



**MINUTES OF THE MEETING HELD ON Thursday, November 3, 2022  
Via ZOOM**

<b>Member Organization</b>	<b>Name</b>	
<b>School Board Representatives</b>	Stewart Aitken – WQSB Mat Canavan– LBPSB Lynda da Silveira – SWLSB Deborah Foltin – ESSB Stéphane Lagacé- CQSB Eva Lettner - ETSB Jessica Saada – RSB Anna Sanalidro – EMSB James Walker – NFSB	Regrets       Regrets
<b>Complementary services:</b>	Lisa Falasconi - WQSB Marylène Perron - CQSB	
<b>Adult Education and Vocational Training</b>	Fred Greschner - SWLSB Lucie Roy – RSB	Regrets Regrets
<b>ADGESBQ - School Board Directors General</b>	Cindy Finn	
<b>CEGEPS</b>	John McMahon	
<b>A.A.E.S.Q.</b>	Christie Brown Anna Villalta	
<b>I.S.A.T.</b>	Holly Hampson Sydney Benudiz	
<b>QPAT</b>	Andrew Adams Jennifer Baltuonis Mike Di Raddo Anne-Marie Rheubottom	
<b>PROFESSIONALS' ASSOCIATIONS</b>	Caroline Erdos Lise Lecompte	
<b>Special-status Boards Educational Services Representatives</b>	Cree S.B. – Kimberly Quinn Kativik S.B. – Erik Olsthoorn Littoral S.B. – Katia Tardif	Regrets Regrets Regrets
<b>English-sector Universities</b>	Bishops - Dawn Wiseman Concordia - Roma Medwid Joseph Levitan – McGill	

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Partial
DSREA	Boyd Lavallée Cheryl Cantin	
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Sandrine Faust Lisa Lorenzetti  Morgan Gagnon		

## 1. WORDS OF WELCOME

Cindy Finn welcomed everyone and then made a land acknowledgement. She reflected that she had recently attended a presentation by Chief Cadmus Delorme in which he expressed that a land acknowledgement is a good first step, but he said there needs to be a “Call to Action”. She encouraged all LCEEQ members to heed that call.

## 2. APPROVAL OF THE MINUTES

### Resolution #102-2022-11-03

It was moved by **Lynda da Silveira** and seconded by **Christie Brown** and unanimously resolved that the Minutes of the Meeting of September 15, 2022, be approved as circulated.

## 3. Alloprof aide aux devoirs

Cindy Finn welcomed **Sandrine Faust**, Executive Director and Co-founder of Alloprof and **Lisa Lorenzetti**, Advisor - Alloprof Anglophone Partnerships and Development to provide the Committee with an overview of the services which are now being offered to the English-speaking Community.

The service has existed since 1996 and introduced a bilingual offering in 2019. They are in the process of translating a number of their activities. Math and Science is the initial focus but all subjects will be included over time.

There are services for students and parents to have access to certified teachers, Education Students in the final stages of their programmes, and other Educational professionals.

Lisa Lorenzetti reported that this is a harmonious working relationship with LEARN who offer many similar services and that the two groups see themselves as complementary.

A suggestion was made that there is a potential audience in the Daycare/After School Network. They appreciated the recommendation and said that they would take it under advisement.

Cindy Finn thanked our guests for their presentation and wished them well as they continue informing the community of the services available. Appendix I includes the slide deck that was used for the presentation and provides details about the services available.

#### **4. Entente Canada Quebec Funding – Agreement Considerations 2023-2026**

The current LCEEQ funding agreement ends on June 30, 2023. Cheryl Cantin conducted a consultation with the LCEEQ members to determine what should go into the newly negotiated agreement. The exercise was based on what current activities should be maintained and what new endeavours should be considered in the next agreement. It was the first time that the full Committee has been consulted in this manner.

Members were asked to complete various “Jamboards” as a means of collecting data. A summary of the slides used to stimulate discussion, as well as the comments made on the Jamboards can be found in Appendix B.

#### **5. Provincial Employment Roundtable (PERT) Report**

Morgan Gagnon, Policy Researcher, with the Provincial Employment Roundtable (PERT) provided overview of a report recently released on Vocational and Technical Training (VVT). The main goal is to address issues of employment and employability facing the English-speaking community.

The full report can be found on the PERT website: <https://pertquebec.ca/reports/english-language-vocational-and-technical-training-in-quebec/>

The summary presented to the Committee can be found in Appendix C.

#### **6. LCEEQ BUSINESS ITEMS**

In the absence of Marie-Josée Blais, the Reports of the **ADM** and **DSREA** were delivered by Boyd Lavallée:

##### **Bill 96**

The Ministry has the responsibility of drafting the policy as related to educational bodies. The consultation process is occurring. To date six groups have been met with more follow-up meetings in the coming weeks. The timeline is:

- Fall 2022 to Spring 2023 - Gathering information on issues and concerns communicated by government Departments in order to draft policy and regulations
- June 2023 - The regulations, the language policy of the State, and the directives of the government departments come into force

##### **ECQ Negotiations**

Bilateral agreement 2022-2023 has stalled. Waiting on a counter proposal from Canadian Heritage.

The current protocol ends in March 2023. Talks include extending it for a year as it is highly unlikely a new one will be in place April 1, 2023. The federal government has to align a lot of the agreements so it is highly likely the protocol will be extended for a year.

## **Culture and Citizenship in Quebec (CCQ)**

A Pilot Project continues this year with full implementation projected for 2023-2024. The Programme is being validated by teachers and Consultants from the network.

Members asked about an apparent urgency for implementation when support materials are not ready. Boyd responded that he was not involved with deliberations about the implementation timeline and is unable to answer the concern.

## **Strategies for Gender Equality**

The strategies and orientations can be seen at

<https://www.quebec.ca/gouvernement/ministeres-et-organismes/secretariat-condition-feminine/publications#c85512>

The documentation is only available in French, but the English translation will be available soon. There will be training in the future.

## **Correspondence**

Cindy Finn reported that letters had been forwarded to the three new Ministers - Bernard Drainville, (Education), Pascale Déry (Higher Education), Eric Girard (Minister Responsible for Relations with English-Speaking Québécois) congratulating them on their appointments and suggesting how LCEEQ would welcome interaction with each as they carry out their mandates.

## **Annual Report**

### **Resolution #103-2022-11-03**

It was moved by **Roma Medwid** and seconded by **Anna Villalta** and unanimously resolved that the Annual Report 2021-2022 be approved and published.

## **Agenda Items for the January 19, 2023 Meeting**

Cindy Finn reminded members to submit any Agenda items that they would like included for the next Regular Meeting of the Committee. The meeting will be in person and hosted by Vanier College.

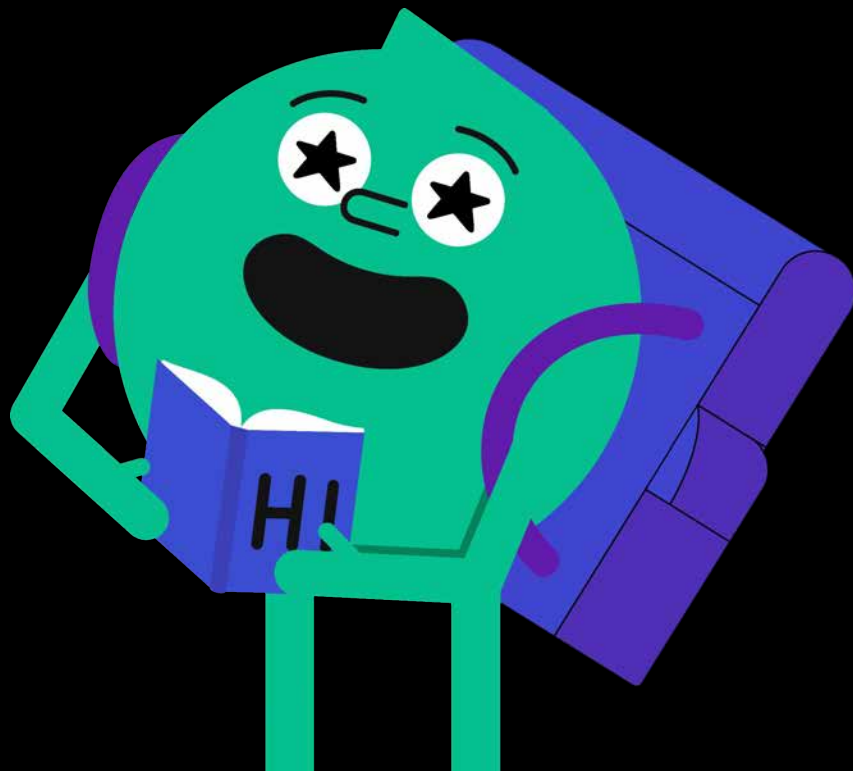
## **7. ADJOURNMENT**

On a motion by Deb Foltin the meeting was adjourned at 12:25.

# Appendix I

# Alloprof 100% Bilingual

Providing bilingual resources to support the academic journey



**LCEEQ**

By Lisa Lorenzetti

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# Agenda

- What is Alloprof?
- Alloprof in English: Our Resources and Services
- Alloprof in the English Community



# Mission

Alloprof helps students in Quebec to transform academic challenges into successes, thanks to our free, professional and stimulating services.



