awareness and Access to Services Increase awareness of available community-based mental health services among families and staff, achieving a 15–20% rise in awareness and a 5-10% increase in service uptake by June 20XX, through ongoing partner collaboration, participation in community roundtables, and the co-development and promotion of resources.

Indicators (Measurement)

Examples by Outcome Area

OUTCOME AREA	INDICATORS (EXAMPLES)
Youth Retention; Employment	• Number of programs, partnerships, and services supporting career exploration, internships, and employment; participation rates • Out-migration (exodus) and employment rates • % of students reporting a sense of belonging • % of students aware of career or education pathways • % of students proficient in FSL
School Climate	• Participation in climate-related activities (e.g., workshops, peer mediation) • Number of behavioral incidents (e.g., conflicts, bullying, suspensions) • % of students reporting feeling safe • % of students reporting positive relationships with peers and staff • % of staff reporting a positive, collaborative work environment • % of students demonstrating improved conflict resolution or social skills
Early Childhood Education and Development	• Number of English-language resources for families with children aged 0–5 • Number of local service providers offering programs for children aged 0–5 • Enrollment and participation in formal early childhood programs • Participation in early childhood events and activities • % reporting improved understanding of child development and age-appropriate interventions • % reporting improvements in school readiness, routines, hygiene, socialization, and/or emotional regulation
School Transitions	• Number of transition activities/programs • Participation rates in transition activities/programs • Frequency of cross-school collaboration and communication • % of students reporting feeling prepared for the next school level • % of students reporting reduced anxiety about transition • % of students successfully completing first year post-transition

Indicators (Measurement)

Examples by Outcome Area

OUTCOME AREA	INDICATORS (EXAMPLES)
Mental Health	• Number of English-language resources for youth and families • Number of local providers offering mental health services in English • Number of participants in mental health promotion activities • Number of active partnerships with mental health service providers • Number of referrals to mental health services (school or community) • Rate of access to mental health services/programs • % of students/staff aware of available mental health services • % of students reporting well-being or coping skills
Community Vitality	• Number of English-language programs/resources available • Number of English-language health and social services available • Collaboration rates with English-language service providers • Instances of minority-majority collaborations • Participation rates in Community Roundtables • Number of partnerships with French-language institutions/service providers
Sense of Belonging	• % who feel a sense of belonging in their school and/or community • % who feel respected, included, and valued • % who report strong social connections in the community • % who regularly participate in school and/or community activities • % who see a viable future for themselves in the province

Indicators measure both service delivery (availability) and outcomes (results).



How can I Monitor Indicators?

By regularly tracking indicators such as the number and type of activities delivered, participating organizations, attendance, and frequency of engagement in the clc online journal, CLC teams can assess the reach and implementation of their initiatives over time.

To better understand outcomes and impact, surveys, interviews, focus groups, and other feedback mechanisms can be used to capture changes in participants' knowledge, skills, attitudes, behaviours, and levels of engagement before and after an intervention. Briefs, statistics, reports, and observations from organizational leaders and partners can also provide valuable insights into broader trends and system-level changes.

Why CLCs Engage in Monitoring and Evaluation

Reporting

Accountability to funders and stakeholders.

Operational Insights

Understand the impact of interventions.

Learning

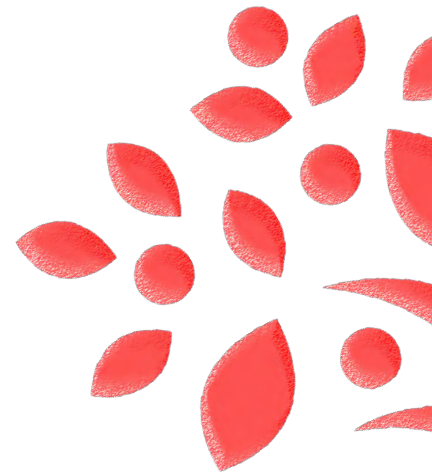
Contribute to the larger body of knowledge and improve practice.

Levels of Assessment: Questions and Actions

Move through the levels in order. A strong foundation at each level is essential before moving to the next.

Key Guidance

- Do not move to higher levels without a strong foundation at the current level.
- Fewer programs or services are typically measured at higher levels.
- Select data and indicators based on stakeholder needs and the purpose of evaluation.



Levels of Assessment: Questions and Actions

LEVEL 1 Service Delivery Focus: Inputs, activities and reach	KEY QUESTIONS How many partners or service providers are engaged? In what ways? How many people are accessing the services offered? What existing knowledge, skills or attitudes do participants have?	WHAT TO DO Monitor service delivery indicators: • Number of partnerships • Services offered • Participation & attendance rates • Contributions (financial / in-kind) • Participation in community roundtables Establish a baseline: • Capture existing knowledge, skills, attitudes • Capture existing levels of representation
LEVEL 2 Outcomes Focus: Short- and medium-term effects	KEY QUESTIONS What are the perceived effects of interventions? Have people gained new knowledge, skills or attitudes? What interventions seem to be working well? What may need to be dropped or adjusted?	WHAT TO DO Continue to monitor Level 1 indicators and gather feedback on interventions: • Participant satisfaction • Achievement of program goals • Changes in knowledge, skills, attitudes • Recommendations for improvements Capture referral pathways: how did people hear about the program?
LEVEL 3 Impact Focus: Long-term changes and system impact	KEY QUESTIONS What long-term changes have occurred as a result of interventions? Is there evidence that interventions could be replicated in other schools or communities?	WHAT TO DO Isolate key indicators from Levels 1 & 2 and assess long-term impact: • Changes in population level conditions • Sustained changes in knowledge, skills, attitudes • Contributions to student success and community vitality Consider partnering with an evaluator or academic institution