**Commitment**



**Innovation**



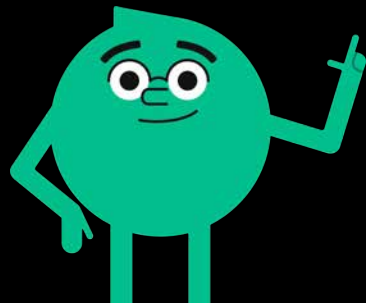
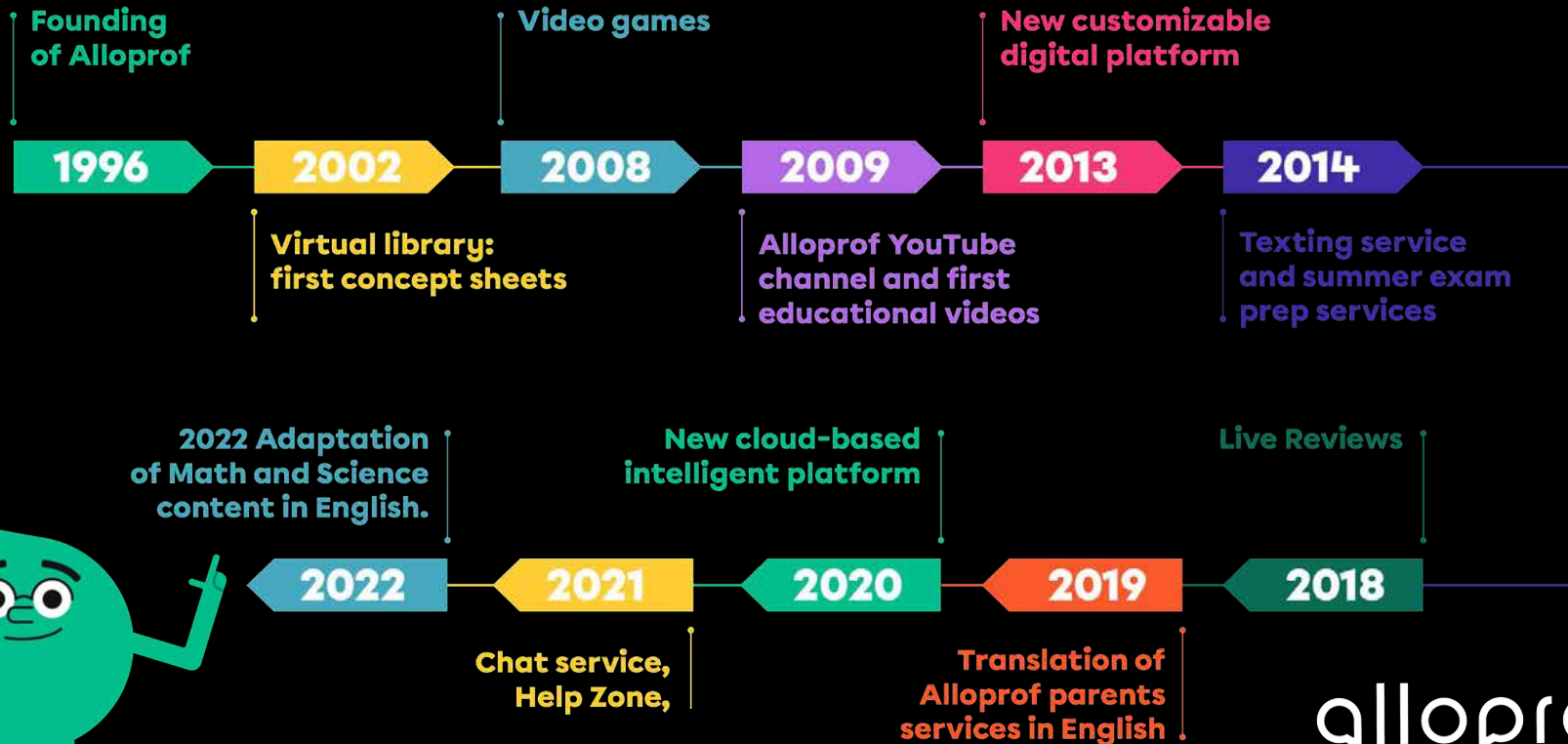
**Fun**



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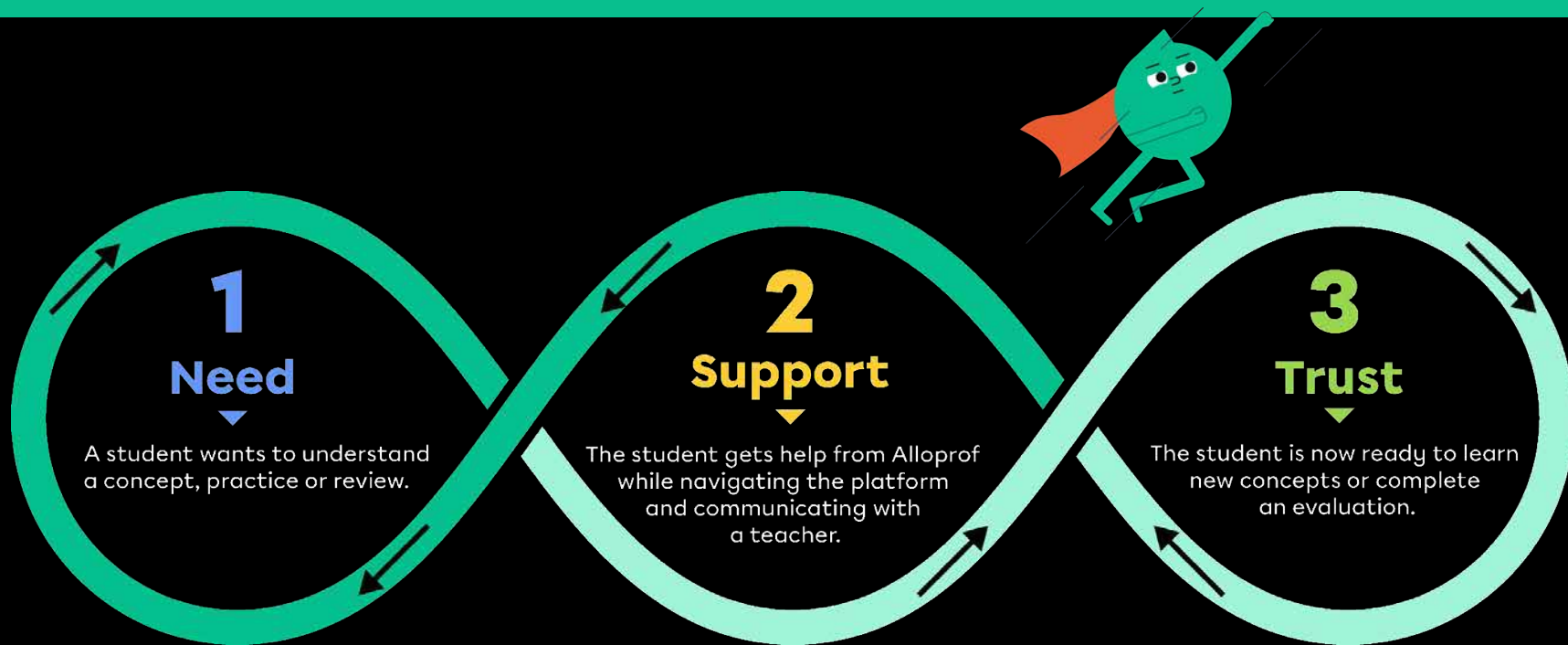


# 25 years of innovation



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## A continuum of Alloprof's success



An **ADAPTED** approach. A **REAL** impact. An **ESSENTIAL** service.

# Alloprof - A Universal Safety Net for Quebec Students

**We help**

**550 000**  
students

**Alloprof strengthens our  
school safety net**

**70 % of students** have increased their use of Alloprof since the start of the Covid 19 pandemic

**We provide**

**200** tutors  
and **25 000**  
pedagogical  
resources

**Alloprof is there at all times**

Services and resources available 7 days a week

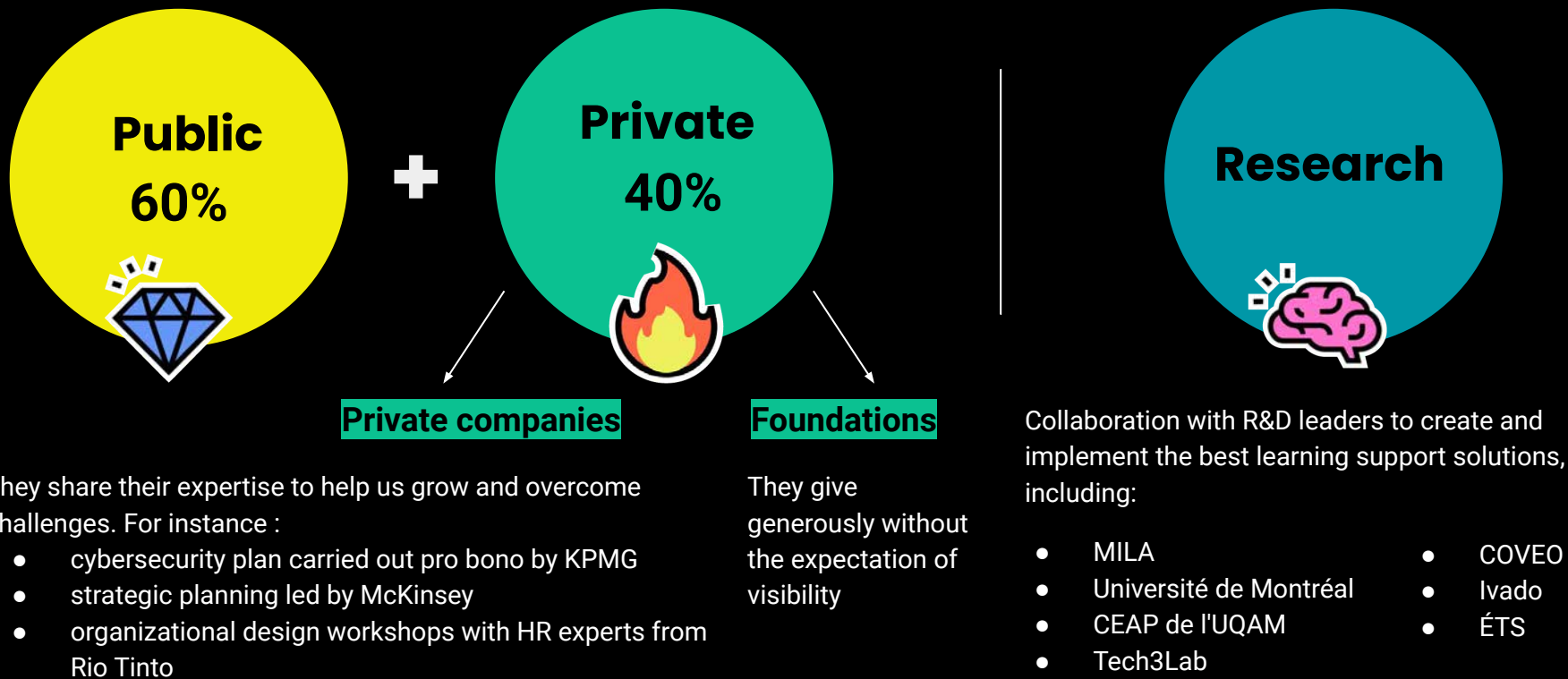
**We provide**

**60 million**  
educational  
interactions  
per year

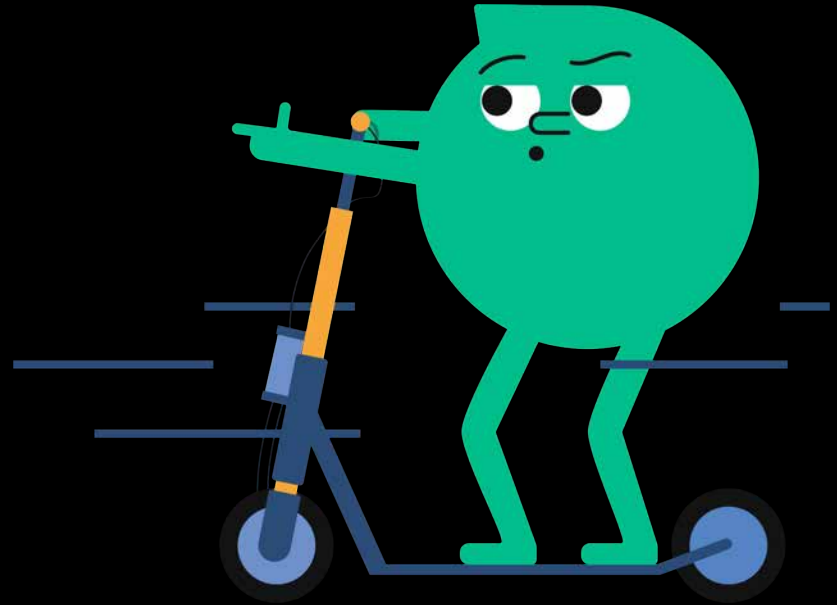
**Alloprof is universal**

More than 90% of students, parents and teachers know Alloprof [and](#) recommend it

# Funding and Partnership



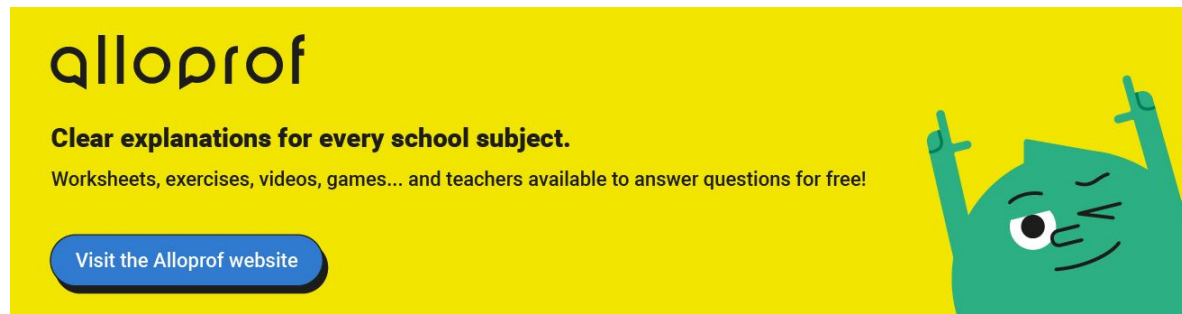
# Current Resources and Services in English



# Educational Benefits for Anglophone Students

By expanding the range of **Alloprof resources into English**, we promise English-speaking students, schools and communities the **same educational benefits that Alloprof is already delivering to French-speaking students.**

**We believe in equity and equal opportunities for all students in Quebec**




**alloprof**

**Clear explanations for every school subject.**

Worksheets, exercises, videos, games... and teachers available to answer questions for free!

[Visit the Alloprof website](#)



**Exam prep without Alloprof is like a cellphone without Wi-Fi.**



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# Students Can Find Explanations Independently

## Math and Science concept sheets:

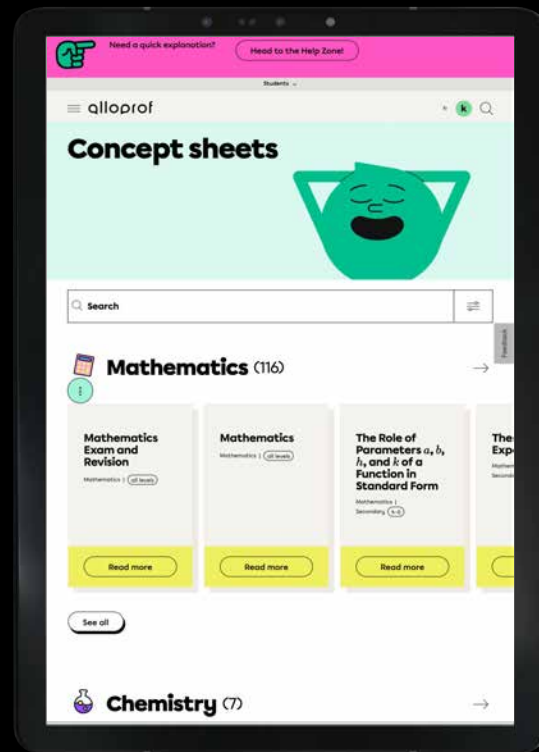
resources that explain academic concepts aligned with the essential knowledges from the Quebec Program of Studies

## Food Dispenser (Secondary 4 exam)

Videos: dynamic videos that explain more challenging concepts using real-world problems.



WOW



# Games: Coming Soon in English!

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## Book of Spells



Play



 Solitary Reaction | Chemical equations game



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Motivational Timer | Motival timer



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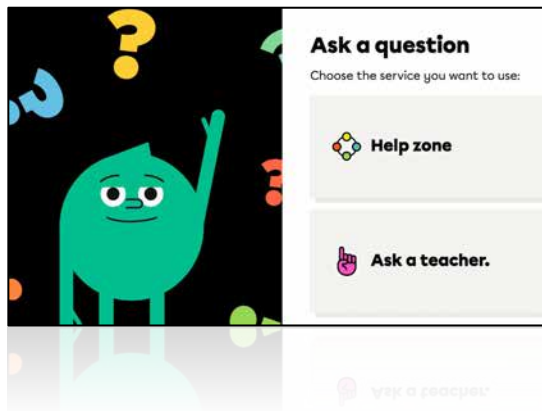




# Sometimes, a Student Needs a REAL Helping Hand

## Ask a Teacher

- Telephone, text and **chat**
- **Monday to Thursday** from 5 pm to 8pm  
+ **Sundays** from 2:00 pm to 5:00 pm



## An innovative Help Zone

- **7 days a week**, with answers provided in under an hour



# alloprof parents

**THE PLACE** for parents and guardians to access hundreds of blog posts, articles and 'tips and tricks' to help support the academic, social, and emotional development of their children.

[alloprof.qc.ca/en/parents](https://alloprof.qc.ca/en/parents)



### Talk to a professional

Got a question that's not about a school subject? Consult a specialist for free.

- Chat via Messenger**  
Chat with a professional via Messenger
- Write to us**  
Send an email to a professional
- Call**  
Talk to a professional Monday to Thursday from 5 p.m. to 8 p.m., and on Sundays from 1 p.m. to 5 p.m.  
1-855-527-1277.



# Tips and tools



## Motivational and inspirational quotes for academic success



Print out these phrases and display them (on the fridge, in your agenda, or anywhere else) to motivate your child in school.

 "Shoot for the moon. If you miss, you will still land among the stars." - Norman Vincent Peale	"There is no magic to achievement. It's really about hard work, choices, and persistence." - Michelle Obama	"The cause of success or failure is much more a mental attitude than a mental capacity." - Walter Scott	 "The most difficult thing is the decision to act. The rest is merely tenacity." - Amelia Earhart
"The first rule of success is never putting off a task."	"Nothing in life is to be feared, it is only to be understood."	"Success is often achieved by those who don't know that failure is coming."	"When one door closes, another one opens."

## What's the purpose of going to school?

For a child who...	Going to school will give you the chance to...
is interested in current events or travel.	learn about and better understand the world you live in.
is sociable.	meet new people and develop lifelong friendships.
likes to talk.	learn to articulate your ideas, opinions, and emotions.
gets bored easily.	have all kinds of interesting, enriching experiences.
is fearless, adventurous, and full of	push yourself and take on new challenges.

## A checklist to help you organize your family calendar

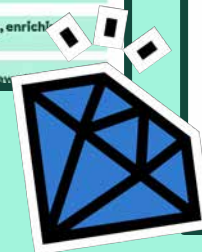
A family calendar is undoubtedly one of the most practical tools for organizing kids' homework and other family activities. To help make your life easier, here's a list of handy items to include.

Psst! Try using a different coloured pen or pencil for each family member.

- ☐ Extracurricular activities
- ☐ Birthdays
- ☐ Changes in routine (e.g., a friend will be picking up your child after school the babysitter is coming in the evening)
- ☐ Family vacation
- ☐ Lessons (e.g., music, dance, karate)
- ☐ Exam dates
- ☐ Assignment due dates
- ☐ Registration deadlines (e.g., preschool, daycare, summer camp)

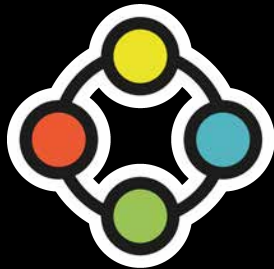


**Parent-teacher interview**  
**100 notes to leave in your child's lunch box**

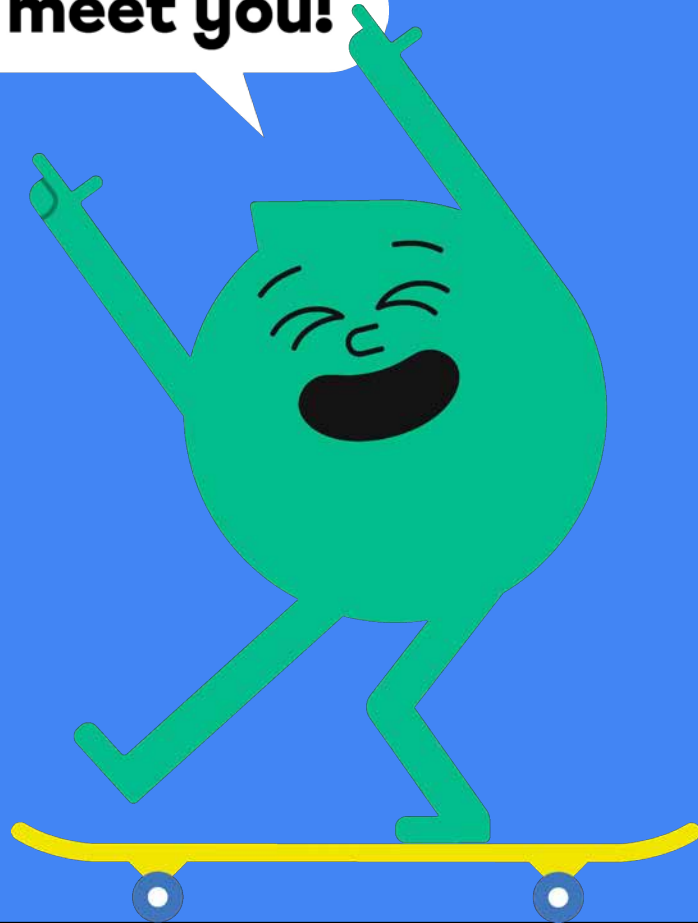




# Active in the English Community



Nice to meet you!



# Alloprof in the English Community

Presentations to various stakeholders in the English education community were done in the latter half of the 2021-2022 school year, including:

**Presentation with DEM** (Enseignement à la maison) on March 28th and 29th to highlight for homeschooling parents the English Alloprof Parent section and the resources available to them to help support their children during exam time

**Presentation to EMSB**  
Parent Committee on April 7th. **Alloprof agenda insert created!**



**Presentation to RSB**  
Parent Committee on May 2

**Presentation to ABEE**  
(The Advisory Board on English Education) on April 27

**Presentation to WQSB**  
Parent Committee on April 25

# Alloprof in the English Community

**Goal: all parent committees and complementary services**

**Webpage News:** dedicated to providing explanations and updates about the adaptation into English

**Presentation to ADGCSAQ!**



**Quebec Home and School Association**

**LCEEQ**

**English Parents' Committee Association of Quebec (EPCA)**

**Quebec English School Board Association**

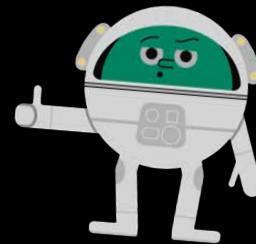
**5th Convention on Perseverance and Academic Achievement for First Peoples**

**Pre-service teachers**

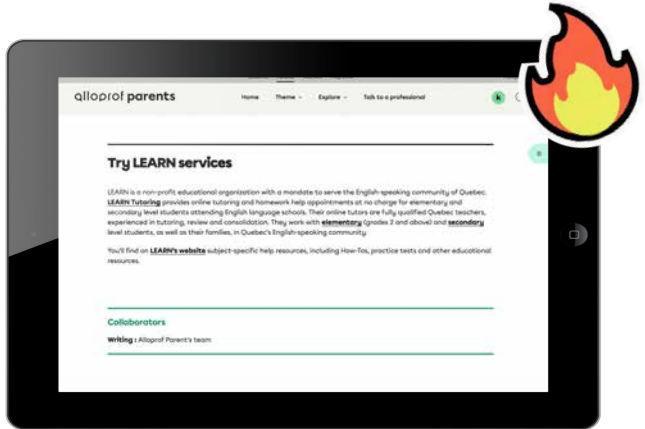
**QAIS/AJDS**



**Users of the Alloprof platform can now help us to offer the most tailored experience possible by simply answering a survey which will pop-up during their navigation. This fall, a survey is also planned for teachers to ensure that we optimize the experience for them too.**

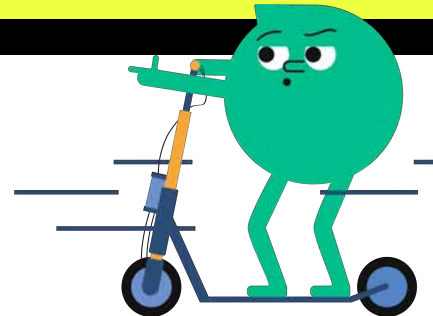


# Alloprof and LEARN: A Complementary Partnership!



## Alloprof

- Virtual library with concept sheets
- Alloprof offers quick, short and on the spot support for school related questions
- Alloprof has questionnaires to consolidate / practice skills and concepts
- Alloprof Teachers offers articles and tools
- Alloprof Parents articles, tips and tools



# Our Communication Efforts are Increasing!

A comprehensive communication plan is key to reaching our new community of users, to showcase new tools and resources and to listen to what you have to say. More communication efforts will take place once we are confident that both our platform and content reflect the needs of English students.

## Brand New Series: Real Parents, Real Stories



## Follow us

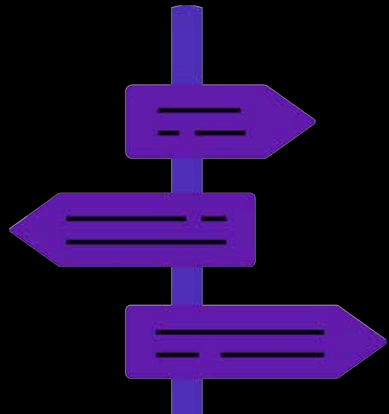
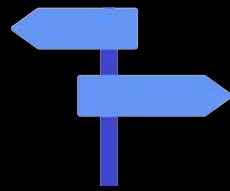
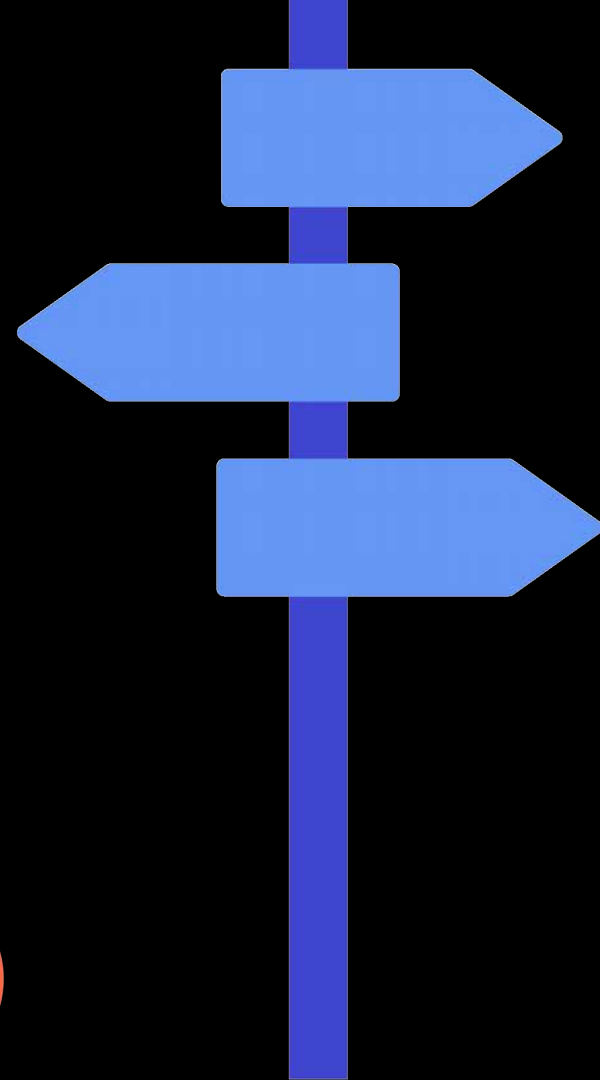
to keep up with all updates via our:



- [Newsletter for parents](#)
- [Contests and Survey page](#)
- [Facebook page for parents](#)
- [YouTube channel](#)



# Our Roadmap



# Timeline for the Adaptation into English

**2019**

**Alloprof Parents services in English**

**2020**

**New-cloud based intelligent platform**

**2021**

**Help Zone and Ask a Teacher service in English**

**2022**

**Math and Science content for high school students**  
**Math content for elementary students**

**Following years**

**Adaptation of Geography, Physics, Chemistry, and Secondary 1 and 2 History**

**Creation of English, first language, and French, second language content**

**2023**

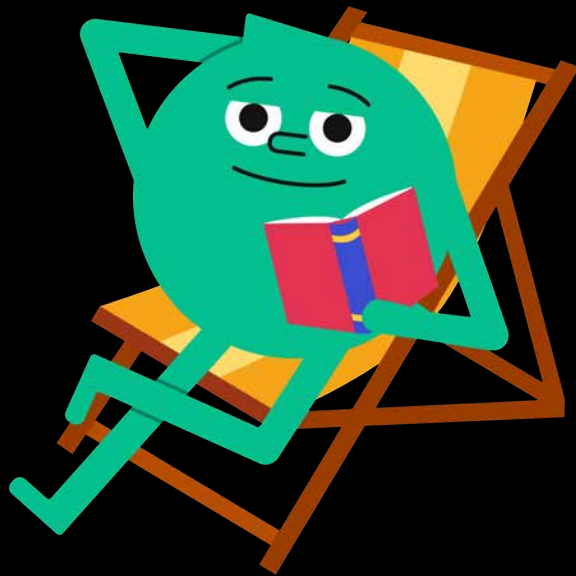
**Adaptation of Contemporary World, Secondary 3 and 4 History, and Financial Education content**

**Math and Science questionnaires**

**Games: Book of Spells, Motivational Timer, Solitary Reaction**

# Thank you!

## Any questions?



Follow us on:



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## Appendix II

# Context

- The current financial agreement between the DSRÉA and LCEEQ ends in June 2023
- This financial agreement is what funds the LCEEQ initiatives
- The purpose of today's exercise is to gather feedback from the LCEEQ Board members for the negotiation of the new (23-26) financial agreement
- This is the first time the consultation will involve the full Board

**NEW**

# Activity 1

5 minutes

- Rapid fire reflections on the benefits of the current LCEEQ projects

The image shows a digital workspace with a light gray background. On the left, there is a vertical toolbar with various icons. The icon for a sticky note is circled in orange. The main area displays a sticky note with a yellow background and the text: Punctual workshops allow LCEEQ to respond to emerging needs. Below the sticky note, there is a 'Clear frame' button. To the right, there is a mind map with several circular nodes. The nodes contain the following text:

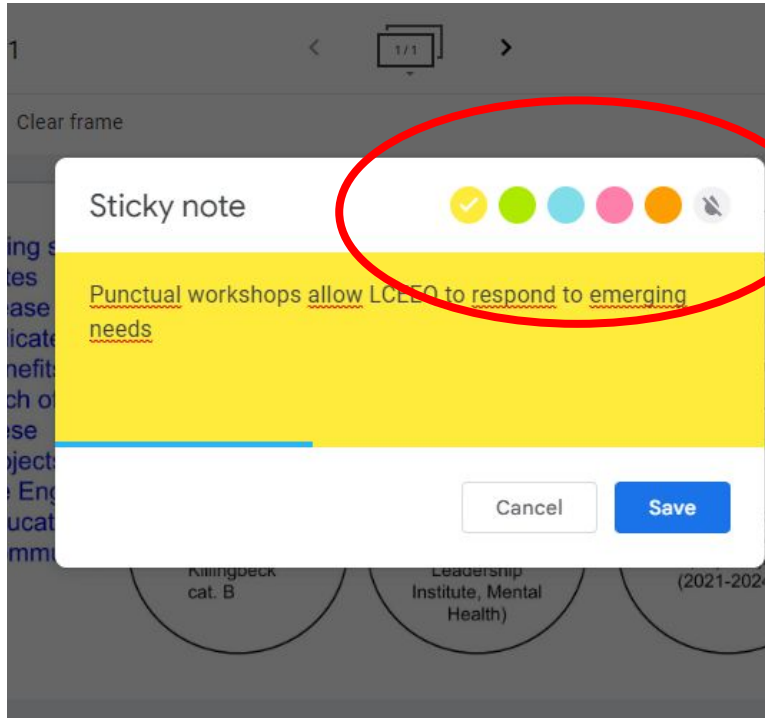
- Annual Conference
- Community Consultations (LCEEQ Meetings)
- Math Focus:
  - Summer Institute
  - Math Webinar Series
  - Math PD Tools
- Project Evaluations
  - PDIG
  - John Killingbeck cat. B
- Professional Development (10 workshops, includes Leadership Institute, Mental Health)
- Post-Covid Collaborative Inquiry Project (2021-2024)

A small yellow sticky note is also attached to the 'Professional Development' node, containing the text: Punctual workshops allow LCEEQ to respond to emerging needs.

# Activity 2

10 minutes

- Keep, change, add?



Thinking of the activities previously listed (*Annual Conference, Math Focus, Workshops*) use:

- A green sticky to provide a reason why the current activity should be maintained
- An orange sticky to indicate modifications to the current activities to better meet the needs of the community
- A pink sticky to indicate a new activity that is needed to meet the needs of the community

# Activity 3

20 minutes

Design a project

Identify the need:

Identify the audience:

Describe the project in point form (*goals, format, participants, non-negotiables*)





# LCEEQ General Meeting Reflections for the 2023-2026 Negotiations

Project	Benefits	Changes to consider
Annual Conference	<p>Introduction to emerging ideas &amp; big thinking</p> <p>PD opportunity</p> <p>Networking (3)</p> <p>Community portrait</p> <p>Creates a common language</p> <p>Offers opportunities for sharing best practices</p> <p>Offers equity in accessing current research</p> <p>Opportunity to focus on the needs and strengths of the English Community</p> <p>Annual Conference is a good way for diverse community stakeholders to engage on topics of education and share ideas. Also, nice morale booster.</p> <p>Ability to connect with other colleagues with other school boards.</p> <p>Annual Conference is a “must” - networking 101 for our extended community; can’t wait to have it live again</p> <p>Conference provides wide community to learn and network together, Tier 1 type approach</p> <p>Fostering a culture of pedagogical discussion and training</p> <p>Great for networking and knowledge dissemination</p> <p>Annual Conference has provided great opportunities for PD, Administrators and teachers</p> <p>Time to focus on the needs of the English community</p> <p>Brings everyone up to speed on one topic</p> <p>Provides opportunities for sharing and collaborating systemically</p> <p>Professional development; building capacity with new innovative ideas and inspiration</p> <p>Always a wonderful way to be inspired about important topics that address needs in the English Educational Community</p> <p>Better prepared to make new contributions in our boards</p> <p>Annual conference a good wat for diverse sectors to engage together and provides and good forum for information sharing</p> <p>Very important to all members in the English Community</p> <p>Invaluable to a wide net of educators</p> <p>Good for schools in the PD plans</p> <p>The way that the organization was able to switch to virtual so quickly is amazing... In-person is so important for networking with the rest of the community – we don’t have enough</p> <p>Opportunity to network and find colleagues with common needs ability</p> <p>Annual conference allows the English Education Community to come together to learn, network and grow</p> <p>Time to connect with colleagues from other boards</p> <p>Annual conference has the opportunity to offer professional networking</p>	<ul style="list-style-type: none"> <li>• return to in-person with hybrid option (4)</li> <li>• Opportunity to provide more information on Bill 96, particularly FSL levels of “ayant droit” students</li> <li>• Consider a one-day more focused conference</li> <li>• More focused theme; clearly articulate theme and its application to the classroom</li> <li>• Needs to be promoted outside the youth sector</li> <li>• Great for the targeted audience. How does this pay off for all members in terms of time, energy and resources</li> </ul>

LCEEQ General Meetings	<p>Promotes the understanding of the projects and partnerships across the network</p> <p>Creates a common language</p> <p>Creates opportunities for sharing best practices</p> <p>Offers equity in accessing current research</p> <p>Sharing of ideas and knowledge from different regions</p> <p>Opportunity to network and share common concerns and values</p> <p>LCEEQ meetings are important ways for representatives to gather information, plan activities, and understand issues within the Québec English Education system</p> <p>Needed – mix of in-presence and online meetings always appreciated</p> <p>LCEEQ committee meetings allows key representatives the opportunity to bring forward reflections from the individual communities for a more global addressing of topics</p> <p>Opportunities to learn about the realities of the partner group is valuable</p> <p>Helpful to ensure cohesiveness over entire trajectory</p> <p>Extremely valued – a way for common understanding of shared experiences with new policies and areas of research. Original table for all organizations to be heard and represented</p> <p>Highlight gaps in your knowledge and experience</p> <p>Important to connect with all segments of English educational community</p> <p>Support in preparing for the challenges we are faced with after all the pandemic-related disruptions</p>	
Math Focus	<p>The format of this project is excellent to drive change</p> <p>Often cited as essential in change in practice</p> <p>Creates a common language</p> <p>Sharing of ideas and knowledge from different regions</p> <p>Equity/access to resources and trainers</p> <p>Opportunity to seek PD for a particular need and to network with people</p> <p>MSI has been such a benefit for our teachers. Wonderful feedback and a desire to see it continue. There are still requests at our board. Still needed.</p> <p>MSI offers new and innovative ways to teach math.</p> <p>Institutes allow for specific needs and training for teachers – more Tier 3 approach</p> <p>Extremely beneficial; Math Summer Institute has shifted practices in our schools</p> <p>Very beneficial according to teacher feedback</p> <p>Math remains a concern and a need</p> <p>Extremely important and the more teachers we train, the more we will speak the common language... I think the impact has been significant</p> <p>The MSI is very valuable for many teachers</p> <p>All summer institutes (ELA, Math, FSL, Outdoor Ed.) are important to teachers</p>	<ul style="list-style-type: none"> <li>• Not sustainable as currently funded; can it be split with other sources of funds (e.g. PIC) (2)</li> <li>• Summer institutes should offer childcare</li> <li>• Use provincial results to determine areas of need</li> <li>• Could a similar model target the adult sector</li> <li>• Greater follow-up and accountability</li> <li>• Summer Institute based on emerging needs (ex. K-4)</li> <li>• Summer Institute for Remedial and Supporting Teachers</li> </ul>
PDIG John Killingbeck (A and B)	<p>High leverage PD opportunities</p> <p>Sustain ongoing work at a local level</p> <p>Addresses local realities</p> <p>PDIGs support professional collaboration</p> <p>Offers opportunities for sharing best practices</p>	<ul style="list-style-type: none"> <li>• John Killingbeck A should include additional release time for the follow-up visit</li> </ul>

	<p>Provides funding for projects specific to the English sector and particular needs  Still needed – requests at our board again this year  Greate for school-based projects to get implemented  Grass roots initiative that we note high impact in terms in PD and sustainable practices for school teams  Evaluations and monitoring always important to improve quality of education  Opportunities for communities to innovate and explore relevant topics at the community level – Tier 2 level  PDIGs have been crucial in growing PLCs and other important teacher-based initiatives throughout our system – MUST KEEP!  Very beneficial in building teacher capacity  John Killingbeck allows for teachers to see what is happening in schools in other communities  PDIG funding is critical for grass-roots development of tools and sharing in various PLC formats. This is one of the few ways teachers can apply for their own needs.  PDIGs have allowed time and release for teachers to collaborate towards a common goal  It would be great to be able to plan more than one year ahead for the John Killingbeck, but is an amazing opportunity for growth for our education network  Invaluable to a wide net of educators</p>	
Professional development workshops	<p>Offers equity in accessing current research  PD is important for all educators/administrators. Follow-ups to elaborate on how schools are spearing what they learned  A MUST – Such a turnaround in leadership positions  Workshops are important to increase knowledge around significant topics in Education  PD that is essential for ongoing development and consideration of relevant research – Tier 1 or 2  Leadership Institute has been very helpful for novice administrators – especially in the realm of networking and goal setting  These are most valuable when they are timely in nature, and when targeting a group that may not have opportunities elsewhere or otherwise  We need to invest more in recruitment and retaining talent so all initiatives around coaching, mentoring, leadership development are vital to us long term  Super important for targeting the anglophone community needs. One of the only leadership conferences for anglophones.  Asynchronous webinars to all educators would be a great area in which to expand</p>	<ul style="list-style-type: none"> <li>• Greater communication with member reps to ensure needs are being identified (between the rep and their own organization)</li> <li>• Publicize differently?</li> <li>• More workshops geared to the vocational sector</li> <li>• PD for specialists would be appreciated</li> </ul>
Post-Covid Collaborative Inquiry	<p>The intentions of the project are very important  Opportunity to reflect on current practices  Opportunity to think about new directions in education using what we learned during COVID  Tier-three need for addressing specific need of educational community – needs to be flexible to address urgent or lived need  We need to look down the road and anticipate long-term needs for our community  Important yes... but not as much as everything else on this page.</p>	<ul style="list-style-type: none"> <li>• Very academic; hard to see the practical implications at this juncture</li> <li>• May need adapting in ever-changing context</li> </ul>

## Needs

- Teacher (and other staff) attraction and retention within the community – Identifying obstacles and solutions
- Bilingualism (language proficiency in the two languages of instruction) should be targeted through various forums (workshops, institutes, etc.) with support from experts (2)
- No English language VT university teacher training program is a major problem that must be addressed
- Multilingual learners
- Regulation/co-regulation of staff
- Adult Ed and Voc Ed could be added as their own bubble
- More focus on advocacy and negotiation in regard to the current policy environment (Bill 96, Bill 21) (2)
- Dysregulation is prominent in school staff and students. We need to offer workshops on how to deal with emotions post covid.
- Violence in the schools is prominent and would be beneficial as a topic for professional development
- More collective support in negotiations with the government (support job actions)
- Can there be a complimentary session on leadership but not for novices
- Equity-Diversity-Inclusion
- Transitions
- Better connections across the different levels of the network
- Broader way to discuss issues that affect the whole community beyond the LCEEQ general meetings
- Support for home-schooling because of growth

## Appendix III



# **English-language Vocational and Technical Training in Québec: Mobilizing the Statistics**

PROCEDE Annual Conference  
October 13th, 2022



# Presentation Overview

1. PERT: Who we are and what we do
2. Making of the VTT report
3. VTT ecosystem
4. Program mapping
5. Issues and challenges
6. Discussion



# **Who we are and what we do**

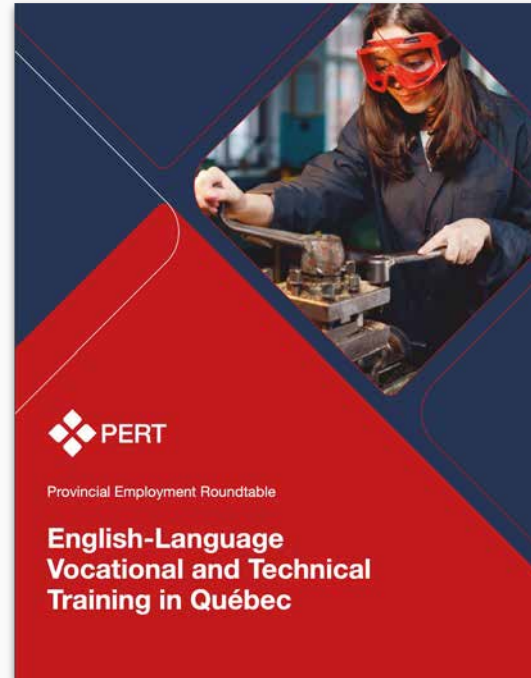




# Provincial Employment Roundtable

The Provincial Employment Roundtable (PERT) is a non-profit multi-stakeholder initiative whose main goal is to aid in addressing issues of employment and employability facing the English-speaking community in Québec. PERT accomplishes this through researching the major challenges facing the community, supporting partners in developing and implementing employment responses, and engaging with government stakeholders to increase awareness of issues.

# Making of the VTT report





# Why?

- Anecdotal reports that English speakers in Québec are highly educated but don't pursue careers in the trades
  - “Best kept secret in province”
- Limited data and information about the availability and accessibility of English-language VTT
- Opacity of VTT system in Québec



# Why does VTT matter: secondary research

- Mitigate unemployment
- Organically respond to labour shortages
- Train professionals who perform essential labour
- Enhance economic vitality and support innovation in industry
- Offer an affordable educational pathway
- Challenge and overcome social inequalities

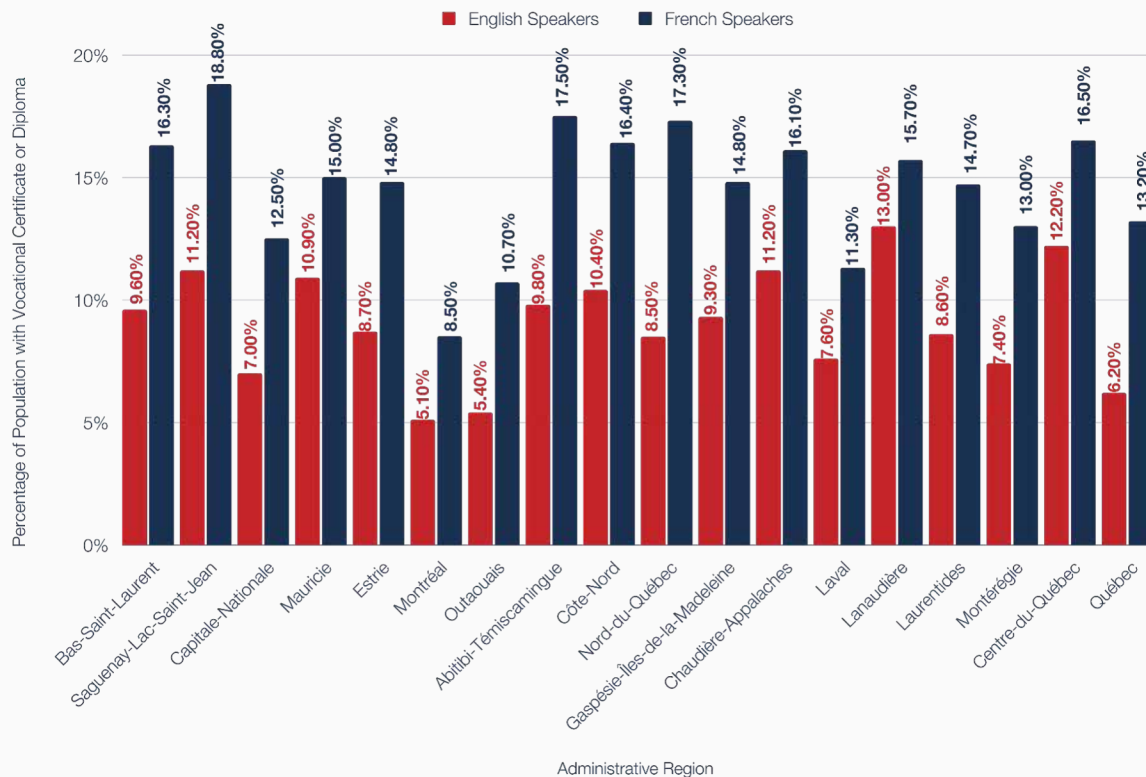


# Why does VTT matter: English-speaking Quebecers and employment

- According to the most recently available data (2016 Census), English speakers have an unemployment rate of 8.9%, two percentage points higher than French speakers' 6.9%
- Québec's youth aged 15-24 have the highest unemployment rate of any age group in the province. English-speaking youth have an unemployment rate of 16.3%, while French-speaking youth have an unemployment rate of 11.9%
- English speakers earn a lower median after-tax income than French speakers, by approximately \$2,800 (\$27,416 versus \$30,211)



# Why does it matter: pursuit of VTT by language





# Research objectives

- Focus on availability of programs to understand whether this was a problem of availability and access, or awareness (or multiple issues)
- Objectives:
  - Inventory the English-language VTT available across the province
  - Understand the underlying structures that impact the availability of English-language VTT, and how these structures affect the educational attainment and employment outcomes of English speakers in Québec

- **Inclusions**

- Programs leading to certificates recognized by MEQ or MES, and/or programs from institutions recognized by MEQ or MES
- Programs from the 2020-2021 academic year
- English-language programming

- **Exclusions**

- Springboard and upgrading programs
- Specialty schools
- Beauty schools
- Online-only schools

- **Stage One**

- Websearch
- Cross-referenced with existing list of VTT programs available on Inforoute

- **Stage Two**

- Cross-referenced with Statistics Canada list of post-secondary institutions
- Cross-referenced with a list of all vocational centres within English school boards across the province

- **Stage Three**

- Interviews with 18 VTT program providers representing 5 vocational centres, 6 school boards, and 3 CEGEPs offering technical programs, from a total of 6 administrative regions





**VTT ecosystem**



# Definitions

- **Language**

- Statistics Canada's concept First Official Language Spoken: in the case of English speakers, all individuals who speak English as their FOLS, plus half of all individuals who speak both English and French. This gives a more realistic idea of all the individuals who might seek out English language services, such as education
- The ESC has porous boundaries, it includes historic Anglophones as well as some people who are plurilingual, or who may not speak either official language well, but are more proximate to french as compared to English



# Definitions

- **Vocational and Technical Training (VTT)**
  - Vocational and technical training aims to equip students with the skills and competencies necessary for direct entry into a particular industry, trade, or occupation. In Québec, VTT has two distinct educational pathways: vocational training and technical training.



# Definitions

- **Vocational Training**

- Vocational training programs provide hands-on training in an occupation or trade, as well as direct entry into the job market. They are regulated by the Ministère de l'Éducation du Québec (MEQ) and offered at the secondary level in vocational centres.

- **Vocational Centres**

- A vocational centre is an educational institution, public or private, that typically offers vocational training. Vocational centres, as well as the programs they offer, operate within the secondary school system and are regulated by the MEQ. Public English-language vocational centres are operated by Québec's English school boards, while public French-language vocational centres are operated by French school service centres.



# Definitions

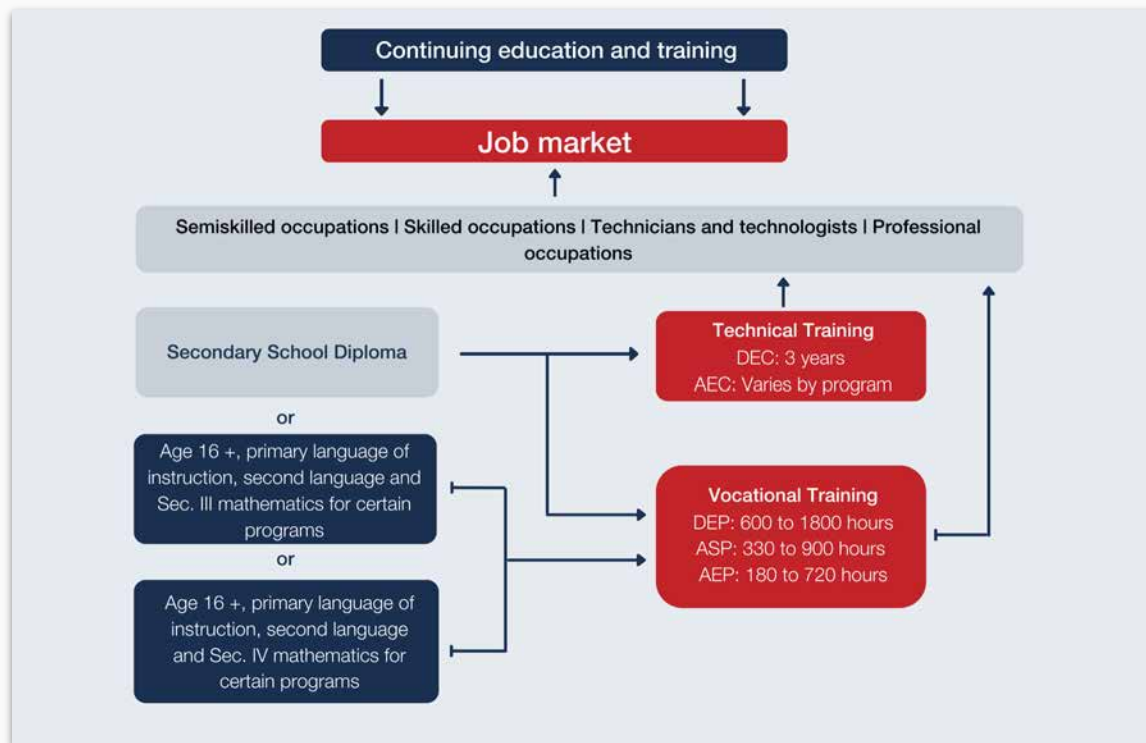
- **Technical Training**

- Technical training programs (also known as career programs) provide training that allows graduates to work directly in the job market upon completion. They are generally offered at the college level and regulated by the Ministère de l'Enseignement supérieur (MES).

- **CEGEPS and Colleges**

- CEGEPs and colleges are post-secondary institutions offering education at the college level. CEGEPS are public institutions, whereas college is a general term that may include private colleges as well as CEGEPs. CEGEPs and colleges, as well as the programs they offer, are regulated by the MES

# Québec's VTT system





# Types of VTT certifications

Certification	Program Type	Approximate Program Length	Primary Institution Offering Program - Vocational Centre	Primary Institution Offering Program - CEGEP/College
DEC/DCS (Diploma of College Studies/diplôme d'études collégiales)	Technical	3 years		✓
AEC/ACS (Attestation of College Studies/attestation d'études collégiales)	Technical	varies by program		✓
DEP/DVS(Diploma of Vocational Studies/diplôme d'études professionnelles)	Vocational	600 to 1800 hours	✓	
ASP/AVS (Attestation of Vocational Specialization/attestation de spécialisation professionnelle)	Vocational	330 to 900 hours	✓	
AEP/STC (Skills Training Certificate/attestation d'études professionnelles)	Vocational	180 to 720 hours	✓	



# Program mapping





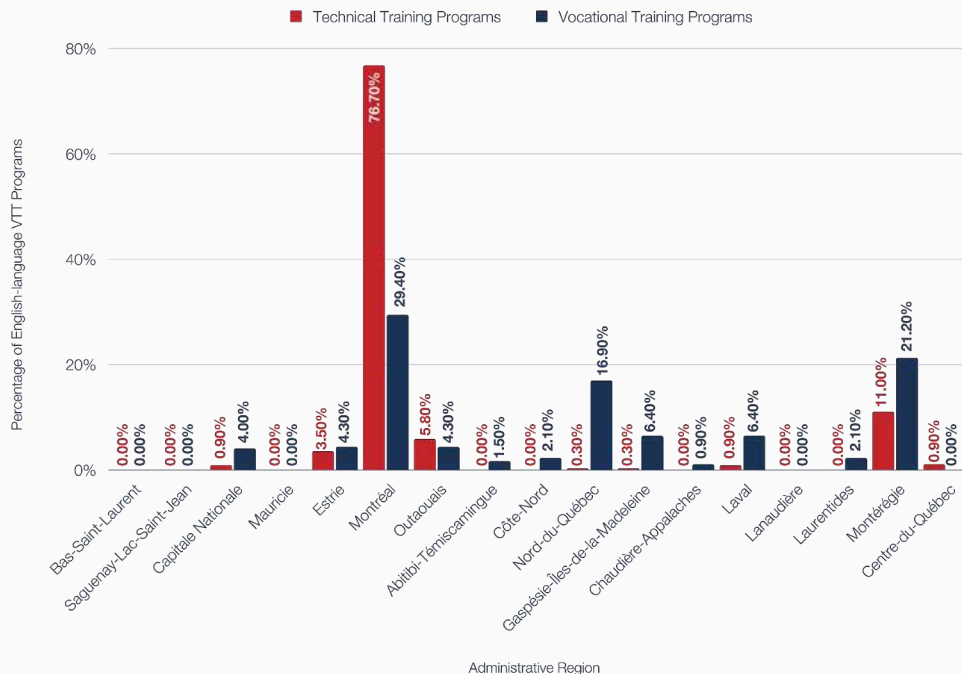
# Frequency of English-language VTT

Type of Certification	Number of Programs
DEC (Diploma of College Studies/Diplôme d'études collégiales)	101
DEP (Diploma of Vocational Studies/Diplôme d'études professionnelles)	262
ASP (Attestation of Vocational Specialization/Attestation de spécialisation professionnelle)	37
AEC (Attestation of College Studies/Attestation d'études collégiales)	243
AEP (Skills Training Certificate/Attestation d'études professionnelles)	22
Other	5
Total	670

- Identified 670 English–language VTT programs in Québec
  - 344 were technical training programs
  - 326 were vocational training programs
- 39% of all English-language VTT programs are DEPs
- 36% of all English-language VTT programs are AECs
- Vast majority of technical training programs were offered by CEGEPs and colleges, and the vast majority of vocational training programs were offered by vocational centres and institutes
- “Other” category includes certificates, Secondary School Vocational Diplomas (SSVDs), and licenses



# Distribution of English-language VTT



- 76.7% of technical training programs are located in Montréal
- Montréal also has the highest concentration of vocational training programs (29.4%), followed by Monérégie (21.2%) and Nord-du-Québec (16.9%)
- Bas-Saint-Laurent, Saguenay-lac-Saint-Jean, Mauricie, and Lanaudière had no English-language VTT programs



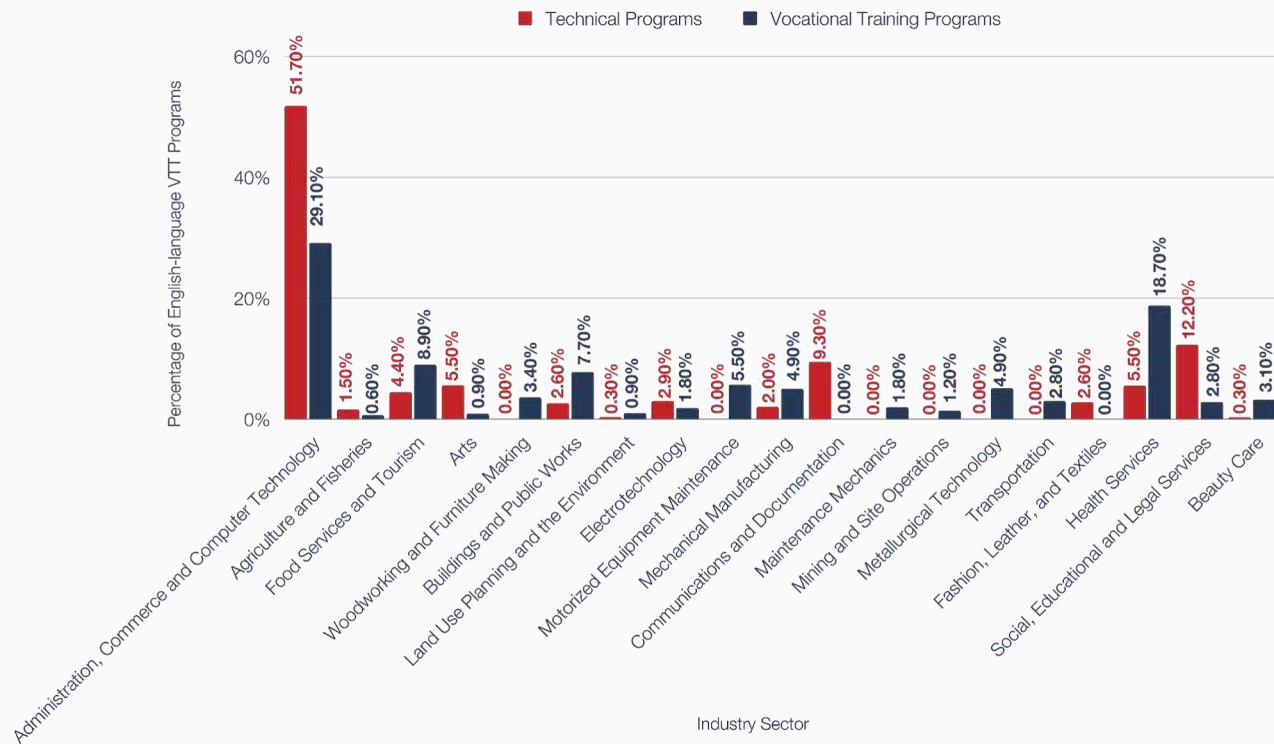
# Most common programs by administrative region

Region	Most Common Technical Training Program	Most Common Technical Training Program Sector	Most Common Vocational Training Program	Most Common Vocational Training Program Sector
Bas-Saint-Laurent				
Saguenay-Lac-Saint-Jean				
Capitale-Nationale	Tourism Technology	Food Services and Tourism	No single most common program	Health Services
Mauricie				
Estrie	Accounting and Management	Administration, Commerce and Computer Technology	Secretarial Studies	Administration, Commerce and Computer Technology
Montréal	Early Childhood Education	Administration, Commerce and Computer Technology	Accounting/Secretarial Studies	Administration, Commerce and Computer Technology
Outaouais	Accounting	Administration, Commerce and Computer Technology	Accounting	Administration, Commerce and Computer Technology
Abitibi-Témiscamingue			No single most common program	Mining and Site Operations
Côte-Nord			No single most common program	Health Services
Nord-du-Québec	Natural Environment Technology	Agriculture and Fisheries	Secretarial Studies	Administration, Commerce and Computer Technology
Gaspésie-Îles-de-la-Madeleine	Adventure Tourism	Food Services and Tourism	Accounting	Administration, Commerce and Computer Technology/Health Services
Chaudière-Appalaches			No single most common program	No single most common program sector
Laval	No single most common program	Administration, Commerce and Computer Technology	Health Care Facility Patient Service Support Skills Training Certificate	Administration, Commerce and Computer Technology/Health Services
Lanaudière				
Laurentides			No single most common program	Buildings and Public Works
Montérégie	Business Management/Early Childhood Education/Special Care Counselling/Specialist in Applied Information Technology	Administration, Commerce and Computer Technology	Accounting/Institutional and Home Care Assistance/Starting a Business	Administration, Commerce and Computer Technology
Centre-du-Québec	No single most common program	Social, Educational and Legal Services		

- Administration, Commerce, and Computer Technology sector houses the largest number of English-language VTT programs (273 out of 670, or 41%)
- Available VTT programs are often correlated to regional industry and/or regional needs



# VTT programs by industry sector





# Issues and challenges



# Perceptions of VTT

- Pervasive myth that VTT is a lesser educational option, or for poor academic achievers
  - This is false, but at the same time students who do not flourish in areas tested by traditional academic pathway may find the approach within VTT better suits them
- Interview data suggests that VTT is a great option for a wide array of individuals, including:
  - Proactive learners
  - Learners seeking a holistic experience
  - Newcomers
- Differences in perceptions within VTT sphere, between vocational centres and CEGEPs and colleges
  - Comes into effect prior to entry into VTT (not necessarily held or circulated by VTT providers themselves)



# Recruitment and enrollment

- Enrollment thresholds may result in cancellation of programs, especially in areas that have smaller English-speaking communities (rural and remote communities)
- Regional disparities in VTT may prompt prospective students to leave their communities for urban centres in Québec with more educational opportunities (brain drain)
  - Brain drain may also occur between provinces, as in the case of Gatineau and Ottawa
- Communities and VTT institutions would benefit from additional support that would help the attract and retain students, especially in programs that are in high-demand in their communities



# Linguistic data collection

- The lack of linguistic data collected by the provincial government hinders English-language VTT institutions' abilities to justify need for programs. This contributes to the disparities in programming available for linguistic minorities
- Program providers must often collect their own data, which may extend the length of time it takes for a school to apply for and implement new programs, delaying their response to labour market needs
- Linguistic data would also help VTT institutions to anticipate demand for programs, advertise career pathways





# French-as-a-second-language

- Some French-language proficiency is often a prerequisite for VTT programs, as an essential competency for both work placements and entry into the labour market. Alternatively, VTT programs may recommend additional French-language training after graduation
- VTT program providers may offer additional French-language support, but this can be difficult to take on in addition to core demands of program
- Difficult to integrate significant French-language competencies in VTT programs, as this would result in a longer English-language version of the program in comparison to the French-language version



# Labour market dynamics

- Lengthy application process for program authorization can impact VTT institutions' abilities to respond to community and labour market demand
- Greater flexibility is also needed to act on new opportunities or organic needs that local actors are best positioned to identify
  - Examples include pilot programs and workplace collaborations
  - Particularly important for rural and remote areas
- Increased permanent authorizations also enables vocational centres to:
  - Permanently employ teaching staff
  - Consistently advertise their programming, increasing awareness of and trust in the institution



# Wrap-around supports for learners

- Program providers indicated that the primary support required by students, and particularly young women, is childcare
- Mental health of students significantly impacted by COVID-19 and the shift online, especially in situations where VTT institutions were students' primary source of socialization and support
- Transportation also affects access to VTT, especially in areas that lack efficient public transportation and road infrastructure
  - Students must often be able to drive in order to access both their school and work placements
- Access to basic resources such as food and housing

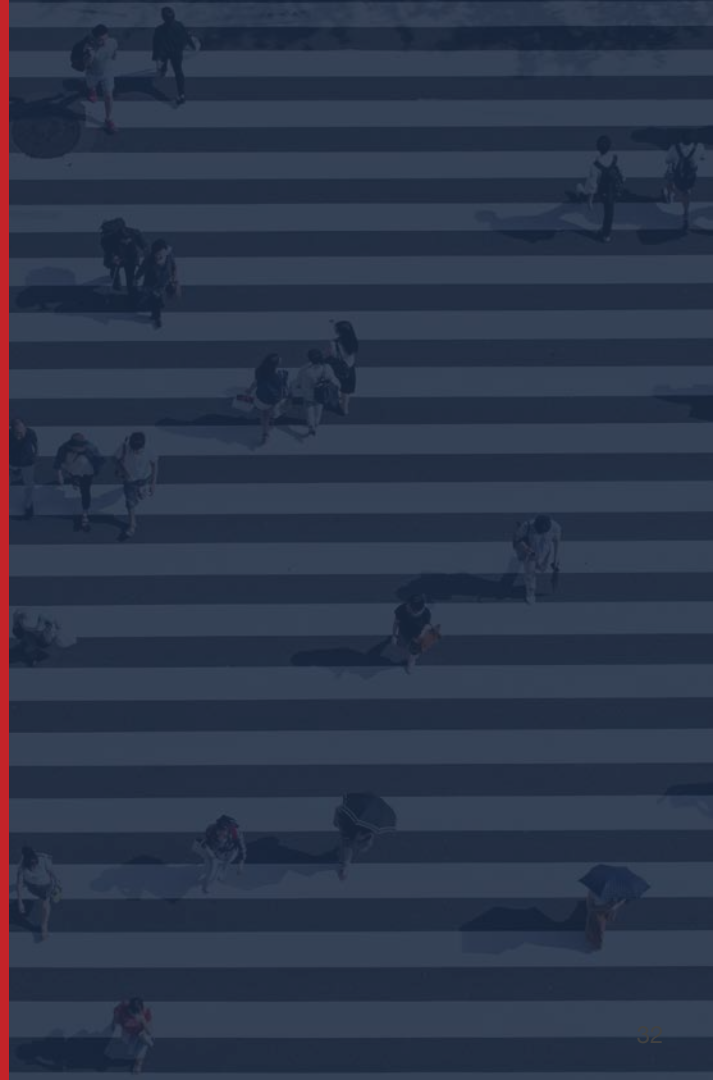


# COVID-19

- Government investment in new programs in the midst of COVID-19
  - Not always significant uptake among English speakers owing to language barriers
- Flexibility in program authorization in the wake of COVID demonstrates ability to quickly adapt to other labour market needs
- Some programs, especially in health care, now facing difficulties:
  - Recruitment challenges
  - Teacher shortages
- Shift to remote learning better suited to some programs and industries as compared to others
- Requirement to write MEQ exams in-person complicates full shift to online learning
- Individuals without access to internet can be overlooked in online shift



# Deepening Our Understanding: Discussion





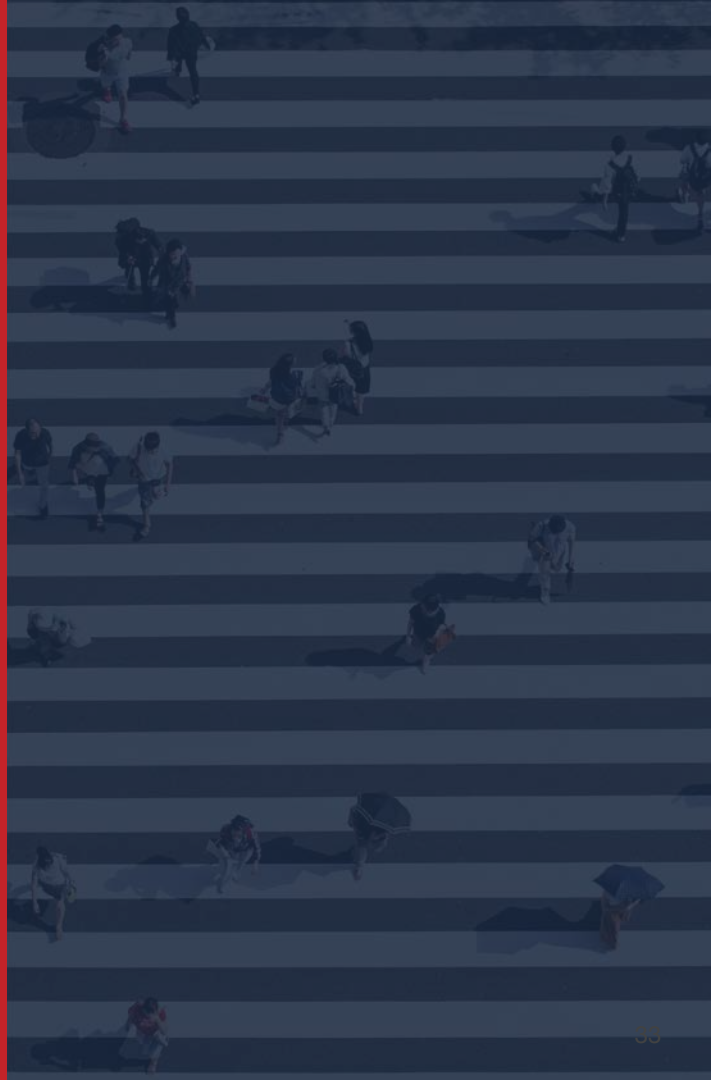
# Want to work with us?

## Join our education sectoral table!

Contact:

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# Thank you!

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